Date: March 13, 2013
Course Number: EST 403
Course Title: Sustainable Development: An Adirondack Park Case Study

X New Course OR

□ Changes in existing course (check all that apply):

□ Prefix
□ Number
□ Credits
□ Title
□ Description
□ Pre-requisite(s)
□ Co-requisite(s)
□ Shared Resources
□ Course Format
□ Content
□ Semester Offered

For new courses only, indicate if you would like approval as a course meeting the General Education standards in the following knowledge and skills area (check all that apply):

□ American History
□ The Arts
□ Basic Communication
□ Humanities
□ Mathematics
□ Natural Sciences
□ Other World Civilizations
□ Social Sciences
□ Western Civilization

If changing an existing course, describe the change(s):

List any pre- or co-requisites here: The 4 additional “Sustaining the Adirondack Park” courses are mandatory co-requisites. These additional courses are EFB 411, EST 401, EST 402, and EST 404

Institutional Impact:

Anticipated Enrollment: 8-12 per semester

Technology and Classroom Resource Demands: Classroom space at Newcomb Campus
Computing Resources: Internet access for research and communication
Library Resources: Managed at Newcomb Campus
Transportation Requirements: 1 or 2 passenger vans or suburbans for occasional field trips (shared resource amongst all 5 Adk residential semester courses)

Forest Properties or Field Practicum Facilities N/A

Proposer Contact Information:

Name: Ross Whaley Department: Environmental Studies
Email: rswhaley@esf.edu Phone: 518-359-9631

Chair/Coordinator Signature: ____________________________________________
Health and Safety Considerations:

Conditions or situations present in association with the course?  

Yes / No

1. **Will substances with any of the following properties be used during instruction?** flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury?  
   
   X

2. **Will any physical hazards be present during instruction?** (e.g., machines that need safety guards; razor blades or syringes; compressed gases, etc.).  
   
   X

3. **Will any biological hazards be present during instruction?** (e.g., handling animals (rabies or hantavirus); cultures or stocks of infectious agents (fungal spores, viruses, bacteria, etc.).  
   
   X

4. **Will any radiation hazards be present during instruction?** (e.g., radioisotopes, X-rays, ultraviolet rays, lasers, etc.).  
   
   X

5. **Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction?** (Give considerable thought to electrical use outdoors, or any potentially wet location.).  
   
   X

6. **Will there be any personal safety issues related to the class?** (e.g., due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.).  
   
   X

7. **Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise?**  
   
   X

8. **Will any type of personal protective equipment be necessary during class exercises?** (e.g., hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.)  
   
   X

If the answer was “Yes” to any of the HEALTH AND SAFETY questions, please explain:

6. As in any course with a field trip component, there exists the potential for students to be injured during travel to and from, and during the trip itself. We will do our utmost to ensure students are not exposed to conditions increasing that risk at any point, and work to minimize base-line risk. We will also prepare students appropriately for existing and anticipated field conditions for immediately in advance of each field trip.

7. Depending on class size, a small number of students may need to drive College vehicles to reach field sites. We will go through standard College protocols to ensure safety.

8. Some field trips may necessitate hard hats, protective footwear, hand wear and eye wear. This equipment will be provided and/or required for students to provide themselves as appropriate.

A detailed course description must accompany the Course Proposal Form
DETAILED COURSE DESCRIPTION

COURSE: EST 403 - Sustainable Development: an Adirondack Park Case Study
3 Credit Hours
3 hours of lecture and discussion per week
Prerequisites: none
Co-requisites: EFB 411, EST 401, EST 402, EST 404

SCOPE:
1. Level of Instruction:
   a. EST 403 is an elective course intended to fulfill upper division elective requirements
2. Relation to curriculum or to other ESF or Syracuse University courses:
   a. EST 403 is an elective course offered at the Newcomb campus as part of the resident semester
      “Sustaining the Adirondack Park”. This course is open to ESF and SU as well as students from
      other colleges and universities.
   b. Shared resource requirements: none

STUDENT LEARNING OUTCOMES:

After completing this course the student should be able to:
1. Demonstrate in writing and discourse an understanding of sustainable development as a criterion for choice
   at various decision making levels—in the private sector at the level of the individual, firm and industry, and
   in the public sector at the level of the community, city, state, nation, and internationally.
2. Describe the concepts, principles, criteria and indicators of sustainable development. That is, students
   should be able to define the concepts, understand them well enough to explain them to others, be able to
   apply them in different contexts, and be able to understand the concept’s deficiencies in application.
3. Demonstrate in writing and discourse the ability to communicate across disciplines.
4. Support positions with empirical evidence in discussion and writings
5. Describe the processes of change in the private and public sector.

MAJOR CONCEPTS OR METHODOLOGIES:

There are two legitimate societal goals that at times come into conflict—economic welfare and environmental
welfare. Sustainable development is an approach to examining these goals simultaneously in an attempt to optimize,
or at least improve, development decisions. An examination of the potential for sustainable development must
incorporate at least an elementary understanding of the social sciences (with particular attention to economics and
political sciences), the biophysical disciplines, and ethics, or as stated by Herman Daly, Right action in the world
depends upon knowing how the world works and what is right. For most of us this integration of knowledge offers a
difficult challenge, but also the excitement of exploring new ground outside of our own area of study.
Topics included in this course will include:

- Introduction to the place: The Adirondack Park--Past, Present Future
- The Adirondack Park nested in a global economy
- Consilience: Sustainable Development nested in interdisciplinary study
- Sustainability/Sustainable Development: definitions, principles, criteria and indicators
- Sustainable Development: questions of scale
- Genuine Progress Indicators
- Dealing with uncertainty: the precautionary principle
- Mapping the Future of the Adirondack Park: What would sustainable development and genuine progress
  mean in a region such as the Adirondack Park
- The role of the private sector and the role of government in achieving a sustainable future
- The ethical, ecological, economic and political implications of sustainable development
- Sustainable sectors within a sustainable society
Student learning will be assessed by means of:
- Review of learning portfolio—Does the portfolio illustrate understanding of the concepts, their application, and their deficiencies
- Performance on quizzes
- Students ability to apply the concepts learned as illustrated in student prepared briefing papers
- Review and comment on student’s thoughtful participation in class discussion and activities—Does the student’s class participation illustrate growth in reaching the objectives stated above?

CATALOG DESCRIPTION (Please provide using the precise format to be included in the ESF catalog, please do not exceed 1000 characters)

EST 403: Sustainable Development: An Adirondack Park Case Study (3)

A place based study of the concepts of sustainable development and their application. Students will learn of the role of historical precedence and current context in approaching planning and policy for a sustainable future. The course will combine lecture, discussion, student led seminars and writing that illustrates both skills in analysis and synthesis. Class will meet once a week for three hours for fourteen weeks at the ESF Newcomb campus, and may require occasional field trips. Requires concurrent registration with other Sustaining the Park courses. Fall, Newcomb Campus.

Prerequisites: none

Co-requisites: EFB 411, EST 401, EST 402, EST 404

COURSE HISTORY:

This course is a modification of a course taught as EST 496 (8) Concepts for Sustainable Development during 2001 and 2002 by Dr. Ross Whaley. The principle change is that the course will now be place based, which will give more emphasis to the application of the principles of sustainable development.