REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. ENVS 2021 Title Environmental Thought

Short Title (≤ 19 characters) ENVIRONMENTAL THOUGHT

Semester Hours of Credit 3

If combination course type, # hrs. of credit for Lecture: _____ Lab/Sem/Rec: _____

Repeat Credit Max. (if repeatable): _____ credit hours Graduate Credit? Yes No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

Lecture 3 Lab ___ Seminar ___ Recitation ___ Lec/Rec ___ Lec/Sem ___ Lec/Lab ___ Res/Ind ___ Clin/Pract ___ Intern ___

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 55

Grading System: Letter Grade X Pass/Fail ___ Final Exam: ** Yes X No ___

**(Attach justification if the proposed course will not hold a final exam during examination week.**

Course Description:
(Concisely catalog statement exactly as you wish it to appear in the General Catalog)

ENVS 2021 Environmental Thought (3) See PHIL 2021.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.

If this course is approved, will additional staff be needed? Yes ___ No X

Will additional space, equipment, special library materials or other major expense be involved? Yes ___ No X

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date 3/31/2017

College Faculty Approval Date 5/22/2017

Department Chair Signature (date)

Chair, FS C&C Committee (date)

Graduate Dean Signature (date)

Academic Affairs Approval (date)

_Brian Snyder snyderb@lsu.edu_

College Contact E-mail
ENVS 2021 Add Justification

Environmental Thought will introduce students to the history of environmental science, humanity's relationship with the environment, and environmental ethics. The course will also give students an opportunity to study many of the great works of environmental literature; these works, while largely non-scientific, have been exceptionally important in the adoption of environmental policy.

The proposed course fits into the undergraduate curriculum in the College of the Coast & Environment by deepening student's appreciation for environmental perspectives. While the undergraduate curriculum has a number of policy and science courses, it does not currently offer a class with a major focus on environmental ethics or environmental history.

Environmental Thought is intended to fit the needs of both Environmental Science and Philosophy students. The proposed course may provide a means to recruit students from the Humanities and Social Sciences into Coast and Environment undergraduate programs. In addition, it is hoped that the course will eventually be approved for General Education (Humanities) credit; this would provide science and non-science majors with a new pathway into basic issues underlying environmental sciences.

The change is being simultaneously approved by the Philosophy and Religious Studies department, as is evidenced by a copy of the PHIL course-change proposal and justification, which are included with this proposal. Prof. Pence, our contact in the philosophy department, anticipates no problem with its approval.

Affected Curricula/Minors/Majors

This course may serve as an elective in the Applied Coastal Environmental Science concentration of the Coastal Environmental Science degree program.
Environmental Thought
ENVS/PHIL 2021
Spring 201X

Catalog Statement: The relationship between humans and the natural environment; ethical and scientific considerations. Topics may include: the environment through human history, the development of environmental science, ethical obligations to non-human animals, environmental protection and pollution.

About this class: In this class, we will discuss the relationship between humans and their environment in three separate but interrelated ways. First, we will discuss our ethical understanding of the natural world and ask questions like “what has value?” and “when is environmental destruction unethical?” Second, we will discuss our scientific understanding of nature and how that understanding developed over the past several centuries; we will ask questions like “how do we know about how the environment functions?” Finally, we will discuss how our ethics and our science come together to inform our environmental policy; thus we will ask questions like “what should we do about climate change?” and “what is a sustainable society?”

Because the class is multidisciplinary, we will use a historical approach to give the class structure and to study how humans have understood their environment over time.

Instructor: Dr. Brian Snyder
1109 Energy Coast and Environment Bldg
Email: snyderb@lsu.edu
Office hours:

Course Meeting: Hours:
Place:

ENVS/PHIL 2021 has four Learning Objectives:

Course Learning Objectives:
1) Students will develop critical thinking skills and an appreciation for the epistemology of science by studying the development of ecological and environmental science.
2) Students will explore the relationship between technological development and both environmental destruction and protection.
3) Students should understand the ways in which both environmental science has informed environmental policy.
4) Students will think critically about their own environmental ethics.
Textbooks and Readings:


*Walden*
Henry David Thoreau. 1854.

*A Sand County Almanac*
Aldo Leopold. 1949.

*Silent Spring*
Rachael Carson. 1962.

*Nature's Economy: A History of Ecological Ideas*

Intergovernmental Panel on Climate Change (IPCC)
Available online

Available online

Optional readings: Note that other readings are described in the course schedule (below) as optional. You will not be tested directly on optional readings, but they discuss the same material that will be discussed in class. Therefore, if something covered in class is either particularly interesting or particularly confusing, these optional readings may be a good place for further details and clarification. All are available from the LSU library or online.
Grading

Midterms and final exams: Exams will consist primarily of short answer and short essay questions with a small number of multiple choice questions. The purpose of the exams is not to memorize dates and facts, but to test your understanding of the course concepts and your ability to think critically about them. The best way to study will generally be to study the discussion questions and reading reflection questions.

Readings: Eleven mandatory readings will be required over the course of the semester. After the reading is assigned but before it is discussed in class, students will be required to log on to Moodle and answer a brief reflection question about the reading. Please take the time to read the assigned readings carefully and critically. Many of them are difficult to read and if you read them quickly you will likely get nothing from them and simply waste your time.

Discussion periods: During many (but not all) lectures, the class will be broken up into groups to discuss a question from the lecture. At the end of these discussion periods, attendance will be recorded by answering a simple clicker question.

Weight of each grading component:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm 1</td>
<td>125</td>
<td>25</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>125</td>
<td>25</td>
</tr>
<tr>
<td>Discussion Attendance</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Readings</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Final</td>
<td>150</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

Scoring
A+  (96.5 – 100%)
A   (92.5 – 96.49%)
A-  (89.5 – 92.49%)
B+  (86.5 – 89.49%)
B   (82.5 – 86.49%)
B-  (79.5 – 82.49%)
C+  (76.5 – 79.49%)
C   (72.5 – 76.49%)
C-  (69.5 – 72.49%)
D+  (66.5 – 69.49%)
D   (62.5 – 66.49%)
D-  (59.5 – 62.49%)
F   (< 59.5%)
Course Rules

Use the readings to help you understand the material taught in class. Exams will focus on material discussed in class, but the readings and the response reflections are an important opportunity to practice the skills and thinking required on the exams.

During the lectures you need to maintain a civil behavior that does not disturb and distract the other students and the teacher. You are allowed to use electronics (laptop, tablets and phones) only for academic purposes.

If you miss an exam (either a midterm or the final) you will have a chance to re-take the exam (a “make-up” exam). All make-up exams will be held individually in my office between the last class meeting and the day before final grades are due. All make-up exams consist of 4 short essay questions answered during a 60-minute time slot.

Once an in-class exam begins, there will be a 15-minute cutoff (or the time at which the first person is finished and leaves the room). If you show up after this, you will have to take the make-up exam, regardless of the reason why you are late.

During the exam no electronics are allowed. Electronics must be turned off and kept hidden (inside a bag, a purse, a pocket). If an electronic device is seen during an exam (even if not used) you will be suspected of cheating and referred to the Dean of Students as per requirements in the LSU Student Handbook. Talking during exams is also prohibited.

Cheating and Plagiarism

Cheating or plagiarism will not be tolerated. It is recommended that students review the LSU Student Handbook and the Code of Conduct. These documents can be found on the Dean of Students webpage: http://appl003.lsu.edu/slas/dos.nsf/index.

Also available, Understanding Academic Integrity: Plagiarism, at http://students.lsu.edu/saa/students/plagiarism
And, Academic Integrity (pdf file) at https://sites01.lsu.edu/wp/lsonline/files/2013/08/Academic-Integrity-Orientation-Moodle-Module.pdf

Students suspected of cheating or plagiarism will be referred to the Dean of Students as per requirements in the LSU Student Handbook.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Subject</th>
<th>Readings (complete before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction</td>
<td></td>
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<tr>
<td>2</td>
<td>The environment in ancient history; the Neolithic revolution; the salinization of Sumeria; poverty and the !Kung</td>
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<tr>
<td>3</td>
<td>The environment and the Hebrew bible (Genesis, Psalms, and Job); creation “myths” and their meaning for today</td>
<td>The Historic Roots of Our Ecological Crisis (1968) by Lynn White</td>
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<tr>
<td>4</td>
<td>The Environment in Classical Antiquity; deforestation in ancient Greece; lead pipes and malaria in ancient Rome</td>
<td>Pan’s Travail (optional)</td>
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<tr>
<td>5</td>
<td>The Enlightenment; Rousseau and the “Noble Savage”; Spinoza</td>
<td>Chapters 1 and 2 of Nature’s Economy</td>
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<tr>
<td>6</td>
<td>The Scientific Revolution; Malthus and population growth</td>
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<tr>
<td>7</td>
<td>Species and Biodiversity; the species concept; Linnaeus to Ernst Mayr; biodiversity loss today</td>
<td>Finding Order in Nature (optional)</td>
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<tr>
<td>8</td>
<td>The Explorers; William Bartram; John James Audubon; Gilbert White</td>
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<tr>
<td>9</td>
<td>Review, catch up and discussion</td>
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<tr>
<td>10</td>
<td>EXAM 1</td>
<td></td>
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<tr>
<td>11</td>
<td>The Industrial Revolution; the Luddites; technological optimism and pessimism</td>
<td>Rebels Against the Future (optional)</td>
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<tr>
<td>12</td>
<td>The Transcendentalists; Thoreau; St. Francis of Assisi; degrowth and voluntary simplicity today</td>
<td>Walden (1854) by Henry David Thoreau</td>
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<tr>
<td>13</td>
<td>George Marsh; nature writing; The Voyage of the Beagle</td>
<td>Chapter 6 and 7 of Nature’s Economy</td>
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<tr>
<td>14</td>
<td>Darwin and Natural Selection</td>
<td>Chapter 8 and 9 of Nature’s Economy</td>
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<tr>
<td>15</td>
<td>The Conservationists; Muir, Roosevelt and the National Parks</td>
<td>Chapter 13 of Nature’s Economy</td>
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<tr>
<td>16</td>
<td>Soil; Rain follows the plow; the Dust Bowl, Fredric Clements and the prairie climax</td>
<td>Chapter 11 and 12 of Nature’s Economy</td>
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<tr>
<td>17</td>
<td>Food; Upton Sinclair; the green revolution and agriculture today</td>
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<tr>
<td>18</td>
<td>Ethics; Aldo Leopold and the land ethic</td>
<td>A Sand County Almanac by Aldo Leopold</td>
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<tr>
<td>20</td>
<td>Science; Popper and Kuhn</td>
<td>Section 5 of The Passion of the Western Mind and/or The Structure of Scientific Revolutions (optional)</td>
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<tr>
<td>21</td>
<td>EXAM 2</td>
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<tr>
<td>22</td>
<td>Rachael Carson and Modern Environmental Movement; the environmental problems of mid-century America; Edward Abbey</td>
<td>Silent Spring by Rachael Carson</td>
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<tr>
<td>23</td>
<td>The Legislation; Clean Air Act; Clean Water Act; Ozone and the Montreal Protocol</td>
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<td>24</td>
<td>The Population Bomb; Simon-Ehrlich wager; the human population today</td>
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<tr>
<td>25</td>
<td>Environmental justice; Flint water crisis; Agriculture street landfill; Love Canal</td>
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<tr>
<td>26</td>
<td>Sustainable development and the Millennium Ecosystem Assessment; what are “needs” and how do we meet them</td>
<td>Chapter 2 of Our Common Future</td>
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<tr>
<td>27</td>
<td>Climate Change and the IPCC</td>
<td>IPCC AR5 Summary for Policymakers</td>
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<tr>
<td>28</td>
<td>Review, catch up and discussion; why do you care about the environment?</td>
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<tr>
<td><strong>FINAL EXAM</strong></td>
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The exact dates and coverage of topics may vary.