# **COURSE SPECIFICATION DOCUMENT**

# **NOTE:** ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	General Education	
Programme:	Combined Studies	
Level:	3	
Course Title:	Planet Pioneers	
Course Code:	FYS 3140	
Course Leader:	Sara Chetin	
Student Engagement Hours:	160	
Lectures: Seminar / Tutorials: Independent / Guided Learning :	30 30 100	
Semester:	Fall or Spring	
Credits:	<ul><li>16 UK CATS credits</li><li>8 ECTS credits</li><li>4 US credits</li></ul>	

## **Course Description:**

Through the beginnings of conservation early in the 20<sup>th</sup> century, the development of the new science of ecology and the emergence of a new understanding of how we affect the world in which we live, this course explores the discovery of the nature of our planet. Through pioneers of exploration, scientific inquiry, television and the media and the developing environmental movement the course asks the question... Can One Person Really Make A Difference?

#### Prerequisites: none

## Aims and Objectives:

- To provide students with a basic grounding in an appreciation of the nature around us, the environmental issues affecting our planet and a basic historical overview of the development of environmentalism throughout the world
- To introduce students to a selection of people ('Planet Pioneers') who have dedicated their lives to studying nature and the environment and to provide a forum where students can begin to understand why these people have chosen to dedicate, and in some cases lost their lives in this way

- To provide students with the information and skills necessary to critically assess some key historic, scientific, economic, social and political implications of nature and environmental issues
- To emphasize the role that film and other media in the second half of the 20<sup>th</sup> century have shaped our knowledge of nature, our planet and environmental issues
- To introduce students to the means by which they can monitor, build and reflect upon their personal development.

# **Programme Outcomes:**

At the end of this course, the students will have achieved the following programme outcomes.

3A(i,); 3B(i); 3C(i); 3D(i)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

# Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrate a familiarity with the basic history of nature exploration and how this became the modern environmental movement
- Demonstrate an understanding of basic ecological terminology introduced early in the course and be able to apply the terms to subsequent sections of the course while showing clear evidence of basic critical thinking
- Draw upon a selection of people and organizations ('Planet Pioneers') and critically assess how they have shaped our knowledge of nature, our planet and the development of environmental issues and environmentalism from the beginning of the 20<sup>th</sup> century to the present day
- Address the concept of 'Can One Person Really Make a Difference?'
- Demonstrate a reflection of their own academic and social skills and be able to plan for their personal, educational and career development.

## **Indicative Content:**

- A brief introduction to the history of nature exploration and environmentalism
- The role of the media in environmentalism
- A basic introduction to ecological terms
- A basic introduction to critical thinking within the lecture material and the concept of 'Can One Person Really Make A Difference?'
- A selection of Planet Pioneers, basic history of their lives and work, and how they address the concept of 'Can One Person Really Make A Difference?'
- PDP

## Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

# **Teaching Methodology:**

Course meetings consist of interactive lectures on assigned readings, film viewings, small group discussions and reflection activities. Student work is assessed through a variety of ways using both formative and summative approaches. Feedback is intended to help improved student approach to learning and achieve better results.

# **Bibliography:**

See syllabus for complete list of recommended reading.

# IndicativeText(s):

Rachel Carson, *Silent Spring*, Penguin Classics, 1962. Aldo Leopold, *A Sand County Almanac, and Sketches Here and There*, Oxford University Press, 1949.

*First Year Seminar Handbook and Weekly Planner* (in house booklet) *Introducing the Personal Development Plan* (in house booklet)

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Change Log for this CSD:

Major or	Nature of Change	Date Approved &	Change
Minor		Approval Body (School	Actioned by
Change?		or LTPC)	Academic
			Registry