

**ORIGINATOR'S SECTION:**

1. College:  CHABSS  CoBA  
 CoEHHS  CSM

Desired Term and Year of Implementation (e.g., Fall 2008):  
 Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*)  Yes  No *See attached email from Craig Guttry (4/2/18)*

3. Course will be a variable-topics (generic) course?  Yes  No  
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* ENVS 301

5. Title: *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*  
Place, Power, and the Environment

6. Abbreviated Title for PeopleSoft:  
*(no more than 25 characters, including spaces)*  
 Place, Power, Environment

7. Number of Units: 3

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 not count toward the 80-word limit.)*  
 Investigates contemporary environmental and social conditions associated with landscape transformations. Uses the interdisciplinary methods and materials of ethnographic fieldwork and historical ecology.

9. Why is this course being proposed?  
 In recent years, institutions of higher education have come increasing aware of the importance of using our urban and rural environments as living laboratories for student to become more keenly interested in their own education. In fact, living lab classroom design can help to develop skills for life and work beyond the classroom because self-directed learning and collaborative problem solving are essential skills for success. This course serves to accomplish two key tasks. First, to provide student with the opportunity to engage with the places they live by applying the theories and concepts learned in class to their own research interest. Secondly, to give student the hands-on, field methods experience needed for an increasing competitive global job market. This course will build on the existing strengths of the ENVS program giving student the opportunity to increase their environmental awareness and place them in direct contact with the historical and existing structures, institutions, and ideologies that shape our region. This course will allow student to become more vested in their local communities and civic engagements.

10. Mode of Instruction\*  
*For definitions of the Course Classification Numbers:*  
[http://www.csusm.edu/academic\\_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-2
Activity		
Lab		

11. Grading Method:\*  
 Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*  
 Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*  
 Credit/No Credit Only (C)  
 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?  Yes  No  
 Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

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

RP \_\_\_\_\_  
 Tracker \_\_\_\_\_  
 PS \_\_\_\_\_

**RECEIVED**  
 APR 02 2018  
 BY: \_\_\_\_\_

Revised

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times? (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No *see original*

17. Corequisite(s):  Yes  No *see attached original*

18. Documentation attached:  
 Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix: <sup>A</sup> **ENVS 390-3**

20. How often will this course be offered once established? \* Annually

**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:

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.

Sociology: Sharon Elise  
 Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

History: Carmen Nava  
 Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

Global Studies: Elizabeth Matthews  
 Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

Anthropology: Konane Martinez  
 Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

*see original for signatures*

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Gabriel Valle  
 1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_

*see original for sign.*  
 2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_

*[Signature]* 3/28/18  
 3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

*[Signature]* 3/29/18  
 4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

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.

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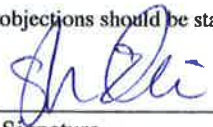
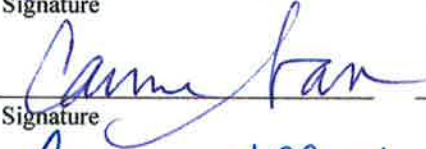
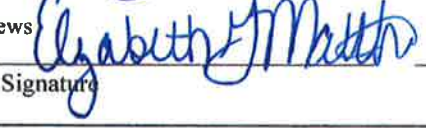
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**20. How often will this course be offered once established?\*** Annually

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
 (Mandatory information – all items in this section must be completed.)

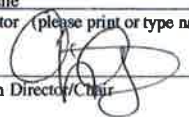
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**22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)**  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Sociology: Sharon Elise Discipline		12/7/17	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
	Signature	Date		
History: Carmen Nava Discipline		11/18/17	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
	Signature	Date		
Global Studies: Elizabeth Matthews Discipline		11/21/17	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
	Signature	Date		

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Gabriel Valle  
 1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_  
 12/7/2017  
 2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_

3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

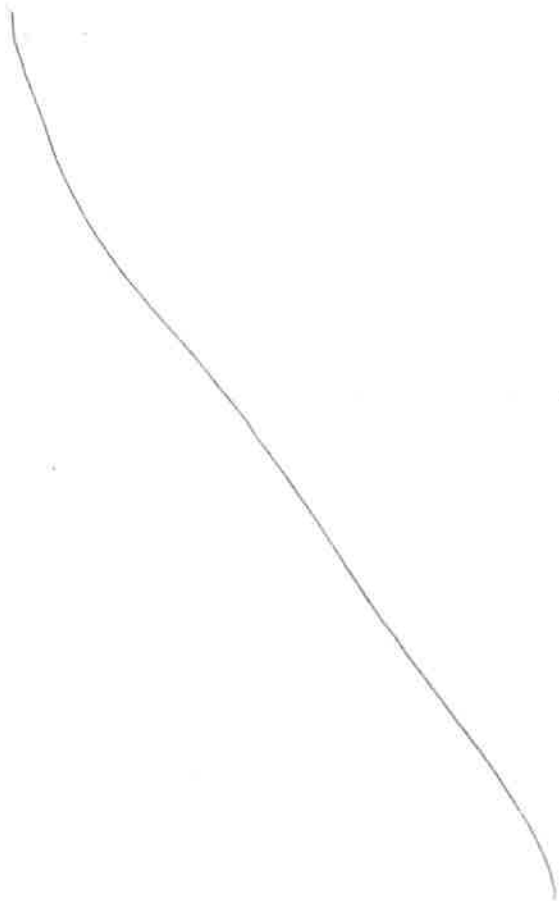
5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

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.

original



**ENVS 301**  
**Place, Power, and the Environment**

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**Class description:**

At the heart of many environmental issues lies the reality that many of us are simply disconnected from the places we live. This disconnection can have great impact on our communities, environments, and food systems. In this course students will learn to read the landscape by using San Diego County and its surrounding areas as our classroom. This course will provide students with the tools and knowledge to begin to explore their local region with a sense of wonder and fascination while helping to cultivate a sense of place. Students will gain hands-on experience by conducting original research, engaging in theory and lively discussions, and learning the underpinnings of how race, place, power come together to forge the places we live.

**Course Learning Objectives:**

By the end of the course students will:

1. Critically discuss the geography, historical ecology, infrastructure, biocultural diversity, and environmental history of San Diego County.
2. Apply the ethnographic methods of participant observation.
3. Assess the importance of scale (spatial and temporal) for understanding environmental issues.
4. Analyze the relation between landscapes and modes of production and consumption.
5. Engage in debates on the role of power in constructing landscape and identity.

**Teaching Philosophy:**

Critical Pedagogy: This class is your class. I consider myself a co-learner and facilitator of the learning process in this course, and I need your participation and contribution to accomplish that. In this class, we will take a critical approach to environmental studies through critical reading, thinking, self-reflection, and respectful dialogue. I believe learning occurs through collaboration with others. I expect you to be open to and respectful of others' experiences and perspectives, but most importantly to be critically reflective of your own perspectives and opinions. I do not expect you to agree with all the voices put forth in this class, but I ask that you seek to gain an understanding of other perspectives, ideas, and ways of thinking about the world and sustainability. I also expect you to reflect on your own biases (we all have them) and how your biases influence your reading and discussion experiences.

I value following student interests and needs as much as possible. This means that the course is continually evolving as we co-create it with our collective insights, interests, and knowledge.

Applied Learning and Research: I believe that the best learning occurs when students and instructors are able to make connections between theory and practice. Direct hands-on experience deepens one's understanding of course materials (i.e. readings and lectures) and places the concepts of the curriculum into the context of "real-life" situations. I incorporate experiential learning through in-class and out of class activities that will help challenge students to become culturally aware and civically engaged.

## Grading:

### 1. Contribution: 20 pts.

A portion of this class will be based on discussions, activities, and in-class group projects. I have labeled this category as contribution instead of participation because we will be learning from each other in this course and you are required to contribute your ideas, thoughts, questions, perspectives, and experiences to the class. **It is essential that you be present in both body and mind to create a positive learning environment for everyone.** You will be evaluated on your contribution through occasional in-class assignments and by demonstrating your engagement with the readings, thoughtful questions, and willingness to engage respectfully with others. You will also be evaluated on your online contribution, which is based on participation in online discussion forums. Dates to be assigned later.

Please keep in mind that because this class relies heavily on student contributions and group work, you will be missed when absent. Your experience and the overall course will be better if you are an active participant and to be an active participant you need to be present. This portion of your overall grade cannot be "made-up."

### 2. Field Notes: $2 \times 5 = 10$ pts.

Field notes are key for any ethnographer. This is where you will document your experiences. **Remember**, these are notes not responses. Your notes can be words or phrases, they can be pictures or drawings. They can also include moments of self-reflection or detailed description. You will be looking for certain things with the journal entry but you do not need to limit your notes to these points.

### 3. Ethnographic Journal: $7 \times 10 = 70$ pts.

A key part of coming to know your local environment is documenting your experiences. In this class, you will be required to keep a journal to document your experiences. The journals will be collected every other week. Check the course schedule for details on weekly themes, assignments, and experiences needed to be completed.

### 4. Assignments: $2 \times 25 = 50$ pts.

In this course, students will conduct two assignments related to place-making. Each case study will focus on the social, historical, and cultural consequences of place. Each assignment should use the theories, concepts, and methods learned in the class while also producing original research about place-based struggles.

1. Historical Ecology: This assignment will be done as part of a group (5-7) and will conclude with a **10-15 minute presentation to the class** accompanied with a PowerPoint presentation. *More details will be provided in class.*
2. Reflecting on/in Place: This assignment will be conducted individually and conclude with a **3-5 page paper (800-1000 words, double spaced, 12pt Times New Roman font)** complete with MLA APA, or Chicago style citations. *More details will be provided in class.*

### 5. Midterm/Final: $2 \times 25 = 50$ pts.

Throughout the semester there will be two in-class assessments about course materials. Each will be made up of five questions (5 points each). Students will be expected to make clear connections between the concepts, theories, and methods discussed in class with the course readings, guest lectures, and films.

**Total Course Points = 200**

**Required text:**

1. Leopold Aldo. 1949. *A Sand County Almanac: and sketches here and there*. New York, NY: Oxford University Press.
2. Park, Lisa and David Pellow. 2011. *The Slums of Aspen: Immigrants vs. the Environment in America's Eden*. New York, NY: New York University Press.
3. Gavin Van Horn & John Hausdoerffer. 2017. *Wildness: Relations of People and Place*. Chicago, IL: University of Chicago Press.

**COURSE SCHEDULE AND READINGS**

Readings and Class Schedule		Assignments Due
Week 1	<b>Introduction</b>	
Tue 8/29	<p style="text-align: center;">Class Introductions</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Place Where You Live: A Place of Deep Solace</li> </ul>	
Thu 8/31	<p style="text-align: center;">Reading with Intent</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Abby, Edward, <i>Desert Solitaire: A Season in the Wilderness</i>, "The First Morning" p. 1-7 (Available on CC)</li> <li>• <i>Wildness</i>, Grignon &amp; Kimmerer, "Listening to the Forests" p. 67-74</li> <li>• Leopold p. 165-177</li> </ul>	
Week 2	<b>Reading Nature</b>	
Tue 9/5	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Leopold p. 3-50</li> </ul> <p><b>Activity:</b></p>	

	<ul style="list-style-type: none"> <li>• Writing Place</li> </ul>	
Thu 9/7	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Trimble, Stephen, "The Scripture of Maps, and Names of Trees" (p. 17-31) Available on CC</li> </ul> <p><b>Activity:</b> Mapping Place</p>	<b>Journal #1 Due</b>
Week 3		
Tue 8/12	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Leopold p. 51-92</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Experiential Matters</li> </ul>	
Thu 9/14	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Crumley, "What is Historical Ecology?" <ul style="list-style-type: none"> <li>○ <a href="http://www.hercules-landscapes.eu/blog.php?what_is_historical_ecology&amp;id=10">http://www.hercules-landscapes.eu/blog.php?what_is_historical_ecology&amp;id=10</a></li> </ul> </li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Group Work</li> </ul>	
Week 4		
Tue 9/19	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Beller et. al. <i>Norther San Diego County Lagoons: Historical Ecology Investigation</i>. Available on CC</li> </ul> <p><b>Everyone:</b></p> <ul style="list-style-type: none"> <li>○ Pg. 1-50</li> </ul> <p><b>In Groups:</b></p> <ul style="list-style-type: none"> <li>○ Buena Vista, Agua Hedionda, Baticuitos, San Elijo, San Dieguito, Los Peñasquitos</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Group work</li> </ul>	
Thu 9/21	<p><b>Reading:</b></p>	<b>Journal #2 Due</b>



	<p>Balée and Erickson, "Time and Complexity in Historical Ecology," Available on CC</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Group work</li> </ul>	
Week 5		
Tue 9/26	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Research archival material, newspaper articles, environmental impact reports (EIR) and conservation websites</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Layers of meaning</li> </ul>	
Thu 9/28	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Leopold, p. 177-187</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Presentations Due</li> </ul>	
Week 6	<b>III. Sensing Place</b>	
Tue 10/3	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Wildness</i>, "Introduction: Into the wildness" p. 1-8</li> <li>• Leopold, p. 188-201</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Presentations</li> </ul>	
Thu 10/5	Mourning "Wild"	<b>Journal #3 Due</b>
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Leopold p. 95-122</li> </ul>	
Week 7		
Tue 10/10	Interpreting the "Wild"	
	<p><b>Jigsaw Reading:</b></p> <ol style="list-style-type: none"> <li>1. <i>Wildness</i>, Pyle, "Conundrum and Continuum" p. 12-23</li> <li>2. <i>Wildness</i>, Salmón, "No Word" p. 24-32</li> <li>3. <i>Wildness</i>, Meine, "The Edge of Anomaly" p. 33-42</li> </ol>	

	<p>4. <i>Wildness</i>, Salatin, "Order verses Wildness" p. 43-49</p> <p>5. <i>Wildness</i>, Farnsworth, "Biomimicry" 50-59</p>	
Thu 10/12	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Marris, <i>Rambunctious Gardens</i>, ch. 1 "Weeding the Wild" p. 1-15</li> </ul>	
Week 8		
Tue 10/17	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Wildness</i>, White, "The Working Wilderness" p. 75-88</li> <li>• <i>Wildness</i>, Peña, "The Hummingbird and the Redcap" p. 89-99</li> <li>• <i>Wildness</i>, Watt, "Losing Wildness for the Sake of Wilderness" p. 100-112.</li> </ul>	
Thu 10/19	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Leopold p. 122-162</li> </ul>	<b>Journal #4 Due</b>
Week 9	<b>Eating Place</b>	
Tue 10/24	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Kloppenburg et. al. "Coming in to a Foodshed" Available on CC</li> </ul> <p><b>MIDTERM</b></p>	<b>Field Notes week 1-8 due</b>
Thu 10/26	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Feagan, "Mapping out the 'local' in local food systems"</li> </ul>	
Week 10		
Tue 10/31	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Wright, Clifford "Food has Terroir too" <a href="http://zesterdaily.com/cooking/food-terroir/">http://zesterdaily.com/cooking/food-terroir/</a></li> <li>• Bring an article to class that discusses SD food culture/identity</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• "Terroir" <a href="https://www.lexiconoffood.com/video/terroir">https://www.lexiconoffood.com/video/terroir</a></li> </ul>	
Thu 11/2		<b>Journal # 5 Due</b>

	<b>Readings:</b> <ul style="list-style-type: none"> <li>• <i>Wildness</i>, Shiva, "Cultivating the Wild" p. 228-232</li> </ul>	
Week 11	<b>V. (Re)Discovering Place</b>	
Tue 11/7	<b>Reading:</b> <ul style="list-style-type: none"> <li>• <i>Wildness</i>, Smith, "Wild Black Margins" p. 137-144</li> <li>• <i>Wildness</i>, Van Horn, "Healing the Urban Wild" p. 145-155</li> </ul>	
Thu 11/9	<b>Reading:</b> <ul style="list-style-type: none"> <li>• <i>Wildness</i>, Magle, "Building the Civilized Wild" p. 156-165</li> <li>• <i>Wildness</i>, Bryson &amp; Howard, "Cultivating the Wild on Chicago's South Side" p. 166-176</li> </ul>	
Week 12		
Tue 11/14	<b>Reading:</b> <ul style="list-style-type: none"> <li>• <i>Wildness</i>, Tallmadge, "Toward an Urban Practice of the Wild" p. 177-186</li> <li>• <i>Wildness</i>, Housdoerffer, "The <i>Akiing</i> Ethic" p. 195-204</li> </ul>	
Thu 11/16	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Leopold p. 201-226</li> </ul> <b>Screening:</b> <ul style="list-style-type: none"> <li>• <i>Green Fire</i></li> </ul>	<b>Journal #6 Due</b>
Week 13	<b>VI. Experiencing Place</b>	
Tue 11/21	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Park &amp; Pellow, "Intro" p. 1-27</li> </ul>	
Thu 11/23	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Park &amp; Pellow, Ch 1 p. 28-67</li> </ul>	
Week 14		
Tue 11/28	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Park &amp; Pellow, Ch. 2 p. 68-94</li> </ul>	<b>Journal #7 Due</b>

Thu 11/30	<b>THANKSGIVING BREAK - NO CLASS</b>	
Week 15		
Tue 12/5	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Park &amp; Pellow, Ch. 3 &amp; 4 p. 95-161</li> </ul>	<b>Reflections on/in Place due</b>
Thu 12/7	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Park &amp; Pellow, Ch. 5 &amp; Conclusion p. 162-210</li> </ul>	<b>Field Notes week 9-15 due</b>
Week 16	<b>Finals Week</b>  <b>Final @ 11:30AM</b>	

### **ADDITIONAL COURSE POLICIES:**

**University Credit Hour Policy:** Students enrolled in face to face courses should spend at least six hours per week engaged in study for the class.

**University Writing Requirement:** all students are expected to meet the university mandated written requirement of write 2500 words in this three-unit course. This is satisfied through ethnographic journals, field notes, writing assignments, exams, and self-reflection papers (see above for specifics).

**Classroom Conduct:** The classroom is a learning environment dedicated to the exchange of ideas. Some students are distracted by side conversations and use of computers and other technology. In addition, the class will focus on discussions for which maintaining eye contact is especially important. Part of your job is to help create an enriching and focused communal learning environment for all.

**Technology:** I *do* allow the use of laptops and tablets, but I ask those who wish to use them be mindful that technology can be distracting for other students. If the use of computer or other devices becomes distracting, I may alter my policy as necessary.

Please *turn your cell phone off* and put it away for the entirety of the class. If you must make a call or text, please leave the classroom. Be respectful of your classmates.

**Cougar Courses:** You are expected to check Cougar Courses and your email associated with your Cougar Courses account so that I can communicate with each of you electronically. **All materials should be typed and double-spaced with 12pt font using Times New Roman font.**

**Unless otherwise indicated, all assignments are due electronically using Cougar Courses.** All assignments are due and should be uploaded to the Cougar Courses webpage unless they are scanned notes or other written materials including in-class activities, field notes, sketches etc.

**Late work and absence:** In order to maximize the benefit to you, I am committed to correcting your work and getting you feedback in a timely fashion. For these reasons, **I DO NOT ACCEPT LATE WORK.** If you are going to miss a class, a workshop, or a deadline for a valid and documentable reason, please do everything you can to let me know in *advance* so that we can arrange whatever alternate means may be necessary to fulfill the course requirements.

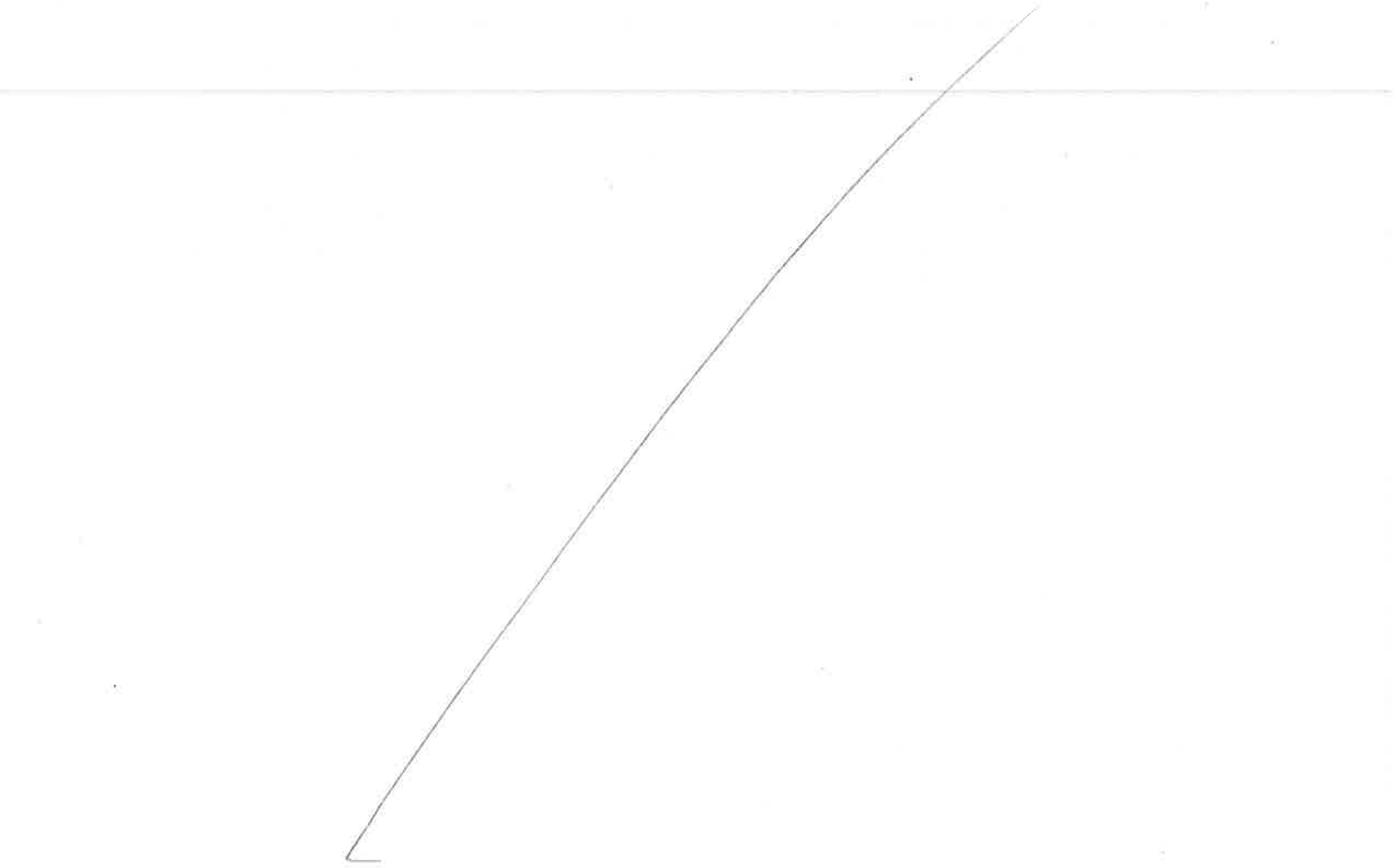
**Plagiarism:** Plagiarism is copying any work – written, visual art, music – and presenting it as your own, original work. When you include the words, ideas, art, or music of another person in your class assignments, you must fully acknowledge your sources by naming the source artist/author and publication. Plagiarism will not be tolerated in any form, and students found plagiarizing will receive a “0” for the assignment and will be referred to the CSUSM administration.

**Academic Honesty:** Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. 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 accordingly.

Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

[https://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

**ADA Statement:** Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.



**Criselda Yee**

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**From:** Greig Guthey  
**Sent:** Monday, April 02, 2018 11:10 AM  
**To:** Criselda Yee; Gabriel Valle  
**Subject:** Re: ENVS 301 C-Form

Hi Criselda

Answers #2 on C-Form

We don't need to have 301 considered for GE by GEC at this time. If we decide to apply for GE certification, we will do so at a later date.

Thanks

Greig

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**From:** Criselda Yee <[cye@csusm.edu](mailto:cye@csusm.edu)>  
**Date:** Monday, April 2, 2018 at 11:08 AM  
**To:** Gabriel Valle <[gvalle@csusm.edu](mailto:gvalle@csusm.edu)>, Greig Guthey <[gguthey@csusm.edu](mailto:gguthey@csusm.edu)>  
**Cc:** Gayle Feallock <[gfeallock@csusm.edu](mailto:gfeallock@csusm.edu)>  
**Subject:** RE: ENVS 301 C-Form

Hi again,

I found questions answered on the original copy that was attached (just were not transferred to the new copy).

Please only answer #2. Thanks!

Best regards,  
Criselda

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*Criselda Yee*

**Curriculum Specialist - Academic Programs**  
California State University San Marcos  
Craven Hall 5201-B  
(760) 750-8887  
[cye@csusm.edu](mailto:cye@csusm.edu)  
[www.csusm.edu/academic\\_programs](http://www.csusm.edu/academic_programs)

**From:** Criselda Yee  
**Sent:** Monday, April 02, 2018 11:07 AM  
**To:** Gabriel Valle <[gvalle@csusm.edu](mailto:gvalle@csusm.edu)>; Greig Guthey <[gguthey@csusm.edu](mailto:gguthey@csusm.edu)>  
**Cc:** Gayle Feallock <[gfeallock@csusm.edu](mailto:gfeallock@csusm.edu)>  
**Subject:** ENVS 301 C-Form  
**Importance:** High

Hi Gabriel and Greig,





I received the ENVS 301 C-form, and there were a few questions that were left blank. Could you please email back with the following answers? I will be able to post it to the UCC review page as soon as I hear back.

ENVS 301: Place, Power, Environment

2. Course to be considered for GE? Yes or No

16. Prerequisite(s): Yes or No. If yes, please indicate:

17. Co-requisite(s): Yes or No. If yes, please indicate:

Thanks for your help,  
Criselda

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*Criselda Yee*

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**Curriculog:** CSUSM Online Curriculum Management  
<https://csusm.curriculog.com>

**Curriculog Assistance:** [curriculog@csusm.edu](mailto:curriculog@csusm.edu)

