To: Leonard Folgarait, Chair of the Committee on Educational Programs
From: David Hess (Sociology), Teresa Goddu (American Studies), Joe Bandy (Sociology and The Center for Teaching), and Molly Miller (Earth and Environmental Sciences)
Date: January 12, 2012
Re: Proposed New Minor in Environmental and Sustainability Studies

All changes are indicated with an underline or strike-through of characters.

The revised proposal incorporates all changes requested in the memo from the CEP. We had a lengthy discussion about the name and agreed to change it to “Environmental and Sustainability Studies.” The title distinguishes the minor from other minors in the university; signals the focus on sustainability of many of the courses, especially those of the humanities and social sciences; and retains the intent of the committee to offer a comprehensive, interdisciplinary minor. We interpret the term “environmental” to signal the broadest possible range of approaches to the topic, including geological and evolutionary. Likewise, the term “sustainability” refers to the human-environment relationship and especially efforts to mitigate the destructive effects of human societies on ecosystems from the local to the global scale. The study of sustainability requires an interdisciplinary perspective that takes into account the knowledges of the humanities and social sciences.

We also note that the Piedmont Natural Gas Foundation has granted an award to Furman University, with a subaward to Vanderbilt University and Duke University, to sponsor two undergraduate students who will work as energy-efficiency fellows during the summer of 2012 and AY 2012-2013. Hess will administer the Vanderbilt program, which will place students with Nashville Energy Works. We hope that the grant will lead to a long-term funding relationship with the PNG Foundation. The inauguration of the grant will also coincide with the launch of the new minor.

We attempted to get more information on when courses are offered. Most faculty said they did not know or were not sure. We have developed a list based on multiple inquiries and the best responses that we could get. The original proposal and this revised proposal also include a separate document with letters of support from department heads and indications of willingness to have E&S minors in the classes. The civil engineering faculty representative, Jim Clark, also attended our meetings and was supportive.

Phil 273 will be offered in Spring 2013; my hope is that the department would offer it yearly (depending on faculty availability)

We hope to offer BSCI 233 every year, starting Fall 2012

EES 103 — fall semester every year

EES 107 — spring semester, not necessarily offered every year

EES 108 — fall semester every year
EES 114W – fall semester every year or every other year

EES 115W – some spring semesters

EES 201 – fall semester every year

EES 275 — spring semester every year

EES 282 – spring semester every other year

ENVS 278 (Capstone): offered spring semester every year (Hess)

HART 260W will be first offered in the Spring 2013 term. It may or may not be offered each academic year, as this will depend on departmental needs.

SOC courses: all courses by Hess offered annually

Soc 221 (Bandy): offered every other year on the average.
Rationale

Environmental issues are arguably the most pressing problem of the twenty-first century. It is incumbent upon Vanderbilt University to offer a curriculum that prepares its students to understand and face the complex environmental challenges of our global society. With its active, nationally recognized research initiatives, many of which involve undergraduate students, and its rigorous graduate and undergraduate programs, the Department of Earth and Environmental Sciences (EES) prepares students to address pressing scientific questions about all components of the Earth and their interactions as well as about the impact of human activities on Earth processes; EES also insures that its students articulate the implications for society of answering the scientific questions (and of NOT answering them). A notable addition to the EES curriculum is a unique course on Sustainability Science taught by Chair John Ayers. Students in the Department of Biological Sciences’ Ecology, Evolution, and Organismal Biology (EEOB) major are also armed with a similar understanding of the Earth’s biosphere when they leave Vanderbilt.

Although Vanderbilt’s EES and EEOB departments have long been committed to the science of the Earth and its environment, until recently there has been no parallel commitment in the social sciences and humanities to investigate the interactions between humans and the natural world they inhabit, or the ways in which people perceive, appreciate, or are motivated by this natural world. Vanderbilt’s current Environmental Studies minor reflects the fifteen-plus years it has spent on the back burners. It was developed in the 1990s by a committee of interested faculty from all divisions, most of whom left Vanderbilt years ago. Because the humanities and social science departments had other priorities and limited resources, the Environmental Studies minor (as well as the Environmental Science minor created at the same time) was administered in the Department of Biological Sciences for approximately ten years until 2005, when EES took over the administration of the program at the request both of Biological Sciences and the College administration.

Faculty from both Biological Sciences and EES were (and still are) uncomfortable administering Environmental Studies because the program content extends far from the natural scientific realm and because they (understandably) are not familiar with changing course offerings in the humanities and social sciences. The fact that these departments continued administering the Environmental Studies minor reflects their recognition of the importance of multidisciplinary approaches in addressing environmental issues and their understanding of the importance of social science and humanities perspectives to students, the great majority of whom are more interested in the human and societal dimensions of environmental issues than in the scientific components. As Sommers Kline and Taylor Dickinson, Class of 2014, have recently argued in the attached paper, “We believe that Vanderbilt University is obligated as an institution of higher learning to equip its students with the skills sets and interdisciplinary knowledge needed to address society’s most pressing needs.” As a faculty we agree that knowledge of the societal and human components of environmental issues and solutions must be available to students, and hence we are proposing as the initial step in addressing this gap in Vanderbilt’s curriculum with a new minor in Environmental and Sustainability Studies that will replace the current outdated Environmental Studies minor that is inappropriately listed among EES offerings.
Vanderbilt’s strengths on the environmental front are many. In addition to the strong academic programs in the Departments of Earth and Environmental Sciences and Biological Sciences discussed above, Vanderbilt is home to two premiere research centers: The Vanderbilt Institute for Energy and the Environment (headed by George Hornberger, Engineering) and the Climate Change Research Network (headed by Mike Vandenbrek, Law). It also has a superb Sustainability and Management Office (SustainVU, headed by Andrea George) that has made great strides in greening Vanderbilt’s infrastructure (LEED buildings, recycling, transportation etc.). It has minors in the Environmental Sciences (in Earth and Environmental Sciences) and in Energy and Environmental Systems (in the College of Engineering). Vanderbilt, however, has no clearly identified undergraduate program in Environmental and Sustainability Studies with a humanities and social sciences focus other than that pieced together by concerned faculty many years ago. As a result, we are not educating our students on the interplay of humans with environmental processes and the societal responses to this interplay. Moreover, we visibly lag behind our peer institutions which have programs in this area. For example, Duke University offers a minor in environmental science and policy, Rice University offers a minor in energy and water sustainability, and Emory University’s Department of Environmental Studies offers both a major and a minor in environmental studies.

The time is right to propose an Environmental and Sustainability Studies minor for several reasons. First, there has been an upsurge in student interest and demand for the courses that explore the human and societal components of environmental issues. Two undergraduates (Sommers Kline and Taylor Dickinson) completed a survey last year of undergraduates (203 undergraduates responded). They found that 82% thought that environmental studies (vs. environmental science) was vital to their education; 80% were interested in taking a course in ES; and 57% were interested in majoring or minoring in the topic (Appendix A and attached paper). Several students have designed their own majors in this area and have called for faculty to formalize a field of study focusing on societal and human responses to environmental issues for future students. (Naveed Nanjee, Class of 2011, gave a presentation on this topic in May 2011 to the faculty, urging them to move forward with a major or a minor.) Indeed, since this proposal has been circulating in draft form, several students have approached us to ask when a minor would be available for them to take. The fact that these students were not aware of the Environmental Studies minor outlined in the Earth and Environmental Sciences section of the Undergraduate Catalog underscores that their perspective is more “societal” than “scientific” and demonstrates the crucial need for a minor rooted in the humanities and social sciences and directed by a faculty member in a department where students will be advised by faculty who focus on the human dimensions of environmental change and issues.

Second, the American Studies Program is currently running a year-long, campus-wide project around the issue of sustainability, laying the groundwork for the minor. The Sustainability Project features speakers and events as well as an extensive curriculum in this area. That curriculum (see Appendix B) pulls together all the courses offered in Environmental and Sustainability Studies from across the campus. The central purpose of the Sustainability Project is to build an interdisciplinary curriculum in this area. Although the speakers and events will raise the campus’s consciousness on this issue and begin the conversation, the curriculum is what will remain once the themed year is over. To this end, the American Studies Program has partnered with the Center for Teaching to run a two-day faculty workshop called the Cumberland
Project, which is aimed at supporting faculty as they develop new courses in this area. The Cumberland Project first met in May 2011, with twelve faculty from departments as diverse as English, Philosophy, Spanish, Sociology, Psychology, Computer Science, Earth and Environmental Sciences, and Engineering. The Cumberland Project will meet again in May 2012 and 2013 to train new faculty cohorts. The Cumberland Project has not only produced new courses in this area but has laid the groundwork for an interdisciplinary faculty community committed to this issue. A minor will allow these courses and faculty to coalesce in a visible way. Moreover, it will make these courses sustainable, because they will be able to count toward a program of study.

Finally, the arrival in the fall of 2011 of a key faculty member, David Hess, in the Sociology Department, makes the launching of an Environmental and Sustainability Studies minor possible. Although American Studies has been incubating environmental studies, it needs to stand alone as its own interdisciplinary program. David Hess has experience in running and developing Environmental Studies programs (he headed an ES program at his former institution). His willingness to take leadership of the minor and to commit to its long term development has been crucial to our planning. Our hope is that over time with faculty development and student interest that the minor will develop into a major and perhaps even an interdisciplinary program. David has the expertise and the vision to make that happen. This longer-term vision is also why we think it is important to formulate Environmental and Sustainability Studies as a stand-alone interdisciplinary minor following the model of Managerial Studies. Given the fundamentally interdisciplinary nature of Environmental and Sustainability Studies, this positioning structurally reflects the intellectual mission of the minor and gives it the proper space in which to grow.

The minor that we are proposing would replace the minor created by a similar process in the mid 1990s that was long administered by the Department of Biological Sciences and is currently administered by the Department of Earth and Environmental Sciences. Keeping track of changes in offerings of environmentally-oriented courses in the humanities and social sciences is peripheral to the research and teaching missions of EES (and Biological Sciences), and students interested in the Environmental Studies minor necessarily have had to be highly motivated to search out appropriate courses and to file necessary petitions. The number of students completing the minor in the last decade (see table below) does not reflect student interest in Environmental and Sustainability Studies; it reflects the number of students interested in Environmental and Sustainability Studies who are both highly motivated and extremely persistent.

The current Environmental Studies minor is not an Earth and Environmental Science minor; it is a minor created long ago by a committee of faculty who recognized the need for Environmental Studies. It is a humanities and social science academic endeavor. Earth and Environmental Sciences takes no ownership of the minor, and the department applauds the proposal to change or replace the minor by humanists and social scientists who will focus on developing the program to its rightful stature. Both EES Chair John Ayers and Director of Undergraduate Studies Molly Miller give their enthusiastic support to the new proposed Environmental and Sustainability Studies minor (Appendix C).
The proposed new minor will have a humanities and social science focus, thus making environmental studies accessible to a wide array of Vanderbilt students. The Environmental and Sustainability Studies minor will provide a complementary minor to the environmentally oriented science majors (e.g., EES, EEOB) and minors (e.g., EEOB, EES, Environmental Science).

The interdisciplinary steering committee for the Environmental and Sustainability Studies minor (Bandy, Goddu, Hess, Miller) has approved the minor with a vote of four-zero-zero. The committee has reviewed the proposal with Senior Associate Dean Karen Campbell and followed her guidance. In addition, the committee invited all faculty who teach courses in environmental studies to attend a meeting on November 11, hosted by The Cumberland Project, to discuss the minor. The faculty present supported the proposal unanimously and with enthusiasm (13-0).

Faculty present were Joe Bandy (Sociology, Center for Teaching), Steve Baskoff (Biology), Jim Clarke (Civil and Environmental Engineering), Laurisa de Santis (EES), Doug Fisher (Computer Science), Joan Forry (Philosophy), Teresa Goddu (American Studies), Linda Grumet (American Studies), Malu Jorge (Biology), Dana Nelson (English), Molly Miller (EES), and Terry Spletalnick (Women’s and Gender Studies). Hess also presented the proposal to the Vanderbilt Institute for Energy and Environment, which supported it with enthusiasm. We have also discussed the development of the minor with Cynthia Cyrus, the Associate Provost for Undergraduate Education, and the attached letters also indicate additional support from department chairs. We reviewed with the Registrar, Molly Thompson, the language that describes overlap with majors and minors, and we made modifications based on her recommendation.

**Proposed Catalog Copy**

Minor in Environmental and Sustainability Studies (ENVS)
Director: David Hess

Human beings and their societies necessarily interact with and alter the Earth’s natural environment. The Environmental and Sustainability Studies minor allows the student to examine human interaction with the environment from the perspectives of the humanities and social sciences with some exposure to the environmental sciences and/or environmental engineering.

Students who want to minor in Environmental and Sustainability Studies must take a minimum of six courses (18 credits total) chosen from the courses listed below; additional relevant courses may be counted with approval of the director of the program. Courses must be distributed as follows: one science- and technology-intensive course (A); two humanities courses (B); two social-behavioral and policy-intensive courses (C); and a capstone course. No more than two courses may be at the 100-level. No more than two courses may be counted from the students’ major department. In addition, no more than three hours may be counted
simultaneously toward both the Environmental and Sustainability Studies minor and any other major or minor. Topics courses may count toward the minor with approval of the director.


B) Humanities Courses: AMER 115F*, AMER 294,* AMER 295.01, AMER 300, ENGL 211, ENGL 243, ENGL 288*, HART 260W, PHIL 115F*, PHIL 273, PHIL 274, RLST 221, SOC 102* SPAN 103

C) Social-Behavioral Sciences and Policy Intensive Courses: ANTH 208, HOD 2960*, HOD 2610, PSCI 253, PSY 115F*, SOC 115F*, SOC 221, SOC 222, WGS 115F*

D) Capstone: ENVS 297 for minors only

*Special topic and first-year writing seminar sections require the approval of the Director of the Environmental and Sustainability Studies minor to count in the minor.

Leadership and Structure

The new minor will be directed by David Hess and supervised by an interdisciplinary faculty steering committee within the College of Arts and Sciences. The initial four-person committee will designate additional members based on faculty interests and committee needs. Faculty from outside the College whose courses are listed may also be included. The minor will be staffed by its affiliated faculty members (Appendix D). The Director of the program will serve as the advisor to students in the minor, and those duties will commence as soon as the program is approved. Hess will have an initial three-year term and is committed to serving the program in the long term as needed.

Impact and Funding

Tony Brown, the Acting Chair of Sociology, has approved the proposed role of Hess as the Director of the minor, and a supporting letter is in the attachment with the group of other supporting letters. There will be no course release for advising. The program is in the process of requesting modest staffing support in the form of a graduate assistant who would work 8 hours a week developing and updating the website and offering general support to the Director. The request for graduate assistance will be forwarded to Dean Dever.

The only additional course will be the capstone (Appendix E), which will be taught by Hess. Goddu will teach the course when Hess is not available. The capstone will provide an integrative experience at the end of the minor. It will have a limit of 25 students and will be open to minors and students. We are submitting a proposal for this course to the Curriculum Committee in tandem with this proposal. All other courses will be offered as part of existing programs. Tony Brown has approved the proposal for Hess to teach the capstone course, and Hess will also teach additional courses in environmental sociology (listed for the minor). With respect to the other courses, we have surveyed relevant chairs to confirm the likelihood that these courses will continue to be offered as well as their support of the Environmental and
Sustainability Studies minors more generally (attached letters). On the whole, we have received an enthusiastic response.

We anticipate that because the invigoration of the minor will structure current enrollments among students already interested in environmental studies, there should not be an increase in enrollments in the course listed for the minor. Students with an environmental interest are already taking additional courses outside their major. Furthermore, the number of minors will be spread over a choice of 40 courses. The large menu will enable the minor to adjust easily to changes in courses and will mitigate the impact on any single course. New courses will be proposed for addition when the committee identifies them and reviews them. We expect that the number will grow, but we anticipate that the number of minors will not exceed 25-50 total. The maximum number in the capstone seminar will be 25 students per year. We believe that we will be able to staff additional sections of the capstone as needed. The committee will also coordinate with individual faculty within departments to propose new course listings appropriate to their department (such as a “Literature and the Environment” course in English).

SACS

We do not think the Environmental and Sustainability Studies minor will require SACS review but refer the decision to the Committee on Educational Programs.

Because the proposed program is a minor, it does not require an assessment plan.

Conclusion

Given the pressing intellectual mission of environmental studies and the growing interest and demand from students, it is incumbent upon Vanderbilt to offer a rigorous interdisciplinary program of study in this area that will prepare our students to grapple with the complexities of this growing problem. Thanks to the American Studies Sustainability Program, the foundation for this minor has been prepared. With the hiring of David Hess, the leadership is also now in place. It is time for Vanderbilt to move forward and establish a vibrant interdisciplinary minor in Environmental and Sustainability Studies. We very much hope that this minor will be available to students next year. If we can provide further information, please let us know.
Appendix A: Undergraduate Survey Results

I believe sustainability is an vital part of our education.

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Number of People</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>117</td>
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<tr>
<td>Agree</td>
<td>49</td>
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<tr>
<td>Neutral</td>
<td>14</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13</td>
</tr>
</tbody>
</table>

n=203

I am interested in learning more about sustainability and how it applies my broader education.

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>110</td>
</tr>
<tr>
<td>Agree</td>
<td>76</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
</tr>
</tbody>
</table>

n=203
I am interested in taking a class on sustainability and sustainable development.

I am interested in an interdisciplinary major or minor in sustainable development.

I believe Vanderbilt University does not offer a comprehensive curriculum (classes, major, minor) tailored to sustainability and development studies.
Appendix B: Courses Currently Offered

The following is the list of relevant courses that are currently offered. The American Studies program has checked with the relevant department chairs to ensure that the courses will continue to be offered in the future.

A) Science- and Technology-Intensive
- BSCI 233 Conservation Biology (Malu Jorge)
- BSCI 239 Behavioral Ecology (Malu Jorge)
- CE 200B: Sustainable Buildings II (Summer) (Lori Troxel)
- CE 200C: Sustainable Buildings III (Fall) (Lori Troxel)
- EES 101: Dynamic Earth (Molly Miller & Dan Morgan)
- EES 103: Oceanography (Steve Goodbred & Kin Moore)
- EES 107: Volcanoes: Impacts on Earth and Society (Calvin Miller)
- EES 108: Earth and Atmosphere (Jonathan Gilligan)
- EES 114W: Ecology, Evolution, and Climates through Time (Larisa DeSantis)
- EES 115F-04: Sustainability: An Environmental Science Perspective (John Ayers)
- EES 201: Global Climate Change (Jonathan Gilligan)
- EES 282: Paleoeocological Methods (Larisa DeSantis)
- EES 275: Sustainable Systems Science (John Ayers)
- ENVE 264: Environmental Assessments (James Clarke)
- ES 101.01: “Environmental Consequences of Electric Power Generation with Emphasis on Nuclear Power” (James Clarke)

B) Humanities
- AMER 115F-02: Food for Thought (Susan Kevra)
- AMER 295.01: Literature and the Environment in the Americas (Vera Kutzinski)
- ENGL 211W: Writing for an Endangered World: Representative U.S. Writers Tackle Sustainability (Dana Nelson)
- ENGL 243: Literature, Science and Technology — Green Romanticism: Can Poetry Save the Earth? (Dahlia Porter)
- ENGL 287: Investigative Writing (Amanda Little)
- ENGL 288: Whole Walden (Kate Daniels)
- HART 260W: Ancient Landscapes (Betsey Robinson)
- PHIL 115F-05: Green Cities (Jonathan Bremer)
- PHIL 273 Environmental Philosophy (Joan G. Forry)
- PHIL 274: Ethics and Animals (Joan G. Forry)
- RLST 221: Ethics and Ecology (Gay Welch)

C) Social-Behavioral Sciences and Policy-Intensive Courses
- ANTH 208 Food Politics in America (Conklin)
• HOD 2610: Community Development Organizations and Policies (James Fraser)
• HOD 2690-02 (Undergraduate): Sustainability, Justice, and the City (James Fraser and Jason Adkins)
• PSCI 253: Ethics and Public Policy (Brooke Ackerly)
• PSY 115F: The Psychology of Sustainability (Leslie Kirby)
• SOC 102: Social Problems: Environmental Problems (David Hess)
• SOC 115F-19: Sociology of Local Sustainability (David Hess)
• SOC 221: Environmental Inequality and Justice (Joe Bandy)
• SOC 222: Health, Environment, and Scientific Controversies (David Hess, new course now approved)
• WGS 115F-04: Environmental Justice (Terrie Spetalnick)
Appendix C: Supporting Letters

See separate document for other supporting letters. This letter is from John Ayers.

Hi Teresa,

David Hess updated me on the status of the proposed Environmental Studies minor. He said that EES has to agree to terminate the Environmental Studies minor that has been administered by (and listed under) EES since 2005 at the behest of the Department of Biological Sciences and the administration before the new/replacement minor can be approved. I am happy to go along with that and say that EES is eager to remove any description of the Environmental Studies minor that is embedded in the text detailing our programs in the Undergraduate Catalog, and we fully support the establishment of a new Environmental Studies minor under the direction of David Hess.

Best,
John

Professor John C. Ayers
Chair, Dept. of Earth & Environmental Sciences
Vanderbilt University
PMB 351805
2301 Vanderbilt Place
Nashville, TN 37235-1805

Tel 1-615-283-0775
## Appendix D: Affiliated Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Ackerly, Brooke</td>
<td>Political Science</td>
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<td>DiSantis, Larisa</td>
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<td>Jorge, Malu</td>
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Kevra, Susan               French
Kirby, Leslie               Psychological Sciences
Kutzinski, Vera             English
Morgan, Daniel              Earth and Environmental Sciences
Nelson, Dana                English
Porter, Dahlia              English
Robinson, Betsey            History of Art
Schorr, Jim                 Management
Spetalnick, Terrie          Sociology
Tepper, Steven              Sociology
Tichi, Cecelia              English
Troxel, Lori                Civil and Environmental Engineering
Vandenergh, Michael         Law
Vergara, Alfredo            Medicine
Welch, Gay                  Divinity School
Appendix E: Capstone Syllabus

Capstone Seminar in Environmental and Sustainability Studies (ENVS 278)

Professor David Hess
Garland 209
Email david.j.hess@vanderbilt.edu

Office Hours:
M W 11-12
322-8539

Class meets:
Office hours: after class or send me an email to set up a better time for you.

Course Description: A research seminar that provides an in-depth discussion of some of the basic concepts in the society-environment relationship and then guides students through a research paper on the topic of their choice.

Course Rationale: This course will serve as a capstone seminar for students in the Environmental and Sustainability Studies minor, and it will also provide an opportunity for advanced inquiry and independent research in environmental studies. The course is open to all students, including students who are not pursuing a minor in Environmental and Sustainability Studies.

Prerequisite: One previous environmental studies course.

This course counts toward the Social & Behavioral Science requirement in AXLE.

GRADING:
Grades will be +/-, with the following scale: 94-100 A, 90-93.99 A-, 87-89.99 B+, 84-86.99 B, 80-83.99 B-, 78-79.99 C+, 74-77.99 C, 70-73.99 C-, 68-89.99 D+, 64-67.99 D, 60-63.99 D-. Note that a borderline grade (e.g., 89.9) is rounded down.

Readings are approximate 30 pages per class day.

Unless otherwise requested, all assignments are due in class in print before the class starts. Late or emailed assignments receive a late penalty, and assignments that are more than 24 hours late may not be accepted.

28 points. Discussion of readings for Part I. 7 @ 4 points.

22 points. Test on Part I.

50 points. Research paper. See weekly assignments for subdivisions of credit allocation.
100 points total.

Attendance: I will assume that you can attend all of the classes. Three points are lost per day of unexcused absence. Approved absences are illnesses, family emergencies, and days on which you are away for a University-sponsored activity. You must notify me within 24 hours of the class by email if you are absent for an approved reason; otherwise, you will be counted absent. Attendance is not counted for the first day of class or for students who have missed classes during the first weeks because they have joined the class late. I may also deduct two points if you arrive late or leave early or if you fall asleep during class. I will review attendance and participation records periodically throughout the course, and you should feel free to ask me or email me if you have any questions. If you disagree with the record of attendance, you should contest it at this point, not at the end of the course. I do not hear contested absence cases at the end of the class for earlier parts of the course. You must confirm or contest absences before the last day of class by showing me the email that you sent within 24 hours of the class.

RULES FOR CLASS NOTES:

There will be no laptops allowed in class, except for cases of special needs as approved by the instructor or for classroom project time where laptops are needed. You should take notes in print.

Any notes from the course (both the ones that I provide and the ones that you take) may not be posted on a web site, made available for file sharing, or distributed in any medium (print or electronic). The only exception is to provide a copy to a student in the class who have been absent from class. There are various reasons why the class notes are not allowed to be circulated outside the class, and I will explain the reasons in class.

ACADEMIC HONESTY:

Vanderbilt’s Honor Code governs all work in this course. In general:
(1) You may discuss projects with other students, but must do the work yourself (e.g., literature searches, writing, preparation for oral presentations, etc.); and
(2) You must properly document all sources that you use in your research papers.

More information on the Honor Code is available here:
www.vanderbilt.edu/student_handbook/chapter2.html
studentorgs.vanderbilt.edu/HonorCouncil/infostud.php.

If you have any questions, please ask me, not another student, for clarification. Uncertainty about the application of the Honor Code does not excuse a violation.

Student-teacher relationships are built on trust. Students must trust that teachers have made appropriate decisions about the structure and content of a course, and teachers must
trust that the assignments students turn in are their own. Acts that violate this trust undermine the educational enterprise.

You are free to study together, but your write-up of assignments should be your own work.

There are several types of academic dishonesty that you should be aware of for this course:
1. Copying your assignment answers from another student. You may discuss the readings with your classmates, but you should do the readings on your own, write them up on your own, and be ready to discuss them in class. Violations will be turned over to the Honor Council.
2. Copying another source in a writing assignment, such as an article or another student’s assignment, without using quotation marks and citing the reference. If the plagiarism is substantial (more than one sentence), your case may be turned over to the Honor Council.
3. Copying minor quotations of a phrase or half sentence or using the ideas of others without attribution. This is known as “patchwork plagiarism” and “theft of ideas.” I tend to treat this problem with a warning at the beginning, but if it continues, your case may be turned over to the Honor Council. When in doubt, add a footnote and a reference even for an idea that you are referencing (that is, even if you do not quote directly the source).
4. Adding to the attendance sheet the name of a student who is not in attendance, or writing offensive or derogatory comments on the attendance sheet. Students caught doing this will lose one letter grade (10 points) in the final grade for the course for each instance.
5. Posting yours or others’ lectures notes or making them more generally available in any way to anyone who is not part of the course (emailing, file sharing, print files, etc.), or making unauthorized recordings in any medium of the lectures. Note the sole exception: If you have been absent, you may copy the notes of another student for your personal use, or you may let another student in the class copy your notes for personal use. Your lecture notes contain the ideas of your instructor and other students. They include the instructor’s intellectual property, and as a result replication should only occur with permission from the instructor. If you wish to use ideas from lectures in any publications (including electronic ones), you should first get permission from the instructor and then cite the material properly.

If I find that you have distributed lecture notes without my permission (except as permitted above), either during the semester or afterwards, I may report the case to the Honor Council.

Gender Fair Language:

Students in this course are expected to use gender fair language in their writing. Every time you use a masculine-oriented word to refer to people in general, the implicit effect,
even if unintended, is to whisper: *women don’t count*. Homework assignments that do not use gender fair language may be returned with a request that you rewrite them.

**ESL, LD Students, and Students with Special Needs:**

The course requirements will be adjusted to serve the needs and capabilities of students with special needs. You are invited to notify me about your particular situation; you should also be in contact with the Equal Opportunity, Affirmative Action, and Disability Services Department (EAD). In general, we expect all students in the course to devote from seven to nine hours a week to course assignments in addition to the time spent in class. You may also be encouraged to attend additional sessions during the instructor's office hours so you can draw comparable value from the course.

**Course Schedule**

**Part I Review of Concepts in Interdisciplinary Environmental and Sustainability Studies**

For each week, you should hand in a two-page description of the readings, with comments and analysis.

**Week of Jan 9 Collapse and the Problem of Ecological Adaptation**

Read Section II and Chapter 20 of Robert Costanza et al, eds. 2007. *Sustainability or Collapse*, MIT Press.


**Week of September 4 Sustainability: Differing Views**

World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press. Read “Chairman’s Foreward” and “Overview” (pp. 11-38) and skim through the rest.


Amory and Hunter Lovins and Paul Hawken, *Natural Capitalism*. Ch. 1.  

Hess, David. *Selection from Localist Movements in a Global Economy*.

**Week of Jan 16 Treadmill of Production**


We will divide up additional readings from the following:

Readings for Week of Jan 23

Ecological Modernization Theory

We will divide up readings among the following:


**Week of Jan 23**

**Ecological Modernization Theory**

**Readings will be divided among the following:**


**Week of Jan 30**

**Large Technological Systems and Transition Theory**

Readings will be divided among students:

- Dutch Research Institute for Transitions. “General Description.” Read this page and explore the web site at [http://www.drift.eur.nl/?research](http://www.drift.eur.nl/?research). Also look at their PhD research page. [http://www.drift.eur.nl/?research=phd](http://www.drift.eur.nl/?research=phd).

**Week of Feb 6 Climate Science and Skepticism**
Each student will be assigned a reading to present:

**Week of Feb 13 Environmental Expertise, Participation, and Publics**
Ch. 11 Discursive Institutions for Environmental Policy Making
Ch. 12 The Environments of Argument.
Kleinman, Daniel. 2006. “Building Citizen Capacities for Participation in  
Nanotechnology Decision-Making: The Democratic Virtues of the Consensus  
Weber, Edward P. 2003 Ch. 3. “Operationalizing Accountability in a Decentralized,  
Collaborative, Shared-Power World.” In his Bringing Society Back In. MIT Press.
Moore, Kelly. 2006. “Powered by the People: Scientific Authority in Participatory  

Week of Feb 20. Test on Part I. The test will have a mixture of take-home essay  
questions and in-class short-answers.

**Part II Research Project**

Week of Feb 27:  
Come to class with a one-paragraph description of the planned topic. Bring laptop. The  
class will review topics, then you will begin to set up a bibliography. 5 points

Week of March 12:  
Come to class with abstracts of 10 articles. Identify a tension in the literature. Hand in a  
timeline of the articles and the conversation that is emerged. Be prepared to present your  
results in class. 5 points

Week of March 19:  
Write a first paragraph with a thesis and outline of the paper. Identify additional research  
questions. Be prepared to present results in class. 10 points

Week of March 26  
Present amended first paragraph, thesis, outline, and abstracts. We will have individual  
meetings rather than a class seminar. 5 points

Week of April 2  
First draft due. 10 points  
Final presentations begin.

Week of April 16  
Final presentations.

Week of April 23. Final paper due. 15 points
Dear Jonathan and Timothy,

Please find attached the proposal and supporting materials for a minor in Environmental and Sustainability Studies. A previous version was approved by a vote of 3 in favor, 0 opposed, and 0 abstaining, at the CEP meeting of February 24, chaired by Dean Campbell, pending a few points of revision. These revisions were submitted on March 1, and accepted by Dean Campbell and myself as successfully addressing the outstanding points.

Thank you,

Leonard, CEP Chair

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