REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: ENVS **PROPOSED EFFECTIVE SEMESTER:** Fall 2015 **COLLEGE: Arts and Sciences**

PROPOSED IMPROVEMENTS

Academic Program
- ☐ New degree*
- ☐ New major*
- ☐ New curriculum*
- ☐ New concentration*
- ☐ New certificate
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- ☐ Other (explain**)

Substantive Course Changes
- ☒ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description (attach current & proposed)
- ☒ General education (select one) Area 5
- ☐ Other (explain**)

Misc. Course Changes
- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

**** Other:**

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #: **Proposed course prefix and #:** ENVS 1000 **Credit hours:** 3

Existing course title:

Proposed course title: Climate Challenged Society

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) none
If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s) none
If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?
The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:
List the Banner 4 character codes and whether they should be included or excluded.

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COLLEGE OF ARTS & SCIENCES
DEAN'S OFFICE

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Climate Challenged Society
b. Multi-topic course: ☒ No ☐ Yes
c. Repeatable for credit: ☒ No ☐ Yes
d. Mandatory credit/no credit: ☒ No ☐ Yes
e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture
2. ☐ Lab or discussion
3. ☒ Lecture/lab/discussion 3
4. ☐ Seminar or ☐ studio
5. ☐ Independent study
6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director — Date 10/1/2014

Chair, College Curriculum Committee — Date 10/17/14

Dean — Date: — Graduate Dean: — Date

Curriculum Manager: Return to dean ☐ Date — Forward to: — Date

Chair, COGE/ PEB / FS President — Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove | Chair, GSC/USC — Date

* ☐ Approve ☐ Disapprove | Provost — Date

Revised May 2007. All previous forms are obsolete and should not be used.

CIS 15-44

1. Explain briefly and clearly the proposed improvement.

   This proposal creates a new course, ENVS 1000 – Climate Challenged Society. We intend for the new course to be available for General Education Area V.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

   The new course will focus on the broad range of challenges to society posed by climate change, the role of human behavior in the creation and solutions to those challenges, and the prospects for fundamental societal transition in values, economics, and political institutions necessary to meet those challenges. Rather than focusing on the widely accepted science of climate change, the course will deal with the underlying social and behavioral causes and solutions, which are less well understood but need to be incorporated in the education of all citizens. Thus we think the course should be available as a general education offering. Finally, the course would be a key component in the curriculum for a proposed Climate Change minor.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

   There should be no effect on other colleges, departments or programs. The course will be taught by faculty members from several departments who will volunteer to participate in the course, coordinated by a faculty member from Environmental and Sustainability Studies (see attached syllabus for details).

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

   The course should have no direct effect on existing programs as it will not be a requirement for majors or minors. It may help attract new students to the Environmental and Sustainability Studies major, which we would welcome.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

   The new course should not affect enrolled students. The course will not be a requirement for students seeking to major or minor in Environmental and Sustainability Studies.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

   The course should be an attractive option for students seeking to satisfy the Area 5 general education requirement. Also, it may be a required course in a Climate Change curriculum. Because of the format (2 lectures and 1 discussion section per week), enrollment will initially be small to accommodate the discussion section. However, if resources become available to allow the discussion section to be staffed by graduate students, enrollment could be increased substantially.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

   The instructor of record for the course will rotate among the ENVS faculty to minimize the impact on workloads. As noted above, most of the instruction will be provided by volunteers from other departments. We will initially offer the course once per year.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

This course explicitly deals with how the behavior of individuals and institutions has led to climate change and how it can provide solutions to the challenges posed by climate change. As such, the course will provide "a theoretical, empirical, or experimental analysis of the economic, political, communicative, psychological, and other kinds of behavior of individuals and institutions" relative to climate change and explore "the policy implications and service applications of social science in ways that promote critical reflection."

A syllabus accompanies this proposal.

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

   Students who successfully complete this course will be able to:
   1) Understand and identify the range of factors and human actions, including geographic, political and historical processes that are responsible for climate change.
   2) Understand and identify the biological and sociological consequences of climate change.
   3) Describe the complexity of human behavior and institutions relating to climate change and how these changes both influence and are influenced by the social and behavioral sciences.
   4) Critically examine the applications of economic, political and legal solutions for the mitigation of and adaption to climate change through policy and public services.
   5) Utilize data and tools from a variety of disciplinary perspectives in order to become an informed citizen who can use information to draw appropriate conclusions and constructively contribute to societal adaptation to global environmental change.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

    The proposed course did not arise as a response to assessment outcomes. It arose from a larger, university-wide discussion amongst participants in a climate change group sponsored by the University Center for the Humanities.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

    The proposed course will not affect existing transfer articulation agreements with Michigan community colleges.

ENVS 1000 – Climate Challenged Society

This course promotes general awareness and literacy on the broad range of societal challenges that climate change presents, the role of human behavior in both the creation of and solutions to these challenges, and the prospects for fundamental societal transition in values, economics and political institutions necessary to meet these challenges.

Credits: 3 hours

Notes: This course satisfies General Education Area V: Social and Behavioral Sciences

ENVS 1000: CLIMATE CHALLENGED SOCIETY, 3 Credit Hours
Submitted for General Education Distribution Area V: Social and Behavioral Sciences

Class Information:
Monday, Wednesday, Friday
12:00 (Noon) – 12:50pm
2902 Wood Hall

Office Hours: Monday and Wednesday 1:00-3:00pm

Instructor Information:
Dr. Denise M. Keele
Political Science and Environmental & Sustainability Studies
3426 Friedmann Hall
269-387-5686
denise.keele@wmich.edu

Course Description:
Promote general awareness and literacy on the broad range of societal challenges that climate change presents, the role of human behavior in both the creation of and solutions to these challenges, and the prospects for fundamental societal transition in values, economics and political institutions necessary to meet these challenges.

Course Overview:
While the science of climate change is continually becoming more accepted and understood to a broader public, the underlying social and behavioral causes and solutions are not as well-understood, accepted or clear. The focus of this course is to chart a coherent, integrative, and effective synthesis of the social, economic, political, and philosophical issues surrounding climate change in order to prepare students to move societies beyond their current paralysis as they face the challenges of climate change. In order to best frame potential societal responses, the course will first ground itself in an examination of the basic global climate change science, the current and expected ecological and societal consequences and the challenges of an emerging 'Anthropocene' in which the mostly unintended consequences of human action drive the earth system into a more chaotic and unstable era. The bulk of the course then provides coverage of and introduction to the multiple social science perspectives and disciplines informing our past, current and future behaviors, actions and responses in relation to climate change including psychology, sociology, economics, climate justice, legal and political governance at all levels. The conclusion considers the prospects for fundamental transition in ideas, social movements, economics, and governance.

To cover such breadth of interdisciplinary material, even at an introductory level, the course takes a guest lecture approach, involving expert faculty from key and intersecting disciplines. The structure of the course in general is organized by week, which provides for two lecture periods (on Monday's and Wednesday's) and one inquiry based session (on Friday's) to be led by each disciplinary expert. In the inquiry based session, students will be given in advance an assignment by the guest lecturer and then led through a group discussion, problem-exercise, hands-on activity or other simulation developed by the disciplinary expert to illustrate the lecture concept or topic from that week. The instructor of record maintains the integrity and continuity of the course by coordinating the lecture topics and content of the inquiry sessions, facilitating all lectures and inquiry sessions, and overseeing assessment of all inquiry session submissions and other graded materials.

Course Objectives:
Students who successfully complete this course will be able to:
1) Understand and identify the range of factors and human actions, including geographic, political and historical processes that are responsible for climate change.
2) Understand and identify the biological and sociological consequences of climate change.
3) Describe the complexity of human behavior and institutions relating to climate change and how these changes both influence and are influenced by the social and behavioral sciences.
4) Critically examine the applications of economic, political and legal solutions for the mitigation of and adaption to climate change through policy and public services.
5) Utilize data and tools from a variety of disciplinary perspectives in order to become an informed citizen who can use information to draw appropriate conclusions and constructively contribute to societal adaptation to global environmental change.

ENVS 1000: CLIMATE CHALLENGED SOCIETY, 3 Credit Hours
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Required Texts:

Bloom, Arnold J. 2009. Global Climate Change: Convergence of Disciplines. Sinauer Associates, Inc. ISBN: 978-0878930272 (Referred to in Schedule of Reading as BLOOM)

Dryzek, John S., Richard B. Norgaard, and David Schlosberg. 2013. Climate-Challenged Society. Oxford University Press. ISBN: 978-0199660117 (Referred to in Schedule of Readings as DNS)

Evaluation of Student Performance:

Evaluation is comprised of in-class participation, weekly graded inquiry based sessions, and three non-cumulative exams. Opportunities for extra credit will also be made available.

Participation

This is your class and its success will largely depend upon your willingness to contribute your ideas. A large portion of each class meeting will be devoted to discussion, and your participation will be encouraged, possibly provoked, and hopefully inspired. ***Attendance is a prerequisite for participation and thorough reading of the assigned readings is a prerequisite for discussion.*** All assigned readings are to be completed by the first day for which the reading is assigned. Both attendance and in-class participation will be recorded daily to a maximum of **five (5) points per day**. Excluding the first week, exam weeks and recesses, there are thirty-one participation days (155 total points). I will evaluate and grade your daily participation at three intervals throughout the semester (see schedule for dates) and according to the following scale:

5 = Student often contributes thoughtful comments and insights based on class materials and relevant current events; has been a catalyst for other student comments as well as instructor response; **AND** listens to the comments and insights of others with respect and attention.

4 = Student regularly contributes thoughtful comments and insights based on class materials and relevant current events; sometimes results in student as well as instructor response; **AND** listens to the comments and insights of others with respect and attention.

3 = Student sometimes contributes comments and insights based on class materials and relevant current events, more often at instructor's prompting; generally polite but could be more engaged in class discussions.

2 = Student seldom contributes comments and insights of her/his own volition; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers.

1 = Student rarely and reluctantly contributes to class discussions; comments minimal and/or disrespectful; often noticeably disinterested in instructor's and peers' contributions.

0 = Student never contributes to class discussions and/or has demonstrated frequent disrespectful behavior towards instructor and peers.

Overall, quality counts more than quantity!

I will do everything I can to create and support a constructive learning environment in which you will feel safe to share your comments and insights with the class. However, if the stage fright is just too much for you, there is an ***alternate*** method to secure your daily 5 points. You have the option of handing in participation in written form. For each day, you may, at the ***beginning of class*** turn in a ***typed*** document no less than ½ page and no more than 1 page in which you describe two (2) things that you learned from the reading and two (2) questions that you have about the reading. I will grade these on the 5 point scale.

Exams

There will be a midterm and a final exam. All exams will be designed to test your understanding of the readings, material presented in lecture, class discussion and/or the inquiry based sessions. Exam format may include true/false, matching, multiple choice and short answer. ***Make-up exams will only be granted in extreme circumstances*** and you must get permission or confer with me directly concerning your situation.

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Weekly Inquiry Based Assignments

Each week of guest lecture is accompanied by its own assignment and inquiry based session developed by the disciplinary expert. This may include assignments done in advance of and/or within the Friday session period. For example, a particular reading and written response to discussion questions, a problem-exercise, a hands-on activity or other simulation. Follow the instructions provided for each week's component. All written components are due on Fridays' (submitted to the e-learning dropbox for that week for any written component). Each assignment for the weekly inquiry based session is worth 10 points. The instructor of record maintains the integrity and continuity of the course by overseeing each disciplinary expert's assessment of all inquiry session submissions and other graded materials.

Extra Credit

We are fortunate to be part of a larger intellectual and activist community here at WMU and in Kalamazoo where mostly free guest speakers and events are always occurring. Many of these lectures and events will be relevant to our course. Throughout the semester, I will approve and make available the information about campus and community events through email and on the course e-learning site that you can attend to earn extra credit. If you are aware of an event that may fit with our course, please bring it to my attention.

To earn two (2) points extra credit, attend the event and submit a one page reaction paper to the assignment folder on the e-learning site that is entitled as the name of the event. For each event, reaction papers are always due by the start of our next class. I will make you aware of specific due dates as opportunities for extra credit are made available. **A maximum of eight (8) extra credit points can be earned.**

Evaluation of Student Performance Summary:

Participation (155 Total Points)	
45 points	Section I Class Participation (5 points @ 9 days)
60 points	Section II Class Participation (5 points @ 12 days)
50 points	Section III Class Participation (5 points @ 10 days)
Weekly Inquiry Based Assignments (10 @ 10 Points Each, 100 Total Points)	
Exams (3 @ 50 Points Each, 150 Total Points)	
50 points	Exam One
50 points	Exam Two
50 points	Exam Three
405 Total Points Possible	

Course Overall Grading Scale:

Letter Grade	Points Earned	Percentage of Total Points
A	377-405	93 - 100%
BA	356-376	88 – 92%
B	336-355	83 - 87%
CB	315-335	78 - 82%
C	295-314	73 - 77%
DC	275-294	68 - 72%
D	243-274	60 - 67%
E	0-242	<60%

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Additional Course Policies:
You are responsible for checking the course website and your WMU email for course announcements, assignment feedback and evaluation, and other direct correspondence from me. Please contact me via email. I will strive to respond to your messages within 24 hrs.

Plagiarism will not be tolerated. You are required to provide proper citation to all sources utilized in all assignments in APA style. I have provided a link to the WMU library APA style guide on the course website. You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at http://catalog.wmich.edu under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

ENVS 1000: SCHEDULE (Based on a Fall 2014 special topics offering)

WEEK	DATE	TOPIC	READING	Lecturer(s)/Disciplinary Expert(s)
1	M 9/1	**LABOR DAY – NO CLASS**		
	W 9/3	Introduction and Overview of Course		Dr. Keele (and any/all other lecturers)
	F 9/5	Climate Change on Campus & Kalamazoo		Dr. Kohler, Director ENVS Dr. Glasser, Director OfS Mike Wetzel, City of Kalamazoo Ashley Wick, Kalamazoo Nature Center
SECTION I: THE SCIENCE, HISTORY AND HUMAN WORLDVIEWS				
2	M 9/8	Science of Global Climate Change: History, Causes and Projecting the Future	BLOOM Ch. 2-4	Dr. Karowe, Professor of Biological Sciences
	W 9/10	Science of Global Climate Change: History, Causes and Projecting the Future	BLOOM Ch. 2-4	Dr. Karowe, Professor of Biological Sciences
	F 9/12	*Discussion or Inquiry Based Assignment TBD*		Dr. Karowe, Professor of Biological Sciences
3	M 9/15	Historical Lens of Human Approaches & Understandings	DNS Ch. 1	Dr. Benac, Associate Professor of History Dr. Heasley, Associate Professor of History and Environmental & Sustainability Studies
	W 9/17	Historical Lens of Human Approaches and Understandings	DNS Ch. 1	Dr. Benac, Associate Professor of History Dr. Heasley, Associate Professor of History and Environmental & Sustainability Studies
	F 9/19	*Discussion or Inquiry Based Assignment TBD*		Dr. Benac, Associate Professor of History Dr. Heasley, Associate Professor of History and Environmental & Sustainability Studies
4	M 9/22	Modern Climate Skepticism, Value Bases and Ethical Approaches	DNS Ch. 2 & 5	Dr. Petersen, Assistant Professor, Environmental & Sustainability Studies
	W 9/24	Modern Climate Skepticism, Value Bases and Ethical Approaches	DNS Ch. 2 & 5	Dr. Petersen, Assistant Professor, Environmental & Sustainability Studies
	F 9/26	*Discussion or Inquiry Based Assignment TBD*		Dr. Petersen, Assistant Professor, Environmental & Sustainability Studies
5	M 9/29	Integration of Core Concepts		Dr. Keele (and any/all other lecturers)
	W 10/1	Exam One Review		Dr. Keele (and any/all other lecturers)
	F 10/3	**Exam One** **Section I Participation Graded**		Dr. Keele (and any/all other lecturers)
SECTION II: IMPACTS, CHALLENGES AND OPPORTUNITIES IN THE ANTHROPOCENE				
6	M 10/6	Biosphere	BLOOM Ch. 5-6	Dr. Karowe, Professor of Biological Sciences
	W 10/8	Biosphere	BLOOM Ch. 5-6	Dr. Karowe, Professor of Biological Sciences
	F 10/10	*Discussion or Inquiry Based Assignment TBD*		Dr. Karowe, Professor of Biological Sciences

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WEEK	DATE	TOPIC	READING	Lecturer(s)/Disciplinary Expert(s)
7	M 10/13	Social Context	DNS Ch. 7-8	Dr. Kramer, Professor of Sociology
	W 10/15	Social Context	DNS Ch. 7-8	Dr. Kramer, Professor of Sociology
	F 10/17	*Discussion or Inquiry Based Assignment TBD*		Dr. Kramer, Professor of Sociology
8	M 10/20	Human Health & Agriculture	TBD	Dr. Karowe, Professor of Biological Sciences
	W 10/22	Human Health & Agriculture	TBD	Dr. Karowe, Professor of Biological Sciences
	F 10/24	*Discussion or Inquiry Based Assignment TBD*		Dr. Karowe, Professor of Biological Sciences
9	M 10/27	Great Lakes Region	TBD	Dr. Hampton, Associate Professor of Geosciences Dr, Lemberg, Associate Professor of Geography
	W 10/29	Great Lakes Region	TBD	Dr. Hampton, Associate Professor of Geosciences Dr, Lemberg, Associate Professor of Geography
	F 10/31	*Discussion or Inquiry Based Assignment TBD*		Dr. Hampton, Associate Professor of Geosciences Dr, Lemberg, Associate Professor of Geography
10	M 11/3	Integration of Core Concepts		Dr. Keele (and any/all other lecturers)
	W 11/5	Exam Two Review		Dr. Keele (and any/all other lecturers)
	F 11/7	**Exam Two** **Section II Participation Graded**		Dr. Keele (and any/all other lecturers)
SECTION III: ROLE OF TECHNOLOGY AND INSTITUTIONS				
11	M 11/10	Energy & Technology	BlOOM Ch. 7-9	Drs. Bertman and Miller, Professors of Chemistry Dr. Pancella, Professor of Physics
	W 11/12	Energy & Technology	BlOOM Ch. 7-9	Drs. Bertman and Miller, Professors of Chemistry Dr. Pancella, Professor of Physics
	F 11/14	*Discussion or Inquiry Based Assignment TBD*		Drs. Bertman and Miller, Professors of Chemistry Dr. Pancella, Professor of Physics
12	M 11/17	Economics	BLOOM Ch. 10 DNS Ch. 3	Dr. Moser, Associate Professor of Economics
	W 11/19	Economics	BLOOM Ch. 10 DNS Ch. 3	Dr. Moser, Associate Professor of Economics
	F 11/21	*Discussion or Inquiry Based Assignment TBD*		Dr. Moser, Associate Professor of Economics
13	M 11/24	Politics, Policy & Law	BLOOM Ch. 11-12 DNS Ch. 4 & 6	Dr. Clements, Professor of Political Science
	W 11/26	**NO CLASS – THANKSGIVING BREAK**		
	F 11/28	**NO CLASS – THANKSGIVING BREAK**		

ENVS 1000: SCHEDULE (Based on a Fall 2014 special topics offering)

WEEK	DATE	TOPIC	READING	Lecturer(s)/Disciplinary Expert(s)
14	M 12/1	Politics, Policy & Law	BLOOM Ch. 11-12 DNS Ch. 4 & 6	Dr. Keele, Political Science and Environmental & Sustainability Studies
	W 12/3	Politics, Policy & Law	BLOOM Ch. 11-12 DNS Ch. 4 & 6	Dr. Keele, Political Science and Environmental & Sustainability Studies
	F 12/5	*Discussion or Inquiry Based Assignment TBD*		Dr. Keele, Political Science and Environmental & Sustainability Studies
FINALS WEEK	TBA	**Exam Three** **Section III Participation Graded**		Dr. Keele (and any/all other lecturers)