

ENVS 111: ENVIRONMENTAL ETHICS

In Workflow

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Approval Path

1. Wed, 16 Sep 2020 21:54:14 GMT
Wayne Linklater (wayne.linklater): Approved for ENVS Committee Chair
2. Wed, 16 Sep 2020 21:56:08 GMT
Wayne Linklater (wayne.linklater): Approved for ENVS Chair
3. Fri, 09 Oct 2020 17:22:45 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
4. Fri, 16 Oct 2020 18:44:09 GMT
Wayne Linklater (wayne.linklater): Approved for ENVS Committee Chair
5. Fri, 16 Oct 2020 18:46:05 GMT
Wayne Linklater (wayne.linklater): Approved for ENVS Chair
6. Fri, 23 Oct 2020 03:05:45 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
7. Fri, 23 Oct 2020 17:58:14 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Fri, 16 Oct 2020 18:43:36 GMT

Viewing: ENVS 111 : Environmental Ethics

Last edit: Tue, 20 Oct 2020 00:43:34 GMT

Changes proposed by: Wayne Linklater (223005380)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Environmental Ethics

Class Schedule Title:

Environmental Ethics

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Environmental Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

ENVS - Environmental Studies

Catalog Number: (course number)

111

Course ID: (For administrative use only.)

131571

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Ethics, concept and practice, is a significant part of General Education learning outcomes. The significance and salience of environmental ethics to our graduates and wider community is growing with growing global, national and local environmental challenges.

Environmental Ethics, ENVS 111 has been a required upper-division course for students majoring in Environmental Studies for many years. However, faculty have concluded that it is a course with wider appeal and usefulness. We have decided, therefore, to offer it as an upper-division option in GE Area C2 where it complements other course in culture, religion and philosophy.

We will require a lower division Environmental Studies course (i.e., ENVS 10/10H or 11) because learning in Environmental Ethics requires first an understanding of the broad disciplinary context and language. Nonetheless, both of the pre-requisites are also GE courses (i.e., ENVS 10 in Area B2 and ENVS 11 in Area A3). Moreover, we propose that these pre-requisites be able to be waived with 'Instructor Permission' in cases where such prior knowledge is already present through other sources (e.g., professional or career experience).

Environmental Studies, and consideration of ethics in an environmental context, sits at the nexus of the philosophy, humanities and social and life sciences. To faculty in Environmental Studies it makes since, therefore, that we grow our contribution to General Education.

We prepared this proposal having consulted with all Chairs and Directors in the College of Social Science and Inter-disciplinary Studies, and the Departments of History and Philosophy who also provide upper division courses in GE Area C2.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Consideration of the ethical dimensions of human interactions with the natural world and with each other in the context of complex societal needs. Students will employ critical thinking skills to integrate insights from the biological sciences, social sciences, and humanities to make ethical decisions about controversial environmental topics. Students are encouraged to examine multiple perspectives on these issues through debate, discussion and personal reflection. No prior experience with philosophy is required.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

ENVS 10 or ENVS 10H or ENVS 11 or permission from instructor.

We will require a lower division Environmental Studies course (i.e., ENVS 10/10H or 11) because learning in Environmental Ethics requires first an understanding of the broad disciplinary context and language. Nonetheless, both of the pre-requisites are also GE courses (i.e., ENVS 10 in Area B2 and ENVS 11 in Area A3). Moreover, we propose that these pre-requisites be able to be waived with 'Instructor Permission' in cases where such prior knowledge is already present through other sources (e.g., professional or career experience).

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

NOTE: The alignment of ENVS 111 learning outcomes with BACC and GE-Area C learning outcomes, readings and course assessment is displayed in the attached MS-Word file.

Students of ENVS 111 will be able to:

1. identify core values and beliefs toward the environment and how those beliefs inform choices.
2. To find (research) and evaluate (scholarship) primary literature.
3. investigate, describe, and analyze the evolution of Western environmental values and beliefs.
4. construct and facilitate written and oral dialogue with others about complex problems and their solutions.
5. convey open-minded thinking about alternative approaches to ethics, recognizing and assessing their assumptions, implications and consequences.

Attach a list of the required/recommended course readings and activities:

111 alignment for GE C2 (WLL).docx
 ENVS 111 - Master Syllabus.docx
 ENVS 111 Weekly Readings.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

NOTE: The assessment strategy is described in the attached file that shows assessment's alignment with course learning objectives.

Topic Analyses and Responses / Other Homework (30% of grade) meets ELOs 1, 2 and 5.
Argument Paper (100 points, 25% of grade) meets ELO 2 and 5.
Topic Debate and Discussion Facilitation (25% of grade) meets ELOs 2, 4 and 5.
Other Homework meets ELO 3, in particular, but contributes to all others.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BA in Environmental Studies

BS in Environmental Studies

Minor in Environmental Studies

Peace Corps Prep Certificate

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

ENVS 111 - Master Syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

More than one section will be offered to meet student demand. The sections' curriculum and pedagogy will be the same.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The Chair of Environmental Studies oversees the syllabi of each section of the course and evaluates for consistency between sections in General Education learning outcomes and the assessment of student learning before each semester. At the close of each semester consistency of outcomes in each section is reviewed to detect divergent outcomes.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

A template syllabus that confirms to General Education requirements, specifically learning outcomes, has been developed and approved by faculty in the Department of Environmental Studies. The Chair of Department is responsible for the template and ensuring that it is followed (see answer to previous question and attached table aligning learning outcomes with assessment and student reading).

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

Environmental Ethics (ENVS 111) develops student's awareness, understanding and engagement with discourse in general ethics through the lens of environmental challenges that face our communities at local and global scales. As such, its conceptual scope is wide.

Develops an understanding of and appreciation for the diversity of the human community.

Concepts of justice are central to discourse and dialogue in environmental ethics. As such Environmental Ethics (ENVS 111) prompts students to consider the intersection of power and diversity in human communities.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

NOTE: Please see attached document aligning course (and Baccalaureate and General Education) learning outcomes with assessment and reading for this and all subsequent questions in this section.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

See note above and attached alignment document

Compare and analyze various conceptions of humankind.

See note above and attached alignment document

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

See note above and attached alignment document

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Because understanding power and justice are central to discourse and dialogue in Environmental Ethics (ENVS 111), the course routinely identifies the roles of ethnicity, gender and socio-economic status in environmental challenges. Equity in the environment, whether it is access to its benefits or exposure to its risks, is commensurate with gender, cultural, racial and economic equity.

Includes a writing component described on course syllabus

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

NOTE: Please see attached document aligning course (and Baccalaureate and General Education) learning outcomes with assessment and reading for this and all subsequent questions.

Topic analyses (500-750 words), Responses (~500 words) and Argumentation Paper (8-12 double spaced pages i.e., ~1500 words), due incrementally in an evaluated sequence, provides for formative feedback and cumulative writing improvement.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

Please attach any additional files not requested above:

Consultation.pdf

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Fri, 09 Oct 2020 17:22:45 GMT): Rollback: Please see email for requested clarifications.

Tristan Josephson (tristan.josephson) (Tue, 20 Oct 2020 00:43:34 GMT): Reading Schedule attached per proposal author's request.

Key: 2066