1. Course Information:

1.1 Course Prefix and Number: EST 204

Course Title: Diversity and Knowledge of the Environment
(If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 X This is a New Course.

OR

☐ This is a Major Course Revision

OR

☐ This is a Minor Course Revision

If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

(Please check all that apply)

☐ Course Number/Division ☐ Learning Outcomes ☐ Institutional Resources

☐ Title ☐ Concepts, Content ☐ Semester Offered

☐ Credit hours ☐ Catalog Description ☐ Course Inactivation

☐ Pre- or Co-requisite(s) ☐ Instructional Methods ☐ Course Reactivation

☐ Format ☐ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here X

☐ American History ☐ Humanities ☐ X Other World Civilizations

☐ The Arts ☐ Mathematics ☐ X Social Sciences

☐ Basic Communication ☐ Natural Sciences ☐ Western Civilization
Proposer Need Statement:

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision. The course helps meet several goals for the Dept. of Environmental Studies and for SUNY-ESF. For the Department, the course helps to manifest its core emphasis, defined as "interdisciplinary social science, humanities and natural science approaches to environmental understanding and stewardship" (as stated on home page). And for ESF overall, the course helps realize the commitment to diversity, equity, inclusion, and cultural competence, in the curriculum, as discussed in ESF’s Living Document, as well as OIDE’s support letter. The course achieves these goals in several ways: it further explores the human dimensions of environmental problems; it responds to a growing body of scholarship examining traditional ecological knowledge (tek) and its significance and impact; it provides another avenue for non-majors to fulfill breadth requirements and become acquainted with the perspectives of Environmental Studies; it builds understanding of nonwestern societies in connection with environmental knowledge; it examines the concept of diversity among peoples, cultures, and knowledge systems, and how that diversity has shaped what people know about the places they live in; and it reviews ways that differences in environmental knowledge may have been implicated in conflict, both in the past as well as the present. It also manifests an example of ESF realizing its commitments to inclusion, diversity and equity, and doing so specifically in the realm of teaching and research.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course. None

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). The course could be used to meet Departments’ varied goals in multiple ways, for example, it could be used to help achieve goals for breadth and distribution, since it is a social science course; the course could also be used to build depth in specific focus areas; and it could be a course that is listed as one of a set of options to fulfill a specific goals entailed in a program’s curriculum.

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance). Please provide an explanation of how this course fulfills SUNY General Education Requirements. The course focuses on diverse ways of knowing the environment. The course pays special attention to two nonwestern cultures: the African diaspora including enslaved peoples, and indigenous peoples (Native Americans). These nonwestern peoples have played important roles in knowledge of the environment, and this is an example of content that is centered on Other World Civilizations.

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs? Faculty are already in place. The subject matter requires skill in working with contested socio-political topics, and this may include teaching strategies that engage emotion and affect in positive ways that can build knowledge and skill. The class is ideally taught or co-taught by a person who identifies as a member of a minority or marginalized community.
2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? **Unknown.**

2.7 Anticipated Enrollment (enter where applicable)

Fall Semester: **20**  
Spring Semester: **0**  
Summer Semester: **0**

2.8 Anticipated frequency of class meetings. **2x weekly**

### 3. DETAILED COURSE DESCRIPTION

#### 3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: **EST 204**

3.1.2 Course Name: **Diversity and Knowledge of the Environment**

3.1.3 Credit Hours: **3**

3.1.4 Semester (check all that apply): Fall **X**  
Spring  
Summer

3.1.5 Format (check as appropriate): Lecture **X**  
Online  
Lab  
Field  
Other (explain)

3.1.6 Contact hours per week: **3**

3.1.7 Prerequisite(s) – if none, please enter “None” *(Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge)* **None**

#### 3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):

- Lower Division **X**  
- Upper Division  
- Beginning Graduate  
- Advanced Graduate **☒**

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:

a. Is this a required course? **No X Yes □**
   
   If Yes, please list the program(s) for which it is a requirement:

b. Is this an elective course within your department? **No □ Yes X**

c. Is enrollment in this course restricted? **No X Yes □**

   If Yes, please explain: Enrollment is limited to a maximum of 25 students

d. Are other ESF or SU courses similar or identical to this course? **No X Yes □**

   If Yes, please identify the courses:

e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)? **No □ Yes X**

   If Yes, what is the course number of the concurrent offering?
3.3 STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to: identify ways that differences among cultures, both in the past as well as present, play a role in different notions about what constitutes the environment; apply skills of narrative analysis to conflicts involving diversity and knowledge of the environment; explain the ESF ethos of earth care in relationship to concepts of inclusion, diversity and equity; state ways that marginalized communities and people develop and maintain connections with the environment; and outline the ways that interrelationships among ecological, social, economic, and political systems shape what gets understood as an ethical approach to the environment.

3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

The course content includes the following topics: 1. Introduction: Container building, course welcome and opening, syllabus; 2. Indigenous People and complex relationships with the natural environment: local Haudenosaunee and across Turtle Island/Abya Yala; 3. Human issues in the face of climate catastrophe: Connecting social justice and environmental activism; 4. Social and environmental change processes; 5. Overview of the office of OIDE and visit; Environmental justice as a holistic, multi-sector response to anti-Black racism and anti-poor laws. How Syracuse fits in the mix. 6. The power of the place of Central New York to influence national civil rights policies in the arenas of class, race, sexuality, and gender; 7. Access to the natural environment: who has it, who doesn’t, and why?; 8. Epistemology: how do you know what you know? What’s beyond western science?; 9. Spaces and places before colonization: counting the losses, learning the lessons; 10. The questions about reparations; Colonization's impact on Central New York and local efforts to decolonize; 11. More on colonization’s impact on Central New York and local efforts to decolonize 12. Religious groups involvement in the themes of diversity and knowledge of the environment.

3.5 INSTRUCTIONAL METHODS:

Teaching methods include: lectures, interactive lectures, discussion, reading and analysis, small group discussion, and role play, and it may include optional field trips.

3.6 CATALOG DESCRIPTION

Three hours of lecture and discussion. This course explores the ways that diverse peoples and communities understand the natural environment. ‘Diverse’ includes groups, societies, and cultures understood as minority and/or marginalized. Introduces concepts of epistemology and ontology. Emphasizes learning in Syracuse area; explores roles of the African diaspora and also indigenous peoples (Native Americans). Fall.

3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history. N/A

3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course ☐ YES ☒ NO
If NO, then proceed to section 4 below.

If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:

Course Number

Course Name

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

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<th>Department</th>
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4. Institutional Impacts:

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. Note that, if this is a course revision, only the impacts of the revision should be included.

Staffing needs: **None**

Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing): **Standard classroom sufficient**

Technology Resources: **Standard resources adequate**

Computing Resources (software licensing, hardware, access): **Standards resources adequate**

Library Resources (subscriptions, services): **Library resources are sufficient**

Transportation Requirements (budget, fees, fleet vehicles): **None required**

Forest Properties or Field Practicum Facilities: **N/A**
5. **Health and Safety Considerations:**

Will any of the conditions or situations outlined below be present in association with the course?  

Yes / No

5.1. **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?

☐ / ☒

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

☐ / ☒

5.3. **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.).

☐ / ☒

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

☐ / ☒

5.5. **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.).

☐ / ☒

5.6. **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.).

☐ / ☒

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

☐ / ☒

5.8. **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.)

☐ / ☒

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

For lab and field courses to which all answers are “no”, you should explain that here, also. Normally, we would expect some safety precautions for such courses.
6. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

**Affected Academic Department(s) or Program(s) – other than the sponsoring department:**

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Name of Chair/Program Director</th>
<th>Chair Signature</th>
<th>Date</th>
<th>Or letter attached □</th>
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[If more than three Departments/Programs, please continue on a separate page]

**Other Units:**

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<th>Name of Office</th>
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<tr>
<td>Associate Provost for Instruction &amp; Dean of the Graduate School (for Gen Ed courses only)</td>
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<tr>
<td>Registrar</td>
<td>Date</td>
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<td>Library Director</td>
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<tr>
<td>Computing and Network Services</td>
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7. Proposer Information and Sponsoring Department Chair

Affirmation:

Contact Person:

Name: Sharon Moran Department: Environmental Studies

Email: smoran@esf.edu Phone: 315.470-6636

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: Benette Whitmore, PhD
Department Chair (or designated curriculum representative)
January 14, 2021

Signature: ________________________________ Or letter attached □
Department Chair (or designated curriculum representative)

8. Approvals:

_________________________________________ Date
Curriculum Committee

_________________________________________ Date
Faculty Governance

_________________________________________ Date
Provost