Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):

- Social and Behavioral Sciences
- Sociology and Corrections
- Graduate
- Undergraduate
- CIP #

Type of Change: COURSE PROPOSALS

Proposed: New Course

Title Current:

Title Proposed: Environmental Sociology

24-Char. Abbrev: Environmental Sociology

Proposal # 07/07

Effective Date of Change: 07-07-07

(For Office Use Only)

Course Designator: SOC

Number of Credits: 3

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Examines the sociological relationship between people and the environment including: ways various societies view the environment, social changes from ecological degradation, and solutions to environmental problems. Topics may include a sociological analysis of climate change, agriculture, and resource extraction.

Rationale or Justification for change:

Environmental Sociology fills a current departmental gap in an increasingly relevant field within Sociology. The course also fits the goals of increasing diverse perspectives by incorporating indigenous ways of knowing into the course content. The course is designed with a global focus to meet the increasing international focus of MNSSU-Mankato.

***For General Education or Cultural Diversity Courses Only***

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<th>GE Category #</th>
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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

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<td>Lecture</td>
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(Check all that apply):

- Course is an elective.
- Course is required for program
- Pre- or Co-requisites:
- Other courses are being changed or eliminated. (Explain.)

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
Minnesota State University, Mankato
Curriculum Proposal

***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/prf/forms/
d. List of program requirements for New programs, or a list of Current and Proposed program requirements for
   Redesigned programs.
e. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

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***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which
are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html

1. **Creation** of an entirely new program.

2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses
     are required as part of a common core for all students, and which offers curriculum alternatives greater than
     30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of
     the courses are required as part of a common core for all students, and which offers curriculum alternatives
     with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate
     program from an existing degree program, or a new degree program from an existing degree program
     (e.g., Art History BA from Art BA.)

3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be
   exclusively offered at another site, and requires closing the program offered at the original site. For example, a
   program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be
   an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at
   both the original site and the new location.

5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing
   program, and is good for three years. Reinstatement proposals request the reopening of student admissions
   into a given program.

6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution’s
   official inventory of academic programs. Unless a department seeks to re-open a suspended program, it
   should be closed within three years of suspension.

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Revised September 2002
### Signature Page

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Revised September 2002
SOC 460/560 Sociology of the Environment
Monday, Wednesday, Friday
2:00 pm - 2:50 pm
AH 232

Instructor: Paul Prew
Office: AH 113
Office Hours: 3:00-5:00 Wednesday, or by appointment
Office Phone: 389-5674
Email: paul.prew@mnsu.edu
Course Web Page: http://mavdisk.mnsu.edu/prewp/EnvS07.html

Course Description
The environment tends to be taken for granted, and it is often assumed to be separate from society. People are an inseparable part of nature and must interact with it if they are to survive. This course will look at this relationship over time and cross-culturally. The course will examine the various ways nature is perceived as well as different ideas about how to understand our relationship with nature. The course will address a number of contemporary concerns regarding the environment, including food production, toxic chemicals, natural resource extraction, and climate change. We shall also contemplate solutions to the current environmental issues facing society now and into the future.

Course Requirements
For the course, your grade will be based on a number of components. Class participation is a significant portion of the grade for this course. Students will be graded on their attendance, effort put into their work, and contributions to the class. There are three in-class essay exams based on the readings, lecture and class content. Students will also be required to present and debate an environmental perspective contained in an assigned text. The presentations will be used to help inform your classmates about different perspectives used to understand environmental issues. Lastly, students will turn in journals based on the assigned texts for the presentations. Grades for the course will be based on a 90=A, 80=B, etc. scale. Extra credit opportunities may be made available and will be posted on D2L or the course web page. The course will be based largely on the student’s participation and discussion of the course materials. We will attempt to wrestle with environmental issues and contemplate solutions. You will have opportunities to discuss many different issues in class. Also, feel free to make use of my office hours or make an appointment.

The grading for the course breaks down as follows:
30% Class Participation
30% In-Class Essay Exams (3)
20% Presentations
20% Journals

Required Texts

Presentation Texts (We will assign these in class)

Course Web Page and D2L
You will find the rest of the required readings on D2L. Other information may be posted on the course web page.
Critical Thinking

Many of the issues that we will cover in this course are complex and do not lend themselves to easy answers. Hopefully, you will develop more questions as we progress through the class. We will focus on alternative views to understanding contemporary environmental issues. Sometimes, the material may make you uncomfortable — this is natural, and it means that you are confronting commonly held beliefs, which is one of the goals of Sociology. We will attempt to contrast various views, but we will not be able to address all of the various perspectives regarding the environment. You are encouraged to contrast these views with your own and contemplate more deeply the ideas you feel are important. It does not mean that you must change your perspective, only that you engage in critical thinking to analyze the world around you.

Course Expectations

I have certain expectations for you when you are in the classroom. A few things are crucial for successful completion of this course. First, students are expected to have completed all of the relevant readings prior to coming to class. Students must complete the readings in order to participate regularly in class discussions. Class participation will be weighted heavily as part of the graded portion of the class. Since you must be present to participate in class, attendance will be part of your participation grade. Mere presence in class is not sufficient for participation. Students using laptops, checking cell phones, or otherwise distracted during the class will be considered absent from class. I may stop the class if students are using laptops, checking cell phones, or otherwise distracting other students in the class, and students distracting others may be asked to leave. If you prefer to use laptops to take notes, you must get approval from the instructor and sit in the front row of the class. After the first week, more than two absences will count against participation. Also included in participation are in-class assignments. Your participation and performance will also be evaluated by the professor.

Quality of Work and “Academic Honesty”

Students are responsible for ensuring that their assignments, essays and general intellectual contributions are their own. In other words, I demand that the students’ contributions are the result of their own creativity and critical assessment of the material covered during this course. I encourage students to study together and discuss the course material outside of class, but do not write your assignments together. Intentional or unintentional similarities in papers may result in the students failing the assignment. This includes borrowing portions or whole essays from another source such as a friend or “paper mill.” Serious instances of using authors’ ideas without proper credit, submitting a paper that is not your own work, or similarities between student papers may result in a failing grade for the course. Academic dishonesty in the form of using notes during exams, or copying answers from neighboring students, etc. will result in a “0” for the exam. Be careful not to have open notebooks, texts or notes around you during the tests. Students found with notes or using a neighbor’s exam to answer their own test will be asked to leave the exam and will not receive a grade for the test.

Students’ Needs

Please let me know if you have any need for accommodations in the classroom to meet your needs. I realize that students have different learning styles and different needs. While this is a large class, I will do my best to help you in any way I can. My objective in this course is to get you to look at the world in a different, more sociological, way. My goal is not to “weed out” those who cannot do well on a test. In this way, I do encourage you to use my office hours or make an appointment to discuss the course material, concerns you may have, or general issues relevant to the course. For those of you who may have more specific needs, MSU-Mankato provides students with disabilities reasonable accommodation to participate in education programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Disability Services (contact info below) and then contact me as soon as possible.
Resources for Students on Campus

There are many resources on campus for students, especially those new to the campus. Below you can find the location and contact information for various services on campus. They are there for you, so take advantage of them. All of these resources are aimed at helping you succeed and excel while you are here. Please ask me if there is anything I can help you find. I may be able direct you to other offices that can help you out.

General Information and Help with Study Skills

Student Relations, College of Social and Behavioral Sciences
Advising "U"
Armstrong Hall 114
Phone No: 507-389-6306
http://sbs.mnsu.edu/prospective/advisingu.html

Resources for International Students

The International Student Office (ISO)
219B Centennial Student Union
Phone: 507-389-1281 (V) or 800-627-3529 (MRS/TTY)
E-mail: iso@mnsu.edu
http://www.mnsu.edu/iso/

Tutoring and Other Services for All Students

Center for Academic Success
Memorial Library in ML 125 (lower level)
Phone: 507-389-1791
Email: academicsuccess@mnsu.edu
http://www.mnsu.edu/supersite/academics/success/

Resources for Recent Migrants and English as a Second Language

Language Learning for Academic Success
Memorial Library in ML 125 (lower level)
Phone: 507-389-2699
Email: amy.mukumari@mnsu.edu
http://www.mnsu.edu/supersite/academics/success/llas/

Facilities and Resources for Students with Disabilities

Office of Disability Services
132 Memorial Library (lower level)
Phone: 507-389-2825 (Voice/TTY)
Email: julie.snow@mnsu.edu
http://www.mnsu.edu/dso/index.html

Resources for First-Generation College Students and Others

Student Support Services
355 Wiecking Center
Phone: (507) 389-2797
http://trio.mnsu.edu/sss.html

Confidential Help to Assist Students in Resolving Personal, Social, and Educational Concerns

The Counseling Center
245 Centennial Student Union (CSU)
Phone: (507) 389-1455
24-Hour Crisis Line: 1-800-865-0606
http://www.mnsu.edu/counseling/
Weekly Readings
(For each week, read the entire chapter unless otherwise noted)

Week 1

Jan 17-19: What is the Environment? What is Society?
*The Vulnerable Planet: Chapter 1*

Week 2

Jan 22-26: What are the impacts of people over time on the environment that sustains us?
*Our Ecological Footprint: Chapters 1 and 2*
Film: *Earth and the American Dream*

Week 3

Jan 29-Feb 2: The impact of individuals on the environment: How connected are we to the world around us?
*Our Ecological Footprint: Chapter 3*
Film: *The Ad and the Ego*

Week 4

Feb 5-9: Ways of Knowing: How do we understand the world around us?
*Joseph Bruchac – The Circle Is the Way*
*Leslie Marmon Silko – Interior and Exterior Landscapes: The Pueblo Migration Stories*
*Leslie Marmon Silko – The People and the Land Are Inseparable.*
*Winona La Duke – Salt, Water, Blood, and Coal: Mining in the Southwest*
*Salvador Palomino – Three Times, Three Spaces in Cosmos Quechua*

Exam 1 – Monday, February 5 !!!

Week 5

Feb 12-16: Societies and nature: How do various cultures impact the environment?
*The Vulnerable Planet: Chapter 2, 3, and 4*

Journal 1 – Due Monday, Feb. 12

The journal will cover the following pages:

- Shiva = 1-95
- Ruether = 15-111
- Foster = 7-59
- Hawken = 1-74

Week 6

Feb 19-23: The impact of capitalism: How does the logic of our society ensure environmental destruction?
*The Vulnerable Planet: Chapters 5, 6, and 7*
Film: *Taken for a Ride*
Week 7

Feb 26-March 2: The natural resource industry and indigenous peoples.
   Al Gedicks – Resource Rebels: Chapter 2, Big Oil, the Environment and Human Rights

Exam 2 – Friday, March 2 !!!

Week 8

March 5-9: Climate change.
   Paul Mayewski and Frank White – The Ice Chronicles: Chapters 3, 5 and 6
   Peter Schwartz and Doug Randall – An Abrupt Climate Change Scenario and Its Implications for United States National Security
   Film: An Inconvenient Truth

Journal 2 – Due Friday, March 9
   The journal will cover the following pages:
   Shiva = 96-178
   Ruether = 115-201
   Foster = 60-103
   Hawken = 75-159

Spring Break

March 12-16: No Classes

Week 9

March 19-23: Food self-sufficiency
   Vandana Shiva – Stolen Harvest: Chapters 1, 2, and 3.
   Film: The Future of Food

Week 10

March 26-30: Toxins in our environment
   Eddie Girdner and Jack Smith – Killing Me Softly: Chapter 1: The Toxic Political Economy
   Eddie Girdner and Jack Smith – Killing Me Softly: Chapter 4: The People’s Struggle Against Amoco Waste-Tech in Mercer County, Missouri
   Film: Toxic Sludge is Good for You

Week 11

April 2-6: Social movements and solutions to environmental issues.
   Julia Fox- Mountaintop Removal in West Virginia
   Milk Moore – Coalition Building Between Native American and Environmental Organizations in Opposition to Development

Journal 3 – Due Friday, April 6
   The journal will cover the following pages:
   Shiva = 179-224
   Ruether = 205-274
   Foster = 104-168
   Hawken = 161-219
Week 12

Our Ecological Footprint: Chapters 4 and 5
Peter Rosset – Alternative Agriculture Works: The Case of Cuba

Exam 3 – Friday, April 13 !!!

Week 13

April 16-20: Book presentations – Ecofeminism.
Vandana Shiva – Staying Alive: Women, Ecology and Development
Rosemary Radford Ruether – Gaia & God: An Ecofeminist Theology of Earth Healing

Extra Credit Due – Friday, April 20 !!!

Week 14

John Bellamy Foster: Ecology Against Capitalism
Paul Hawken: The Ecology of Commerce

Week 15

April 30-May 4: Course Wrap Up
(No Readings)
SOC 460/560 Environmental Sociology
Student Learning Outcomes

1) Students will be able to define and apply the Ecological Footprint
2) Students will be able to distinguish between different ways of knowing with respect to the environment.
3) Students will understand the inherently environmentally destructive nature of the capitalist economic system.
4) Students will learn about the social impacts of natural resource extraction on indigenous groups.
5) Students will be able to describe the social impacts of climate change.
6) Students will be introduced to the social impacts of toxic substances.
7) Students will be able to offer examples of social movements dealing with environmental movements.
SOC 460/560 Environmental Sociology

No additional resources are required for the teaching of this course.

The Sociology program has desired an Environmental Sociology course for some time, and new faculty have been hired recently who have the ability and desire to teach the course. The teaching of Environmental Sociology will not require additional staffing and will be part of the normal offering of elective courses.
Additional Required Readings:


As graduate students, you will be expected to pursue your own interests in Environmental Sociology in more depth. To accomplish this goal, you will write a 10-15 page paper dealing with a specific topic in Medical Sociology. This paper will be double-spaced, 1 inch margins 12 pt font, and will contain proper citations. This is your chance to pursue your individual interests outside of the class meeting time.

To help you pursue your interests in this area and also work on your project, we can arrange an additional meeting time outside of class to discuss your projects and/or readings, both assigned and others. We can meet at regular intervals, or arrange meetings as the need arises.

Below are the due dates for the components of the paper project.

**List of Resources Due**

You will need at least three sources outside of the course material. Provide a title for your project and a list of resources, either text or journal articles. You may modify this list and title as your project proceeds. We will arrange a meeting prior to this due date to discuss your project topic.

**Proposal Due**

From your list of resources put together an approximately one page proposal of your project. Summarize the basic ideas you intend to investigate with your paper.

**First Draft Due**

You must turn in a completed draft of your project at this time. I will grade and return your project so that you may incorporate the comments in the final draft. If you are satisfied with your grade on the first draft, you do not have to submit a final draft.

**Final Draft Due**

At this time, submit your project, incorporating the suggested revisions and suggestions.