ESF Course Proposal

Committee on Curriculum - ESF Faculty Governance
Office of Instruction & Graduate Studies

This course proposal form should be completed when introducing a new course or a revision of an existing course. The proposal will be reviewed by the Committee on Curriculum, or, in the case of minor revisions, will be approved administratively by the Associate Provost for Instruction.

This Course Proposal must be completed according to the guidelines provided in Course Proposal Form – Instructions and Guidance. Please see the last page of Course Proposal Form – Instructions and Guidance, for instructions on how this Course Proposal should be submitted to the Committee on Curriculum for review.

Date: 4/16/19

1. Course Information:

1.1 Course Prefix and Number: EST 405
   Course Title: Gender, Culture, and the Environment
   (If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 ☒ This is a New Course.
   OR
   ☐ This is a Major Course Revision
   OR
   ☐ This is a Minor Course Revision

   If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

   (Please check all that apply)

   ☐ Course Number/Division ☐ Learning Outcomes ☐ Institutional Resources
   ☐ Title ☐ Concepts, Content ☐ Semester Offered
   ☐ Credit hours ☐ Catalog Description ☐ Course Inactivation
   ☐ Pre- or Co-requisite(s) ☐ Instructional Methods ☐ Course Reactivation
   ☐ Format ☐ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here ☐

   ☐ American History ☐ Humanities ☐ Other World Civilizations
   ☐ The Arts ☐ Mathematics ☐ Social Sciences
   ☐ Basic Communication ☐ Natural Sciences ☒ Western Civilization
2. Proposer Need Statement:

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision. EST 405 is designed to fulfill the General Education Western Civilization requirement. It meets Environmental Studies Program learning outcomes for critical thinking, interdisciplinary synthesis, and ecological literacy.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course. N/A

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). Students in other majors can take this course to fulfill their General Education Western Civilization requirement.

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance). Please provide an explanation of how this course fulfills SUNY General Education Requirements.

Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization.

Students will relate the development of Western civilization to that of other regions of the world.

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs? Unless course goes over the cap of 20 students, no additional staffing or support services are needed.

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? This course is developed within the college's General Education Division.

2.7 Anticipated Enrollment (enter where applicable)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>20</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Summer Semester</td>
<td></td>
</tr>
</tbody>
</table>

2.8 Anticipated frequency of class meetings. Twice a week for a total of 3 hours
3. DETAILED COURSE DESCRIPTION

3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: EST 405
3.1.2 Course Name: Gender, Culture, and the Environment
3.1.3 Credit Hours: 3
3.1.4 Semester (check all that apply): Fall ☑️  Spring ☐  Summer ☐
3.1.5 Format (check as appropriate): Lecture ☑️  Online ☐  Lab ☐  Field ☐
   Other ☐ (explain)
3.1.6 Contact hours per week: 3
3.1.7 Prerequisite(s) – if none, please enter “None” (Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge) None.

3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):
   Lower Division ☐  Upper Division ☑️
   Beginning Graduate ☐  Advanced Graduate ☐

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:
   a. Is this a required course?  No ☑️  Yes ☐.
      If Yes, please list the program(s) for which it is a requirement:
   b. Is this an elective course within your department?  No ☐  Yes ☑️.
   c. Is enrollment in this course restricted?  No ☑️  Yes ☐.
      If Yes, please explain:
   d. Are other ESF or SU courses similar or identical to this course?  No ☑️  Yes ☐.
      If Yes, please identify the courses:
   e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)?  No ☑️  Yes ☐.
      If Yes, what is the course number of the concurrent offering?

3.3 STUDENT LEARNING OUTCOMES:

Identify the student learning outcomes associated with this course.

Students who successfully complete Gender, Culture, and the Environment (EST 405) will demonstrate the ability to:

-Identify and analyze historical, institutional, economic, societal, and political contexts of Western civilization as they relate to gender, culture, and the environment.

-Relate the development of Western concepts of gender, nature, and the environment to that of other regions of the world.

-Understand and apply links between theories and politics of gender, identity (race, class, ability, nationality, ethnicity) activism, and social movements to sociopolitical institutions and environmental issues and agendas.
Identify, analyze, and evaluate how theories and discourses of gender intersect with social institutions and policies that govern lives and the environment.

3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

EST 405 Gender, Culture, and the Environment

Three hours of lecture and discussion. Weekly readings include Western and transnational texts that address historical, social, economic, and political contexts of gendered social arrangements, and the systems and institutions that regulate gendered environments, unequal relations of power, environmental issues, communities, and activism. Satisfies General Education Western Civilization elective.

3.5 INSTRUCTIONAL METHODS:

Identify the methods used to meet the course outcomes, as well as the principal instructional methods. 1. Lectures on the major topics of the course. Slides, popular culture texts, and other relevant visual materials will be utilized.

2. Small and large group discussions on common texts as well as in class activities will allow students to actively participate and explore concepts and material of the presentations.

3. Individual and/or small group projects will provide opportunities for research and application of experience, theory, and course concepts.

4. Weekly readings will provide context for lectures and serve as a common text during discussions.

5. Evaluation of performance will be based on participation in class discussions, written assignments, projects, and attendance.

3.6 CATALOG DESCRIPTION

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters. EST 405 Gender, Culture, Environment. Three hours of lecture and discussion per week. Fall only. Compare the politics of gender, identity (race, class, ability, nationality, ethnicity), belonging, and power to social institutions and environmental agendas. Investigate how notions of gender intersect with social structures, institutions, and policies that govern lives and the environment. Analyze the ways in which social arrangements and unequal relations of power connect to environmental degradation and environmental issues, movements, and activism. No prerequisite required.

3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history.
3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course  ☐ YES  ☒ NO

If NO, then proceed to section 4 below.

If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:

Course Number (of the course to be replaced)
Course Name (of the course to be replaced)

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

Department:            Date of Notification:
Department:            Date of Notification:
Department:            Date of Notification:
Department:            Date of Notification:
4. Institutional Impacts:

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. Note that, if this is a course revision, only the impacts of the revision should be included.

<table>
<thead>
<tr>
<th>Staffing needs:</th>
<th>General Education Faculty.</th>
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<tbody>
<tr>
<td>Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing):</td>
<td>Smart classroom with flexible seating</td>
</tr>
<tr>
<td>Technology Resources:</td>
<td>Smart classroom</td>
</tr>
<tr>
<td>Computing Resources (software licensing, hardware, access):</td>
<td>No additional software will be required.</td>
</tr>
<tr>
<td>Library Resources (subscriptions, services):</td>
<td>No additional subscriptions or services will be required.</td>
</tr>
<tr>
<td>Transportation Requirements (budget, fees, fleet vehicles):</td>
<td>N/A</td>
</tr>
<tr>
<td>Forest Properties or Field Practicum Facilities:</td>
<td>N/A</td>
</tr>
</tbody>
</table>
5. Health and Safety Considerations:

Will any of the conditions or situations outlined below be present in association with the course? Yes / No

5.1. Will substances with any of the following properties be used during instruction: flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury? □ / ☑

5.2. Will any physical hazards be present during instruction? (e.g., machines that need safety guards; razor blades or syringes; compressed gases, etc.). □ / ☑

5.3. Will any biological hazards be present during instruction? (e.g., handling animals (rabies or hantavirus); cultures or stocks of infectious agents (fungal spores, viruses, bacteria, etc.). □ / ☑

5.4. Will any radiation hazards be present during instruction? (e.g., radioisotopes, X-rays, ultraviolet rays, lasers, etc.). □ / ☑

5.5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction? (Give considerable thought to electrical use outdoors, or any potentially wet location.). □ / ☑

5.6. Will there be any personal safety issues related to the class? (e.g., due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.). □ / ☑

5.7. Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise? □ / ☑

5.8. Will any type of personal protective equipment be necessary during class exercises? (e.g., hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.) □ / ☑

If the answer was “Yes” to any of the HEALTH AND SAFETY questions, please explain:

For lab and field courses to which all answers are “no”, you should explain that here, also. Normally, we would expect some safety precautions for such courses.
6. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

**Affected Academic Department(s) or Program(s) – other than the sponsoring department:**

<table>
<thead>
<tr>
<th>Department/Program 1</th>
<th>Name of Chair/Program Director</th>
<th>Chair Signature</th>
<th>Date</th>
<th>Or letter attached ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Program 2</td>
<td>Name of Chair/Program Director</td>
<td>Chair Signature</td>
<td>Date</td>
<td>Or letter attached ☐</td>
</tr>
<tr>
<td>Department/Program 3</td>
<td>Name of Chair/Program Director</td>
<td>Chair Signature</td>
<td>Date</td>
<td>Or letter attached ☐</td>
</tr>
</tbody>
</table>

[if more than three Departments/Programs, please continue on a separate page]

**Other Units:**

| Associate Provost for Instruction & Dean of the Graduate School (for Gen Ed courses only) | Date | Or letter attached ☐ |
| Registrar | Date | Or letter attached ☐ |
| Library Director | Date | Or letter attached ☐ |
| Computing and Network Services | Date | Or letter attached ☐ |
| Physical Plant | Date | Or letter attached ☐ |
| Forest Properties | Date | Or letter attached ☐ |
| Environmental Health and Safety | Date | Or letter attached ☐ |
7. Proposer Information and Sponsoring Department Chair

Affirmation:

Contact Person:

Name: _______________________________ Department: _________________________

Email: _______________________________ Phone: __________________________

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: _____________________________________________________ Date: ______

Department Chair (or designated curriculum representative)

Signature: _____________________________________________________ Or letter attached ☐

Department Chair (or designated curriculum representative)

8. Approvals:

__________________________________________________ ____________ ______

Curriculum Committee        Date

__________________________________________________ ____________ ______

Faculty Governance        Date

__________________________________________________ ___________ _______

Provost        Date