

<b>ORIGINATOR'S SECTION:</b>														
1. College:	Desired Term and Year of Implementation (e.g., Fall 2008):													
<input checked="" type="checkbox"/> CHABBS <input type="checkbox"/> CoBA <input type="checkbox"/> CoE	Spring 2014													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* GEOG 352														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Environment, Development and Sustainability														
6. Abbreviated Title for Banner: (no more than 25 characters, including spaces) Sustainability <span style="color: red; font-size: 1.5em; font-weight: bold;">ENV, DEV &amp; SUST</span>														
7. Number of Units: 3 units														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)  This course explores human-environment relationships in the context of sustainable development and global change. It engages with a number of historical and contemporary debates about geography, political economy/political ecology, and development to encourage consideration of the multiple dimensions of sustainability. Topics covered include globalization, poverty, food/hunger/famine, natural resources, climate, and development.														
9. Why is this course being proposed?  This course is being proposed as part of the new minor in geography.														
10. Mode of Instruction* (See pages 19-23 at <a href="https://zeta.calstate.edu:8250/webdoc/TransactionDEDSction5.doc">https://zeta.calstate.edu:8250/webdoc/TransactionDEDSction5.doc</a> for definitions of the Course Classification Numbers)														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> <tr> <td>Lecture</td> <td>3</td> <td>C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C-2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
18. Documentation attached:														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

☒ Syllabus ☐ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:

20. How often will this course be offered once established? \* Semi-annually to annually contingent on demand

## PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

GEOG minor

(see email)

22. Does this course impact other discipline(s)? (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.

Global Studies

Discipline

Signature

Date

✓ Support \_\_\_\_\_ Oppose

Political Science

Discipline

Signature

Date

✓ Support \_\_\_\_\_ Oppose

Philosophy

Discipline

Signature

✓ support

## SIGNATURES (COLLEGE LEVEL):

Greg Gutley

1. Originator (please print or type name)

3/5/2013

Date

2. Program Director/Chair

3/7/13

Date

3. College Curriculum Committee

5/2/13

Date

4. College Dean (or Designee)

6-7-13

Date

## (UNIVERSITY LEVEL)

5. UCC Committee Chair

1/30/14 \*

Date

6. Vice President for Academic Affairs (or Designee)

11/17/14

Date

7. President (or Designee)

Date

☒ Syllabus    ☐ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:

20. How often will this course be offered once established?\* Semi-annually to annually contingent on demand

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:***(Mandatory information – all items in this section must be completed.)*21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

GEOG minor

22. Does this course impact other discipline(s)? *(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.

Global Studies  
Discipline

Signature

Date

✓ Support \_\_\_\_\_ Oppose

Political Science

Discipline

Signature

Date

✓ Support \_\_\_\_\_ Oppose

Philosophy  
Discipline

Signature

✓ support

**SIGNATURES (COLLEGE LEVEL):**Greig Gutley  
1. Originator (please print or type name)

Date

2. Program Director/Chair

Date

3. College Curriculum Committee

Date

4. College Dean (or Designee)

Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee)

Date

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**Contact Information:**

Dr. Greig Guthey  
4233 SBSB — gguthey@csusm.com — 760-750-8015 (but email is best)  
Office hours: TBD

Explores human-environment relationships and their connection to sustainability. The course engages with a number of historical and contemporary debates and theories about geography, political economy, and environment to encourage consideration of sustainable development as a multidimensional process. Topics include race, gender, class, the food system, urbanization, real-time financial networks, transnational production networks, and the transformation of work in the global economy as well as environmental impacts of consumption at all scales, social impacts of development (poverty, hunger, famine, war), and definitions of sustainability. By considering these topics in historical and geographic context, students will consider how historical debates and forces are shaping today's world, while grappling with what sustainable development entails.

**Student Learning Outcomes:**

1. A broader understanding of global patterns of difference.
2. Increased familiarity with a range of theories and measures of economic and sustainable development.
3. Increased awareness of how globalization influences social inequality, food, hunger, population, gender, environmental problems, and politics.
4. Deeper knowledge of the role of capitalism, colonialism, racism, and sexism in shaping planetary economic and political relationships.
5. Strengthened critical thinking and writing skills.

**Course Readings:** R.J. Johnston, Peter J. Taylor and Michael Watts (eds.). 2002. *Geographies of Global Change: Remapping the World*. Blackwell, Malden, MA, or W.M. Adams 2008. *Green Development: Environment and Sustainability in a Developing World*. Routledge or similar with excerpts from Carolyn Merchant, 2005. *Radical Ecology: The Search for a Livable World*, Routledge.

Additional readings will supplement the core text and will be made available electronically through cougar courses.

**Course Policies:****Academic Honesty and Integrity:**

Plagiarism includes: (a) copying another person's actual words verbatim without acknowledgement, (b) copying substantially from a webpage or other publication without acknowledgement; (c) paraphrasing another person's words without acknowledgement; (d) using another person's idea, opinion, or theory without acknowledgement; or (e) borrowing facts, statistics, or other material without acknowledgement, unless the information is common knowledge, or (f) copying from another person's exams, homework, quizzes, etc. Consequences necessarily include failing (i.e., a "0") the assignment at a minimum. Any instances of suspected plagiarism may be reported to the Dean of Students for proper action.

**ADA:**

Students authorized by the Office of Disabled Student Services (DSS) to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to DSS. This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909.

**Class Participation and Student Performance:**

Some students are quite comfortable speaking in class; others not so much. However experience suggests that those students who participate frequently, ask questions, and offer comments are the students who do best. Those students who lurk in the back of class, fail to ask questions, talk with friends, don't pay attention, arrive late, or fail to grapple with course concepts and ideas, generally do not do so well.

**Collegiality and Ground Rules for Participation:**

This course draws on themes, events and situations about which many people have strong views. I encourage you to participate in a mature and respectful manner. I will do the same. Please raise your hand if you have a question or comment. I will moderate all discussions in a fair and equal manner. And please refrain from talking when the professor, or anyone else in class is talking. Let's work together to foster a classroom environment of open inquiry, critical thought, and mutual understanding.

**Computers in the classroom:**

Surfing the web in my class, checking email, and talking in class distract me and other students and is rude. I will ask you to leave if I find you using computers for uses other than course needs and/or if you insist on distracting others in this class.

**Course Requirements:**

*Exams:* A midterm and final exam.

*Research Paper:* A research paper will be a 10 page paper in which you will explore a topic of your own choosing and relate it to one or more themes in the course. Students must submit a proposal, an outline and bibliography, and a final paper. They must also present their work to the class.

**Grade Breakdown:**

Mid-term exam	25%		
Final Exam	25%		
Research Project	50%		
weighted as follows:		Proposal	10%
		Outline & Bib.	10%
		Class Presentaiton	20%
		Final Paper	60%

**Grading:**

Grades will be assigned on a standard scale.

**Late work:**

Late work will be accepted at my discretion.

**Other issues:**

Any other special needs/questions/situations should be directed to me the first week of class.

**Proposed Topics:** (*Schedule is always subject to change for any reason I choose.*)

<b>Week 1: Prelude</b>	Hurricanes, Migrations and Climate Change
<b>Part I: The Dynamics of Globalization</b>	
<b>Week 2: Introduction, The Framework, Globalization</b>	GGC (Geographies of Global Change)-Chapter 1-“Geography/Globalization”, pp. 1-18;
<b>Week 3: Globalization</b>	A New Geo-Economy (Handout); Wine and Regionalization
<b>Week 4: The Agro Food System</b>	GGC-Chapter 4-“From Farming to Agribusiness: Global Agri-Food Networks”, pp. 57-67; Film: Deconstructing Supper. Exam 1
<b>Week 5: Regroup on Food, Finance and Trade</b>	GGC Chapters 2 (“A Hyperactive World”), and 3 (“Trading Worlds”).
<b>Week 6: Trade cont, Labor in the Global Economy</b>	Readings: GGC-Chapter 5-“Transnational Corporations and Global Divisions of Labor, pp. 68-77; GGC-Chapter 6-“Global Change in the World of Organized Labor” 78-87
<b>Part II: Issues</b>	
<b>Week 7: Poverty and Hunger (</b>	Kathryn Rawe, 2012. <i>A Life Free From Hunger: Saving Children From Malnutrition</i> , London: Save The Children on Cougar Courses
<b>Week 8: Population and The Demographic Transition, Midterm Review, Midterm Exam,</b>	GGC-Chapter 13-“Population Crises: From the Global to the Local”, pp. 198-216;
<b>Week 10: SPRING BREAK!</b>	<b>HAVE A SAFE SPRING BREAK!</b>
<b>Week 11: Geographies of Disease: AIDS in Africa.</b>	Readings: GGC-Chapter 14-“Global Change and Patterns of Death and Disease”, pp. 216-236; Plus 4 Articles from the New York Times diseases on the brink of eradication.
<b>Week 12: The Environment</b>	GGC-Chapter 23-“The Earth as Transformed: Trends, Trajectories and Patterns”, pp. 364-376; GGC-Chapter 24-“The Earth as Input: Resources”, pp. 377-390 GGC-Chapter 35-“The Earth as Output: Pollution”, pp. 391-411.
<b>Part III: Trajectories of Change</b>	
<b>Week 13: Environmental Governance; Affluence?</b>	GGC-Chapter 27-“Environmental Governance” pp. 427-440; Merchant, Carol, 2005, <i>Radical Ecology</i> , pp. 157-182 (MOODLE); Marshal Sahlins, 1997, “The Original Affluent Society”, In <i>Post Development Reader</i> (MOODLE).
<b>Week 14: Progress and The Development Dream?</b>	Readings: Teodor Shanin, 1997, “The Idea of Progress”, In <i>Post Development Reader</i> (MOODLE); Readings: GGC-Chapter 7-“Trajectories of Development Theory: Capitalism, Socialism and Beyond
<b>Week 15: Global Cities and Consumption</b>	Readings: GGC-Chapter 21-“World Cities and the Organization of Global Space”, pp. 328-339 Mike Davis 2004 “Planet of Slums: Involution and the Global Proletariat” in <i>New Left Review</i> 26, March-April 2004. Get it here: <a href="http://newleftreview.org/II/26/mike-davis-planet-of-slums">http://newleftreview.org/II/26/mike-davis-planet-of-slums</a> ; GGC Chapter 18: Consumption in a Globalizing World, pp283 – 295.
<b>Week 16: Towards Sustainable Development</b>	Read: GGC-Chapter 26-“Sustainable Development?”, pp. 412-426; Merchant, Carol, 2005, <i>Radical Ecology</i> , pp. 211-233 (MOODLE) For Wednesday, Read: GGC-Chapter 12-“Post-Cold War Geopolitics: Contrasting Superpowers in a world of Global Dangers”, pp. 174-190. For Friday Read: GGC-Chapter 28-“Remapping the World: What Sort of Map? What Sort of World?”, pp. 443-452
<b>FINAL EXAM- in our regular classroom</b>	

## **Ground Rules for Research Paper Citations for this Course**

These guidelines *must be followed* as you complete your research papers; failure to do so will result in a lower grade: When in doubt, check the Chicago Manual of Style.

- 1) Cite something whenever you feel that you are borrowing some one's idea or using information from a specific source. The rule of thumb is cite unless it is "common knowledge." So, when in doubt, cite.
- 2) When you quote or paraphrase from a source, or refer to an idea from a source, etc., the research papers for this course will use in-text citations. These are simple:

**Example #1** Manuel Castells (1996: 65) claims the new economy is "informational because the productivity and competitiveness of units of agents... fundamentally depend upon their capacity to generate, process, and apply efficiently knowledge-based information." [note: use full names on first references, last names only on subsequent references.]

**Example #2** An alternative view to the notion of "new times" is that capitalism as a system is in a constant process of geographical readjustment, which among critical geographers sometimes involves the declining rate of profit and a related "spatial fix" (Harvey, 1982). From this geographical perspective, new times are another round of restructuring, albeit on a perhaps larger scale. [Note that here we only use last names even if it is a first reference.]

- 3) In both of the above examples, we need to include a bibliographic reference as follows:

Castells, M. 1996. *The Rise of the Network Society*. Oxford: Blackwell Publishers.  
Harvey, D. 1982. *The Limits to Capital*. Oxford: Basil Blackwell Publishers.

- 4) Students, professors and researchers often make use of websites and the internet. Here is how such references will be cited for the research paper in this class:

Schultz, T. 2000. The Dairy Industry in Tulare County. Davis: University of California Cooperative Extension. [<http://cetulare.ucdavis.edu/pubdairy/industry.pdf>].

- 5) Journal articles may be cited as follows:

Hart, J. 2000. Tomales Bay Convergence: 171 Sick Oyster Eaters Can't Be Wrong. *California Coast and Ocean* 16(3):14-19.

- 6) Newspapers:

Apple Jr., R.W. 2001. "A New Normandy North of the Golden Gate," *The New York Times*, Sec. F, 1, November 28, 2001.

**\*\*\* Late Papers Will Lose One Grade per day\*\*\***



**From:** Greig Guthey  
**Sent:** Wednesday, November 20, 2013 4:31 PM  
**To:** Paul Stuhr; Matthew Escobar  
**Subject:** RE: GEOG 352, 390, 422, & 499

Paul and Matt  
see my answers below

Thanks

Greig

Greig Tor Guthey

Assistant Professor of Public Policy and Planning

& Geography Coordinator

Department of Liberal Studies

California State University, San Marcos

[http://www.csusm.edu/liberalstudies/faculty/greig\\_guthey.html](http://www.csusm.edu/liberalstudies/faculty/greig_guthey.html)

**From:** Paul Stuhr  
**Sent:** Sunday, November 17, 2013 9:25 AM  
**To:** Greig Guthey  
**Cc:** Matthew Escobar  
**Subject:** GEOG 352, 390, 422, & 499

Hello Greig,

I am writing on behalf of UCC regarding your C-Forms for the GEOG Minor.

UCC is requesting the following items on the C-forms before approval can be voted on:

### **GEOG 352**

1. UCC would like to know whether Box 6 (abbreviated title) could be abbreviated as "Environ Develop & Sustainabil" instead of "Sustainability." **How about ENV, DEV & SUST.?** **But either way is fine with me.**

2. Box 21 – Will this course be a requirement for the GEOG minor and an UD elective for Global Studies and/or Liberal Studies? Or just a requirement for the GEOG minor? Please provide clarification in regard to Box 21. **It is not a requirement for the Geog Minor. It is an elective. And it will be an upper division DD course so it would be good for all students.**

In addition, UCC would like to suggest being explicit in labeling/including the university writing requirement within the course syllabus. Plus, revisiting the student learning outcomes to include verbs (such as found in Bloom's taxonomy) to make the outcomes more measurable. **ok**



**Greig Guthey**

*Political Science Response*

**From:** Scott Greenwood  
**Sent:** Thursday, March 28, 2013 12:07 PM  
**To:** Greig Guthey  
**Subject:** Re: C From we discussed

Hi Greig,

Thank you for sharing your new course with us and I am pleased to inform you that the Political Science Department supports this course.

Best Regards,

Scott Greenwood

On 3/20/13 12:30 PM, "Greig Guthey" <[gguthey@csusm.edu](mailto:gguthey@csusm.edu)> wrote:

Hi Scott

Here is the c form we discussed with the syllabus. I hope political science will support it.

Thanks

Greig

Greig Tor Guthey  
Assistant Professor of Public Policy and Planning  
& Geography Coordinator  
Department of Liberal Studies  
California State University, San Marcos  
[http://www.csusm.edu/liberalstudies/faculty/greig\\_guthey.html](http://www.csusm.edu/liberalstudies/faculty/greig_guthey.html)

## Philosophy Response

**From:** Dawn Formo  
**To:** Greig Guthey  
**Cc:** Theresa Aitchison; Judit Hersko; Nicoleta Bateman  
**Subject:** RE: Geography 352 course proposal  
**Date:** Tuesday, April 30, 2013 4:36:15 PM

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Hi Greig--

Congrats on your book! I see that you have submitted GEOG 352 to CAPC. I will ask them to attach the e-mail below to the C-form.

Best,  
df

Dawn M. Formo, Ph.D.  
Associate Dean for Instruction and Academic Programs  
College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)  
CSU San Marcos  
San Marcos, CA 92096-0001  
(760)750-4199 (Office)  
(760)750-3005 (FAX)  
[dformo@csusm.edu](mailto:dformo@csusm.edu)  
<http://www.writinginstructor.com>

**From:** Greig Guthey  
**Sent:** Tuesday, April 30, 2013 2:13 PM  
**To:** Dawn Formo  
**Subject:** Geography 352 course proposal

Hi Dawn

I am attaching a letter of support for the course I am proposing Geography 352. I don't know who should get it. Virginia Mann said she isn't one of the people to handle it anymore. I also forwarded a copy to Nicoleta.

Thanks

Greig

Greig Tor Guthey  
Assistant Professor of Public Policy and Planning  
& Geography Coordinator  
Department of Liberal Studies  
California State University, San Marcos  
[http://www.csusm.edu/liberalstudies/faculty/greig\\_guthey.html](http://www.csusm.edu/liberalstudies/faculty/greig_guthey.html)

**From:** Michael McDuffie  
**Sent:** Monday, April 29, 2013 11:30 AM  
**To:** Greig Guthey  
**Subject:** Re: C form support

Hi Greig,

I write on behalf of the the informal group of faculty working on start-up plans for the Environmental Studies BA degree. Thank you for sharing your course proposal with us. We are very happy to see another course that can be used as an upper division elective for the ENVST major, and we fully support the proposal. We'll add it to the curriculum as part of our P-2 Program Change proposal for the major. Please feel free to attach this message to your course proposal as documentaqtion of our endorsement.

Best,

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

**From:** Greig Guthey <[gguthey@csusm.edu](mailto:gguthey@csusm.edu)>  
**Date:** Wednesday, March 20, 2013 12:32 PM  
**To:** Michael McDuffie <[mcduffie@csusm.edu](mailto:mcduffie@csusm.edu)>  
**Subject:** C form support

Hi Michael

Are you the person in charge of the env studies program now? (I know we talked about this but I can't remember) I just wanted to get someone to sign off on a course I am proposing which is attached. IF it is not you, can you tell me who would then sign off in support of this class ?

Thanks

Greig

Greig Tor Guthey  
Assistant Professor of Public Policy and Planning  
& Geography Coordinator  
Department of Liberal Studies  
California State University, San Marcos  
[http://www.csusm.edu/liberalstudies/faculty/greig\\_guthey.html](http://www.csusm.edu/liberalstudies/faculty/greig_guthey.html)

