

understand the place of waste in the contemporary world.

When Offered? Fall Winterim Spring Summer Other:
How often? Yearly Odd Years Even Years Other:
Repeatable for credit? No Yes repeatable for a maximum of 0 credit(s)
Special Course Fees? No Yes the fee is
Cross-Listed? No Yes With
Field Trips? No Yes If so, are they required? No Yes

Registration for this course is restricted by the following:

Prerequisite course(s)
 Co-requisite course(s):
 No credit if taken after:
 Required school/status:
 Declared major/minor:
 Required classification:
 Required GPA:
 Consent required:
 Other restrictions:

Section II. Justification for Course Information

A. The rationale for the absence of the prerequisite(s) is

This course will examine the topic of waste from a variety of perspectives. Each section of the course will begin with a broad overview of that particular aspect of waste designed to ensure that all students possess some baseline background knowledge that will enable them to understand and interpret subsequent readings in that section.

This course will likely appeal to Environment, Society, and Culture minors. There are no prerequisites for the minor.

B. The rationale for the restriction(s) is

Section III. Course Content/Approach

A. Describe the purpose(s) of the course. What is the course trying to accomplish?

The purpose of this course is to highlight the environmental, political, and social dimensions of waste production and disposal. Students should leave the course with an appreciation for how embedded waste is in our society. Virtually everything we do in life generates waste of some sort, but these byproducts are often disposed of discreetly, obscuring their environmental and human impact. This course aims to bring waste into the light by examining prevailing ideas about waste, current and historical disposal practices, and innovative proposals for dealing with waste.

B.1. The name and nature of courses that significantly duplicate content of this course are

The proposed course will have limited overlap with the existing ENPH 445 Solid and Hazardous Waste Management course, which is focused on rates and types of waste generation, treatment, and storage, and minimization of direct human health risks. Waste and Society focuses primarily on themes of public policy and culture; ENPH 445 is more narrowly focused on scientific and regulatory aspects of waste. Many other courses on campus touch on the topic of waste. Examples include SOC 484, Environmental Sociology, and Geography 178, Conservation of the Environment. However, neither these courses nor others focus primarily on waste, so overlap and duplication will likely be minimal.

B.2. The results of the consultation were

N/A

C. The proposed class size is 25 because

This course will include small-group discussions, class presentations, and a semester-long group project, necessitating a relatively small enrollment.

D. The weightings used for evaluation of the course requirements are:

Examinations	20%
Final Examination	%
Class participation	10%
Papers	40%
Assignments	10%
Other	20%

Specify: Group projects and journal entries

E.1. Topical Outline and Timetable (15 weeks)

Week 1 Introduction to Waste

How have people conceived of waste historically? How do American conceptions of waste compare to those of other cultures? How have evolving environmental norms altered our conception of waste?

Weeks 2-4 Solid Waste: History and Current Practices

When most people think of waste, the first thing that comes to mind is garbage. Therefore, it makes sense to start the course by focusing on solid waste. Students will learn about current disposal practices (a field trip to a landfill will be included) and the evolution of disposal practices. This section of the course will focus both on consumption and disposal. One of the major themes of the course is that the volume and nature of the waste society produces is not a given, but reflects our values and aspirations. Therefore, it is not enough to simply focus on how we get rid of waste; we also need to understand why we generate so much waste. This section will also examine differences in the ways that different industrialized countries dispose of waste in an attempt to "de-center" the landfill as the preferred or normal means of solid waste disposal.

Week 5 Electronic Waste and Environmental Justice

Electronic waste, or e-waste, has become a major concern in recent years. Readings will examine why the volume of e-waste has exploded and the challenges associated with safe disposal of e-waste.

Week 6 Group Project Work

Students will be divided into several groups. Each group will have a specific campus or community-based project related to waste. For example, one group might work with campus facilities staff to examine energy usage on campus and propose measures to reduce consumption. Another group might work with local authorities to examine barriers to expanded composting. Students will work on these projects throughout the semester, but this week will give them time to focus on these projects and provide an opportunity for the instructor to meet with each group to evaluate their progress and make suggestions.

Weeks 7-8: Energy Efficiency

This course uses a broad definition of waste. Waste is not simply garbage, but represents a wide range of inefficient practices. Students will learn about improvements in energy efficiency and about remaining challenges. Students will be encouraged to grapple with a bedeviling paradox of energy use: as appliances become more efficient, people tend to use more appliances, thereby erasing many of the efficiency gains.

Weeks 9-11: Water Conservation and Water Pollution

This section of the course focuses on one realm where efficiency efforts have been relatively successful, water conservation, and also on an area where they have been less successful, water pollution. Students will be encouraged to compare the divergent outcomes in these areas in order to draw larger conclusions about the economics and politics of waste.

Weeks 12-14: Food Production and Waste

Many courses on campus address food production, but few focus on the other side of the equation, the disposal of food. Food waste is a major environmental and humanitarian concern but has received relatively little public attention. Students will explore this topic through readings and through "mini-group projects" in which they will examine different components of the food system, such as farms, grocery stores, and convenience stores.

Week 15: Group Projects

Students will present their semester-long projects to the class and turn in written summaries about their work.

E.2. Required Readings/Media Resources (Author(s), title, year of publication)

Edward Humes, *Garbology: Our Dirty Love Affair with Trash* (2013)

Jonathan Bloom, *American Wasteland: How America Throws Away Nearly Half its Food (and What We Can Do About It)* (2011)

David Owen, *The Conundrum: How Scientific Innovation, Increased Efficiency, and Good Intentions Can Make Our Energy and Climate Problems Worse* (2012)

Students will also be required to read a range of articles and essays related to waste. They will access these readings via D2L.

F. To earn graduate credit, graduate students enrolled in this course will

N/A

G. Faculty or academic staff who will be teaching this course are

David Soll

H. Online, hybrid, and web-enhanced courses.

Will this course be offered in an entirely online or a hybrid delivery mode?

No (Go to the next section)

Yes, entirely online (Respond to the following questions)

Yes, hybrid (Respond to the following questions)

Section IV. Applying for Inclusion in the LIBERAL EDUCATION CORE Not Applicable**A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):**

Knowledge	<input type="checkbox"/> K1	<input type="checkbox"/> K2	<input type="checkbox"/> K3	<input type="checkbox"/> K4
Skills	<input type="checkbox"/> S1	<input type="checkbox"/> S2	<input type="checkbox"/> S3	
Responsibility	<input type="checkbox"/> R1	<input type="checkbox"/> R2	<input checked="" type="checkbox"/> R3	
Integration	<input type="checkbox"/> I1			

B. Provide the requested information for each identified learning outcome.**Responsibility 3 (R3): Use critical and creative thinking to address civic, social, and environmental challenges.****1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.**

Waste is an excellent vehicle for getting students to grapple with civic, social, and environmental challenges. While individuals can certainly change their own practices, the course emphasizes that these practices are embedded in larger transportation, cultural, political, and environmental systems. This insight provides the context in which students will seek to understand current waste practices and propose improvements.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

Students will have a variety of opportunities to demonstrate their ability to meet the outcome. One means will be through written reading responses. Students will be required to submit several responses over the course of the semester. These responses are intended to challenge students to place the reading in a larger context. Rather than summarize the reading, students will be required to analyze it, identifying portions with which they agree or disagree. These posts will often be connected to reading groups in which each group member plays a particular role with respect to the reading, such as identifying important passages or highlighting flaws in the author's argument. Groups will meet at the beginning of class sessions and then share their most important observations with the class. This will provide an opportunity for students to share a variety of responses to the reading and to test the rigor of their ideas.

The semester-long group project will provide the clearest opportunity for students to demonstrate their ability to meet this outcome. Students will be charged with studying an issue in depth and then proposing concrete solutions to mitigate a particular waste challenge. Student performance will be evaluated based on journal entries, an in-class presentation, and a group writing assignment in which each group member will have a designated writing role.

3. Identify and provide a rationale for the presence of all prerequisites.

There are no prerequisites.

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.**Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.**

Students will have numerous opportunities to demonstrate their ability to meet the first R3 rubric element (A), identifying and contextualizing challenges. Reading response posts, in-class reading group oral summaries and exams will be clear evidence of student performance on this benchmark.

The clearest evidence of student performance on the two other rubric elements, applying creative and critical thinking to address challenges (B) and addressing challenges that entail civic, social, and environmental dimensions (C), will be in the journal entries, final group presentations on semester-long projects and the group's written report. Students will also have an opportunity to demonstrate these skills in a "mini-research paper." This 7-8-page essay will require students to propose a solution to one of the waste challenges the course addresses. Student papers will be evaluated primarily based on how creative and realistic their proposed solutions are, a proxy for devising a solution that is sensitive to civic, social, and environmental factors.

5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
- A brief description of the experience (300 words maximum)

This course will be a blend of interesting readings and experiences. Students will have an opportunity to visit various local sites connected to the waste industry as well as read several recent books that provide an interesting but sobering perspective on waste challenges.

At the end of the course, students will be able to:

1. Identify and describe the basic components of federal laws that deal with waste disposal.
2. Appraise the relative environmental effects of a wide range of personal consumption practices.
3. Evaluate the potential success of a range of policies intended to reduce the negative environmental and social impact of waste generation and disposal.

6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? 0

How many sections of the experience will be offered in the spring semester? 1

What will be the average size for each section of the experience? 25

Section V. Applying for GENERAL EDUCATION Designation

Not Applicable

This course should qualify as a General Education course in Category III-G because

This is an interdisciplinary social science course that will examine a feature of the environment that is often overlooked: waste. Students will draw on literature, sociology, history, and political science to understand the place of waste in the contemporary world. The course is available to students from across the university.

Section VI. Applying for CULTURAL DIVERSITY Designation

Not Applicable

Section VII. Applying for SERVICE-LEARNING Designation

Not Applicable

A.1. Describe the type of project(s) in which students will engage and the community need(s) addressed by the project(s):

Students will be divided into groups to work on a semester-long project related to waste. The particular projects will vary depending on community needs and student desires. However, examples could include conducting research on program designed to reduce plastic and paper bag consumption in Eau Claire (a current project of the city's Sustainability Commission), working with the SCORE program to encourage landlords to implement efficiency measures in student housing, and working with local waste companies and public officials to expand the community's composting efforts.

A.2. Describe the orientation, training and supervision students will receive for participating in the service-learning project(s):

We will spend time in class early in the semester reviewing expectations and appropriate behavior. This orientation will cover a variety of topics, from how to address a public official in an e-mail to how to craft an effective presentation for a public meeting. Students will meet periodically throughout the semester with the instructor to report on their progress and any problems they confront. The instructor will identify potential community partners to ensure that the students are working on issues the community deems important and that students are likely to receive active participation from community members.

A.3. Collaboration among the students, faculty member, and the community partner(s) will be demonstrated by:

The instructor, community partner, and students will all attend the initial planning meeting for each project. This will ensure that there are clear expectations for the project. Students will invite the community partner to the final presentation and present them with the report. The instructor will be available to the community partner to address any issues that might arise.

A.4. Identify how the service-learning experience will develop or enhance students' sense of civic/social responsibility:

These projects will help students apply the ideas and information they absorb in the course to their local settings. Students will not simply learn abstract information, they will use the general concepts they learn and apply them to their community in an attempt to bring about some positive change. Students will learn about what has been done to date in the community with respect to their particular aspect of waste and devise creative solutions for advancing this work. Engaging with community partners will inspire students to craft durable but realistic proposals that can be implemented in the absence of radical political change.

B.1. Discuss the ways in which the service-learning activities in this course will encourage significant and independent learning in students:

Students have the primary responsibility for the success of these service-learning projects. Although they will receive advice and direction from the community partner and the instructor, the success of the project hinges largely on their level of effort. Students will be responsible for distilling information from relevant readings and interviews that will inform their solutions. Students will also be responsible for crafting a set of solutions; there are no preconceptions about what these recommendations might look like. However, consistent with the R3 outcome, these solutions will be evaluated for their sensitivity to environmental, social, and civic realities. This expectation means that students will be forced to engage in creative research and thinking if they are to devise a set of realistic but meaningful recommendations.

C.1. The service-learning experience relates to the subject matter of a course, the students' major or minor, or the goals of the baccalaureate degree in these ways:

This experience is part of a course and relates directly to the course focus on waste. The course is also an excellent addition to the Environment, Society, and Culture minor because it directly addresses the connection between societal structures and environmental outcomes. The course will also be a welcome addition to a major in Environmental Sustainability Studies that is currently being proposed by the Watershed Institute.

C.2. Students' reflection on their personal growth, life-long learning and public service as a result of the service-learning project(s) will be accomplished by:

Students will be required to write a final reflection on how their experiences working on the project connect to previous experiences they have had and how it shapes their attitudes and goals in the future. To ensure that students keep track of how their attitudes toward the project evolved, students will be required to write three journal entries over the course of the semester.

Section VIII. Applying for INTERDISCIPLINARY STUDIES (Idis) Designation

Not Applicable

Section IX. Applying for FOREIGN CULTURE Designation

Not Applicable

Section X. Applying for WELLNESS THEORY Designation

Not Applicable

General Notes and Comments:

Attachments

Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):

10-27-14

College Curriculum Committee or Equivalent Action:

10/30/2014 Approved Denied

University Liberal Education Committee Action:

Approved Denied