

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

ABSTRACT


Course Abbreviation and Number: ENV5 100		Course Title: Introduction to Environmental Studies	
Number of Units: 3			
College or Program: X CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Michael McDuffie		Email: mcduffie@csusm.edu	Submission Date: 3/26/14


1. Course Catalog Description: An introduction to the ways in which human behavior impacts and is connected to environmental systems. The course integrates multiple perspectives of environmental issues from the natural sciences, behavioral sciences, social sciences, culture, ethics, and the arts and humanities. Topics include energy use, resource depletion, water supply, air pollution, population growth, urbanization, climate change, biodiversity, and more.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

 3/21/14
Course Proposer Date

 3/21/14
Department Chair Date

M. MCDUFFIE

Please note that the department will be required to report assessment data to the GEC annually.


DC Initial

ATTACHED
Library Faculty Date

Support Do not support*

Impacted Date
Discipline Chair

Support Do not support*

Support Do not Support*

Impacted Discipline Date
Chair

Approve Do not Approve

GEC Chair Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Michael McDuffie Phone: 8035 Email: mcduffie@csusm.edu

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.</p>	<p>Environmental Studies is an inherently interdisciplinary field. Analysis and critique of environmental issues cuts across various social science disciplines, including historical, economic, political, and social ramifications. The text selected incorporates multiple theoretical and methodological perspectives in exploring various issues of sustainability, human impact on the environment, and the effects of environmental issues on human groups, societies, and economic and political realities.</p>	<p>Students' introduction to multiple social-scientific perspectives will be assessed by various assignments: Quizzes and final exam will test retention of basic concepts and vocabulary; video discussion forums will exercise students' abilities to analyze issues from various perspectives; critical essay will test students' abilities to conduct research, synthesize information, and defend an evaluative, critical position in regard to a selected environmental issue.</p>
<p>D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.</p>	<p>Students will gain awareness of issues of race, class, gender, and cultural context by examining the differential impact of environmental degradation on historically marginalized and exploited groups. Environmental damage is typically localized to disadvantaged strata of society, and thus affects different sub-populations differently. Disparities are evident along lines of race and class, and ecofeminism, as a movement within environmental studies, explicitly examines the impact of environmental degradation on women's lives and opportunities.</p>	<p>Related issues will be presented through the textbook readings and film presentations; students' reflective and critical writing assignments will be focused explicitly on these issues, in the form of video discussion forums and the critical essay assignment, as well as the final exam essay question.</p>
<p>D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments</p>	<p>As above, with D1, environmental issues are complex phenomena that feature various aspects; a comprehensive study of any environmental issue requires attentiveness to historical, economic, political, social, social-psychological, and ethical issues, all at once. And</p>	<p>Here again, students' mastery of basic vocabulary and concepts will be assessed in quizzes and exams, and their skill in analyzing and synthesizing various theoretical and methodological perspectives will be</p>

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

	a central issue for any environmental studies course is the relationship between human culture and technology, the intersection of which is the very locus of environmental preservation or degradation.	assessed in various writing assignments, in-class group discussions, and the essay portion of the final exam.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	Given the preceding statements, the inherent interdisciplinarity of environmental studies should be clear (even beyond the social sciences, encompassing natural-scientific and humanistic disciplines as well). The “usefulness of an interdisciplinary approach” should become self-evident, given the necessity of such an approach in a complex field of studies like environmental studies.	Students will explain the usefulness of an interdisciplinary approach in formulating and completing their critical essay assignment, in satisfying the requirements of the essay portion of the final exam, and in participating successfully in online video discussions.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Writing assignments, as already described.	Writing assignments, as already described.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Critical thinking skills will be exercised in multiple contexts, in identifying, outlining, analyzing, and evaluating the implications of various environmental issues, as outlined on the syllabus. The entire basic objective of such a course is to introduce students to the need to think critically about human environmental impact, and respond accordingly.	Critical thinking aptitudes will be thoroughly assessed in: Video discussion forums, the critical essay assignment, the essay portion of the final exam, and in-class activities, group and individual.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	The critical essay assignment will explicitly require students to conduct a literature search, examine various informational resources from a variety of disciplines, and combine sources of information into a coherent analysis of a complex, multi-faceted environmental issue.	Critical essay assignment: in order to satisfy the assignment requirements, students must compile a working bibliography of sources, as part of an essay prospectus, and then use these sources to support and illustrate their approach to a selected environmental issue.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Please see the response provided for D2, above.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Environmental Studies, as a field of multi- and interdisciplinary study, is entirely attuned to the "interrelatedness of peoples" and their impact on the natural environment, particularly in the context of a global society, in which local practices here affect environmental outcomes elsewhere, across various regions and on a global scale.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Critical Essay, six to eight pages; five video discussion forums, 400-750 words each; final exam essay question (500 words).
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Critical Essay assignment will be reviewed, graded, and returned to each student.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Please see the discussion of the GELO Outcome for Information Literacy, above.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Please see the discussion of the GELO Outcome for Information Literacy, above.

Subject: Re: GE D7 course proposal
Date: Thursday, March 13, 2014 9:56:33 AM PT
From: Yvonne Meulemans
To: Michael McDuffie, Talitha Matlin

Now that I'm fully caffeinated and conscious, I've reviewed this course form/syllabus and am happy to provide the Library's signature in support of this course.

Thank you for your patience!

-Yvonne

Yvonne Nalani Meulemans
Information Literacy Program Coordinator
California State University at San Marcos
Kellogg Library 3422/760-750-4375

From: Yvonne Meulemans <ymeulema@csusm.edu>
Date: Thursday, March 13, 2014 at 5:38 AM
To: Michael McDuffie <mcduffie@csusm.edu>, Talitha Matlin <tmatlin@csusm.edu>
Subject: Re: GE D7 course proposal

Good point. I was paying half attention and read only 'environmental.' I'll be able to look at this today.

On Mar 12, 2014, at 8:06 PM, "Michael McDuffie" <mcduffie@csusm.edu> wrote:

Thanks. Why STEM? This is a BA degree program, not environmental science, and it's for social science certification. Just wondering.

Sent from my iPhone

On Mar 12, 2014, at 5:17 PM, "Yvonne Meulemans" <ymeulema@csusm.edu> wrote:

Hi Michael:

Talitha Matlin is the STEM Librarian and would be the best librarian to review and sign. She's copied on this email and will follow-up with you.

-Yvonne

Yvonne Nalani Meulemans
Information Literacy Program Coordinator
California State University at San Marcos
Kellogg Library 3422/760-750-4375

From: Michael McDuffie <mcduffie@csusm.edu>
Date: Wednesday, March 12, 2014 at 2:55 PM
To: Yvonne Meulemans <ymeulema@csusm.edu>

Subject: GE D7 course proposal

Hi Yvonne,

I'm serving as Acting Program Director of Environmental Studies, performing a number of tasks necessary to launch the program (finally!) next fall. Attached please find a course syllabus and D7 LDGE form for ENVS 100, "Introduction to Environmental Studies." This course was approved by the UCC as part of the P-form package years ago, but GE certification for this course was never requested until now. I have worked with the leading candidate for the course instructor's position in order to develop this syllabus, in terms of a course concept, textbook, and outline, and hope to submit the forms to the GEC immediately, for Fall 14 approval. I am writing to ask your help in obtaining the librarian review/signature required by the LDGE-D7 form. If you are not the appropriate librarian to nag for this, please direct the proposal to one who is. And thanks for your help and advice! (If you are comfortable signing off, I believe an email signature will be acceptable to the GEC.)

Best,
Michael

Michael McDuffie, Ph.D.
Associate Professor
Department Chair
Department of Philosophy
California State University San Marcos

<ENVS 100.Syllabus.docx>

<ENVS 100_D7_form.docx>

ENVS 100: Introduction to Environmental Studies
(3 units)

___ Semester
___ Meeting Times
___ (Instructor)
___ Office Hours
___ (Faculty contact
info)

Course Description: An introduction to the ways in which human behavior impacts and is connected to environmental systems. The course integrates multiple perspectives of environmental issues from the natural sciences, behavioral sciences, social sciences, culture, ethics, and the arts and humanities. Topics include energy use, resource depletion, water supply, air pollution, population growth, urbanization, climate change, biodiversity, and more.

Student Learning Outcomes

Upon completing this course, students will have:

1. Demonstrated basic knowledge of ecological principles important to issues of environmental sustainability and human impact on the environment;
2. Demonstrated basic knowledge of leading environmental issues and patterns of human environmental impact;
3. Demonstrated basic knowledge of the differential impact of environmental issues on diverse strata of society, across lines of race, class, and gender;
4. Deployed and combined a variety of disciplinary perspectives within the social and behavioral sciences, as well as the arts and humanities, in order to study environmental issues;
5. Demonstrated basic abilities to conduct research, think critically, and defend evaluative positions, in speech and writing, with regard to leading environmental issues.

General Education Student Learning Outcomes, Area D7

This course fulfills Area D7 of the CSUSM General Education Program: Interdisciplinary Social Sciences course. The Student Learning Outcomes for all courses in this area are:

D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.

Required Texts

Sustaining the Earth, G. Tyler Miller and Scott Spoolman. Cengage, 2012/2015, Eleventh Edition.

Various films, available on Cougar Courses' MediaSite application (Typical examples: *Affluenza; An Inconvenient Truth; The Road; Chinatown; Promised Land; The Age of Stupid; Trashed*; etc.)

Course Requirements

1. Careful reading and study of all assigned texts, prior to the class meeting for which they are assigned. Please read these materials actively and be ready for class discussions.
2. Solid and civil classroom attendance and civility in online discussions are expected. Courtesy counts, in the classroom and beyond. Attendance will be recorded. If you can't make it to class for whatever reason, please let me know; absences will be excused in view of serious and compelling circumstances.
3. Satisfactory completion of all assignments, at the due-dates specified, unless there's an excused absence (illness, family or professional emergency, etc.). Assignments accepted late will be marked down in fairness to those submitted on time. The All University Writing Requirement of ~2500 words of writing for a three unit course will be met (and exceeded) through the critical essay, the video discussion forums, and the essay portion of the final exam, as detailed below.
4. Use of inclusive language is highly encouraged, s/he said.
5. Laptops, smart phones, and other electronic devices are welcome, but only as long as they do not impede the progress of class. Needless to say, any irrelevant activities (Facebooking, IMing, Tweeting, on-line trading, etc.) would be rather rude, don't you think? Thanks for not making this an issue.
6. Academic honesty: Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.
7. Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students

authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Enrollment Conditions: This course is open to all students, regardless of class level, with no prerequisites or corequisites.

Assignments and Grading

1. **Quizzes:** There will be three quizzes to test your retention of basic concepts and vocabulary presented in the assigned readings. Study guides will be provided. Each quiz will count 25 points, for 75 points total.
2. **Final Exam:** A final exam will test your retention of the leading concepts of the course, including an essay question in which you will demonstrate your ability to analyze an environmental issue from a variety of perspectives (historical, economic, political, ethical, etc.). A study guide will be provided. 50 points total.
3. **Critical Essay:** You will complete an essay that a.) presents a selected environmental issue, explored and analyzed from multiple perspectives (historical, economic, political, ethical, etc.), and b.) supports a defensible ideological and practical stance toward that issue. Your finished essay will be six to eight typed, double-spaced pages, and will include a bibliography of relevant textual resources. (Two stages: Essay prospectus and working bibliography: 25 points; final essay: 100 points.)
4. **Video Discussion Forums:** Five films will be required viewing, and for each film, you will participate in an online discussion forum. Your cumulative activity in these forums, altogether, will count 50 points.
5. **Class participation.** Class meetings may feature an in-class activity (individual or group) that will be collected and serve as the basis for a participation grade. Participation points will total between 25 and 50 points, altogether, depending upon how many activities are conducted, at five or ten points each.

Grading Scale

A	100-93%	C+	79-77	D-	62-60
A-	92-90	C	76-73	F	59-00
B+	89-87	C-	72-70		
B	86-83	D+	69-67		
B-	82-80	D	66-63		

Schedule of Events

Part One: Humans and Sustainability: An Overview

Week One

Tues. Course Introduction: Requirements, expectations, assignments

Thurs. Environmental Problems, Their Causes, and Sustainability (MS, 1-17)

Part Two: Science, Ecological Principles, and Sustainability

Week Two:

Tues.: Science, Matter, Energy, and Systems (MS, 18-47)

Thurs.: Discussion/Applications

Week Three

Tues.: Biodiversity and Evolution (MS, 48-65)

Thurs.: Discussion/Applications

Fri.: First video discussion forum: participation is due, 11:59 p.m.

Week Four

Tues.: Community Ecology, Population Ecology, and the Human Population (MS, 66-88)

Thurs.: Discussion/Applications; **First Quiz**

Part Three: Sustaining Biodiversity

Week Five

Tues.: Sustaining Biodiversity: The Species Approach (MS, 91-109)

Thurs.: Discussion/Applications: **Essay prospectus and working bibliography due in class!**

Week Six

Tues.: Sustaining Biodiversity: The Ecosystem Approach (MS, 110-131)

Thurs.: Discussion/Applications

Fri.: Second video discussion forum: participation is due, 11:59 p.m.

Part Four: Sustaining Natural Resources

Week Seven

Tues.: Food Production and the Environment (MS, 132-155)

Thurs.: Discussion/Applications

Week Eight

Tues.: Water Resources and Water Pollution (MS, 156-187)

Thurs.: Discussion/Applications; **Second Quiz**

Week Nine

Tues.: Nonrenewable Energy Resources (MS, 188-206)

Thurs. Discussion/Applications

Fri.: Third video discussion forum: participation is due, 11:59 p.m.

Week Ten

Tues.: Energy Efficiency and Renewable Energy (MS, 207-227)

Thurs.: Discussion/Applications

Part Five: Sustaining Environmental Quality

Week Eleven

Tues.: Environmental Hazards and Human Health (MS, 228-245)

Thurs.: Discussion/Applications

Week Twelve

Tues.: Air Pollution, Climate Change, and Ozone Depletion (MS, 246-277)

Thurs.: Discussion/Applications

Fri.: Fourth video discussion forum: participation is due, 11:59 p.m.

Week Thirteen

Tues.: Urbanization and Solid and Hazardous Waste (MS, 278-304)

Thurs.: Discussion/Applications; **Third Quiz**

Part Six: Sustaining Human Societies

Week Fourteen

Tues.: Economics, Politics, Worldviews and Sustainability (MS, 305-314)

Thurs.: Discussion/Applications **Critical Essay Due in Class!**

Week Fifteen

Tues.: Economics, Politics, Worldviews and Sustainability (MS, 314-333)

Thurs.: Discussion/Applications

Fri.: Fifth video discussion forum: participation is due, 11:59 p.m.

Week Sixteen:

Finals Week: **Final exam**