This course proposal form should be completed when introducing a new course or a revision of an existing course. The proposal will be reviewed by the Committee on Curriculum, or, in the case of minor revisions, will be approved administratively by the Associate Provost for Instruction.

This Course Proposal must be completed according to the guidelines provided in Course Proposal Form – Instructions and Guidance. Please see the last page of Course Proposal Form – Instructions and Guidance, for instructions on how this Course Proposal should be submitted to the Committee on Curriculum for review.

Date: January 24, 2020

1. Course Information:

1.1 Course Prefix and Number: EST 608
   Course Title: Environmental Advocacy Campaigns and Conflict Resolution
   (If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 ☐ 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 ☑

   ☐ American History
   ☐ Humanities
   ☐ Other World Civilizations
   ☐ The Arts
   ☐ Mathematics
   ☐ Social Sciences
   ☐ Basic Communication
   ☐ Natural Sciences
   ☐ Western Civilization
2. 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. One of the Department of Environmental Studies' recent strategic priorities is to advance opportunities for delivering online education at the graduate level. Fostering knowledge of the social and cultural dynamics of environmental concerns through sharpening communication skills is a core value in the department. We propose changing EST 608: Environmental Advocacy Campaigns and Conflict Resolution from a traditional classroom-based course to an online class. The course emphasizes democratic and communication theories to inform practice in environmental advocacy and conflict situations. Currently, this course is an option elective for graduate degrees in Environmental Studies as well as Environmental Communication and Participatory Processes, Environmental and Natural Resources Policy, Human Dimensions of the Environment, and Coupled Natural and Human Systems areas within GPES. It also serves as a social science course for other GPES areas and is part of ESF's Environmental Decision-making Certificate of Graduate Study and Syracuse University's Maxwell MPA program. This course will also be part of an Advanced Certificate in Science and Environmental Communication and Public Relations, offered completely online, which is currently under development. This certificate will be one of three stackable online certificates culminating in an online MPS degree, also in development. The MPS degree will broaden the reach of Environmental Studies because it is accessible to a wider audience, such as mid-career professionals, retirees/career shifters, and graduate students who could not otherwise participate.

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. N/A

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). N/A

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. N/A

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? No additional staff would be required. The current instructor will work with the Open Academy staff to make the formatting changes for a change in delivery to an online course.

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? This course will be supported by the Environmental Studies Graduate Committee, focused on continual updating, improvement, and assessment of our online programming, as well as from the Open Academy in building the online course and in supporting technology after course is launched.
2.7 Anticipated Enrollment (enter where applicable)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>15</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>0</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>0</td>
</tr>
</tbody>
</table>

2.8 Anticipated frequency of class meetings. The course will have a hybridized synchronous-asynchronous online format. The class will meet once a week for discussions and simulation activities lasting one to three hours depending upon the material. In weeks with a shorter whole group meeting time, students will be tasked with small group activities (e.g., stakeholder or conflict assessments) or asynchronous discussion posts (e.g., reading responses). Individual assignments, including a semester-long research project, are included throughout the semester and will be submitted directly to the instructor. Some weeks will also include individual student-instructor meetings to discuss semester-long research project updates and trouble-shooting.
3. DETAILED COURSE DESCRIPTION

3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: EST 608
3.1.2 Course Name: Environmental Advocacy Campaigns and Conflict Resolution
3.1.3 Credit Hours: 3.0
3.1.4 Semester (check all that apply): Fall ☑ Spring ☐ Summer ☐
3.1.5 Format (check as appropriate): Lecture ☑ 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) Graduate students status or permission of instructor.

3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):
Lower Division ☐ 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 ☐ 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 ☑.
c. Is enrollment in this course restricted? No ☐ Yes ☑.
   If Yes, please explain:
d. Are other ESF or SU courses similar or identical to this course? No ☐ 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 ☑.
   If Yes, what is the course number of the concurrent offering?

3.3 STUDENT LEARNING OUTCOMES:

Identify the student learning outcomes associated with this course.

Students who successfully complete EST 608 will have the ability to:

1. Use democratic and communication theories to inform practice in environmental advocacy and conflict situations.
2. Evaluate the effectiveness of advocacy campaigns through examination of their strategies and tactics.
3. Conduct a stakeholder analysis.
4. Analyze how stakeholders engage in conflict situations.
5. Conduct communication related research.

3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

Environmental Advocacy Campaigns:

- Theories and constructs (includes discussions of Structuration Theory as well as the concepts of publics and counterpublics)
- Approaches to advocacy/activism (review and discussion of different strategies and tactics employed by both grassroots and organized advocacy groups)
- Advocacy in science (debates about the role of science in advocacy campaigns)
- Advocacy in response to media (i.e., traditional, alternative and social media)

Environmental Conflicts:

- Theory and constructs (includes discussions of the democratic paradox and its relevance to conflict management versus resolution)
- Conflict management (processes and techniques; includes stakeholder and conflict assessment as well as conflict simulations)
- Conflict and consensus (debate about the focus on consensus-based processes and the goal of resolution)

3.5 INSTRUCTIONAL METHODS:

Identify the methods used to meet the course outcomes, as well as the principal instructional methods. Group conferencing for discussions and simulation activities, readings based on course themes, individual assignments in written form, asynchronous discussion posts, independent and small group case study assessments, and an individual semester-long research project applying course concepts (includes progress reports and final paper).

3.6 CATALOG DESCRIPTION

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters.

EST 608 Environmental Advocacy Campaigns and Conflict Resolution (3)

Online. Addresses complex dynamics, strategies, and tactics of (1) organized campaigns by grassroots to international organizations to advocate for particular environmental policy, and (2) processes that seek to resolve, manage, or prevent environmental conflicts when appropriate.
The course includes synchronous and asynchronous discussions, readings, simulation activities, case study assessments, and semester-long research projects. Fall.

3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history. This course was originally approved for instruction in March of 2007 and has received no revision up until this point in time.

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 (of the course to be replaced)
Course Name (of the course to be replaced)

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.

Department:               Date of Notification:
Department:               Date of Notification:
Department:               Date of Notification:
Department:               Date of Notification:
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: One instructor.

Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing): N/A

Technology Resources: Support from Open Academy in creating online teaching environment and in supporting technology after the course launches.

Computing Resources (software licensing, hardware, access): Laptop for instructor.

Library Resources (subscriptions, services): N/A

Transportation Requirements (budget, fees, fleet vehicles): N/A

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?  

### 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:

[Department/Program 1]

Name of Chair/Program Director

[Chair Signature]

[Date]

[Department/Program 2]

Name of Chair/Program Director

[Chair Signature]

[Date]

[Department/Program 3]

Name of Chair/Program Director

[Chair Signature]

[Date]

[if more than three Departments/Programs, please continue on a separate page]

Other Units:

[Associate Provost for Instruction & Dean of the Graduate School (for Gen Ed courses only)]

[Date]

[Registrar]

[Date]

[Library Director]

[Date]

[Computing and Network Services]

[Date]

[Physical Plant]

[Date]

[Forest Properties]

[Date]

[Environmental Health and Safety]

[Date]
7. Proposer Information and Sponsoring Department Chair
Affirmation:

Contact Person:
Name: _______________________________ Department: _______________________
Email: _______________________________ Phone: __________________________

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: _____________________________________________________ Date: ________
Department Chair (or designated curriculum representative)
Signature: __________________________________________ Or letter attached □
Department Chair (or designated curriculum representative)

8. Approvals:

_________________________________________ Date
Curriculum Committee

_________________________________________ Date
Faculty Governance

_________________________________________ Date
Provost