

HIST 139A: GLOBAL ENVIRONMENTAL HISTORY IN THE AGE OF IMPERIALISM, 1450-PRESENT DAY

In Workflow

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Approval Path

1. Wed, 07 Oct 2020 23:55:25 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Thu, 08 Oct 2020 00:21:29 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Wed, 21 Oct 2020 19:19:50 GMT
Robin Fisher (rfisher): Rollback to HIST Chair for ALS College Committee Chair
4. Wed, 21 Oct 2020 23:05:47 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
5. Thu, 22 Oct 2020 00:22:04 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Thu, 22 Oct 2020 06:29:07 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Wed, 07 Oct 2020 15:17:40 GMT

Viewing: HIST 139A : Global Environmental History in the Age of Imperialism, 1450-Present Day

Last edit: Wed, 21 Oct 2020 22:31:05 GMT

Changes proposed by: Jeffrey Wilson (212375398)

Contact(s):

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Catalog Title:

Global Environmental History in the Age of Imperialism, 1450-Present Day

Class Schedule Title:

Global Environmental History

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

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

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

139A

Course ID: (For administrative use only.)

TBD

Units:

3

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

Fall term only

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:

The History Department does not yet have a course on global environmental history, though environmental history is at times included in World History surveys and some of the other courses in the department. This course would more fully explore just how fundamental the environment has been in shaping world history, analyzing the environmental role in human explorations, economic growth, natural resources, and epidemics, among other historical processes. Moreover, the course connects the rise of imperialism with the environment, including understanding the environmental push/pull factors that drove Europeans into early modern exploration, the environmental globalization of the Columbian Exchange, and its consequences, and the role of the environment in the Industrial Revolution, the world wars, and current events.

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

Study of global environmental history, from before the Columbian Exchange to the present-day. Focus on world patterns in environmental history, including imperial expansion, economic growth, exploitation of natural resources, and epidemics, among other topics. Also consideration of how humans around the world constructed their environments both physically and socially.

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?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

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

Lecture 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.'

1. Comprehend narratives of environmental history, including the natural and social elements that create scientific understandings of the environment and the past.
2. Evaluate historical processes of science, particularly as science was applied to construct the environment, including conceptualizations of ecology, race, medicine, disease, modernization, and progress.
3. Explore the roles of the Columbian Exchange, imperialism, and the Industrial Revolution in shaping the modern environment.
4. Analyze the roles of nuclear weapons, global warming, and environmental justice in shaping the post-modern environment.
5. Synthesize critical arguments about world environmental history by applying the knowledge they have acquired in the course.

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

HIST139A - GLOBAL ENVIRONMENTAL HISTORY.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.

Participation (ELO: 5)

Reaction Papers (ELO: 1, 2, 3, and 4)

Exams and Final (including identification and essays) (ELO: 1, 2, 3, 4 and 5)

For whom is this course being developed?

Majors in the Dept

Minors in the Dept

General Education

Majors of other Depts

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

No

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?

Yes

Indicate which department(s) will be affected by the proposed course:**Department(s)**

Environmental Studies

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?

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Use mathematical ideas to accomplish a variety of tasks.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.
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:

HIST139A - GLOBAL ENVIRONMENTAL HISTORY.pdf

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?

No

General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning

Section 1.

Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Course type:

Physical Science or Life Forms

For courses in physical science or life forms:

Develops an understanding of the principles underlying and interrelating natural phenomena including the foundations of our knowledge of living systems.

This course fully develops an understanding of the principles of underlying and interrelating natural phenomena, including the foundations of our knowledge of living systems by analyzing the role of the non-human environment on human history.

Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of the physical universe and/or living systems and life forms.

This course analyzes the global history of human interactions with the environment, including the role biota played in shaping human history. To be successful in this course, students will develop an understanding of biology and ecology. This includes acquiring knowledge about biological taxonomic systems, ecosystems, invasive species, epidemiology, and specifically, how biological and ecological processes directly impacted global history. Students will also acquire geological and geographical information, especially as geology and biology intersect with history as humans sought to acquire and develop natural resources for human exploitation.

Develops an appreciation of the methodologies of science and the limitations of scientific inquiry.

Importantly, this course also analyzes the limits of scientific inquiry. This includes the application of biology and ecology to the construction of race and racial differences as categories of human identification. This will also include analyzing the limitations of relying upon science alone to create global environmental policies of public health, medicine, and conservation.

Please Note: Courses listed in this category:

- 1) **Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.**
- 2) **These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.**

Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:**Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.**

In order to succeed in this course, students will acquire basic knowledge of biology, ecology, geology, weather systems, and geography in order to analyze the impact each had on human history. Students must understand basic taxonomies (animal, plant, bacteria, virus, other microbes), and how those biota shaped the human past. Also, students will acquire basic knowledge about ecosystems, and analyze how ecologies form through the interactions of native (or endemic, or local) biota with their physical environments, and how those ecosystems are resistant, changed, destroyed, or spread, with non-native (or epidemic, or global) naturalizations, colonizations, and invasions, and further, analyze human roles in ecosystem change, preservation, conservation, and destruction.

Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

This course will analyze how scientific experts and models inform science-based policies of global ecology, public health, and medicine, and how those policies developed over time. This will help students develop their own reasoning on these matters.

Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

This course is essentially historical in nature, providing an analysis of changing scientific conceptions of the environment over time.

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.]**

This is clearly stated in the syllabus.

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.

n/a

Please attach any additional files not requested above:

Re_ Global Environmental History proposal.pdf

Reviewer Comments:

Michelle Felten (mfelten) (Wed, 21 Oct 2020 19:09:30 GMT): Dear Professor Wilson, On behalf of the College of A&L's Curriculum Committee your submission of HIST 139A (new Course Proposal) has been approved with the following updates pending: Course Description: Remove 'especially' Expected Learning Outcomes (ELO's) #1. Remove 'Comprehend and' #2. cut 'particularly' from language #4. Simplify language to use only 1 verb per ELO. May need to add an additional ELO in order to accommodate clarification of ELO #4 Assessment strategies need to be simplified to include only the 'tools' used, vs. thorough explanation Update information on Syllabus regarding ELO's as appropriate. Thank you!

Robin Fisher (rfisher) (Wed, 21 Oct 2020 19:19:50 GMT): Rollback: Dear Dr. Wilson, Thank you for attending our meeting today! please see Prof. Felten's edits requested on behalf of the College committee. The deadline for catalog inclusion is this Friday, 10/23, with the Dean's signature. Thank you, Robin Fisher

Key: 13862