UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes ☒ No ☐
   *If yes, route completed form to Liberal Studies.*

   *See effective dates schedule.*

3. College CENS 4. Academic Unit ENV

5. Course subject/catalog number ENV 301W 6. Units 3

7. Co-convened with 6a. Date approved by UGC ______________
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

8. Cross-listed with ___
   *Please submit a single cross-listed syllabus that will be used for all cross-listed courses.*

9. Long course title Topics in Environmental Studies
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Topics in Environmental Studies

11. Catalog course description (max. 30 words, excluding requisites).
    Intensive writing projects and discussion in subject areas within Environmental Studies. Course content varies.

12. Grading option: Letter grade ☒ Pass/Fail ☐ or Both ☐
    *(If both, the course may only be offered one way for each respective section.)*

13. Is this a topics course? Yes ☒ No ☐

14. May course be repeated for additional units? yes ☐ no ☒
    a. If yes, maximum units allowed?
    b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes ☐ no ☒
       i. If yes, max units/term __________

15. Please check **ONE** of the following that most appropriately describes the course:
    a. Lecture w/0 unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
       Seminar ☒ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐
    b. In addition to the above, it will also be taught: Web ☐ ITV ☐ Hybrid web ☐ Hybrid ITV ☐

16. Prerequisites (must be completed *before* proposed course)
    Junior level standing or permission of instructor

17. Corequisites (must be completed *with* proposed course) ______________

18. If course has no requisites, will all sections of the course require (check one):
    instructor consent ☐ department consent ☐ no consent ☐
19. Is the course needed for a plan of study (major, minor, certificate)? yes ☒ no ☐
Name of new plan? Major, Environmental Studies
Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes ☐ no ☒
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes ☐ no ☒
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes ☐ no ☒
   If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☐
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).
   This course will satisfy the Junior Writing requirement for the new major in Environmental Studies

24. Names of current faculty qualified to teach this course
   Dr. Roderic Parnell, Dr. David Schlosberg, Dr. Tom Sisk, Dr. Jacqueline Vaughn, Dr. Lea Parker, Dr. Marcus Ford, Dr. Michael Ort

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes ☒ no ☐
If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 42.

**LIBERAL STUDIES ONLY**

Contact name: Jacqueline Vaughn  
Dept. Chair name: Rod Parnell  
College Contact name:  

Contact email: Jacqueline.Vaughn@nau.edu  
Dept. Chair email: rod.parnell@nau.edu  
College Contact email:  

27. This course is a  

☐ Single section  
☐ Multi-section  

28. List names of faculty who may teach this course: Roderick Parnell, David Schlosberg, Tom Sisk, Jacqueline Vaughn, Lea Parker, Marcus Ford, Michaell Ort  

29. Section enrollment cap: 25  

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.  

OR  

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.  

OR  

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.  

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): **If a topics course, must apply to ALL sections.**
   Environmental Consciousness  
☐ Technology and Its Impact  
☐ Valuing the Diversity of Human Experience  

31. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   Aesthetic and Humanistic Inquiry  
☐ Cultural Understanding  
☐ Lab Science  
☐ Science/Applied Science  
☐ Social and Political Worlds  

32. Skills (check two): **If a topics course, must apply to ALL sections.**
   Creative Thinking  
☐ Critical Reading  
☐ Effective Oral Communication  
☐ Effective Writing  
☐ Critical Thinking  
☐ Ethical Reasoning  
☐ Quantitative/Spatial Analysis  
☐ Scientific Inquiry  
☐ Use of Technology  

33. Is this a topics course?  Yes  
☐ No  
If YES, please complete questions 34-36.  If NO, please go to question 42.  

**TOPICS COURSE ONLY**

34. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number. **Students will learn to use both primary and secondary resources to develop a theme for each assignment, and to utilize those sources to make their writing more comprehensive and persuasive; learn to think and communicate more critically and effectively through both written work and classroom discussion; develop enhanced skills in writing, with a focus on improving the clarity of their ideas and basic elements of writing style and grammar.**

35. Explain by what method(s) Student Learning Outcomes will be assessed in **ALL** topic syllabi offered under this course number.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? BS and BA in Environmental Studies

38. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☒

*If no, please submit a course delete form for the ABC 300.*

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? ______

40. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐

If yes, which course(s)? ______

41. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐

*If no, please submit a course delete form for the ABC 400.*

42. Approvals

<table>
<thead>
<tr>
<th>Department Chair (if appropriate)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Chair of college curriculum committee</td>
<td>Date</td>
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<tr>
<td>Dean of college</td>
<td>Date</td>
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For Committees use only

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<th>For Liberal Studies Committee</th>
<th>Date</th>
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Action taken:

_________________________ Approved as submitted  ___________________________ Approved as modified

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<th>For University Curriculum Committee</th>
<th>Date</th>
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Action taken:

_________________________ Approved as submitted  ___________________________ Approved as modified

revised 9/05
College of Engineering and Natural Sciences
Environmental Science and Education

ENV 301W: Topics in Environmental Studies
Fall 2006 (3 units)

Instructor: Dr. Jacqueline Vaughn, Political Science
Office: Social and Behavioral Sciences 214
E-Mail: Jacqueline.Vaughn@nau.edu
Telephone: (928) 523-8224 office (928) 523-6777 fax
Office Hours: MWF 2-4 pm and by appointment
Class Meets: Tuesdays/Thursdays 9-10:20 am
Course Prerequisite: Junior level standing or permission of instructor

COURSE DESCRIPTION

This writing-intensive course is designed to examine a selected issue or perspective within the discipline of environmental studies. The topics for the course may vary by semester or instructor. This semester, the focus is on water, examining the various ways in which water has been studied within the natural sciences, the humanities, and social sciences.

LEARNING EXPECTATIONS AND COURSE OUTCOMES

This is a designated junior-level writing course and is intended to meet the degree requirements for the major in Environmental Studies. The primary expectation for each student is that they will enhance their overall writing ability through a series of highly structured and focused writing assignments. Several specific course outcomes are intended.

• Students will learn to use both primary and secondary resources to develop a theme for each assignment, and to utilize those sources to make their writing more comprehensive and persuasive
Students will learn to think and communicate more critically and effectively through both written work and classroom discussion.

Students will develop enhanced skills in writing, with a focus on improving the clarity of their ideas and basic elements of writing style and grammar.

Students will leave the course with a Writing Portfolio that includes their own written work, along with guidelines for other types of writing assignments.

COURSE STRUCTURE AND APPROACH

The course is divided into three modules, or parts, in a sequence of activities. The modules explore how the topic of water is approached among the three components of the Environmental Studies degree: natural science, humanities, and social science. Through common readings, classroom discussion, and individual writing exercises, each student will develop an integrated perspective on water that goes beyond what might be taught in a single course.

TEXTBOOK AND REQUIRED MATERIALS

Each student is required to purchase and read the following books:


Other materials will be available on electronic reserve through Cline Library, at the Cline Library Media Center, and will be handed out in class. A list of suggested/recommended materials will also be
distributed. Students are responsible for all of the materials used in the course, even if they are absent from a class session.

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

Module Papers: There will be three assigned papers, one for each of the course modules. Each of the papers should be a minimum of five (5) full pages long—but no longer than eight (8) pages—typed, double-spaced and with one inch margins all around. No cover page is needed—just put your name in the upper left hand corner of the first page of text. The papers are clearly not meant to be term-length research papers, but rather, carefully written analytical essays in which you respond intellectually to the challenging questions posed in each of the modules.

In order for you to substantiate your ideas and arguments, you will need to go beyond the assigned readings to other sources, primarily using books and journals from Cline Library or another institution. Although the Internet can often be useful, you cannot use a website for information unless it is a source of information that might otherwise be available in another form. In other words, if you are using a journal or newspaper as a source, you may use the Internet version if you cite it as such, but not a site primarily intended for unsubstantiated information or advocacy. Most of your citations should come from books and periodicals.

Each paper will be submitted first in typed, draft form, then revised and resubmitted as a finished copy. Due dates for drafts as well as finished papers are noted in the syllabus. While it is expected that first drafts will not be as complete or polished as the final version you submit, each one should be at least 3-4 pages long, and checked for spelling and grammatical errors using software and careful proofreading. First drafts will be returned with extensive comments from the instructor. The final draft will be resubmitted, and marked as either acceptable or unacceptable. Acceptable drafts may earn up to 50 points each, depending upon the content, style, and quality of the first draft. If a
paper is marked unacceptable in draft form, you will be expected to complete another preliminary draft if you choose to earn the maximum points available. Final drafts will be worth up to 100 points, based on the same criteria as the preliminary version.

Late Papers: All papers are due no later than noon on the date assigned in the syllabus. Papers not turned in to the instructor personally should be turned in to the Political Science Department so they may be date stamped and placed in the instructor’s faculty mailbox. **Papers are not to be e-mailed to the instructor and will not be accepted.** Papers turned in late lose 5 percent of the total points available for the assignment, per day. Weekend days count the same as other days.

Other Writing Assignments: Since this is a writing intensive course, there will be other writing assignments required, and they will be completed in class. Some will focus on the class discussions or on films shown during class, while others will focus on class readings. These will be shorter writing exercises that last less than one full class session. Some will be graded; others will not be graded. All other writing assignments are intended to create opportunities for learning to express your ideas more effectively. The last in-class writing exercise will be conducted on the date and time scheduled for the final examination by the Registrar’s Office.

Class Participation: You are expected to come to class regularly, having read the assigned materials, and prepared for discussion. I do not provide copies of my notes, and if you miss a class session, you are expected to retrieve the notes from another student, or see the film at the Media Center. Attendance will be taken from time to time and will factor into your points for this segment of your grade. You will also be judged on your participation in class activities in discussion.

**COURSE GRADES**
Final grades are based on a point system, not on individual latter grades. Points for the components of the course are as follows:

First drafts (acceptable) up to 50 points each
Second/final drafts up to 100 points each
In class writing exercises: 50 points total
Final writing exercise in lieu of examination: 50 points
Class Participation: 50 points
Total class points possible: 600 points

Final grades will be earned as follows:

541-600= A
481-540=B
421-480=C
361-420=D
Below 361=F

SUMMARY OF COURSE POLICIES

Since this class is intended to stimulate creative energy in both the classroom and in student papers, there will be ample opportunity for the presentation of ideas and opinions. I encourage the development of individual ideas and opinions, since this is one of the main objectives of a university education. At the same time, I expect that the classroom will be a forum for civilized discourse, including mutual respect and tolerance of diverging opinions. I will not tolerate rudeness toward anyone, including me as the instructor.

Please see the attached NAU Policy Statements which apply to issues such as academic integrity, the Safe Working and Learning Environment, and accommodations for students with disabilities.

COURSE TOPICS AND READING OUTLINE
Module #1: Visions of Water
Dates: August 31-September 30

Required Reading:
Selections from Masaru Emoto, *The Hidden Messages in Water*
Selections from Peter Wild, ed. *The Desert Reader: Descriptions of America’s Arid Regions*

Films:

In this module, we will look at the role water has played in social interaction among different cultures and religions, the scientific study of water, and how water is portrayed in various forms of art and literature. How is water used in spiritual and cultural observances? Why is water called society’s lifeblood? Is water connected to people’s individual and collective consciousness? How does water provide a special meaning to people for its life-giving properties? What is the relationship between water and ethics?

Essay Topic:
What are the non-utilitarian values associated with water?

Module #2: Water as a Commodity and as Profit
Dates: October 1-October 31

Required Reading:
Shiva, *Water Wars*

Films:
This module examines some of the political and economic issues related to water. Two of the emerging issues related to water are the privatization of water, when supplies are purchased or delivered by the private sector, and the diversion of water in large dams. How has water become the catalyst for community resistance to globalization? Will water wars of the twenty-first century surpass the challenges of the oil wars of the twentieth century? Is access to water a right? What responsibility does government have to those displaced by dam building—to both people and ecosystems?

Essay Topic:
In water policy, what is the conflict between public stewardship and private profit?

Module #3: Water in the Southwest
Dates: November 1-December 7

Required Reading:
Worster, *Rivers of Empire*
Selections from Mike Dombeck, *Water in the West*
Selections from Marc Reisner, *Cadillac Desert*
Selections from Jose Rivera, *Acequia Culture: Water, Land and Community in the Southwest*
Selections from Laurie Weinstein, ed., *Native Peoples of the Southwest: Negotiating Land, Water, and Ethnicities*

Films:
“Taking Stock: Living with Change in the American Southwest”
VT 9325 (2004)

Horace Greeley admonished young men to “go west” without mentioning that once they arrived, there would be little water awaiting them for drinking, agriculture, or industrialization. From the early
Mormon settlers and the explorations of John Wesley Powell, the Southwest has had a unique relationship with water. From a historical standpoint, how is ecological change inextricably intertwined with social evolution in the region? How did supposedly independent and individualistic westerners conspire with railroad barons, ranching interests, elected officials, and advocates of development to create “a hydraulic civilization?”

Essay Topic:
How has water shaped the American Southwest, and what role will it play in the region’s future?