

December 1, 2004

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

RE: Proposal to Create M.A. and M.S. Degrees in Environmental Humanities

Dear Vice President Pershing:

At its meeting of November 29, 2004, the Graduate Council voted to approve a proposal to create M.A. and M.S. degrees in Environmental Humanities within the College of Humanities.

According to the proposal, the new interdisciplinary degree program is designed to help post-baccalaureate students throughout the region further their understanding of environmental issues from a broad-based humanities perspective.

A copy of the proposal is attached for your approval and transmittal to the Academic Senate.

Sincerely,

David S. Chapman
Assoc. V.P. for Graduate Studies
Dean, The Graduate School

XC: Robert Newman, Dean, College of Humanities
Mark Bergstrom, Associate Dean, College of Humanities
Ann Darling, Chair, Department of Communication
Stuart Culver, Chair, Department of English
Eric Hinderaker, Chair, Department of History
Mushira Eid, Chair, Department of Languages and Literature
Marianna DiPaolo, Chair, Department of Linguistics
Leslie Francis, Chair, Department of Philosophy

November 8, 2004

The Graduate Council
University of Utah

To Whom It May Concern:

It is my pleasure to submit the attached proposal for a new Master's program in Environmental Humanities. This degree will draw together existing and emerging strengths and interests among our faculty and students, offering the first such graduate program in the country, a model for innovative, interdisciplinary education in a key area of study. The program will serve an expanding need in business, education, government, industry, law, public policy, and community planning while offering its students a broad-based understanding of social, cultural, ethical, historical, and communication perspectives as they relate to environmental issues.

Development of this degree will elevate the stature of the College of Humanities and the University of Utah, propelling it as a national model for merging theory and practice in a truly interdisciplinary fashion. *The Chronicle of Higher Education*, the premiere venue for news in higher education, already ran a very positive article on our proposed program in its August 13, 2004 issue, and expressions of interest have reached us from all over the country and Canada.

No new resources are necessary to launch this degree, which has been carefully planned to accommodate existing and future student interest. Graduate fellowships have been designated, searches to fill some vacant faculty lines have been focused in this area, and it has become a fund-raising priority for donor and foundation support and for external grant applications.

The Master's program in Environmental Humanities is the top priority among the many innovative new interdisciplinary programs in the College and carries the strong support of the President and Senior Vice President. I enthusiastically urge your expeditious approval. Thank you for your attention.

Sincerely yours,



Robert Newman
Dean, College of Humanities

Proposal For Masters Degree
in Environmental Humanities

College of Humanities

University of Utah

November 30th, 2004

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College of Humanities
University of Utah

I. The Request

The University of Utah requests approval to offer a Masters degree (MA and MS) effective Fall 2005. This program was approved by the Graduate Council on [Date].

II. Program Description

a. Complete Program Description

The Masters degree in Environmental Humanities is a 2-year post baccalaureate degree that is designed to accommodate interdisciplinary demand and interest in a humanities perspective on environmental areas of scholarship. The state of Utah offers a unique site in which to examine and explore the environment from a humanities perspective, learning about a sense of place, of more fully inhabiting a specific place by knowing its ecology, its human and nonhuman histories, its cultural traditions, and its environmental challenges. The program is designed to provide students with a broad-based understanding of social, cultural, ethical, historical, communication, and literary perspectives and with a focus on how these humanities perspectives intersect with and influence public policy, scientific, legal, industrial, and corporate concerns. As such, the proposed program complements other graduate degrees offered in the western region, which investigate environmental issues from social scientific, technical, and scientific perspectives.

b. Purpose of Degree

The purpose of the degree is to provide needed graduate work beyond the bachelor degree. Currently, bachelor degrees in Environmental Studies are offered at the University of Utah and at other institutions in the Intermountain West; graduate degrees of the type proposed, however, are not. The proposed degree program complements other graduate degrees offered in the western region, which emphasize environmental issues from social scientific, technical and scientific perspectives. Post baccalaureate students throughout the region will have the option to further their understanding of environmental issues from a broad-based humanities perspective, making them more marketable in their career choices. The Masters Degree program will serve an expanding need in business, education, government, industry, law, public policy, and community planning.

Students who earn the Masters in Environmental Humanities can readily move into the increasing number of positions dealing with environmental impact, sustainability, policy, and

theory in business, law, government, media, non-profits, and universities. They would do so with a broad-based understanding of social, cultural, ethical, historical, communication, and literary perspectives and with a focus on how these humanities perspectives intersect with and influence public policy, scientific, legal, industrial, and corporate concerns. With its emphases on interdisciplinary and international concerns, this program of study will be designed to enhance marketability of its graduates in this expanding field while its breadth will effectively prepare these students for the dynamic evolution sure to accompany the field's multiple and complex applications.

Development of this unique degree will elevate significantly the stature of the College of Humanities and the University of Utah, making it a national model for how to study the environment from a truly interdisciplinary theoretical realm that has flexible and sustained practical applications. Indeed, *The Chronicle of Higher Education*, the premiere venue for news in higher education, sent a reporter to our campus last spring to learn more about this imminent program, and ran a laudatory feature article in its August 13, 2004 issue. We also will establish and build on linkages with our local community, institutions of higher learning throughout our state, and international foundations and consortiums focused on educational issues of ecological sustainability. Furthermore, the new program will enhance the University's commitment to interdisciplinary study in an innovative fashion that thoroughly ties theory to practice.

c. Institutional Readiness

We have assessed both the need and interest level of this degree for and to prospective students and found it to be high. Increasingly, faculty have been hired in the College with a scholarly and pedagogical concentration on environmental studies. This year, for example, we will be hiring an environmental historian, a literary scholar in travel and nature writing, and an environmental ethicist. All of these are existing faculty lines which the departments of History, English, and Philosophy, respectively, have reconceived to meet this evolving interest in their disciplines. Graduate fellowships have been designated for some entering students with existing funds. No new resources are necessary to launch this degree, so institutional readiness is clear and without encumbrances.

d. Faculty

In addition to the new faculty who will be hired this year, a number of faculty within the College of Humanities as well as in other colleges in the University have primary or secondary scholarly and teaching interests in environmental studies. Team teaching options that would promote interdisciplinarity are numerous and a number of existing courses can readily be brought into the curriculum.

e. Staff

The College already has allocated effective staff to meet the demands of its many new interdisciplinary programs. No new resources are needed to launch this program.

f. Library

The library holdings in environmental studies are adequate and will be enhanced with the Marriott Library's commitment to increase its documentary archive, some of which will deal with environmental issues (see Appendix D for letter of support). The Stegner Center, whose director is on our steering committee for the new program, is a unique resource for the students in this program.

g. Admission Requirements

Applicants for admission to the degree program will be reviewed by an admission committee consisting of regular faculty serving on the Environmental Humanities Steering Committee (see Appendix E). The degree requires the successful completion of a baccalaureate degree as a prerequisite for the Masters Degree. Admission requirements will conform to the requirements of the Graduate School, and will be competitive within the pool of applicants each year. The College's deadline for applying to the program is February 1. A thousand-word statement of personal and professional goals, undergraduate transcripts, Graduate Record Exam (GRE) results, test of English as a Foreign Language (TOEFL) score (if applicable), three letters of recommendation, and a sample of creative or scholarly writing, such as a term paper are required. The interdisciplinary nature of the degree encourages applicants from wide variety of undergraduate programs, non-traditional students, and applications from traditionally represented groups are encouraged.

h. Student Advisement

Upon admission to graduate study in the Environmental Humanities program, each student will be assigned a temporary or ad hoc adviser. Temporary advisers are assigned by the admissions sub-committee of the steering committee based on the individual student's interests and undergraduate background. The temporary advisor mentors students until they initiate a request for a supervisory committee. Supervisory committees are formally appointed by the Dean of the Graduate School; however, each student participates fully in the selection of the committee. Moreover, each student is responsible for initiating the selection of his or her supervisory committee.

In consultation with the supervisory committee chairperson, the student selects additional faculty as potential members of his or her supervisory committee. The supervisory committee chair's department is responsible for recording and tracking the progress of students. The supervisory committee consists of at least three faculty members who are selected on the basis of their ability to contribute to the student's graduate program. The supervisory committee should be appointed no later than the second semester of graduate work. A program of study for each M.A. or M.S. student should receive preliminary

approval by his/her supervisory committee before the completion of twelve hours of graduate credit. Upon completion of 75% of course work, the plan of study should receive formal approval.

The primary distinction between the two Master's degrees is that a Master of Arts degree requires a "standard proficiency" in an approved language, while the Masters of Science requires students to complete two research methods courses approved by the student's committee. Any course work taken to reach proficiency in a language may not be counted toward degree course credit. Students may benefit from a degree that labels them in a certain way. The program meets the University of Utah's Graduate School's criteria for a Masters level degree. The program requires a minimum of 33 semester hours, of which a minimum of 24 hours is represented by coursework. A maximum of six credit hours may be transferred from another institution. Students will have three options for completing the degree: a thesis option, a project option, and a non-thesis option.

Students electing the thesis option are required to complete a minimum of 27 hours of course work and six hours of thesis credit. The student will prepare a thesis prospectus in consultation with his or her adviser and the supervisory committee. The final prospectus must be approved by the supervisory committee and be filed within the chair of the supervisory committee's home department. A public presentation and defense of the thesis is required.

Students who select the project option are required to complete at least 27 hours of course work and a creative or applied project. A minimum of six credit hours is awarded for the project. Students who select the project option are encouraged to combine internship experiences with their project. Students will prepare a project prospectus which must receive final approval of the supervisory committee. The prospectus meeting for the master's project may be open to the faculty and graduate students at the discretion of the candidate and his or her supervisory committee. A bound copy of the project or a final professional practicum report must be filed within the chair of the supervisory committee's home department before the project hours are cleared. A public presentation and defense of the project is required.

Students who select the non-thesis option must complete a minimum of 33 semester hours of course work and pass a comprehensive examination administered by the supervisory committee. Election of the non-thesis option must be made and approved by the supervisory committee prior to the completion of 24 hours of course work. The comprehensive examination consists of a six-hour written examination and a two-hour oral examination or defense. The written examination will test the candidate's knowledge and understanding of (1) the theoretical foundations of humanities-based inquiry of environmental phenomena, (2) the major methodological approaches in humanities-based research, and (3) the research literature in the candidate's area of specialization. A formal decision of "pass" or "fail" of the written examination will be made by the supervisory committee before proceeding with the oral examination. The oral examination will not be scheduled until the committee has agreed that the candidate has passed the written examination and the appropriate form filed with the graduate office.

i. Justification for the Number of Credits

An examination of existing MA and MS degrees in the college was conducted. The credit hours required for the three options presented above are in resonance with college and university parameters, and meet the guidelines for new programs established by the Board of Regents R401 policy.

j. External Review and Accreditation

The Master of Humanities Degree proposal has been reviewed by two external organizations (the Stegner Center and Round River Conservation Studies) who suggested and offered internship options for students. We have incorporated internships as an option in all three degree options (thesis, project, non-thesis). Faculty outside the College of Humanities have also reviewed the proposal and support the degree program (see Appendix E for a listing of steering committee members).

k. Projected Enrollment

We anticipate enrolling a minimum of 15 students per year in the 2-year full-time program. We anticipate that most, if not all, of these students will be new students. Students currently enrolled in Master degree programs at the University of Utah, however, may apply.

Table 1. Projected Enrollment Timeline

	2005-06	2006-07	2007-08	2008-09	2009-10	5-year Total
1 st Year Students	15	15	15	15	15	45
2 nd Year Students	0	15	15	15	15	30
Total Enrollment	15	30	30	30	30	75

l. Expansion of Existing Programs

The Environmental Humanities degree is comprised of existing courses from all six departments in the College of Humanities (Communication, English, History, Languages and Literature, Linguistics, and Philosophy), although students will be encouraged to enroll in existing environmental courses offered in other Colleges in order to broaden and/or deepen their understanding and knowledge of particular concepts and issues. Indeed, the steering committee for the program (see Appendix E) is broadly interdisciplinary and inclusive. The program will utilize current faculty and resources to support the new degree. The University of Utah would be the only institution in the Intermountain West to offer such a degree.

III. Need

a. Program Need

A graduate program in the Environmental Humanities would greatly enhance higher education efforts in the State. First, there is no graduate program in the Intermountain West that approaches the environment from a Humanities perspective. Such a program allows students to examine the West from a perspective other approaches do not systematically include. Currently, three baccalaureate programs exist in Utah. The University of Utah offers a Bachelor of Science degree in Environmental Studies (63 majors in Fall 2004), and a Bachelor of Science in Environmental Earth Science (8 majors in Fall 2004). Utah State University also offers a major in environmental studies, with approximately 70 students enrolled in its courses. The programs are traditional in that they approach their curricula from a policy or resource orientation. We have polled students in these programs, many of whom indicated their interest in enrolling in our new Master's program. The proposed Master of Environmental Humanities degree offers students receiving degrees in these programs an opportunity to pursue a career in the environment, but with an increased marketplace advantage. The Master in Environmental Humanities curriculum expands on traditional undergraduate environmental studies and environmental earth science degrees, thus bringing additional perspectives to the more social scientific and/or scientific approaches to the environment. Whereas traditional programs may focus on issues such as water policies or sediment control in dams, a student in Environmental Humanities may examine water issues from an historical and cultural perspective, able to provide context in decision-making situations and a more nuanced understanding of the rhetorical issues accompanying such situations. Students pursuing this graduate degree will be poised to work in multiple contexts—business, education, government, industry, law, and urban planning.

Second, and equally important, Utah is a state noted for its landscape and national parks. It is also a state with a national profile in environmental issues. The former governor, Michael Leavitt, is now head of the Environmental Protection Agency. Environmental issues such as water rights and nuclear waste often place Utah in the news. The state of Utah offers a unique site in which to examine and explore the environment from a Humanities perspective, learning about a sense of place, of more fully inhabiting a specific place by knowing its ecology, its human and nonhuman histories, its cultural traditions, its environmental challenges. Among those who have done so are Terry Tempest Williams and Wallace Stegner. The program serves as a model for addressing environmental concerns at the national and international levels. Students engage and examine issues both locally and regionally. They would, for example, be able to participate in internships in a red-rock setting or work with scientists and social scientists to plan land usage at Red Butte Gardens or serve internships with the Smithsonian National Museum of Natural History, the Nature Conservancy, the Swaner Nature Preserve, Round River Conservation Studies, the Murie Center, the Stegner Center, or the Terra Institute in Brazil. We are in the process of formalizing arrangements for internships with all of these organizations. A graduate program of this caliber, located in Utah, would draw students locally and from around the country.

b. Labor Market Demand

Even though the U.S. Department of Labor Statistics do not include an occupation category for “Environmental Humanities” program graduates will have a broad-based understanding of social, cultural, ethical, historical, communication, and literary perspectives and a focus on how these humanities perspectives intersect with and influence public policy, scientific, legal, industrial, and corporate concerns. They will bring increased skills and new understandings that complement traditional environmental scientist and specialists skills and knowledge. As such, we predict students will find receptive employment in a small but significant proportion of many if not all of the occupations listed in Table 2 below. The table reports employment opportunities and projections for a number of fields in which students will likely find employment. For ease of presentation, the table lists employment projections for just five western states.

Table 2: Western States Occupational Projections 2000-2010

State	Occupation	2000 Employment	2010 Projected Employment	Quantity Employment Change	Average Annual Openings	Percent Employment Change
California						
	Environmental Scientists and Specialists	5000	6500	1500	340	30
	Fine Arts	1100	1300	200	50	18
	Lawyers	70100	92400	22300	2780	32
	News Analysts, Reporters, & Correspondents	NA	NA	NA	NA	NA
	Photographers	7500	9000	1500	310	20
	Writers and Authors	5900	8000	2100	320	36
Idaho						
	Environmental Scientists and Specialists	310	420	110	20	34
	Fine Arts	*	*	NA	NA	*
	Lawyers	1070	1390	320	40	29
	News Analysts, Reporters, & Correspondents	250	270	20	10	10
	Photographers	200	240	40	10	19
	Writers and Authors	180	240	50	10	30
Montana						
	Environmental Scientists and Specialists	330	430	100	20	30
	Fine Arts	30	30	*	*	10

Table 2: Western States Occupational Projections 2000-2010 (cont.)

	Lawyers	4560	5520	950	130	21
	News Analysts, Reporters, & Correspondents	1170	1510	340	70	29
	Photographers	680	780	100	20	15
	Writers and Authors	1430	1670	240	50	17
Nevada						
	Environmental Scientists and Specialists	330	430	110	20	33
	Fine Arts	90	120	30	10	39
	Lawyers	3660	4970	1310	160	36
	News Analysts, Reporters, & Correspondents	460	540	80	20	18
	Photographers	660	940	280	40	43
	Writers and Authors	190	260	70	10	35
Utah						
	Environmental Scientists and Specialists	640	870	230	50	37
	Fine Arts	340	480	130	20	38
	Lawyers	3850	5200	1360	160	35
	News Analysts, Reporters, & Correspondents	420	490	70	20	16
	Photographers	430	640	210	30	49
	Writers and Authors	1260	1810	550	80	44

Note: Percent change is shown with an (*) if 2000 employment is less than 50. Numerical employment growth has been rounded to the nearest 50 and numbers less than 50 are identified with an (*). Average annual openings are rounded to nearest 10 and numbers less than 5 are identified with an (*).

c. Student Demand

Environmental Studies is a growing undergraduate major. Over the last two decades programs around the country have been firmly established. Yet, no current programs offer a graduate degree from a Humanities perspective. Because of its interdisciplinary richness and its flexibility for unique Humanities interests, coupled with its unique geographic location, this would be a popular degree, drawing students from, not only the State of Utah, but from other regions of the country as well.

The Chronicle of Higher Education recently ran a feature story on the proposed degree and we have received numerous inquiries from prospective students and faculty who are interested in the program. Student queries have a local, national, and international flavor. In addition to numerous queries from students in Utah, we have received requests for information from France, Romania, London, and Ontario. The students have diverse backgrounds and educations including Masters of Business Administration, English, Economics, Journalism, Law, and Urban Planning and Public Affairs.

Although published data are lacking, a questionnaire was recently sent to a sample of undergraduate students in Utah in Environmental Studies programs. As of the writing of this proposal, responses have been favorable. Within the first week the College received ten positive responses, with all ten commenting that they would be interested in pursuing such a degree. One person said that he was going out-of-state next year to pursue his advanced degree in Environmental Studies, but would have preferred staying in Utah for the proposed degree in Environmental Humanities. Another respondent, who has already graduated from the University of Utah, said that she had heard through a friend that the College of Humanities was developing a degree in Environmental Humanities, and requested that we keep her informed. Thus, there is interest in this degree. Students with an interest in environmental studies from a Humanities perspective will seek out this program.

d. Similar Programs

As stated earlier, no similar programs exist in the Utah System of Higher Education. Utah State University offers interdisciplinary graduate degrees in Environmental Studies, with a clear emphasis on environmental management and sustainability. According to their program description, “The vision of the Department of Environment and Society is one of bringing people and science together for healthy communities and enduring ecosystems.” Sample courses in their program are *Natural Resource Administration*; *Advanced Natural Resource Interpretation*; *Research Techniques in Human Dimensions of Ecosystem Science and Management* and; *Ecology Seminar*.

At the University of Utah, an interdisciplinary graduate program in Environmental Engineering is offered through the College of Engineering and the College of Mines and Earth Sciences, drawing from 6 of their departments. This degree, like the proposed Environmental Humanities degree aims to provide students a “broad-based educational experience, while retaining a focus on the students’ specific area of interest.” Students in the program take one core course and then pursue their area of interest in one of 8 areas (e.g., geo-environmental, hazardous wastes, or air pollution). See Appendix D for letters of support from University of Utah and Utah State programs.

e. Collaboration with and Impact on Other USHE Institutions

The Master of Environmental Humanities offered through the College of Humanities at the University of Utah complements the above environmental and engineering degrees at Utah State and the University of Utah, adding a predominantly humanistic perspective to the more scientific, technical and social scientific perspectives offered by other programs. The University of Utah supports this degree proposal.

f. Benefits

Benefits to students, as stated above, include enhanced marketability in a rapidly growing field as well as better preparedness to be informed citizens and good stewards of the world they inherit and will pass on to their heirs. Benefits to the University include the capacity to launch a new direction of study in this field that will elevate the profile of the University as a trend-setter in interdisciplinary study that has global implications and that truly merges theory and practice. An additional benefit is the coalescence of existing faculty and student interest which currently is diffused throughout the campus, bringing concentration and focus without adding cost. By modeling an innovative, broadly inclusive, and practically relevant program such as this one, the University will further enrich itself as a flagship institution for the state and the nation.

g. Consistency with Institutional Mission

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. As a major teaching and research university, the flagship institution of the Utah state system of higher education, the University of Utah strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met. It recognizes the mutual relevance and interdependence of teaching and research as essential components of academic excellence. It welcomes students who are committed to learning and who conform to high academic standards. The right of free inquiry is zealously preserved; diversity is encouraged and respected; critical examination and creativity are promoted; and intellectual integrity and social responsibility are fostered. The University is fully committed to the goals of equal opportunity and affirmative action, which are designed to ensure that each individual be provided with the opportunity for full, unhampered, and responsible participation in every aspect of campus life.

The Environmental Humanities degree also fulfills the University's strategic plan, which emphasizes interdisciplinary studies, preparing our students to become citizens in a global culture, and interactions with the larger community. By modeling an innovative, broadly inclusive, and practically relevant program such as this one, the University will further enrich itself as a flagship institution for the state and the nation.

IV. Program and Student Assessment

a. Program Assessment

The program is not subject to a specific agency accreditation; however, in addition to the program reviews mandated by the graduate school, the steering committee will conduct an informal review of the program at the conclusion of each of the first five academic years of the program. Use of the steering committee enables internal review by current University of Utah faculty and external advice and consultation.

b. Expected Standards of Performance

Outcome standards established by the steering committee will be used to assess student learning, knowledge, and skills. Specific course requirements for the master's degree are established on an individual basis for each student by his or her supervisory committee. Two courses must be successfully completed by all students; Humanities 6001 *Foundations of Environmental Humanities*, and Humanities 6002 *Foundations of Environmental Humanities II*. These two courses provide a core understanding of theoretical and research perspectives represented in the Environmental Humanities, as well as a needed cohort experience for interdisciplinary students. *Independent Study* classes are limited to 25% of a student's course work. Prior to the appointment of a supervisory committee, the student should consult with his or her temporary adviser in selecting course work. Courses which meet the minimal degree requirements are not officially accepted until approved by the student's supervisory committee. Therefore, students are encouraged to consult with their supervisory committee as early as possible in planning their program. A list of courses which constitutes the student's formal program of study should be presented to the supervisory committee for its approval before 75% of the student's course work is completed.

Students enrolled in the program are expected to manage their priorities to demonstrate good progress in meeting the requirements of their degree programs as well as to appropriately discharge all responsibilities of their assignments. Students must maintain a 3.0 grade average throughout their program. Further, grades lower than a "B-" will not be counted toward degree credit.

All work for the Master's degree must be completed within four consecutive calendar years. In rare cases deserving special consideration, the student's supervisory committee can petition the Dean of the Graduate School for a time extension. However, students taking longer than the four-year period may be required to take additional course work or repeat the comprehensive examination.

c. Student Assessment

All graduate students in the Master of Environmental Humanities program will be reviewed by the program faculty each year during spring semester. The purpose of the review is to assess the overall progress of each student in the program, and to identify means by which the faculty can assist each student to achieve success in the program. Prior to the review,

each student is responsible for meeting with his or her adviser to discuss particular concerns or areas of difficulty, and to provide information that can be usefully shared with the faculty at large during the review sessions. A report of the review deliberations, suggestions, and recommendations will be provided to each student.

d. Continued Quality Improvement

The Steering committee meets regularly and will continue to assist in the programs development, implementation, and continued quality monitoring. The faculty and professionals comprising the steering committee have academic training and “real world” experience that allows quality input to the programs continued improvement.

The quality of the program will also be assessed continually through surveys sent to the programs alumni. Information from the surveys will be discussed by the steering committee and will be used to modify the program as needed.

V. Finance

a. Budget

Because the degree is comprised of two new courses that will be team-taught by current faculty and the rest of the courses already exist, there is no need for new resources. The program will generate a sufficient revenue stream. A projected budget for the program is displayed in Table 3 below. Projected new revenue is determined by the number of incoming graduate students enrolled for 9 credit hours. Allocation per student credit hour at the 6000 course level was used to calculate new revenue (the current state budget paradigm is \$105 per credit hour for 6000 level courses). Incoming enrollment each year is equivalent to our target goal (15 students per year), with an anticipated enrollment of 75 students over five years. The total increased revenue by the fifth year using the current budget paradigm is approximately \$255,150.

Table 3: Projected Budget for Environmental Humanities

Program Year	2005-06	2006-07	2007-08	2008-09	2009-10	5 Year Total
Total Students	15	30	30	30	30	75
Total New Revenue	\$28,350	\$56,700	\$56,700	\$56,700	\$56,700	\$255,150

b. Funding Sources

In addition to the revenue generated above, the program is already attracting external revenue sources. On November 4, 2004, the College sponsored a public event that promoted the Environmental Humanities program to the larger community. We have received funding totaling over \$180,000 from a variety of sources (see Appendix F), to present “From the Arctic to the Red Rock,” a program to be held in Libby Gardner Hall featuring arctic wilderness photographer Subhankar Banarjee, prominent *Field Guide to Birds* author David Allan Sibley, Terry Tempest Williams, and the Utah Symphony and Opera. During November and December, Banarjee’s photographs will be exhibited at the new Utah Museum of Art and History on Main Street as that museum’s first exhibition. In addition to the funds reported above, \$14,000 raised from the \$20 ticket price from the sold out crowd of 700 will be applied to graduate fellowships in the new program.

Because of the multi-faceted nature of this inclusive program and the intense interest in the subject matter, numerous outside funding sources seem promising. Government and private foundations have been approached and many have expressed a keen interest in supporting such a program. We are in dialogue with the Environmental Protection Agency, the National Science Foundation, and the National Endowment for the Humanities. Recently, we established a partnership between our new Center for Endangered Languages and the Smithsonian Institute’s National Natural History Program. In addition to internships for our students and scholarly collaboration, this formal partnership permits us to submit joint grant proposals and to pursue endowments together. Locally, the Mariner Eccles Foundation and the Tanner Charitable Trust have expressed an interest. Nationally, the Cummings Foundation and the Luce Foundation have shown an interest, with the Luce Foundation placing us on their top 12 national projects worth pursuing. These external funding opportunities will be used to support graduate assistantships, faculty hires, visiting scholars, lecture series, and pedagogical innovations.

c. Reallocation

The program relies on existing courses and professors. The program should generate new revenue without incurring new costs, thus there should be no internal reallocation. The office of the Dean of Humanities, however, will monitor the program for new and unforeseen costs. If costs do arise, they will be deducted from the revenue projected above before the revenues are redistributed to departments who teach the courses.

d. Impact on Existing Budgets

As mentioned above, SCH generated by from students in the program shall follow the instructors of courses that students enroll in. Therefore, the departments involved in the program will benefit. If all six departments contribute equally, and unforeseen costs do not arise, this innovative program has the ability to generate \$42,525 for each of the six departments over a five year period.

Appendix A

Program Curriculum

a. New Courses to be Added in the Next Five Years

Only one new course will be added to the curriculum. The course will be taught by existing faculty. The course will be designed to represent the major theoretical perspectives common to an environmental humanities approach within the departments comprising the College of Humanities

Course Number	Title	Credit Hours
Hum 6001	Foundations of Environmental Humanities	3
HUM 6002	Foundations of Environmental Humanities II	3

b. All Program Courses

Listed below is a sampling of courses appropriate for students seeking the environmental humanities degree within each department. The lists include an impressive number of courses that have a primary focus on environmental issues, as well as numerous courses that would augment student's individual interests and emphasis. The Graduate Language Study courses listed under the Department of Languages and Literature are included for students who need to establish language proficiency for the MA degree option.

Department of Communication

Course Number	Title	Credit Hours
COMM 6000	Issues in Communication	3
COMM 6350	Ethical Practices in Communication	3
COMM 6360	Environmental Communication	3
COMM 6580	Public Relations Issues and Campaigns	3
COMM 6660	Media Ethics	3
COMM 6710	Communication Research	3
COMM 6910	Independent Study	1-3
COMM 7210	Managing Environmental Conflict	3
COMM 7330	Historical and Critical Methods in Communication	3
COMM 7350	Empirical Research Methodology	3
COMM 7460	History of Rhetorical Movements and Situations	3
COMM 6970	Thesis Research: Master's	3-9

Department of English

ENGL 5020	Studies in Nonfiction Prose	3
ENGL 5080	Studies in Environmental Writing	3
ENGL 5910	Studies in Criticism and Theory	3
ENGL 5920	Intellectual Movements	3
ENGL 5950	Theories of Culture	3
ENGL 5970	Discourse Analysis	3
ENGL 5990	Folklore Method and Theory	3
ENGL 6240	Literature of the American West	3
ENGL 6350	Composition Theory and Research	3
ENGL 6910	Individual Study: Master's	1-4
ENGL 6970	Thesis Research Master's	1-10

Department of History

HIST 6200	Topics in World History	3
HIST 6271	European Exploration, Imperialism, and Decolonization from 1750 to present	3
HIST 6290	Colonies and Cultures	3
HIST 6820	Pacific Histories	3
HIST 6910	Special Studies in American History	3-10
HIST 6940	Directed Reading	1-5
HIST 7620	Colloquium in History of the American West	3
HIST 7670	Colloquium in Environmental History	3
HIST 7800	Historical Methods	3
HIST 7870	Colloquium in the American West	3
HIST 6970	Thesis Research: MA	3-10

Department of Languages and Literature

ASL 7300	Graduate Language Study	1-4
CHIN 7300	Graduate Language Study	1-4
GREEK 7300	Graduate Language Study	1-4
LATIN 7300	Graduate Language Study	1-4
C LIT 6760	Literary Theory and Criticism	3
C LIT 6761	Literary Theory and Criticism: Romanticism to Early Twentieth Century	3
C LIT 6762	Literary Theory and Criticism: Contemporary	3
C LIT 6880	Directed Reading	1-3

Department of Languages and Literature (cont.)

C LIT 6970	Thesis Research: Master's	1-13
FRNCH 7300	Graduate Language Study	1-4
GERM 7300	Graduate Language Study	1-4
ITAL 7300	Graduate Language Study	1-4
JAPAN 7300	Graduate Language Study	1-4
KOREA 7300	Graduate Language Study	1-4
LANG 7300	Graduate Language Study	1-4
PTGSE 7300	Graduate Language Study	1-4
RUSS 7300	Graduate Language Study	1-4
SPAN 7300	Graduate Language Study	1-4

Department of Linguistics

LING 5043/6043	Language Maintenance and Revitalization	3
LING 5981	Special Topics in Linguistics	1-4
LING 5991/6991	Individual Studies/Perspectives	1-4
LING 6041	Bilingualism	3
LING 6077	Studies in Discourse Analysis	3
LING 6970	Thesis Research: Master's	1-4

Department of Philosophy

PHIL 6005	Proseminar in Ethics and Public Affairs	3
PHIL 6130	History of Ethical Theory	3
PHIL 6190	Philosophy of :Topic Varies	3
PHIL 6350	Topics in the Philosophy of Science	3
PHIL 6480	Philosophy of Language	3
PHIL 6500	Contemporary Ethical Theory	3
PHIL 6510	Applied Ethics	3
PHIL 6520	Advanced Bioethics	3
PHIL 6700	Advanced Political Philosophy	3
PHIL 6750	Advanced Philosophy of Law	3
PHIL 6910	Individual Research	3
PHIL 7700	Seminar in Political Philosophy	3
PHIL 7510	Seminar in Applied Ethics	3
PHIL 6970	Master's Thesis Research	1-12

Appendix B

Program Schedule

Course #	Title	Credits
Year 1 - Fall		
HUM 6001	Foundations of Environmental Humanities	3
BIO 5420	Advanced Ecology	3
ENGL 5080	Studies in Environmental Writing	3
Total Credits		9
Year 1 - Spring		
PHIL 6130	History of Ethical Theory	3
COMM 7210	Managing Environmental Conflict	3
HIST 7670	Colloquium in Environmental History	3
Total Credits		9
Year 2 - Fall		
HUM 6002	Foundations of Environmental Humanities II	3
COMM 7330	*Historical and Critical Methods in Communication	3
LING 6077	*Studies in Discourse Analysis	3
Total Credits		9
Year 2 - Spring		
COMM 6970	Thesis Research: Master's	6
PHIL 6510	Applied Ethics	3
Total Credits		9
Total Credits for Degree		36

* Note: These two courses represent the required methodology courses for a student seeking the Master of Science Degree option. Students seeking the Master of Arts Degree option would have to satisfy the University's language requirement.

Course Descriptions

BIO 5420 Advanced Ecology (3) Prerequisite: BIOL 3410 or equivalent.

Advanced treatment in central topics in modern ecology; population growth and regulation, competition, predation, herbivory, mutualisms, stability, and diversity of communities.

COMM 7210 Managing Environmental Conflict (3) Prerequisite: Graduate standing required.

A critical examination of communication practices which have contributed to current environmental conflicts and strategies for managing environmental conflicts.

COMM 7320 Seminar: Historical and Critical Research Methods in Communication (3)

Philosophy and practice of critical and historical research; emphasis on approaches useful to study of mass communication and speech communication.

ENGL 5080 Studies in Environmental Writing (3)

Focused approaches to the genre of environmental literature.

ENGL 6240 Literature of the American West (3) Prerequisite: Graduate Standing.

A graduate-level readings course in the literature of the American West.

HIST 7620 Colloquium in the History of the American West (3)

A graduate-level readings course in the History of the American West.

LING 6077 Studies in Discourse Analysis (3)

An examination of ways of linking text linguistics and social theory, particularly within the framework of the emerging school of critical discourse analysis. Particular attention given to media discourse. Major topics include presupposition, implication, textual 'silences,' context, staging, framing, intertextuality, metaphor, and cultural models and myths.

PHIL 6130 History of Ethical Theory (3) Prerequisite: Graduate standing required.

Ethical thought of Plato, Aristotle, Epicurus, Augustine, Aquinas, Hume, Kant, Butler, Mill, et al.

PHIL 6510 Applied Ethics (3) Prerequisite: Graduate standing required.

Ethical and meta-ethical theories and their application to professional decision-making. The rational basis of moral judgments and policies.

Appendix C

Faculty

Listed below are faculty in the College of Humanities who have a primary or secondary interest in environmental scholarship. Environmental Humanities degree students will also take classes from faculty outside the college.

COMMUNICATION

Connie Bullis, Ph.D. 1984 (Purdue University)
Julia Corbett, Ph.D. 1994 (University of Minnesota)
Craig Denton, M.A. 1977 (University of Utah)
Nickieann Fleener, Ph.D. 1977 (University of Wisconsin)
Glen Feighery, Ph.D. 2004 (University of North Carolina, Chapel Hill)
Vicky Newman, Ph.D. 1996 (Texas A & M University)
Tarla Peterson, Ph.D. 1986 (Washington State University)

ENGLISH

Margaret Brady, Ph.D. 1978 (University of Texas)
Francois Camoin, Ph.D. 1967 (University of Massachusetts)
Stuart Culver, Ph.D. 1984 (University of California, Berkeley)
Brooke Hopkins, Ph.D. 1970 (Harvard University)
Howard Horwitz, Ph.D. 1984 (University of California, Berkeley)
Robert Newman, Ph.D. 1982 (University of North Carolina)

HISTORY

Robert Goldberg, Ph.D. 1977 (University of Wisconsin)
Eric Hinderaker, Ph.D. 1991 (Harvard University)
Rebecca Horn, Ph.D. 1989 (University of California, Los Angeles)
Anne Keary, Ph.D. 2001 (University of California, Berkley)

LANGUAGES AND LITERATURE

Maria Dobozy, Ph.D. 1979 (University of Kansas)
Mushira Eid, Ph.D. 1977 (University of Minnesota)

LINGUISTICS

Lyle Campbell, Ph.D. 1971 (University of California, Los Angeles)
Mauricio Mixco, Ph.D. 1971 (University of California, Berkley)

PHILOSOPHY

Peggy Battin, Ph.D. 1976 (University of California, Irvine)

Dean Chatterjee, Ph.D. 1975 (University of Washington)

Leslie Francis, Ph.D. 1974 (University of Michigan)

Bruce Landesman, Ph.D. 1971 (University of Michigan)

Anya Plutynski, Ph.D. 2001 (University of Pennsylvania)

TANNER HUMANITIES CENTER

Annie Clark Tanner Fellow:

Terry Tempest Williams MS 1984 (University of Utah)

Appendix D

d. Letters of Support

November 8, 2004

Dr. Mark Bergstrom, Associate Dean
College of Humanities
Languages and Communication Building, Rm 2100
University of Utah

Re: Library support for Interdisciplinary Master of Arts Degree in Environmental Humanities

Dear Professor Bergstrom:

The University of Utah Libraries wholeheartedly support the proposal by the College of Humanities to offer a new Interdisciplinary Master of Arts Degree in Environmental Humanities. We appreciate being asked to comment on our ability to support the new program. The U.U. Libraries are committed to supporting the University and its faculty as they develop programs needed by our students. We would like to assist in any way we can.

Since various departments already offer the courses that will be applied toward the master's degree, existing library collections will very likely meet the faculty and students' needs. The University of Utah Libraries rank 33rd among members of the Association of Research Libraries. Our collections should provide a solid base for students working in this field. We do not own every item that a student or faculty member may need, but we have an excellent Interlibrary Loan Department and consortium agreements that allow us to borrow materials from other libraries in a timely fashion. In response to this proposal, we will pay special attention to these subject areas and to suggestions from faculty and students for new resources as the budget allows.

The Marriott Library has an approval plan for the purchase of English language scholarly books published in the U.S., Britain and Western Europe, and a core collection of print journals most likely to be needed. Thanks to the statewide funding received by the Utah Academic Library Consortium and to campus Student Computing Task Force funds, our electronic format collection is unusually strong in indexes, abstracts, and full-text online databases. The online journal collection exceeds 15,000 titles. Quinney Law Library and the Eccles Health Sciences Library also have extensive holdings on the legal and medical aspects of environmental studies.

Student difficulties in locating materials often stem not from collection weaknesses, but from the complexities of using a large research library. Therefore we would very much like to have the opportunity to meet with students as they come into the program and again when they begin research in preparation for their theses, so that we can assist them at every step in the process.

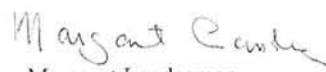
We can offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies.

We look forward to working with you and your students.

Sincerely,



Julianne Hinz
Assistant Director, Public Services



Margaret Landesman
Head, Collection Development



April 30, 2004

Robert Newman, Dean
College of Humanities
2100 LNCO

Dear Dean Newman,

I am pleased to add my support to the proposed Environmental Humanities Masters Degree program. Clearly this program is needed as there is an emerging awareness that human understandings of the environment are largely functions of human understandings of what it means to be human and how humans are situated in the larger sphere of life. A graduate program that emphasizes a humanistic understanding of environmental awareness will expand and enhance our society's ability to wrestle with the environmental questions of the present and future. Students who are especially interested in pursuing graduate work in the humanities and in their environmental interests will be able to pursue both in a coherent and comprehensive way. Moreover, this program will provide for innovative collaboration among disciplines. This collaboration, in turn, should yield graduates who are richly trained in the humanities. I look forward to the implementation of this important program.

Sincerely,

A handwritten signature in cursive script that reads 'Connie Bullis'.

Connie Bullis
Member, Environmental Humanities Steering Committee

Department of Communication
Salt Lake City, Utah 84112
(801) 581-6888
FAX (801) 585-6255



April 22, 2004

Robert Newman, Dean and Professor of English
College of Humanities
255 S Central Campus Drive #2100
University of Utah
Salt Lake City UT 84112

Dear Dean Newman,

It is my privilege to write in support of the timely environmental humanities initiative being nurtured by the College of Humanities at the University of Utah.

From our perspective at the Tanner Humanities Center, the College's plans for an innovative Master's program in environmental humanities is a twenty-first-century commitment that will make a difference in Utah and beyond in several important ways.

The humanities have a unique contribution to make; we offer the tools that are capable of bringing forth new alternatives and creative solutions. Communities, government, and industry alike need new ideas and fresh approaches to problems.

Now, more than ever, our state and nation need leaders who are adept at critical thinking, and in-depth, integrated analysis. We need to prepare a spectrum of people who possess superb abilities in areas of precise and eloquent written and oral communication. Distinct from the education model of thirty years ago, we need to train students who are able to think, speak and listen across disciplines.

One need not look far for examples of situations crying out for the light of a new humanities-based leadership and tools for problem-solving. One is the series of recent company scandals involving self-dealing and fraud. Our training in ethics, language, history, human values across cultures, and our command of writing, reading, and speaking will contribute significantly to the progress of the future: fostering a strong, free people who make wise decisions: including the wiser use of resources, more equitable education of and investment in human beings and their potential.

Perhaps above all, the ability to get to the truth by examining facts and policies in a balanced way is a paramount need in an increasingly complex world. For example, David Brooks recently stated in a New York Times editorial, "The journalist has the ultimate power, a cynic once said, the power to choose whom to be co-opted by. That temptation is never greater than when you are writing about environmental policy. You can go to the environmental groups and get one set of facts. Or you can go to the industry groups and get an entirely different set of facts. Both sides have long histories of exaggeration and distortion, and there's no other realm of public policy in which it is so hard to find honest brokers, capable of offering a balanced perspective." Sometimes, we are so habituated to amplified, agenda-driven rhetoric that we seem resigned to

Obert C. & Grace A. Tanner Humanities Center
University of Utah, 380 S 1400 E Rm 201, Salt Lake City, Utah 84112-0312
(801) 581-7989, FAX (801) 585-3510
<http://www.hum.utah.edu/humcntr/>

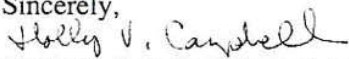
accepting it rather than working harder for a common good of truth. It is perhaps easier to add to the heap of hyperbolic rhetoric than to take the time to get to the root (and multiple) causes of environmental problems. But that is what it will take to start working on effective solutions. Luckily, the humanities provide us the perspective, and the conscience to pursue this patient work.

The humanities also represent the epitome of collaboration. In a January 2001 statement, the a member of the National Oceanic and Atmospheric Administration (NOAA) stated that in the present and foreseeable future, federal agencies overseeing environmental and natural resource issues are short of people who can work in an interdisciplinary team rather than alone at a desk or in a lab. Our humanities graduate degree can help provide personnel with the depth, breadth, and scope necessary to lead on these issues.

Across our own College, our faculty possesses expertise in environmental communication, history, philosophy, literature, language and linguistic study, and cross-cultural comparative studies, as well as the knowledge of ethics and comparative religious traditions. Our faculty are well prepared to teach existing undergraduate environmental humanities courses, as well as to foster new approaches for the classroom that will make the new degree program a model for graduate education nationwide. For the past three years, our English Department has been the catalyst for a major nationally recognized science and literature symposium, as only one example.

The University of Utah is, more broadly, a natural place for the new Master's program in environmental humanities. Our campus possesses a Baccalaureate program that allows an introductory study of social science and related environmental perspectives; the Quinney College of Law has a top-ranked program in environmental law. The College of Humanities' Master's program will augment and complement existing offerings, without duplication. The graduate program in environmental humanities will be unique, and will provide a compelling study option for those students wishing to pursue an advanced degree that will prepare them for multiple important career positions. Moreover, our University's national stature in all branches of engineering, physics, the natural sciences, computing and technology, health and medicine mean that we have a coveted setting already established, with a wide spectrum of faculty expertise outside of our own College for exploring innovative dialogue and the cross-fertilization of science-humanities inquiry and curriculum.

The Tanner Humanities Center is ready to serve the new program as a meeting and discussion place for research, collaboration, and community dialogue. We possess fifteen years of know-how, considerable resources for a research center of our size, and many contacts with scholars and humanities centers worldwide that may prove useful to you. We give you our strongest intellectual and heartfelt support as we join the College in making the new program in environmental humanities a distinctive new feature of the College of Humanities and the University of Utah.

Sincerely,

Holly V. Campbell, Associate Director



Robert B. Keiter
Wallace Stegner Professor of Law
Director, Wallace Stegner Center for Land,
Resources and the Environment

(801) 581-5035
332 South 1400 East Room 101
Salt Lake City, UT 84112-0730
FAX (801) 581-6897
keiterb@law.utah.edu

May 3, 2004

Dean Robert Newman
College of Humanities
2100 LINCO
University of Utah
Salt Lake City, UT 84112

Dear Dean Newman:

I am writing to endorse wholeheartedly the proposed Master's degree program in Humanities and the Environment, which would be located in the College of Humanities. As Director of the Wallace Stegner Center at the College of Law, I have been actively engaged over the past ten years in various University academic and public service programs focused on expanding interdisciplinary knowledge in matters related to the environment, natural resources, and public lands.

The proposed Master's degree program will further enhance and expand those efforts, both deepening and strengthening the University's capabilities in these fields. I can envision future opportunities for collaboration between the Stegner Center and faculty and students engaged in the Master's degree program, particularly through additional interdisciplinary exchange. The proposed Master's degree program is also consistent with the University's general commitment to the growing environmental studies program. It will bring an important disciplinary dimension—the humanities—to bear on our society's increasingly complex and challenging environmental problems.

In short, the Humanities and the Environment Master's degree program proposal would be a welcome and valuable addition to the University's environmental curriculum and programs. I support the proposal without reservation. Please feel free to contact me if you have any questions.

Sincerely,

Robert B. Keiter
Wallace Stegner Professor of Law
Director, Wallace Stegner Center
for Land, Resources and the Environment

RBK/ejk

College of Law
Salt Lake City, Utah 84112
(801) 581-6833

Utah State UNIVERSITY

COLLEGE OF HUMANITIES, ARTS AND SOCIAL SCIENCES
Office of the Dean
0700 Old Main Hill
Logan UT 84322-0700
Telephone: (435) 797-1195
FAX: (435) 797-1092
<http://www.hass.usu.edu>

28 May 2004

Robert Newman, Dean
College of Humanities
University of Utah
Salt Lake City, UT

Dear Dean Newman,

In this letter I want to express our support in the College of Humanities, Arts, & Social Sciences at Utah State University for the proposed M.A. degree program in Environmental Humanities. We believe the proposed degree program brings many advantages for students and for citizens of Utah, the region, and beyond.

In the public debates about environmental issues, the humanities perspective is central to our understanding of the ethical dimensions involved as well as the historical contexts in which these debates occur. In environmental debates, we must understand environmental rhetoric and how issues are framed and communicated, and with what result.

The proposed graduate degree would not duplicate graduate degree programs in the state. There are interdisciplinary environmental programs, but they tend to be in environment and social sciences, environment and resource management/planning, or environment and sciences areas. The humanities interdisciplinary approach is unique because it goes beyond, say, environmental or nature writing and brings a deep understanding of environmental issues from many humanities disciplines.

Students emerging from this degree program would bring a critical understanding of environmental issues and could contribute mightily to the public policy, legal, business, and educational concerns surrounding the environmental debate in our communities. There is perhaps no better place than Utah for an environmental humanities program. Utah has long been the venue for interest groups coming to grips with difficult environmental issues around public lands, wilderness areas, government involvement in land-use policies against a backdrop of stunning landscapes like red-rock country, alpine peaks, or wild rivers.

We wish you success with your proposal and we will follow the development of the Environmental Humanities degree program with great interest.

Sincerely,



Gary Kiger, Dean

cc: Stan Albrecht, Provost



The Nature Conservancy of Utah
559 East South Temple
Salt Lake City, UT 84102

tel [801] 531.0999
fax [801] 531.1003
nature.org

June 2, 2004

Dean Robert Newman
College of Humanities
University of Utah
255 S. Central Campus Dr.
Room 2100
Salt Lake City, UT 84112

Dear Dean Newman,

I welcome this opportunity to write in support of an Environmental Humanities graduate program at the University of Utah.

As you know, The Nature Conservancy works to preserve the plants, animals and natural communities that represent the diversity of life on Earth by protecting the lands and waters they need to survive. Here in Utah, we have helped to protect nearly 900,000 acres of at-risk ecosystems. One of the keys to this conservation success is our willingness to work with a wide range of partners to find realistic conservation solutions. We understand the importance of thoughtful growth, economic prosperity and traditional land use, and believe they can co-exist with conservation efforts. Our approach – a commitment to science-based strategies, effective partnerships and a non-confrontational manner – distinguishes us in the conservation community.

A University of Utah graduate program in Environmental Humanities – the first in the country, as I understand it – would provide skills and experiences necessary for this kind of conservation success. Those who enter the multifaceted world of environmental policy and conservation must have the intellectual flexibility and communication skills to affect positive outcomes. Moreover, they must be able to contextualize the place we inhabit. That is, they must be able to seek answers to the questions: What are the relationships between human histories and our natural environment, and what are the cultural and ethical values that under-gird the way we think about biological diversity, our land and water and its uses? The Humanities offer excellent training for crafting creative and inclusive solutions.

Non-profit organizations, government agencies, industry, and business enterprises will benefit from the employees who have completed the Environmental Humanities graduate program. There are rich career opportunities awaiting your graduates. More to the point, though, the present and future generations of Utah citizens and our state's natural communities will benefit from the fruitful work that will be accomplished by these graduates.

Thank you for initiating this very important program. I look forward to a close relationship between our two organizations.

Cordially,

David Livermore
Utah State Director
The Nature Conservancy



April 20, 2004

Robert Newman, Dean
College of Humanities
LNCO 2100
CAMPUS

Dear Dean Newman:

I am writing to express my support for the proposed M.A. program in Environmental Humanities. As director of the Environmental Studies program, this proposal has a direct impact on my program and students.

The Environmental Studies program at the University of Utah offers only an undergraduate degree. Thus, the proposed MA offers students an opportunity to continue their studies in this area at the Masters level. I am always in favor of providing additional educational choices and opportunities to students, especially at the graduate level. The proposed M.A. also complements the inter-disciplinary nature of the Environmental Studies program.

I also favor this proposal because I think it will heighten both awareness and interest in the critical relationship between humankind and the environment. The increasing scarcity of natural resources, and the rapid development and growth of this region, dramatically increase the salience of environmental issues. An enhanced understanding of environmental issues will benefit the state of Utah and this region.

I strongly support the proposed MA in Environmental Humanities, and I am pleased that the College of Humanities has taken the initiative to put forth this proposal.

Sincerely,

Daniel McCool
Professor and Director

Environmental Studies Program
260 S. Central Campus Drive, Rm. 252
Salt Lake City, Utah 84112
(801) 585-3536
FAX (801) 585-6492



June 13, 2004

Dean Robert Newman
College of Humanities
2100 LNCO
CAMPUS

Dear Dean Newman:

I enthusiastically support the proposed M.A. program in Environmental Humanities. The undergraduate interdisciplinary Environmental Studies program is in the College of Social & Behavioral Science, and a master's degree program in Environmental Humanities will complement it well. It will provide Environmental Studies students with a usefully-related graduate program, and I would expect it to also interest students from a variety of undergraduate degree programs including, for example, the physical sciences, engineering, humanities, social and behavioral sciences, and education.

I also support the creation of the Environmental Humanities program because it will expand awareness about and interest in relationships among individuals, societies, and the environment. With the steadily growing scarcity of natural resources and the ever-increasing pressures for socio-economic growth in the Mountain West, we need university graduates who understand the philosophy, history, and communication aspects of environmental issues. A master's degree in Environmental Humanities will provide a needed perspective for citizens of this state, because it will seek to help students understand an ecological community as encompassing both humans and the natural world, and emphasize that the study of language, discourse, rhetoric, and literary, philosophical, and historical traditions is crucial for understanding and furthering environmental ethics and values in our contemporary world.

I strongly support the proposed master's degree program in Environmental Humanities. Our students and the State of Utah will benefit from it.

Sincerely,


J. Steven Ott
Dean

RECEIVED
JUN 17 2004
DEAN'S OFFICE
COLLEGE OF HUMANITIES

College of Social and Behavioral Science
260 So. Central Campus Dr., Rm. 205
Salt Lake City, Utah 84112-9150
(801) 581-8620

The Murie Center PO Box 399 Moose, Wyoming 83012 307-739-2246

June 1, 2004

Dr. Robert Newman
Dean and Professor of English
College of Humanities
255 S Central Campus Drive #2100
University of Utah
Salt Lake City UT 84112

Dear Dr. Newman,

It is with great pleasure and enthusiasm that I write this letter of support for the new Environmental Studies Program under development by the College of Humanities of the University of Utah. The unique emphasis of the program on the humanities in an interdisciplinary environmental studies program is long overdue.

The Murie Center, the non-profit which I direct, has situated its mission in the inspirational and communicative elements of the arts and humanities. We work with adults and young adults in mentoring relationships to inspire their life and work commitments to conservation.

The Murie Center inspires people to act mindfully on behalf of wild nature. We explore the value of nature and its connection to the human spirit. The Murie Center is located on the historic Murie Ranch in Grand Teton National Park, where we carry forward the values inherent in the Muries' teachings: respect for nature, the importance of wilderness, and the need for responsible action. By working with diverse groups of people, we fulfill our commitment to expanding and strengthening the conservation community. We accomplish our mission in four primary ways: Inspiring Leadership, Mentoring Young Adults, Building Community Conservation and Stewarding, and Sharing the Murie Story and Place.

Our work is in direct alignment with the new Environmental Studies program. We look forward to collaborative opportunities in the form of residencies, internships and academic courses. The Murie ranch offers a unique combination of hands-on training in non-profit conservation work along with the instructive influences of the center's teaching staff. The center offers residential accommodations for 25 for short-term courses. We also work with interns on a more long-term basis.

The power and influence of your new program is far reaching. It represents the maturity of the environmental movement that we ground our work in more than science and policy.

Sincerely,



Dr. Nancy Shea
Executive Director

RECEIVED

JUN 08 2004

DEAN'S OFFICE
COLLEGE OF HUMANITIES



23 April 2004

Dean Robert Newman
College of Humanities
University of Utah

Dear Dean Newman:

As a member of the Environmental Humanities Steering Committee, I am pleased to write in support of the proposed Environmental Humanities MA Program. The Program will explore the relationship of humans to their environment and how that relationship may affect decisions in public policy, business, education, law, and urban planning.

I am particularly intrigued by the connections that the Program may build between science, engineering, and the humanities. The Accreditation Board for Engineering and Technology (ABET), requires that engineering programs show that their graduates have "the broad education necessary to understand the impact of engineering solutions in a global and societal context." The Department of Chemical Engineering is still working to fully understand and implement this requirement. I don't believe we will succeed without the help of the College of Humanities and I think that the proposed Program will contribute to our success.

Last Fall Semester, the Department of Philosophy offered a new course, PHIL 3540, Engineering, Ethics, and Society, to about 40 engineering undergraduates. I attended several of the lectures and found them refreshing and stimulating. I look forward to similar collaborations that may spring from the proposed Environmental Humanities Program. I hope that Engineering may reciprocate to enrich the Program as it explores the relationship between humans and their environment.

Sincerely,

Geoffrey D. Silcox
Associate Chair and Professor (Lecturing)

Department of Chemical Engineering
50 S. Central Campus Dr. Rm 3290
Salt Lake City, Utah 84112
(801) 581-6915
FAX (801) 585-9291

APR 28 2004

DEAN'S OFFICE
COLLEGE OF HUMANITIES

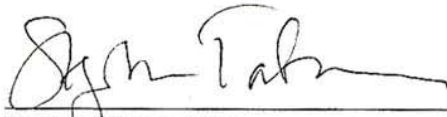
April 29, 2004

Prof. Robert Newman, Dean
College of Humanities
LNCO 2100
University of Utah

Dear Dean Newman:

I am writing in support of the Environmental Humanities program initiative within the College of Humanities, as well as to indicate my desire to contribute to the program. Broadly speaking, my training, research, and teaching are in American literary and cultural studies from the nineteenth through the twentieth century, with a special emphasis on the literature and cultural discourse of and about the American West. Since American literature in general and western American writing in particular are both on one level invested in nature and ecology, my writing and teaching interests include writing and cultural representations of the environment and ideas about “place” or “the local.” In the past academic year I have taught our English 2080 course, “Environmental Writing,” and offered a new “Toxic Landscapes” course under our English 5020: Studies in Genre listing. This summer I will be teaching a 5000-level course in environmental writing of the Southwest as part of the Red Rock Institute’s offerings. All told, the intersection of local or regional identity, cultural concerns, and the natural world has been and will continue to be a major part of my scholarly and pedagogical life. Thus I am excited about the prospect of contributing to the Environmental Humanities program the perspectives offered by writers and cultural critics. My plan is to continue teaching the kinds of courses described above, as well as to develop new courses in literary ecocriticism and theory.

Sincerely,



Stephen Tatum, Ph.D.
Associate Professor of English and American Studies

Appendix E

Program Steering Committee

Mark Bergstrom, College of Humanities, Associate Dean
Connie Bullis, Communication
Holly Campbell, Tanner Humanities Center
John Campbell, Honors Program
Mushira Eid, Languages & Literature
Marianna Di Paolo, Linguistics
Leslie Francis, Philosophy
Eric Hinderaker, History
Bob Keiter, Director, Stegner Center, Law
Dan McCool, Director, Environmental Studies, Political Science
Fred Montague, Biology
Vicky Newman, Communication
Geoffrey Silcox, Chemical & Fuels Engineering
Dennis Sizemore, Roundriver Conservancy
Steve Tatum, English

Appendix F

External Funding Sources

In 2004, over \$180,000 has been generated for the Environmental Humanities graduate initiative from the following donor constituency:

INSTITUTIONS	INDIVIDUALS	OTHER PARTNERS
<p><i>Corporate Donors</i></p> <ul style="list-style-type: none"> Black Diamond Equipment The Boyer Company Deseret Morning News The Ensign Group Huntsman Corporation Kennecott Land O.C. Tanner Company Paladin Development Partners Sam Weller's Bookstore Talisker Deer Valley Utah Power Vortex Backpacks <p><i>Foundation Donors</i></p> <ul style="list-style-type: none"> Bamberger-Allen Health & Education Foundation Willard L. Eccles Foundation Mark and Kathie Miller Foundation Swaner Nature Preserve Tanner Charitable Trust <p><i>Association Donors</i></p> <ul style="list-style-type: none"> Rocky Mountain Elk Foundation Utah Mining Association 	<p><i>Large Gifts</i></p> <ul style="list-style-type: none"> Senator Robert F. Bennett Elizabeth Colton Jim and Geraldyn Dreyfous Merline Learning Steve and Lorna Matheson John and Anne Milliken Wood Moyle Rhoda Ramsey Jennifer Speers John Tempest David Thomas, MD <p><i>Small Gifts</i></p> <p>We currently have about 200 donors making gifts of \$20-\$100 to the Environmental Humanities program</p>	<p><i>Education & Outreach Partners</i></p> <ul style="list-style-type: none"> Museum of Utah Art and History The Nature Conservancy Salt Lake City Film Center Sundance Swaner Nature Preserve Utah Symphony & Opera

References

United States Department of Labor. Bureau of Labor Statistics. Available at www.bls.gov

The Natural World. The Chronicle of Higher Education. Volume 50, Issue 49, page B15.

Signature Page

University of Utah

College of Humanities



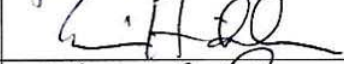

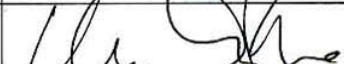
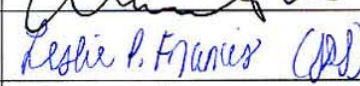

Environmental Humanities Steering Committee
 Department of Communication
 Department of English
 Department of History
 Department of Linguistics
 Department of Philosophy

Masters degree in Environmental Humanities (MA and MS)

CIP Code

Master or Arts or Science in Humanities

Fall 2004

Department Chairs		
Communication	Ann Darling	
English	Stuart Culver	
History	Eric Hinderaker	
Languages and Literature	Mushira Eid	
Linguistics	Marianna Di Paolo	
Philosophy	Leslie Francis	 Leslie P. Francis (PhD)
Dean of Humanities	Robert Newman	
Graduate School Dean	David Chapman	
Chief Academic	David Pershing	
Officer President	Michael Young	
Date		