New Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): LS 411

Course Title: Sustainability and Human Values
Abbreviated Course Title (≤ 30 chars): Spring 2012
First Semester to be Offered: Dr. Carl D. Esbjornson
Submitted by: Sue Monahan
Submitter's Contact Info: Phone, Email: X5248 smonahan@montana.edu
Instructor: Liberal Studies/CLS Dean's Office
Department: College:

New Course Review Process

Instructor completes the New Course Packet, with Core Information if a Core designation is requested.
Instructor checks for "equivalent" course in the MUs system and recommends a common or unique course number.

Department Head's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.
The College Dean signs to indicate that adequate resources are available to offer the course. Supporting Information (Dean's Statement) is typically required.
The New Course Packet (as PDF) is uploaded to the Provost's Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core Subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

Provost's Office reviews the new course request. New courses are submitted to MUs for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Requested Rubric, Course Number, Core Designation (if needed): LS 411

Course Title (for Catalog): Sustainability and Human Values

Course Title (for Schedule of Classes, 30 characters, max.):
First Semester to be Offered: Spring 2012

Instructor’s Banner ID (last 4 digits only):

Department Offering Course: Liberal Studies/CLS Dean’s Office

College:

Is the requested course number available? (x4155 to check):  Yes  No

Frequency of course offering:  Annually  Alternate Years, starting

Semester(s) offered (check all that apply):  Summer  Fall  Spring

Summer Options (check all that apply):  First 6 weeks  Second 6 weeks  12 weeks

Credits by mode of instruction:

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>Seminar</td>
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<tr>
<td>Independent Study</td>
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<tr>
<td>Lab/Studio</td>
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<tr>
<td>Recitation/Discussion</td>
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</table>

TOTAL CREDITS:  3

Primary Mode of Delivery:

- Face-to-face
- Internet/Web-based
- Interactive Video
- Audio and/or Video Tape

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):  M  Tu  W  Th  F  Sa  Su
Assigned Time(s): TR 1900-2015
Assigned Building: AJM
Assigned Room: 224
Capacity (room capacity, or enrollment “cap”):  30

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):  Junior standing
Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

This course examines sustainability historically and from a contemporary cultural values perspective as a moral, ethical, and philosophical, and practical question in the context of current issues such as conservation, alternative energy, local foods, local economy, and the community ideal.
CARL D. ESBJORNSON
236 Marilyn Ct.
Bozeman, MT 59718
(406) 585-0623
cresbjornson@gmail.com

EDUCATION

B.A. English, The University of Iowa, August 1976.
B.A. Art, The University of Iowa, May 1975.

PROFESSIONAL EXPERIENCE

University Teaching
Adjunct Professor, Department of Liberal Studies, Montana State University,
Bozeman, Montana, Spring 2012.
   Course:
   Sustainability and Human Values: Cultural Roots and Contemporary issues.

Instructor, Department of General Studies, Montana State University, Bozeman,
Montana, Fall 2000.
   Course taught:
   Freshman Seminar

Montana State University, Visiting Assistant Professor Bozeman, Montana, 1993-95.
   Courses taught:
   College Writing I and II
   Advanced Composition
   Approaches to Literature
   Regional Literature: Contemporary Literature of the American West
   Mythological Backgrounds

Assistant Professor, Department of American Thought and Language (freshmen
composition program), Michigan State University, East Lansing, Michigan, 1988-
   Courses taught:
   American Expression: colonial American literature and culture (Fall);
nineteenth-century American literature and culture (Winter);
twentieth-century American literature and culture
   (Spring)
   Independent Study: American environmental history

Updated self-study guides and test materials for QAS accreditation process, resulting in Western CPE's accreditation as a NASBA-approved continuing professional education firm for CPAs.

Wrote editorials and news items on grizzly bear conservation issues, including an editorial published in a major metropolitan daily, as a news writer/advocacy writer, Sierra Club, Bozeman, MT, 2000.

**Freelance Writing**

Arts Correspondent. Selected and developed topics, conducted research and interviews, and wrote feature-length articles on writers, artists, musicians, composers, dance companies, and arts organizations, *Billings Gazette*, Billings, MT, 1997-2000.


**PUBLICATIONS**

**Refereed Scholarly Article:**


**Articles:**


**Book chapters:**

"'The Organization of Disorder': Technology and the Crisis of National Character in *Dr. Strangelove.*" American Culture/Popular Culture Association Conference, Louisville, Kentucky, 21 March 1992.


"'The known returns to be known again': Education and 'the Work of Local Culture' in the Writings of Wendell Berry." Popular Culture/American Culture Association Conference, San Antonio, Texas, 30 March 1991.

"'To try our fortunes in a new world': The Unsettling of Jim Burden in Willa Cather's *My Antonia.*" Popular Culture/American Culture Association Conference, Toronto, Ontario, Canada, 8 March 1990.


**Session Chaired:**

**Invited talks:**
*CSAC Curriculum Working Group*, developing a sustainability certificate and courses related to sustainability, Montana State University, 2011 to present.

*CSAC Social Community Investment Working Group*, Montana State University, 2011 to present.

*Ad Hoc Committee on Revising English 121*, Department of English, Montana State University 1993.

*Co-curricular Programs Committee*, Department of American Thought and Language, Michigan State University, 1989-91.

*Scholarship and Awards Committee*, Department of English, The University of South Dakota, 1987-88.

*Committee to Revise the Teacher Evaluation Forms in General Education*, Department of English, The University of Iowa, 1983.

*Committee to Review the Curriculum for Medieval and Renaissance Literature*, Department of English, The University of Iowa, 1983.

**Course development:**

*CANR Historical Studies Working Group* (Develop required course, "The History of Agriculture, Natural Resources, and Rural Institutions," for CANR baccalaureate students), College of Agriculture and Natural Resources, Michigan State University, fall 1990.

**National Search:**

*Charles Stewart Mott Distinguished Chair of Sustainable Agriculture*, Department of Crop and Soil Science, Michigan State University, spring 1990.

**Other:**

*Advising*, Department of English, Montana State University, 1993-95.

*Sustainable Agriculture Discussion Group*, Department of Crop and Soil Science, Michigan State University, 1991-92.


Bowl in the Southern Plains, which was the first time ecological principles were applied to agricultural practices. We will also examine sustainability from the perspective of intellectual history and its origins in the thought of important writers and thinkers who critique industrial civilization and articulate the philosophy and practices informing a culture that practices sustainability. We will then examine sustainability in the context of contemporary problems, with particular emphasis on energy, urban planning, local economy, local community, the local foods movement, and contemporary examples of societies and groups in the U.S. and around the world attempting to implement sustainable practices.

We will treat sustainability as a concept that requires an interdisciplinary conversation, addressing it from a cultural values standpoint as a moral, ethical, and philosophical question. We will also examine it as a practical question, backed by good science, and addressed from the standpoint of technology. This conversation will include the multiple perspectives embodied by cultural studies, history, economics, ethnobotany, ecology, architecture, wilderness philosophy, and conservation biology. It will include examining a paradigm shift that could even have a profound effect on our society by applying the major course concepts to a vision of a sustainable future for the Greater Yellowstone region.

Required Texts (available at MSU Bookstore)

- Dust Bowl: The Southern Plains in the 1930s, Donald Worster
- Small Is Beautiful, E. F. Schumacher
- Cultures of Habitat: On Nature, Culture, and Story, Gary Paul Nabhan
- The Practice of the Wild, Gary Snyder
- Home Economics, Wendell Berry
- Rooted in the Land: Essays on Community and Place, Wes Jackson and William Vitek, Eds.
- Animal, Vegetable, Miracle: A Year of Food Life, Barbara Kingsolver
- Deep Economy: The Wealth of Communities and the Durable Future, Bill McKibben
- Hope's Edge: The Next Diet for a Small Planet, Frances Moore Lappé, and Anna Lappé

Pedagogy

Discussion: The class will be discussion-oriented and student-centered, with the professor and students prepared to vigorously engage the course topics.

Professor's role: My role is to facilitate, but not initiate the discussion. I will encourage full participation and move the discussion along. Any lectures will be kept to a minimum and will generally summarize a course reading, discussion, or module.

Student presentations: During the last two weeks of the semester, the major group project, a vision for sustainability in the Gallatin Valley/Greater Yellowstone Ecosystem, will be presented.
Journal entries will consist of one paragraph summarizing the reading material, followed by a focused one or two paragraph reflection on any aspect of the reading that prompted a feeling/thinking response or particularly engaged your interest. You will keep your individual entries in a folder and turn in your entire folder on April 12, when the last entry is due.

Mid-Term Paper
You will submit a 5-page mid-term essay that will require a synthesis of the readings assigned to that point in the semester. Essay topics will be distributed on March 1. DUE DATE for the mid-term essay is March 8.

Group Project: Envisioning a Sustainable Future for Montana
The group project entails envisioning a sustainable future within the bioregion known as the Greater Yellowstone Ecosystem, more specifically for the Bozeman and the Gallatin Valley. You will be assigned to one of six groups consisting of five members. The group presentations will occur over the final three class sessions. There will be two presentations per session with each group allotted 35 minutes. Each group will be assigned one grade based on the content and the ability of each group member to collaborate and make a significant contribution.

Service Learning Project
Each group is required to do a service learning project, where the group will learn about a business or organization practicing or advocating for sustainability in the Gallatin Valley. Each group will contribute four hours of volunteer work for the organization. Each group member will submit a brief report describing and reflecting upon your service learning experience. DUE DATE for the report will be April 19.

Final Paper
You will write a 10-page final paper presenting your vision of a sustainable future for this region, where you expand upon your work for the group presentation. However, the final paper is distinctly your own and not a group collaboration. DUE DATE for the final papers will be May 1, during Final Exam week. Everyone must report to AJM Johnson 224 to turn in the papers. Early submissions will not be accepted and late papers will receive a 5-point grade reduction. If the meeting time conflicts with any other exam, you should let me know ahead of time to make other arrangements. IMPORTANT: Your final paper is not a mere academic exercise. You are writing these papers for public consumption and they will be archived and be made available to the public through the ASMSU Sustainability Center.

Policy on Class Attendance/Participation and Electronic Devices

Attendance
Regular attendance is required. Failure to attend more than five classes (with the exception of excused absences for serious illness or injury, or family emergencies such as deaths) will result in no credit for the course.
Schedule of Topics and Readings

Module I: Cultural Roots

1. Introduction: What do we mean by sustainability?

January 12: Introduce course and discuss whether a working definition of sustainability is possible or whether this term is one of those potent words open to a variety of interpretations? What does sustainability require of us given our history and culture and our current situation? What other issues and topics related to sustainability do you wish to explore?

2. Sustainable Agriculture: Two Views.

January 17: Discuss readings Wes Jackson, “A Search for the Unifying Concept for Sustainable Agriculture;” Frances Moore Lappé, “Food, Farming, and Democracy” (posted in the PDF format on the course D2L site).

DUE: Journal Entry

Focus questions:
Wes Jackson’s essay, published two decades ago, addresses the dynamic cultural and biological interchange that sustainable practices require. What is gained when we bring in biological information? Cultural information? What is lost when we don’t? What is the unifying concept? What are the basic principles underlying sustainability according to Jackson?

Frances Moore Lappé’s definition of sustainability challenges modern economic assumptions. What is the basis of her critique? What is the relationship between food, farming, democracy, and sustainability? What types of information are needed to practice sustainability? Does her view of sustainability complement or contrast with Jackson’s? How?

3. The Dust Bowl: A Historical Perspective

Reading assignment: Selected chapters in Donald Worster, Dust Bowl: The Southern Plains in the 1930.

January 19: Discuss Chapters 1-5 in Dust Bowl. DUE: Journal Entry
January 24: Discuss Chapters 12-Epilogue in Dust Bowl. DUE: Journal Entry

Focus questions:
Environmental historian Donald Worster focuses on the Dust Bowl as a human-made ecological disaster. This event raises several important questions: How did American cultural values, economic assumptions, agricultural practices, the ecology peculiar to the native grasslands, and drought intersect to create “the perfect storm” on the southern
February 7: Discuss *Small Is Beautiful*, Part I. DUE: Journal Entry

February 9: Discuss *Small Is Beautiful*, Part II. DUE: Journal Entry

Focus questions:
E.F. Schumacher's *Small Is Beautiful* is a definitive classic that challenges modern economic thinking and proposes an alternative model that has been influential in giving shape to some of the thinking behind sustainability. His argument raises some important questions: Can economics and ecology occupy the same household? If so, how? What is the proper scale for the economy? What is an appropriate use of technology? How much is enough? What kind of economy would provide a viable alternative to the growth economy? How would such an economy look in practice?

6. The Culture of Sustainability

Reading Assignment: Selected readings in Wendell Berry, *Home Economics*.


February 16: Discuss selected readings: “A Defense of the Family Farm;” and “Does Community Have a Value?” in *Home Economics*. DUE: Journal Entry

Focus questions:
Wendell Berry presents a critique of modern culture, focusing on higher education, economics, and industrial agricultural practices while offering alternative practices based on small-scale agriculture, a community ethic, and the kindly use of nature. What is the proper balance between the uses and preservation of nature? What kind of economy will a culture of sustainability require of us? What is the enduring cultural value of community and the small family farm?

7. The Culture of Wildness

Reading Assignment: Selected readings in Gary Snyder, *The Practice of the Wild*

February 21: Discuss selected readings “The Etiquette of Freedom;” “The Place, the Region, and the Commons;” and “Good, Wild, Sacred” in *The Practice of the Wild*. DUE: Journal Entry

February 23: Discuss selected readings “Ancient Forests of the Far West” and “On the Path, Off the Trail” in *The Practice of the Wild*. DUE: Journal Entry

Focus questions:
Gary Snyder articulates a wilderness philosophy that explores our ethical and practical obligations to nature, how we inhabit natural landscapes, and how our spiritual and
9. Conservation in the Greater Yellowstone Ecosystem

March 8: Guest Speaker, Mike Clark, Executive Director, Greater Yellowstone Coalition.

Mr. Clark will talk about the role of conservation as a sustainable practice in the Greater Yellowstone Ecosystem.

DUE: MIDTERM PAPER in class.

Spring Break (Mar. 12-16)

Module II: Contemporary Issues

10. Going Local: Local Foods

Reading Assignment: Selected chapters (to be announced) in Barbara Kingsolver, Animal, Vegetable, Miracle: A Year of Food Life

March 20: Discuss selected chapters in Animal, Vegetable, Miracle: A Year of Food Life. DUE: Journal Entry

Focus questions:
Barbara Kingsolver focuses on the viability of local foods as a sustainable alternative to the current food system. Her book leads to some critical questions, some she raises. Does Kingsolver’s experiment expose the local foods movement as purist or elitist? Is it possible for communities to subsist nearly exclusively on local foods? To what extent is a local foods economy viable in Bozeman and the Gallatin Valley? What role will regional and international trade continue to play in the food economy even if society manages to transition away from a large-scale, industrialized food economy?

March 22: Guest Speaker: Alison Harmon, Department of Health and Human Development, MSU

11. Hope’s Edge: An Answer to 9/11

Reading: Selected chapters from Frances Moore Lappé, and Anna Lappé, Hope’s Edge: The Next Diet for a Small Planet.

March 27: Discuss Chapter 1: Maps of the Mind; Chapter 2: The Delicious Revolution; Chapter 6: Seeking Annapoorna; Chapter 7: Walking to Nairobi; and Chapter 8: Stirring the Sleeping Giant in Hope’s Edge. DUE: Journal Entry

March 29: Discuss Chapter 10: Taking Off the Cowboy Hat and Chapter 11: Walking to the Edge of Possibility in Hope’s Edge. DUE: Journal Entry.
Bill McKibben addresses local economy, which includes not only local foods, but local products and even local radio and entertainment, as an alternative to the current macro-economy. Some questions McKibben’s book raises are: What does he mean by durable communities and economies? What makes them more durable than local economies and communities today? Can prosperity result from economic sufficiency rather than economic growth and affluence? Would a shift to local economies and cultures lead to a better quality of life? If so, how do we define quality of life, what makes life truly fulfilling? Would McKibben’s ideas, however appealing, be a tough sell in today’s society? What would Bozeman be like if it adopted McKibben’s ideas? How would it be different than it is now?

April 19. Final Group Project presentations. DUE: Service Learning Project Reports.

April 24 and 26. Final Group Project presentations

MAY 1. DUE: FINAL PAPER AT 8:00 P.M., 224 AJM JOHNSON
that could even have a profound effect on education, including the mission of a teaching and research university such as MSU.

Course learning goals are:

Upon completion, students will be able to:

1. Identify the contributions of key thinkers to the intellectual history of the sustainability movement

2. Analyze issues related to sustainability from multiple disciplinary perspectives (e.g., history, philosophy, ecology, architecture)

3. Compare, contrast and synthesize insights from different approaches to sustainability

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> Grades will be determined by written work, group presentations, and class participation.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

Please see attached syllabus (pp. 6-12)

6. List required texts or other required references.

Please see attached syllabus (pp. 6-12)

7. What are the estimated enrollment and student credit hour (SCH) production? [SCH = (enrollment * credits)]

22 students took this class in SP12 when it was offered as LS 491: Special Topics. Enrollment is capped at 30 students. We estimate that 25-30 students will enroll in Spring 2013, to generate 75-90 student credit hours.

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

The enrollment will be capped at 30, because this is a discussion-based course. We do not think demand will greatly exceed 30 seats.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> Not restricted enrollment.
Tourism courses isn’t just might overlap.

> We researched other related courses through the CCN website, including MSU Bozeman courses that might overlap and found no duplication with other offerings here are at other institutions. (And that isn’t just because the learning goals are not yet posted in the CCN! There were very few candidate courses that seemed comparable, and only one was a the upper-division level, a Parks, Recreation and Tourism course at UM that had a somewhat related title but no specific information on the course.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> The SCH will come from Liberal Studies students, who take courses across the university. Most likely, these SCH’s will replace SCH’s that students take in other humanities areas within the College of Letters & Science.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

The course treats sustainability as a concept that requires an interdisciplinary conversation, addressing it from a cultural values standpoint as a moral, ethical, and philosophical question. We will also examine it as a practical question, backed by good science, and addressed from the standpoint of technology. This conversation will include the multiple perspectives embodied by cultural studies, history, economics, ethnobotany, ecology, architecture, wilderness philosophy, and conservation biology. It will include examining a paradigm shift that could even have a profound effect on our society by applying the major course concepts to a vision of a sustainable future for the Greater Yellowstone region.

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> The course is primarily designed to serve Liberal Studies majors in the Environmental Studies option. Other students may also be interested in the course and are welcome to take it, but because of the Liberal Studies program’s structure where students put coursework from across the university together into a curriculum, Liberal Studies students have few opportunities to interact with many others in their area in the classroom. This course is, in part, offered to create additional community among Liberal Studies students and thus is primarily designed to meet their needs.

Resources
September 10, 2012

Dear Curriculum Committees:

Dr. Carl Ebsjornson is an adjunct faculty member teaching for the Liberal Studies program. He has a PhD in English from the University of Iowa and, prior to his work in Liberal Studies, was a visiting professor in MSU’s English Department. He has been a resident of Bozeman, MT since the early 1990’s.

Dr. Ebsjornson has developed “Sustainability and Human Values”, an upper division Liberal Studies course intended primarily for Environmental Studies students. This course was very well received by students when it was offered as LS 491 (Special Topics) in Spring 2012, and the students’ final projects demonstrated that they had achieved, and in some ways exceeded, the learning goals for the course.

We are requesting to make this course a regular offering in the Liberal Studies program. Liberal Studies students construct their curriculum from courses drawn from numerous departments across campus. Although there are some dedicated LS courses where Liberal Studies students learn with each other (LS 301, LS 401), these students have relatively few opportunities to build intellectual community with their fellow majors. In addition to offering an excellent learning opportunity, this course enhances community among Liberal Studies students.

Thus I strongly support Dr. Ebsjornson’s new course application for LS 411: Sustainability and Human Values.

Thank you for your consideration.

Sincerely,

Sue Monahan
Acting Director, Liberal Studies