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| Fall 2014 | | |
| 1 | ENV49-044-01 (21348)  ENV49-044-02  (21490)  Intro to Climate Science | In this course we will examine the natural and man-made forces which influence the earth’s atmosphere and climate. There are three fundamental components to this course:  1. Scientific – Most of this course will be dedicated to learning about and understanding the physical processes  2. Cultural – Students will learn to discern credible sources for climate science information, to assimilate that  3. Human – The effect humans have had and will continue to have on the composition of the gases in the which govern and have governed earth’s climate historically and in the present, for example: solar radiation, the general atmospheric and oceanic circulations, and the water cycle. information with material learned in class, and develop the skills to stay informed about science current events using the popular media atmosphere and the impact those changes will have on life (human, plant, and animal) on earth now and into the future will be examined. Are we truly living in the Anthropocene? |
| 2 | ENV49-104-01 (21350)  ENV49-104-02 (21543)  Intro to Environmental Studies | This course introduces students to the essential environmental issues of the 21st century. Students are introduced to core concepts in areas such as environmental degradation and pollution, resource extraction and consumption, urbanization, ecology, sustainable development, activism, and population geography. Each of these topics is taught from an interdisciplinary perspective that examines the interconnections and divisions inherent within the global human population and their relationship to the environment. |
| 3 | ENV49-112-F2 (21298)  ENV49-112-F4 (21299)  ENV49-112-S1 (21296)  ENV49-112-S3 (21297)  Biodiversity | Biodiversity represents one of our mini-courses (the others include Genetics and Evolution, Cell Biology, and Genes and Molecules) that will introduce you to the study of biology. This course contributes to the Paideia Cluster– The Anthropocene. We use Brooker’s Biology for all courses. This mini-course concentrates on the diversity of organisms and the adaptations that they employ to withstand various stresses in their environment. Understanding such information plays a critical role in your development as a biologist or other science professional. This course includes a laboratory component (25%). |
| 4 | ENV49-204-01 (21354)  Environmental GIS | The purpose of this course is to introduce students to the practice and theory of utilizing Geographic Information Systems (GIS) as a method for analysis of the environment. Students will examine the fundamentals of GIS and their applications with an emphasis on the concepts needed to effectively manipulate, query, analyze, and visualize spatial-based data. At the end of the semester students should feel comfortable applying GIS to a range of environmental issues, and have a solid understanding of the procedures and data necessary to conduct geographical analysis. |
| 5 | ENV49-474-01 (21355)  Advanced GIS | Advanced Geographic Information Systems (GIS) is a researched based course designed to empower students in producing high quality environmental analysis. The course is designed as guided research process in which students are able to apply the spatial methods learned in Environmental GIS. Advanced topics on GIS will be covered like web mapping, differential GPS, remote sensing, and environmental modeling. Prerequisite: Environmental Studies 49-204. |
| 6 | ENV49-304-03 (21190)  History of Health in the U.S. | This course examines themes in the history of health in the United States, specifically on health and environment, gender, and race, and the intersections between them. |
| 7 | ENV49-324-01 (20971)  Environmental Economics | Economic theories and policies regarding protecting or restoring the environment and conserving natural resources. Also Environmental Studies 49-324. Prerequisite: Economics 31-104. |
| 8 | ENV49-334-01 (21475)  Rel & Sustainable Agriculture | The Mediterranean is a meeting place of three continents and a region of astounding cultural and ecological diversity. This region is also recognized as the birthplace of three world religions and of farming. Mediterranean agricultural practices and knowledge are reflected in the rituals, symbols, laws, cosmologies, and poetry of many religions, including Judaism, Christianity, and Islam. This course examines the intersections between religion and agriculture of the region from times of earliest human habitation to the present. Some guiding questions for our examination are: How do religious observance and authority correspond with conditions and cycles of agriculture? To what extent have religious codes and narratives helped define and limit human land- use patterns? Which sustainable agricultural practices have been supported by or inscribed in religious systems? In the process of exploring Mediterranean land and religious practices, we will engage in farming practices in our community. We will replicate Mediterranean agricultural practices and grow food with sustainable methods in the campus garden. And, we will prepare and taste foods that have significant cultural and religious value in the Mediterranean world. The course concludes with a project focused on a contemporary Mediterranean environmental concern for sustainability. |
| 9 | ENV49-394-01 (20870)  Environmental Communication | This course is designed to explore various environmental concepts and philosophies as they relate to communication  contexts. We will examine how communication plays a role in environmental issues such as journalism and news reporting, sustainability, consumerism, politics, environmental organizations, and ecotourism. We will also examine how environmental theories and communication contexts play out in local, national, and international debates and contexts. |
| 10 | ENV49-814-01 (21310)  Theatre Sustainability | Theatre Sustainability is focused on the point of view that now is the time for all of us to admit our part in becoming environmental stewards for our changing planet’s future. There are sustainable strategies for all walks of life, including the performing arts such as theatre. Theatre production is notoriously wasteful, partly because each production is charged with creating from scratch a uniquely original ‘world’. Making a strong connection with and love for the earth is central to making a lifelong commitment to environmental stewardship; therefore, we will use the ‘Animal, Vegetable, Mineral’ game as a way to love and learn more about our favorite earthly things. We will ultimately use inspiration from these connections to conceptually design a sustainable theater complex. |
| 11 | ANT35-104-01  Intro. to Cultural Anthro. | This course provides a critical understanding of the similarities and differences in cultures and peoples through time and space, and of the application of anthropological knowledge to contemporary global issues. Topics covered may include the history of anthropology; human evolution; the idea of race; gender across cultures; kinship; political organization; economies; **consumption**; religion; language; ethics; and fieldwork. (Each semester) (ScS) (IP) (SJ) |
| 12 | ENV49-714-01  Transnational Identity Narrative | Taught in English to serve students beyond the German Program, with corresponding German Tutorial to maintain or develop proficiency in German. From Critical Literacy regarding the representations of Nature and Home across cultures and time, we move to examining related concepts of gender and mobility, loss of home, and identity formations in relation to place. Students develop literacy in interdisciplinary theoretical frameworks, with a focus on feminist and eco-critical theories, for understanding migration. Students practice articulating sophisticated arguments orally and in writing, when comparing literary and visual representations of nature, home, the experience of migration captured in the themes of loss, witness, translation, identity formations, exclusion, and cultural memory, considering texts from different cultures, media, and historical periods. Development of intercultural knowledge and competence. |
| 13 | ENV49-414-01 (21349)  Global Change Biology | A survey of the biological implications of anthropogenic changes to the geosphere/biosphere, with an emphasis on plants. Topics include rising atmospheric CO2, depletion of stratospheric ozone, alterations to the global nitrogen cycle and global climate change. The course includes discussion of major biotic changes with a global dimension, including worldwide declines in amphibian populations and shifts in the geographic distributions of species. |
| 14 | ENV49-143-01 (21466)  ENV49-153-01 (21472)  ENV49-153-02 (21473)  ENV49-153-03 (21474)  Principle General Chemistry | This course will introduce students to fundamental chemical principles and concepts such as atomic structure, chemical bonding, stoichiometry, thermochemistry, periodicity, solution chemistry, properties of gases and selected topics in descriptive chemistry. The course introduces topics when appropriate with environmental case studies within the lectures and course materials. |
| 15 | ENV49-304-02 (21313)  Urban Sociology | This course is an introduction to urban sociology with particular emphasis upon the city of London and the environmental issues surrounding it. Researchers in the Chicago School of sociology used Chicago as their lab for understanding urban structure and change. Following this tradition, we will do a series of projects and field trips in this course, many of which use London as a laboratory. |
| 16 | ENV49-354-01 (20839)  Demography and Urbanization | This course in demography and urbanization is designed to introduce you to the basic tools and techniques of demography—the theories, concepts, and methods used to analyze population structure, change, and problems. It will also introduce you to some of the basic concepts, theories, and data for understanding urbanization within a global context. The course will help you develop the necessary skills and provide you with information to apply demographic techniques and theories to a variety of situations and topics. We examine population issues in cultures throughout the world, and the course thus fulfils the Intercultural Perspectives requirement. It is also part of the Paideia cluster on Representing Gender. Demography is the most applied area within the discipline of sociology. Demographic tools are regularly used in the business world. The field is also critical to understanding environmental issues. |
| 17 | ENV49-151-01 (21467)  ENV49-151-02 (21468)  ENV49-151-03 (21469)  ENV49-151-04 (21470)  ENV49-151-05 (21471)  Chem Methods & Techniques Lab | This course is a projected based course with various projects that look at anthropogenic impacts on the environment. One project studied of the interaction of fertilizer in plants and how the uptake of fertilizer in plants affects the production of antioxidant phenolic compounds. The second project examined the uptake of selected metals in plants during their growth and a third project could be the analysis of soils to determine how the soil composition affects the uptake of fertilizers or metals in plants. These projects ran the full semester, as the students would need to design the experiment, grow the plants and conduct the analyses. Other experiments conducted during the plant growing stage to help inform the students about analytical techniques that will be useful in their semester long project. |
| Spring 2015 | | |
| 18 | ENV49-044-01 (22285)  ENV49-044-02 (22481)  Intro to Climate Science | In this course we will examine the natural and man-made forces which influence the earth’s atmosphere and climate. There are three fundamental components to this course:  1. Scientific – Most of this course will be dedicated to learning about and understanding the physical processes  2. Cultural – Students will learn to discern credible sources for climate science information, to assimilate that  3. Human – The effect humans have had and will continue to have on the composition of the gases in the which govern and have governed earth’s climate historically and in the present, for example: solar radiation, the general atmospheric and oceanic circulations, and the water cycle. information with material learned in class, and develop the skills to stay informed about science current events using the popular media atmosphere and the impact those changes will have on life (human, plant, and animal) on earth now and into the future will be examined. Are we truly living in the Anthropocene? |
| 19 | ENV49-304-01 (22284)  Stream Ecology and Management | Course content will be centered on an understanding of the form and function of streams including their physical, chemical, and biological characteristics. This course will explore the influence of humans on the form, function, and perceived health of stream ecosystems beginning with the influence of the first stream diversions for agriculture to modeled impacts of climate change. We will delve into the principal environmental stressors that have driven contemporary management and policy decisions affecting stream ecosystems. Several case studies dealing with selected environmental stressors will be included to provide a comprehensive review of the complicated interaction between societal and ecological needs affecting streams. |
| 20 | ENV49-304-02 (22292)  Anthropology of Energy | As excessive energy use pushes planetary ecosystems to the point of collapse, this course explores the cultural dimensions of energy production, its political significance, and its social and environmental impacts. |
| 21 | ENV49-304-03 (22293)  Environmental Philosophy | Human environmental decisions and policies are having a profound effect on the earth’s systems. These decisions are influenced and justified by ethics, values, preferences, and aesthetics. In this course, we will examine philosophical theories about the relationships of human and various species and systems. Students will develop and apply vocabulary, conceptual frameworks, categories, and theories in environmental philosophy. In addition to an appreciation of historical and contemporary sources in ethics, students will engage and analyze a range of environmental issues including: the value of wilderneass, biodiversity, industrial agriculture and climate change. |
| 22 | ENV49-344-01 (22286)  Animals and Religion | A cross-cultural study of the ways other-than-human animals are included in and influence several different religious traditions. The course also examines contemporary issues such as factory farming and biomedical experimentation. Ecofeminist and environmental theories and methods inform the course. |
| 23 | ENV49-374-01 (22287)  Sacred Space, Enviro, Rel | This course looks at the ways in which groups of peoples (the focus will be primarily on Native Americans) have shaped their spiritual identities and communities around important places within the landscape, defining themselves against these places in nature and being defined by them at the same time. Students will try to understand what it means to give spiritual value to natural places, and the varieties of ways in which religious activities (and/or environmental philosophies) are focused on such places. |
| 24 | ENV49-704-01 (22295)  Apocalypse | A critical investigation of an important subject or issue in religion and the environment: We will explore several predictions into the end of time as well as human’s involvement in their own self-destruction. This course may be repeated when topic varies. |
| 25 | ANB09-304-01 (22272)  Zoos: Old and Gnu | This course examines the captive lives of wild animals. The course will be organized around the past, present, and future of the various means by which wild animals are kept in captivity including aquaria, wild life parks, and zoos. Drawing from the primary and secondary literature students will examine the purposes of zoos and related institutions as they evolved over the past 200 years and they will discover how past practices have led to the current methods of holding wild animals in captivity. In the final section students will read a monograph published in 1934 by Jakob von Uexkull who argued that to truly understand the behavior of nonhuman animals we must investigate the animal within its world-view and not a human's. This world-view can be approximated through an understanding of the animal's sensory and motor systems, and its cognitive capabilities. Using von Uexkull's approach, students will choose a nonhuman animal and develop a model of how zoos of the future might construct its captive environment. In addition, students will write a manuscript based on the primary literature that supports the student's contention of how their display will incorporate von Uexkull's ideas and therefore provide a better environment for their captive animal. The course will be offered within the framework of an advanced level seminar and will be open to any student who has completed an introductory course in biology or psychology and who has an abiding interest in the behavior of nonhuman animals. In addition, if possible, the class will visit a zoo or zoos during Spring Break. I am exploring visits to zoos and aquaria in Austin and San Antonio and perhaps the Shedd Aquarium and the Brookfield Zoo in Chicago, or the San Diego Zoo and Sea World in San Diego. Logistics and cost estimates will be provided after pre-registration for the Spring semester. |
| 26 | ENV49-364-01 (22282)  U.S. Environmental Policy | This course explores the development of environmental policy in the United States since the 1970s. The purpose of this course is to help students (1) conceptualize the economic, political, and cultural issues associated with policy, (2) become aware of the policy process, key actors, and important legislation, and (3) apply this knowledge as capable professionals, scholars, and engaged citizens. The last three weeks of the course focus on contemporary policy issues in Texas such as water use and planning, endangered species protection, and energy policy. Prerequisite: Environmental Studies 49-104. |
| 27 | ENV49-964-01 (22281)  Capstone in Enviro Studies | This seminar requires students to analyze a local or regional environmental issue from multiple perspectives and it has a strong reading and discussion component. It also encourages environmental activism. Only seniors majoring in Environmental Studies should register for this class. (WA) |
| 28 | ENV49-434-02 (22289)  Ecology | This class explores the interactions of organisms with their biotic and abiotic environment. In particular, the course looks at the influence of nutrients, climate, competition, predation and symbiotic relationships on individuals, populations and communities. This course includes a mandatory weekend field trip. |
| 29 | ENV49-204-01  (22278)  Environmental GIS | The purpose of this course is to introduce students to the practice and theory of utilizing Geographic Information Systems (GIS) as a method for analysis of the environment. Students will examine the fundamentals of GIS and their applications with an emphasis on the concepts needed to effectively manipulate, query, analyze, and visualize spatial-based data. At the end of the semester students should feel comfortable applying GIS to a range of environmental issues, and have a solid understanding of the procedures and data necessary to conduct geographical analysis. |
| 30 | ENV49-474-01 (22280)  Advanced GIS | Advanced Geographic Information Systems (GIS) is a researched based course designed to empower students in producing high quality environmental analysis. The course is designed as guided research process in which students are able to apply the spatial methods learned in Environmental GIS. Advanced topics on GIS will be covered like web mapping, differential GPS, remote sensing, and environmental modeling. Prerequisite: Environmental Studies 49-204. |
| 31 | ENV49-954-01 (22456)  GeoDesign | The purpose of this course is to introduce students to the practice and theory of GeoDesign through Geographic Information Systems (GIS). Geodesign is a set of techniques and enabling technologies for planning built and natural environments in an integrated process, including project conceptualization, analysis, design specification, stakeholder participation and collaboration, design creation, simulation, and evaluation. Students will examine the fundamentals of integrated design and designing in an environmental context. |
| 32 | ENV49-674-01 (22296)  Slumming: Vict.Lit. | The ethical dilemma of slum tourism is a very much a contemporary issue. Western tourists visit the poorest communities in especially Africa and India out of a desire to see and understand poverty as it “really” is, and perhaps to philanthropically intervene—through charity, medical aid, or adoption—in the systemic neediness that obtains in so-called developing nations. Slum tourism became possible in the 1880s partly because safety concerns about environmental “fever nests” diminished substantially after the discovery of the germ in the 1870s. Before the germ theory of disease emerged into common knowledge in the 1880s, diseases were believed to spread “misamatically” and mysteriously, through pestilent airborne smells emanating from a variety of organic wastes. Panic about environmental diseases and the potential for widespread contagion was first awakened by reformer Edwin Chadwick’s 1842 Sanitary Report on the Labouring Population of Great Britain, and was escalated by the successive publication of social scientist Friedrich Engels’s The Condition of the Working Class in England (1845) and journalist Henry Mayhew’s London Labor and the London Poor (1851). These books explosively and perhaps pruriently exposed the poor to the resistant, ignorant gaze  of middle-class readers, at the same time geographically mapping England, especially London, in stark categories of purity and pollution, safety and danger, health and disease. |
| 33 | ENV49-554-01 (22291)  French Culture | This interdisciplinary course studies social and institutional patterns that create a shared French identity. It examines French mentalities and behaviors as well as underlying but always evolving structures. This course introduces students to French mentalities and behaviors related to food, the environment, and the global impact of human behaviors. |
| 34 | ENV49-404-01 (22370)  Health and Fitness Concepts | Students are presented current scientific information concerning the roles of physical activity, nutrition, the environment and life choices in healthy living. Emphasis is placed on incorporating this information into a lifestyle that will produce lifelong optimal health. In addition, issues important to health care and society are discussed. |