

<b>ORIGINATOR'S SECTION:</b>														
<b>1. College:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b>  Spring 2019	Formerly: ENVS 390-3												
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No														
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
<b>4. Course abbreviation and Number:*</b> ENVS 305														
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> <u>Resilience and Society</u>														
<b>6. Abbreviated Title for PeopleSoft:</b> <i>(no more than 25 characters, including spaces)</i> Resilience and Society														
<b>7. Number of Units:</b> <u>3</u>														
<b>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.)</b>  Introduces resilience-based stewardship and enquiry into linkages among social and ecological systems. Investigates and analyzes critical debates and theories associated with social-ecological systems, resilience, vulnerability, adaptation, social learning, and adaptive governance. <i>Cannot be taken for credit by students who received credit for ENVS 390-3.</i>														
<b>9. Why is this course being proposed?</b>  While there are many courses at CSUSM that provide a foundation for inquiry into ecology, ecosystems, and environmental health, there are very few that pay close attention to the importance of social-ecological systems (SES). This course will provide students a foundation of "systems thinking," or entry into thinking about the interrelated and interdependent aspects of earth systems and social systems. This class will provide Environmental Studies students, as well as students from related disciplines, the theoretical language to discuss, assess, and apply systems thinking to SES. Further, this course will expand the course offerings in the Environmental Studies major.														
<b>10. Mode of Instruction*</b> <i>For definitions of the Course Classification Numbers:</i> <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:17%;">Number of Credit Units</th> <th style="width:50%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align:center;">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> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-2	Activity			Lab		
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Lecture	3	C-2												
Activity														
Lab														
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>														
<b>13. Course Requires Consent for Enrollment?</b> <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														
<b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times?                      (including first offering)														
<b>15. Is Course Crosslisted:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

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

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


If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No

17. Corequisite(s):  Yes  No

18. Documentation attached:  Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* ENV5 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.

Biology, Deborah Kristan  
 Discipline see email \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Signature

Political Science, Stephen Nichols  
 Discipline See email \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Signature

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

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

see original for signature  
 2. Program Director/Chair [Signature] \_\_\_\_\_ Date 4/13/18

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.

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

16. Prerequisite(s):  Yes  No

17. Corequisite(s):  Yes  No

18. Documentation attached:  
 Syllabus  Detailed Course Outline

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

Biology Deborah Kristan  
 Discipline see attached email \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Signature Date

Discipline \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Signature Date

**SIGNATURES : (COLLEGE LEVEL) :**

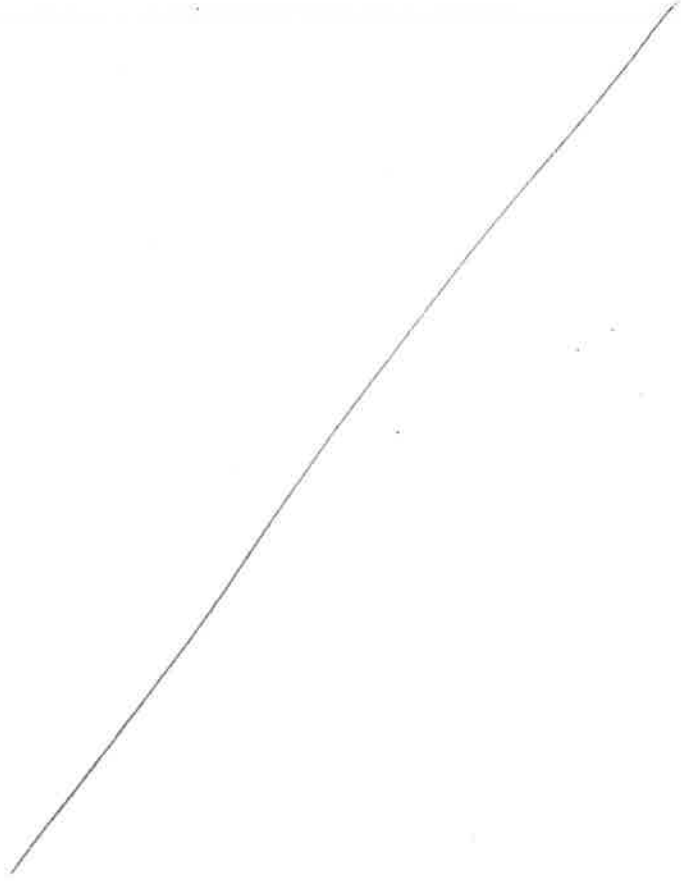
**(UNIVERSITY LEVEL)**

Gabriel Valle  
 1. Originator (please print or type name) \_\_\_\_\_ Date  
 2. Program Director/Chair [Signature] 12/7/2017  
 \_\_\_\_\_ Date  
 3. College Curriculum Committee [Signature] 4/13/18  
 \_\_\_\_\_ Date  
 4. College Dean (or Designee) [Signature] 4/13/18  
 \_\_\_\_\_ 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 305.



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**From:** Gabriel Valle  
**Sent:** Thursday, April 12, 2018 8:49 AM  
**To:** Carrick Williams; Angela Baggett  
**Subject:** FW: ENVS new course approval

Hi again Angela and Carrick,

Here is the response and approval from Stephen Nichols for ENVS 305 and 464.

Gabriel

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**From:** Stephen Nichols <[snichols@csusm.edu](mailto:snichols@csusm.edu)>  
**Date:** Tuesday, March 27, 2018 at 7:09 AM  
**To:** gvalle <[gvalle@csusm.edu](mailto:gvalle@csusm.edu)>  
**Subject:** Re: ENVS new course approval

Hi Gabriel,

They look like great courses – PSCI has no objections.

Thanks,

Steve

--

Stephen M. Nichols, Ph.D.  
Associate Professor and Chair  
Department of Political Science  
California State University San Marcos  
333 S. Twin Oaks Valley Road  
San Marcos, California 92096

P (760) 750-8086

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**From:** Gabriel Valle <[gvalle@csusm.edu](mailto:gvalle@csusm.edu)>  
**Date:** Monday, March 26, 2018 at 3:25 PM  
**To:** Stephen Nichols <[snichols@csusm.edu](mailto:snichols@csusm.edu)>  
**Subject:** ENVS new course approval

Hi Steve,

Earlier in the semester I submitted a few courses for the Environmental Studies Program to CAPC. However, I recently heard back from Carrick Williams, and the committee advises that I also get Political Science Dept approval for ENVS 305 "Resilience and Society" and ENVS 464 "Food Politics and the Environment."

I have attached the syllabus and C-Form for your viewing. Either way, can you send me an email letting me know if you approve or disapprove of the proposed courses.

Thank you,

Gabriel

--  
Gabriel R. Valle PhD  
Environmental Studies  
California State University, San Marcos  
333 S Twin Oaks Valley Rd,  
San Marcos, CA 92096

**Subject:** RE: New ENV5 Course C-Forms  
**Date:** Monday, December 4, 2017 at 7:20:09 AM Pacific Standard Time  
**From:** Deborah Kristan  
**To:** Gabriel Valle  
**CC:** Greig Guthey

Hi Gabriel,

The biology department is happy to support the new courses listed below. Please note per our previous email string to check the box that neither course is seeking BB designation.

Regards,  
Debbie

++++  
Deborah Kristan, PhD  
Professor and Chair  
Department of Biological Sciences  
333 S. Twin Oaks Valley Rd.  
California State University San Marcos  
San Marcos, CA 92096  
Ph: 760 750 4638  
++++

**From:** Gabriel Valle  
**Sent:** Wednesday, November 15, 2017 2:47 PM  
**To:** Deborah Kristan <dkristan@csusm.edu>  
**Subject:** New ENV5 Course C-Forms

Hi Deborah,

As you are aware, the Environmental Studies Program is experiencing tremendous growth, and as a result we are seeking to expand our course offerings. In the Spring of 2017, I sent you a T-Form, which you approved, for Food, Health, and the Environment. The concerns you mentioned in your previous email have been addressed.

I am emailing you today because I am seeking C-Form approval for the same course. However, Food, Health, and the Environment has been retitled as ENV5 361, "Diet and Planet." In addition, I have attached a new course, ENV5 305 "Resilience and Society" for your review.

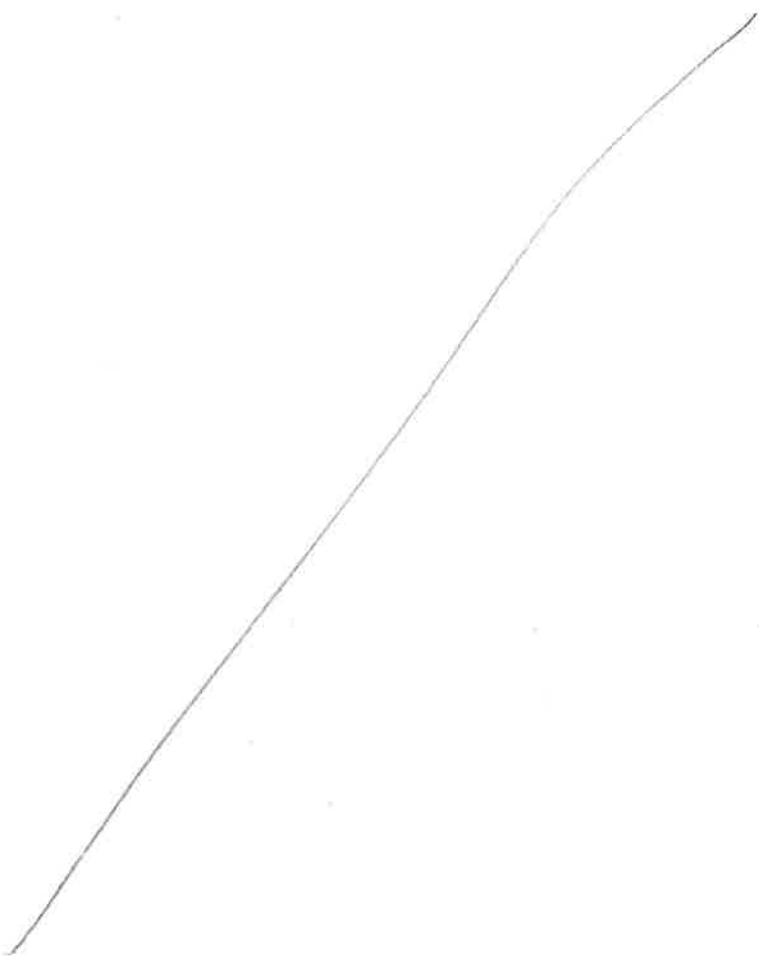
I hope that you will support these classes again. I have attached the C-Forms and syllabi of each proposed class for you to review. I hope to stop by your office before the Thanksgiving break for your signature on my master copy. Let me know when a good time for me to stop by would be.

Thanks, and we'll talk soon.

Gabriel

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Gabriel R. Valle PhD





**ENVS 305**  
**Resilience and Society**

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**Class Description:**

In recent years, ecological scientists and social scientists have begun to examine several ways in which their theoretical models are similar at a meta-level, and also to look at ways in which new theoretical concepts and models can apply to both fields. In particular, the concept of resilience, and the associated model of the adaptive cycle, originally developed by C.S. (Buzz) Holling, have promised both theoretical and substantive integration of social and ecological systems. This is thus an exciting time for scientists interested in cross-disciplinary interaction and in cross-fertilization between disciplines. It is also a time when it is becoming clearer and clearer that the earth system (ecological) and the world system (socio-political) are in danger of crossing a threshold of irreparable damage, and that the health and survival of one depends on the health and survival of the other. New concepts such as resilience theory are thus timely as well as intellectually exciting.

At the same time, we must be careful and critical. What is the real applicability of resilience theory? Can we use it to rethink new and old environmental and social problems? Is it a valuable tool for action, or just new set of slogans that do not apply to real-world situations? This course will both in investigation into the theatrical and conceptual models of socio-ecological system (SES) and a search to find to find true applicably between theory and praxis.

**Course Learning Objectives:**

By the end of the course students will:

1. Critically discuss the structure and function of socio-ecological systems
2. Apply theories and methods of systems thinking to contemporary environmental issues
3. Engage in debates about the importance and true applicability of systems thinking
4. Evaluate socio-ecological systems from various ideological and epistemological points of view

**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 ones 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.

**Outline and Description**

- Week 1: Introduction to SES
- Week 2: Key concepts and ideas
- Week 3: World Systems and Earth Systems
- Week 4: Adaptive Cycles
- Week 5: System Thresholds and Shifts
- Week 6: Sustainability in SES
- Week 7: Pattern and Scale in SES
- Week 8: The Commons
- Week 9: Common Property Regimes

Week 10: Small-Scale Societies  
Week 11: Traditional Environmental Knowledge  
Week 12: Ecosystem-Based Management  
Week 13: Critiques of SES  
Week 14: Case Studies  
Week 15: Case Studies  
Week 16: Finals

**Required Texts:**

1. Walker, Brian, and David Salt. *Resilience Thinking: Sustaining Ecosystems and People in a Changing World*. Washington, DC: Island Press, 2012.
2. Meadows, Donella H. *Thinking in Systems: A Primer*. White River Junction, VT: Chelsea Green publishing, 2008.

**Evaluated Criteria:**

1. **Contribution (30 pts):** A portion of this class will be based on discussions, activities, and 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 you and everyone. You will be evaluated on your contribution through occasional in-class assignments, online discussion forums, and by demonstrating your engagement with the readings, thoughtful questions, and willingness to engage respectfully with others. 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.
2. **Reading Responses (70 pts. 10 pts. each):** These short writing assignments will let me know what you are getting out of the reading, what you find interesting, and what might need more explanation. These responses also let me know how you are comprehending and synthesizing course content.
  - a. Each critical response is based on the previous 2 weeks of reading. Each response should be approx. 300-500 words. Due on CC Fridays, by 11:59pm.
3. **Discussion Forum (10 pts.):** Throughout the semester there will be several discussion forums for students to respond to. Each response should be a well throughout out paragraph that encourage more thought providing ideas and questions for the class. Individual responses will not be graded, rather grades will be based on your overall contribution throughout week 1-8 and 9-16.
4. **Case Study (40 pts):** Throughout the semester we have read several case studies, now it is your turn to give it a try. The project is designed to provide students with opportunity to use their newly acquired skills and awareness of SES to conduct a case study on a region of interest backed up by factual evidence. 800-1000 words.
5. **Midterm/Final (50 pts. 25 pts. each):** Throughout the semester there will be two in-class assessments about course materials. 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.

**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 2,500 words in this three-unit course. This will be satisfied through in-class assignments and discussion forums, one case study research project (2,000-2,500 words), and a midterm and final.

**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 off or silence your cell phone* 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.

