

NEW COURSE PROPOSAL

Courses must be submitted by November 5, 2007, to make the next catalog production

DATE 2/18/2008 REV 2.27.08 REV 3.22.08
 PROGRAM AREA(S) ESRM AND GEOG

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) **ESRM /GEOG Course No. 105**

Title: ENVIRONMENTAL ISSUES IN GEOGRAPHY **Units: 3**

- Prerequisites
- Corequisites
- Consent of Instructor Required for Enrollment

Description (Do not use any symbols): Introduction to basic concepts in geography and related environmental issues. Examines environmental impact on human affairs and human impact on the environment. Spatial awareness including cartographic knowledge, skills with global positioning systems (GPS) as well as hands-on experience using Geographic Information Systems (GIS) is emphasized. This course is not open to ESRM majors.

Grading Scheme:

- A-F Grades
- Credit/No Credit
- Optional (Student Choice)

Repeatability:

- Repeatable for a maximum of units
- Total Completions Allowed
- Multiple Enrollment in Same Semester

Lab Fee Required:

Mode of Instruction/Components (*Hours per Unit are defaulted.*)

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	25	<input checked="" type="checkbox"/>	_____
Seminar	_____	_____	_____	<input type="checkbox"/>	_____
Laboratory	_____	_____	_____	<input type="checkbox"/>	_____
Activity	_____	_____	_____	<input type="checkbox"/>	_____
Field Studies	_____	_____	_____	<input type="checkbox"/>	_____
Indep Study	_____	_____	_____	<input type="checkbox"/>	_____
Other Blank	_____	_____	_____	<input type="checkbox"/>	_____

The following two lines will be filled out internally based on the Mode of Instruction data directly above.
 3 hours lecture per week (*Use 2nd line only if necessary*)
 _____ hours blank per week

Course Attributes:

General Education Categories: All courses with GE categories notations (including deletions) must be processed at the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

- D (Social Perspectives)
- E (Human Psychological and Physiological Perspectives)
- UDIGE/INTD Interdisciplinary
- Meets University Writing Requirement
- Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
 Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>
 Service Learning Course

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)
 A. Justification: Required course for the Accelerated Program in Liberal Studies, a new option designed to meet subject matter content preparation for students in the proposed Accelerated Program - a combination of a Liberal Studies Bachelor's degree and Multiple-Subject Teaching Credential coursework.

B. Degree Requirement: Requirement for the Major/Minor **Note: Submit Program Modification if this course changes your program.**
 Elective for the Major/Minor

4. **Learning Objectives.** (*Bullets, will occur upon carriage return*)
 Upon completion of the course, the student will be able to:
1. Distinguish between the environmental impact on human affairs and human impacts on the environment (Environmental Determinism and Possibilism) involving the distribution of world population (i.e., demographic characteristics such as population structure, growth rates and environmental consequences associated with exponential population growth).
 2. Use cartographic knowledge and skills to demonstrate absolute and relative location, latitude and longitude, global positioning systems (GPS), time zones, difficulties involved in representing the spherical earth on a flat surface, the basic properties of map projections, and map production.
 3. Apply the concept of regions at different spatial scales, including the global, continental, national, and local levels using modern cartographic techniques such as Geographic Information Systems.
 4. Contrast and compare cultural region, cultural diffusion, and cultural landscape and apply these concepts to examples on a local, regional, and global scale.
 5. Describe basic cultural patterns (human/environment relationships) including those of language, religion, economics, settlement and land use, and identify the geographic factors that shape those patterns.
 6. Identify common landforms and processes that produce them.
 7. Illustrate on maps the basic concepts of political geography, including political boundary types and their consequences, the effects of political morphology, and processes of political evolution and devolution.
 8. Describe the location and characteristics of the Earth's major biomes and relationships to abiotic factors such as climate and land forms.

5. **Course Content in Outline Form.** [*Be as brief as possible, but use as much space as necessary*]

- A. Spatial literacy. Relative location, absolute location, the system of latitude and longitude, cartographic principles, and the Global Positioning System (GPS)
- B. Geographic time (time zones and the International Dateline) and Temporal scales
- C. Basic properties of maps and map projections including digital maps in Geographic Information Systems (GIS) and critical map reading skills
- D. Distribution of major biomes, global topographic and bathymetric landforms, climate patterns, and eco-regions
- E. Distribution of world human population and patterns of migration
- F. Concepts of cultural geography, including cultural regions, cultural diffusion, cultural landscapes, and culture-environment interactions
- G. World cultural patterns, including language, religion, and economic activity
- H. Patterns of settlement and land-use (both rural and urban)
- I. Basic elements of political geography and digital cartographic representation

Does this course overlap a course offered in your academic program? YES NO

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES NO

If YES, what course(s) and provide a justification of the overlap? Overlaps with GEOG 201 Cultural and Historical Geography of the World. ESRM 105 is designed to meet specifications for the subject-matter content preparation of students in a Multiple Subjects Accelerated Program that combines Liberal Studies and Multiple Subject Teaching Credential courses as determined by a 2006 agreement among the 23 CSU campuses. GEOG 201, as proposed, covers only a few of the same topic areas with a depth appropriate for students preparing for Single Subject Credential Programs, but does not include most of the specified areas required for students in the Multiple Subjects Accelerated Program. In addition, GEOG 201 has a historical focus, while ESRM 105 has an environmental science focus to the physical geography content with more attention to the cartographic knowledge and skills required for a preservice elementary teacher.

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (*Please note each prefix in item No. 1*)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

Prefix for cross-listed discipline(s): GEOG

B. Department responsible for staffing:

7. References. [*Provide 3 - 5 references on which this course is based and/or support it.*]

ESM Content Specifications for Social Science, Domain 1; CSU EO 405

Marsh, W., & Gossa, J. (1996). Environmental geography: Science land use and earth systems. John Wiley and Sons New York, NY.

State of The World 2006. The Worldwatch Institute. WW Norton and Company, New York, NY.

8. List Faculty Qualified to Teach This Course.

- ESRM faculty

9. Effective Date

A. First semester offered: Fall, 2008

10. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

A. Computer (data processing), audio visual, broadcasting needs, other equipment)

B. Library needs

C. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO

If, YES attach a program modification form for all programs affected.

Catalog deadline for New Minors and Programs (including modifications): October 15, 2007, preceding year.

Catalog deadline for Course Proposals and Modifications: November 9, 2007, of preceding year.

Last day to submit any work to be considered for the academic year: April 15th.

Robert Bleicher, Ph.D, Marilyn Buchanan, Ph.D,
Christopher Cogan, Ph.D, Don Rodriguez, Ph.D

2/18/2008

Proposer of Course

Date

Request for ESRM 105: Environmental Issues in Geography to be added to GE Category D: Social Perspectives.

Committee Response:

Approved by committee on 02-25-2008

Criteria and Justifications Submitted:

- *Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience*
Students examine how geographical elements (e.g., topography, climate, land cover classes) impact human activities and how human activities impact geographical features of the environment. Through this curriculum, essential spatial literacy is introduced to more effectively address and facilitate communication on broader human experience issues. By examining natural disasters (e.g., recent California wild land fires, Hurricane Katrina), students will demonstrate their knowledge of the complex interactions between various government entities (federal, state, and local) and private commercial enterprises (e.g., insurance companies) that effect both victims and public perceptions (media portrayal) of catastrophic events.
- *Focus on how a social science discipline conceives and studies human existence*
Students will examine the relationship between the socio-economic and political factors that support urban sprawl development into areas of ecological sensitivity and regions prone to natural disasters. Assignments will allow students to understand the role state and local government agencies play in establishing land use policies that impact biodiversity and exacerbate or ameliorate the effects of wildfires and floods.
- *Address issues using the methods commonly employed by a social science discipline*
A consideration of geographical variables across a range of environment issues will enable students to study human existence through a focus that evaluates the pros and cons of proposed human activity that can potentially either meld with or contend with the natural environment. Methods employed in this course include the gathering of statistically valid information from multiple primary source materials and employing spatial analysis techniques such as buffering, interpolation, and distance weighting. Combining hypothesis, data synthesis, and data analysis, students will prepare a final project presenting, both orally and in writing, a scientifically supported argument pro or con on a proposed human activity that has potential impact on the natural environment.

Approval Sheet

Program/Course: ESRM 105

Program Chair	Signature	Date
Program Chair	Signature	Date
Program Chair	Signature	Date
General Education Chair	Signature	Date
Service Learning Center Director	Signature	Date
Curriculum Chair	Signature	Date
Dean of Faculty	Signature	Date