

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number ENVS 390-2 Course Title Environmental Issues Through Film

- This is a new course. A FORM C is being filed concurrently. (A T form is being filed)
This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course. See attached description/Course topics/Assignments/SLOs

2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)

3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

yes no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

x yes no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

This is a new topics course that will be offered in the new and emerging interdisciplinary majors of Environmental Studies. The course can be taken by ENVS majors but does not presuppose a knowledge base from the major. The class dealing with important and relevant topics of how different segments of the population face disproportional burden of environmental pollution and the resulting health consequences. The class draws in analysis of environment, race, ethnicity, gender, North-South dimensions to examine environmental issues such as climate change, food production/security and globalization, consumption and resource use, exposure to toxins and environmental justice, and environmental movements around these issues, drawing from social sciences, humanities and natural sciences.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signature

Pamela Stricker

2/9/16

Originator

Pamela Stricker

2/9/16

Program Director

Date

General Education Coordinator

Date

General Education Committee Chair

Date

ENVS 390-2 Environmental Issues through Film -UDGE

1. Please attach a syllabus or draft syllabus of the course. *(Please see description of topics course, topics to be covered, overview of assignments, and student learning objectives above.)*
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units. – 3 units
3. a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements? *No.*
b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
c. If you answered “yes” to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

This course will draw upon works within social sciences, humanities and natural sciences to explore environmental issues and problems (climate change, food and agriculture, consumption, pollution, drought, water quality) and their impacts on human and non-human species in depth utilizing film and documentary. The course assumes no prior knowledge of environmental issues. We will focus our attention on the dynamics of issues such as climate change and those who deny its existence; food and agriculture and the dynamics regarding food security, food production and globalization; consumption and resource use; drought on both national and international scale; and toxins, pollution and water quality and the environmental movements which organize around these issues. We are developing new upper division electives for this new major.

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

The course examines global identities and issues of race/ethnicity, gender and class in terms of climate change; access to water and issues of drought; food production/security and globalization; environmental justice/inequalities and racism and exposure to toxins, pollutions and water quality and human health, and consumption and resource use.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Environmental Studies, is by nature an interdisciplinary major, drawing together concepts, theories and methodologies from the social and behavioral sciences, natural sciences, arts and the humanities. This course, Environmental Issues Through Film examines involve an interdisciplinary examination of fundamental environmental problems faced by individuals and communities of color in the Global North and South, such as climate change, food justice, water scarcity, water quality, health risks resulting from toxins and pollution and consumption and resource use. In this course, we will explore how film and documentaries can help communicate environmental issues, promote action, and drive change. Students will learn about how environmental issues and policy are presented in film and documentary while also actively critiquing and engaging with these tools, asking if and how they can inspire positive environmental action.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

This course will utilize writing and critical thinking assignments such as small-group discussions, critical film analyses, and critical book review (of outside book in addition to regular assigned readings).

- b. If you use any course assessment activities (e.g., “pre” and “post” testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

Virginia Mann

From: Pamela Stricker
Sent: Monday, February 22, 2016 4:38 PM
To: Virginia Mann
Cc: Martha Stoddard-Holmes; Angela Baggett; Jo Ellen Anderson; Regina Eisenbach; Yvonne Meulemans; Pamela Stricker
Subject: Re: ENVS Topics for GE

Hi Virginia,
My apologies. I thought I had answered all of the questions.

ENVS 390-1 Environmental Justice

This course introduces students to the basic assumptions, principles and methods of Environmental Studies, which being an interdisciplinary course, draws upon literature of number of academic disciplines and helps students from a variety of majors to focus on concepts of environmental justice and within Environmental Studies. Students then apply and utilize these concepts to discuss, debate and analyze cases of environmental justice/injustice covered in the course.

ENVS 390-2 – Environmental Issues through Film

This course introduces students to the basic assumptions, principles and methods of Environmental Studies, which being an interdisciplinary course, draws upon the literature of a number of academic disciplines and helps students from a variety of majors to focus on specific contemporary environmental issues and problems through film, documentary, and existing academic research. Students then apply and utilize these concepts to discuss, debate and analyze the dynamics of specific environmental issues, the actions of related environmental movements around such issues and efforts to solve the issues and/or facilitate change are covered in the course.

Again, my apologies. I don't know how I missed that question.

Question #4 ↑

Pamela

From: Virginia Mann <vmann@csusm.edu>
Date: Monday, February 22, 2016 at 1:18 PM
To: Pamela Stricker <stricker@csusm.edu>
Cc: Martha Stoddard-Holmes <mstoddar@csusm.edu>, Angela Baggett <abaggett@csusm.edu>, Jo Ellen Anderson <janderson@csusm.edu>, Regina Eisenbach <regina@csusm.edu>, Yvonne Meulemans <ymeulema@csusm.edu>
Subject: ENVS Topics for GE

ENVS_390-1_DD.pdf ENVS_390-2_DD.pdf

Hello Pamela,

We received your topic forms for ENVS last week, along with the GE forms. On both area DD forms for GE (attached) you didn't appear to answer #4. The GEC will not be able to review those proposals until the form is complete. If you would like to reply to this email with the answer to #4 for both topic courses, I can append it to the GE forms and forward them to GEC. Meanwhile the topics were approved by Regina on Friday, and I will be entering them into PeopleSoft this afternoon.

Thanks,
Virginia

Course description, overview – ENVS 390-2 Environmental Issues through Film

This is an upper-division course that counts as an upper division elective in Environmental Studies and US elective units for other majors. In this course, we will explore how film and documentaries can help communicate environmental issues, promote action, and drive change. Students will learn about how environmental issues and policy are presented in film and documentary while also actively critiquing and engaging with these tools, asking if and how they can inspire positive environmental action. This course will also be rich in discussion, activity, and opportunities for outside-the-box thinking. I encourage students from all fields with all backgrounds to enroll. The course assumes no prior knowledge of environmental issues or background in film or documentaries.

This course is designed for students to explore environmental issues and problems (climate change, food and agriculture, consumption, pollution, drought, water quality) and their impacts on human and non-human species in depth utilizing film and documentary. The course assumes no prior knowledge of environmental issues. The attempt to understand environmental issues in the United States and across the globe is not simply having the “facts.” There will undoubtedly be many facts to assess and to dispute; answers will depend on the nature of available data, on the interests of the sources consulted, and on how the questions are asked. We will focus our attention on the dynamics of issues such as climate change and those who deny its existence; food and agriculture and the dynamics regarding food security, food production and globalization; consumption and resource use; drought on both national and international scale; and toxins, pollution and water quality and the environmental movements which organize around these issues.

Learning outcomes: On successful completion of the course, students should be able to:

1. Name ways in which humans have impacted the environment.
2. Develop a greater appreciation for the centrality of environmental issues in national and international affairs and be able to discuss possible solutions to these issues.
3. Examine the forces that are placing ever-increasing pressure on natural resources in the United States and across the globe (especially water).
4. Develop an understanding of environmental film and documentaries with the ability to evaluate environmental issues ethically and aesthetically.
5. Strengthen writing, critical thinking, and communicative skills.

This 3-unit course is 6 weeks in length. This is an accelerated format in comparison to most 3-unit university courses, which run for 15 weeks. Students are expected to work 18-24 hours to cover the assigned material and to complete the assignments. This format works best for students who are self-motivated to work at their own pace; who have regular computer access; who are proficient with computer technology; and who complete tasks with little input from instructors.

Note: Online learning is not for everyone. Some students have unrealistic expectations that online courses are less time consuming or “easier” than traditional courses. While online courses may be convenient, you still have to read your textbooks, write papers and have virtual discussions with classmates/professors, and even participate in a group book club. This online format does not mean you can work at your own pace. Each week there are multiple assignments to complete with strict deadlines. You do have the flexibility in that you do not have to be online at a certain time of any given day, however, you are expected to be online at least three times a week to respond to postings, chat with your group about your book, etc., and meet all assignment deadlines.

Students will be expected to complete a collection of readings, which serve as background to the environmental issues we are studying, view feature films (*Erin Brockovich*, *Day After Tomorrow*) along with a selection of documentaries like (*Inconvenient Truth*, *11th Hour*, *Great Global Warming Swindle*, *Blue Gold*, *Flow*, *Escape from Affluenza*, *Story of Stuff*, *Blue Vinyl*, *A Very Healthy Baby Girl*, *Gasland*, *Crude Awakening*, *Harvest of Pride*, *King Corn*, *Bitter Seeds*, *Real Dirt on Farmer John*, *Blue Planet*, *Selections from Shark Week*, episode *Flipper*). Students will complete one movie critique for each cluster of film or documentaries viewed (two per week). Students will also read an in depth book on a specific topic covered in class, complete a critical book analysis and discuss the book in an online book club setting. (This is a separate assignment from weekly class discussions.)

Students will also rotate in leading the week’s class discussion. In other words, you will serve either as the discussion leader or discussion responder for a given week. Leaders will first post in response to the question and then responders will respond.

Assigned readings – to be drawn from variety of texts such as the WorldWatch reports (WorldWatch 2015 and previous issues along with other texts providing background on the issues for the class, climate change, drought, food security/food justice, toxins, pollution, endangered species, energy, environmental justice/environmental racism and consumption and resource use.) These will be accessible to ENVS majors and non-majors.

Discussion posts – Class participation accounts for 25% of your grade. Please check CC for the assignment of discussion leaders and discussion responders for each week. (This is done before the class begins so you can schedule your time accordingly.) I am looking at the quality of the postings. I will grade the posts based on the sophistication of the thinking/analysis, level of writing and tone, logic of analysis and organization of writing. Each posting should be at least one complete paragraph. I am NOT asking you for your opinion on the readings, instead I am asking you to analyze them in terms of what you are learning, and have learned. I want to see critical analysis, contextualization, and consideration. I do not wish to read, “*I really liked (or hated) this reading. It was great (stupid).*” That’s not the kind of response an upper-division undergraduate ought to be writing. Please see discussion posts e-handout for specific information and my handout on asking good questions/leading a discussion (both posted in my Tips for Success folder on CC). I am happy to read one of your posts ahead of the deadline (by 24 hours) if you are unsure if you are composing it correctly.

Critical Film Analyses (CFAs)– The films/documentaries we will watch for this class are accessible either through Cougar Classes (CC) or directly online (via a link). A Critical Film Analysis is a well-thought out evaluative analysis of a film or documentary in which you will discuss the film utilizing knowledge gained from the assigned readings and class discussions. Since we are approaching this material from an interdisciplinary environmental studies perspective, you should consider how the film communicates environmental issues, promotes action, and drives change. I am NOT asking you for your opinion on the films, instead I am asking you to analyze them in terms of what you are learning, and have learned

You will submit one film analysis for each cluster of films. CFAs should be 2-4 pages (double-spaced). The following should be included in every CFA.

Writing your Critical Film Analysis

- Organize your thoughts.
- Briefly summarize common thread of the films/documentaries.
- Answer the specific questions I pose in the assignment link.
- Apply your knowledge from having read the assigned readings, not only current week but contextualizing previous readings and treatment of subjects we are studying.
- Think of examples from the films, lectures and readings to back up your analysis.
- Rename the films (just one collective title) and explain your choice.

Book review – Students will sign up to read one of the additional books and write a 4-6 page analytical review. See instructions on CC regarding the specific components of your book review. After submitting your book review, you will also discuss the book in a book club salon with others who read and reviewed the book. This will occur in a special section on the discussion board.

Books for review:

Hot: Living through the Next 50 Years on Earth – Mark Hertsgaard

The Overspent American – Juliet Schor

Food – Jennifer Clapp

Toxic Communities: Environmental Racism, Industrial Pollution and Residential Mobility, Dorceta Taylor

Field Notes from a Catastrophe – Elizabeth Kolbert

The West Without Water – B. Lynn Ingram and Frances Malamud-Roam

This Changes Everything – Naomi Klein

*The Topic Form is attached to
provide additional context for
this course.*

NEW TOPIC PROPOSAL

Note: The proposed topic below can only be offered two times.

Is GE credit being requested? Yes No

If so, which area(s)?

Please attach the GE form to this form for the area requested.

Please attach a section add form.

1. College of: xCHABSS CoBA CoEHHS CSM 2. Center/Program/Department: ENVS

3. Instructor Pamela Stricker

4. Topic Abbreviation and Number: ENVS 390-2 5. Grading Method: Letter grades

6. Term: Summer 7. Year: 2016 8. Variable Units:* 3

9. Has this topic been offered previously: Yes xNo If yes, indicate term(s) Year:

10. Topic Title: Environmental Issues Through Film
(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)

11. Abbreviated Title for PeopleSoft: (no more than 30 characters, including spaces)
ST: ENVS Issues through Film

12. Topic Description: Note: This part can be skipped if answer to part 9 is "yes." Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.
Please see attached. We are developing new upper division electives for this new major.

13. Does this topic have prerequisites? Yes xNo

14. Does this topic have co-requisites? Yes xNo

15. Does the topic require consent for enrollment? Yes x No

Faculty Credential Analyst Dean Program/Center/Department - Director/Chair

16. Is topic crosslisted Yes xNo If yes, indicate which course and obtain signature in #18.

17. Justification for offering this topic.
This is a new major.

* Enter units only if this is a variable-units topic course.

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes." (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)

Yes No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Film Studies
Discipline

see attached email _____ ✓ Support _____ Oppose
Signature Date

Global Studies
Discipline

see attached email _____ ✓ Support _____ Oppose
Signature Date

1. Pamela Stricker _____ 2/4/16 _____
Originator (Please Print) Date

2. Pamela Stricker _____ 2/4/16 _____
Program/Center/Department – Director/Chair Date

3. _____
College Curriculum Comm. Rep. Date

4. Marta J. Wells _____ 2-17-16 _____
Dean of College (or Designee) Date

5. Regina Subeol _____ 2-18-16 _____
Dean of Academic Programs Date

FMST
approval

To: Pamela Stricker
Subject: Re: ENVS 390-2 Environmental Issues through Film

Hi Pamela,

Thank you for sending this along. From what I can see, there is no conflict between the existing FMST courses and the new course you propose; I approve.

Thank you
Marion

--

Dr. Marion Geiger

Associate Professor; French and German

Modern Language Studies

Film Studies Coordinator

Global Studies

California State University San Marcos

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mgeiger@csusm.edu

From: Pamela Stricker <stricker@csusm.edu>
Date: Sunday, February 14, 2016 at 5:24 PM
To: Marion Geiger <mgeiger@csusm.edu>, Elizabeth Matthews <ematthew@csusm.edu>
Cc: Pamela Stricker <stricker@csusm.edu>
Subject: ENVS 390-2 Environmental Issues through Film

Hi Marion and Liz,

ENVS is proposing some new electives for the major. One of the classes, ENVS 390-2, Environmental Issues Through Film, T form and UDGE form and descriptions are attached here. Martha Stoddard Holmes instructed me to contact both of you so you would know about this class. Let me know if you are both okay, signing off on this. Email is fine. I am hoping to teach this class this coming summer. Thanks!

Angela Baggett

GBST
approval

From: Martha Stoddard-Holmes
Sent: Thursday, February 18, 2016 7:32 PM
To: Angela Baggett
Subject: Fw: ENVS 390-2 Environmental Issues through Film signoff from GBST

Martha Stoddard Holmes, Ph.D.
Associate Dean for Instruction and Academic Programs
Professor of Literature and Writing Studies
College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)
SBSB 4115-E
Tel: 760.750.8064

California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

From: Pamela Stricker
Sent: Monday, February 15, 2016 10:07 AM
To: Martha Stoddard-Holmes
Subject: Fw: ENVS 390-2 Environmental Issues through Film

from Liz/GBST. Awaiting word from Marion.

pamela

Pamela Stricker, Ph.D.
Professor, Political Science and Global Studies
Program Director and Founding Faculty, Environmental Studies
California State University, San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
stricker@csusm.edu

From: Elizabeth Matthews
Sent: Sunday, February 14, 2016 7:49 PM
To: Pamela Stricker
Subject: RE: ENVS 390-2 Environmental Issues through Film

Hi Pamela,

Looks like a really great course. Global Studies supports it!