Curriculum Proposal

1.1 Summary

Course Modification

1.2 BIOL 2925 People & The Environment: Biological Perspectives on the Environment (3 credits) to People of the Environment: Biological Perspective (3 credits) Lib Ed Goal Area 10

1.2 CHEM 2925 People and the Environment: Chemistry Perspective (3 credits) to People of the Environment: Chemistry Perspective (3 credits) Lib Ed Goal Area 10

1.2 ECON 2925 People and the Environment: Economic Perspective (3 credits) to People of the Environment: Economic Perspective (3 credits) Lib Ed Goal Area 10

1.2 ED 2925 People and the Environment: Education Perspective (3 credits) to People of the Environment: Education Perspective (3 credits) Lib Ed Goal Area 10

1.2 ENGL 2925 People and the Environment: American Nature Writers (3 credits) to People of the Environment: American Nature Writers Perspective (3 credits) Lib Ed Goal Area 10

1.2 ENGL 2926 People and the Environment: Writing and Nature (3 credits) to People of the Environment: Writing and Nature Perspective (3 credits) Lib Ed Goal Area 10

1.2 ENVR 2925 People and the Environment: The Global Pollution Perspective (3 credits) to People of the Environment: Global Pollution Perspective (3 credits); description change Lib Ed Goal Area 10

1.2 GEOG 2925 People and the Environment: Geography Perspective (3 credits) to People of the Environment: Geography Perspective (3 credits) Lib Ed Goal Area 10

1.2 GEOL 2925 People and the Environment: Earth Science Perspective (3 credits) to People of the Environment: Earth Science Perspective (3 credits) Lib Ed Goal Area 10

1.2 HLTH 2925 People and the Environment: A Health Perspective (3 credits) to People of the Environment: Health Perspective (3 credits) Lib Ed Goal Area 10

1.2 HST 2925 People and the Environment: Environment and History (3 credits) to People of the Environment: Environment and History Perspective (3 credits) Lib Ed Goal Area 10

1.2 MASC 2925 People and the Environment: Mass Media Perspectives (3 credits) to People of the Environment: Mass Media Perspective (3 credits) Lib Ed Goal Area 10

1.2 PHED 2925 People and the Environment: Outdoor Ethics/Recreational Activity Perspective (3 credits) to People of the Environment: Outdoor Ethics/Recreational Activity Perspective (3 credits) Lib Ed Goal Area 10

1.2 PHIL 2925 People and the Environment: Environmental Ethics (3 credits) to People of the Environment: Environmental Ethics Perspective (3 credits); description change Lib Ed Goal Area 10

1.2 POL 2925 People and the Environment: Political Science Perspective (3 credits) to People of the Environment: Political Science Perspective (3 credits) Lib Ed Goal Area 10

1.2 PSY 2925 People and the Environment: Psychology Perspective (3 credits) to People of the Environment: Psychology Perspective (3 credits) Lib Ed Goal Area 10

1.2 SCI 2925 People and the Environment: Science Perspective (3 credits) to People of the Environment: Science Perspective (3 credits) description change Lib Ed Goal Area 10

1.2 SOC 2925 People and the Environment: Sociology Perspective (3 credits) to People of the Environment: Sociology Perspective (3 credits) Lib Ed Goal Area 10

1.2 SPCM 2925 People and the Environment: Communication Perspective (3 credits) to People of the Environment: Communication Perspective (3 credits) Lib Ed Goal Area 10

New Courses

1.9 BUAD 2925 People of the Environment: Business Perspective (3 credits) Lib Ed Goal Area 10

1.14 CRJS 2925 People of the Environment: Criminal Justice Perspective (3 credits) Lib Ed Goal Area 10

1.21 INST 2925 People of the Environment: Indigenous Knowledge Perspective (3 credits) Lib Ed Goal Area 10

1.28 TADD 2925 People of the Environment: Technology, Art, and Design Perspective (3 credits) Lib Ed Goal Area 10

1.32 Signatures
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

Colleges: College of Arts and Sciences; College of Business; College of Health Sciences and Human Ecology

Departments: Biology; Chemistry; Environment, Earth, Economics and Space Studies; Professional Education; English; Geography; Human Performance, Sport and Health; Humanities; Integrated Media; Political Science; Psychology; Physics; Sociology; Business Administration; Languages and Indigenous Studies; School of Technology, Art, & Design; Criminal Justice

Proposer: Erika Bailey-Johnson

Proposer’s position: People of the Environment Coordinator

Describe the modification(s) you propose, and how it (/they) will work to students' advantage.

The original title of “People AND the Environment” separates people from the environment. Part of the purpose of this class is to realize that people are a part of and dependent upon the environment, not separate from it. The title change will clarify and emphasize this understanding for students.

Modifications proposed (specify number of each):

__1__ Course Modification(s) (form 2) (19 courses)
__4__ New Course(s) (form 3)
_____ Course Drop(s) (form 4)
_____ Program Modification(s) (form 5)
_____ New Program(s) (form 6)
_____ Program Drop(s) (form 7)

The modifications affect (check):
__X__ Liberal Education
__X__ Undergraduate Curriculum
_____ Graduate Curriculum
_____ Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
Undergraduate:
BIOL 2925 People & The Environment: Biological Perspectives on the Environment (3 credits)
CHEM 2925 People and the Environment: Chemistry Perspective (3 credits)
ECON 2925 People and the Environment: Economic Perspective (3 credits)
ED 2925 People and the Environment: Education Perspective (3 credits)
ENGL 2925 People and the Environment: American Nature Writers (3 credits)
ENGL 2926 People and the Environment: Writing and Nature (3 credits)
ENVR 2925 People and the Environment: The Global Pollution Perspective (3 credits)
GEOG 2925 People and the Environment: Geography Perspective (3 credits)
GEOL 2925 People and the Environment: Earth Science Perspective (3 credits)
HLTH 2925 People and the Environment: A Health Perspective (3 credits)
HST 2925 People and the Environment: Environment and History (3 credits)
MASC 2925 People and the Environment: Mass Media Perspectives (3 credits)
PHED 2925 People and the Environment: Outdoor Ethics/Recreational Activity Perspective (3 credits)
PHIL 2925 People and the Environment: Environmental Ethics (3 credits)
POL 2925 People and the Environment: Political Science Perspective (3 credits)
PSY 2925 People and the Environment: Psychology Perspective (3 credits)
SCI 2925 People and the Environment: Science Perspective (3 credits)
SOC 2925 People and the Environment: Sociology Perspective (3 credits)
SPCM 2925 People and the Environment: Communication Perspective (3 credits)

Graduate:

Proposed Course Number(s), if different:
Undergraduate: No Change
Graduate:

Current Course Title:
BIOL 2925 People & The Environment: Biological Perspectives on the Environment (3 credits)
CHEM 2925 People and the Environment: Chemistry Perspective (3 credits)
ECON 2925 People and the Environment: Economic Perspective (3 credits)
ED 2925 People and the Environment: Education Perspective (3 credits)
ENGL 2925 People and the Environment: American Nature Writers (3 credits)
ENGL 2926 People and the Environment: Writing and Nature (3 credits)
ENVR 2925 People and the Environment: The Global Pollution Perspective (3 credits)
GEOG 2925 People and the Environment: Geography Perspective (3 credits)
GEOL 2925 People and the Environment: Earth Science Perspective (3 credits)
HLTH 2925 People and the Environment: A Health Perspective (3 credits)
HST 2925 People and the Environment: Environment and History (3 credits)
MASC 2925 People and the Environment: Mass Media Perspectives (3 credits)
PHED 2925 People and the Environment: Outdoor Ethics/Recreational Activity Perspective (3 credits)
PHIL 2925 People and the Environment: Environmental Ethics (3 credits)
POL 2925 People and the Environment: Political Science Perspective (3 credits)
PSY 2925 People and the Environment: Psychology Perspective (3 credits)
SCI 2925 People and the Environment: Science Perspective (3 credits)
SOC 2925 People and the Environment: Sociology Perspective (3 credits)
SPCM 2925 People and the Environment: Communication Perspective (3 credits)

Proposed Course Title, if different:
BIOL 2925 People of the Environment: Biological Perspective (3 credits)
CHEM 2925 People of the Environment: Chemistry Perspective (3 credits)
ECON 2925 People of the Environment: Economic Perspective (3 credits)
ED 2925 People of the Environment: Education Perspective (3 credits)
ENGL 2925 People of the Environment: American Nature Writers Perspective (3 credits)
ENGL 2926 People of the Environment: Writing and Nature Perspective (3 credits)
ENVR 2925 People of the Environment: Global Pollution Perspective (3 credits)
GEOG 2925 People of the Environment: Geography Perspective (3 credits)
GEOL 2925 People of the Environment: Earth Science Perspective (3 credits)
HLTH 2925 People of the Environment: A Health Perspective (3 credits)
HST 2925 People of the Environment: Environment and History Perspective (3 credits)
MASC 2925 People of the Environment: Mass Media Perspective (3 credits)
PHED 2925 People of the Environment: Outdoor Ethics/Recreational Activity Perspective (3 credits)
PHIL 2925 People of the Environment: Environmental Ethics Perspective (3 credits)
POL 2925 People of the Environment: Political Science Perspective (3 credits)
PSY 2925 People of the Environment: Psychology Perspective (3 credits)
SCI 2925 People of the Environment: Science Perspective (3 credits)
SOC 2925 People of the Environment: Sociology Perspective (3 credits)
SPCM 2925 People of the Environment: Communication Perspective (3 credits)

Current Course Description: (Listed per course as descriptions differ per discipline)

BIOL 2925
Discussion and evaluation of current environmental biology topics, including biodiversity, ecosystems, biological resources, and human impact on the environment. This course fulfills Liberal Education requirements only and does not satisfy and Biology major or minor degree requirements. Liberal Education Goal Area 10.
CHEM 2925
A study of the chemical processes important in maintaining a clean environment. **Liberal Education Goal Area 10.**

ECON 2925
This course is a module linked to the interdisciplinary environmental issues course, People and the Environment. It is an integrative study of the natural, social, value-based, and citizen-action contexts for environmental awareness. The disciplinary component surveys economic approaches to and institutional settings for environmental decision making, including our behaviors as consumers and producers. Interdisciplinary perspectives are evaluated in light of different concepts of social well being, including economic efficiency, equity, and sustainability. **Liberal Education Goal Area 10.**

ED 2925
This course will survey the philosophical, historical, and ecological basis for environmental education within the context of K-12 educational institutions. Environmental issues of a local, state, federal, and global nature will be investigated. The role of pedagogy as a basis for changing societal attitudes relative to environment will be explored. **Liberal Education Goal Area 10.**

ENGL 2925
A course in the classics of nature writing designed to acquaint the student with great outdoor writers, especially those who stress conservation and ecology. **Liberal Education Goal Area 10.**

ENGL 2926
This course leads students to examine, in writing, their own individual perceptions of and response to natural environments and to consider how those perceptions and responses are culturally influence. **Liberal Education Goal Area 10**

ENVR 2925
This course is a section of the interdisciplinary environmental issues course, People and the Environment. The focus of this course is to explore the scientific aspects of global pollution, including causes, effects, and solutions. **Liberal Education Goal Area 10.**

GEOG 2925
An integrative study of the natural, social, value-based, and citizen-action contexts for environmental awareness. The disciplinary component surveys geographic approaches to and institutional settings for environmental problems and decision making, including our spatial behaviors as either sources or recipients of environmental impacts. Interdisciplinary perspectives are evaluated in light of different geographic concepts of spatial distributions, physical geography, and regional planning. **Liberal Education Goal Area 10.**
GEOL 2925
Application of the Earth Sciences in understanding the causes of, and solutions to, environmental problems. Environmental perspectives on geologic hazards. Liberal Education Goal Area 10.

HLTH 2925
This course builds upon the principles discussed in the large group, focusing greater attention on health issues related to the environment, including the food supply, water quality, air quality, and other environmental health risks. These are discussed in the context of common diseases such as cancers, asthma, communicable diseases, and other health problems associated with the environment. Liberal Education Goal Area 10.

HST 2925
An examination of past interactions between human society and the natural world in what is now the United States. Issues to be discussed in the course include Native American resource management; the ecological effects of the arrival of Europeans, Africans, and Asians in North America; resource exploitation in the industrial era; the preservationist and conservationist movements; and the historical roots of current environmental problems. Liberal Education Goal Area 10.

MASC 2925
For both majors and non-majors. Theoretical aspects of the effect of the mass media on environmental processes. Students should gain an understanding of the complexity of the cultural, political, and economic forces that shape media coverage of the environment, and the importance of such an understanding to maintaining a sustainable global environment. The course is a discussion section of the interdisciplinary lecture on environmental issues for liberal education. Liberal Education Goal Area 10.

PHED 2925
This class will explore the concepts of wilderness and recreation and how these relate to practices that protect or enhance the environment. May not be offered every year. Liberal Education Goal Area 10.

PHIL 2925
The purpose of this section of People and the Environment is to examine our moral obligations to the environment. No matter how strong these moral obligations may be, the only way to follow through with them is in the political arena. This course is therefore largely devoted to exploring the intersection of environmental ethics and politics. The course explores a number of environmental issues, the theoretical and practical impasses of the environmental movement, and environmental philosophy, as well as the challenge of mitigating global climate change. Liberal Education Goal Area 10.

POL 2925
An introduction to political processes and institutions involved in making environmental policy. Might not be offered every year. Liberal Education Goal Area 10.
PSY 2925
This class will provide an opportunity for students to reflect on concepts presented in the large class and apply them to their own lives. The emphasis will be on using social science approaches to design and implement effective, ethical, research-based programs that address environmental problems. **Liberal Education Goal Area 10.**

SCI 2925
The discussions of this section will include the specific relation between air, water, and solid waste pollution and the effect on the environment, including the following: acid rain, smog, global warming, measurement of environmental pollutants, and the role of science in solving pollution problems. **Liberal Education Goal Area 10.**

SOC 2925
This course is a section of the interdisciplinary environmental issues course, People and the Environment. The focus of this course is to understand that environmental problems are both problems for society and problems of society. Students explore how sociology and its unique viewpoint add much to understanding the environment/society nexus. **Liberal Education Goal Area 10.**

SPCM 2925
Environmental issues currently being considered in legislative and public venues as they relate to communicating those issues. Students learn how to present information, argue a case, and debate the opposition as they discover their voices and the voice of the environmentalist. **Liberal Education Goal Area 10.**

**Proposed Course Description, if different:** only listing descriptions where “People and the Environment” is in the description and is changing to “People of the Environment”. (All others not listed from previous section are not changing). I have highlighted the only change in red for each course.

ENVR 2925
This course is a section of the interdisciplinary environmental issues course, People of the Environment. The focus of this course is to explore the scientific aspects of global pollution, including causes, effects, and solutions. **Liberal Education Goal Area 10.**

PHIL 2925
The purpose of this section of People of the Environment is to examine our moral obligations to the environment. No matter how strong these moral obligations may be, the only way to follow through with them is in the political arena. This course is therefore largely devoted to exploring the intersection of environmental ethics and politics. The course explores a number of environmental issues, the theoretical and practical impasses of the environmental movement, and environmental philosophy, as well as the challenge of mitigating global climate change. **Liberal Education Goal Area 10.**
SOC 2925
This course is a section of the interdisciplinary environmental issues course, People of the Environment. The focus of this course is to understand that environmental problems are both problems for society and problems of society. Students explore how sociology and its unique viewpoint add much to understanding the environment/society nexus. Liberal Education Goal Area 10.

Current Credits: 3 credits
Proposed Credits, if different: No Change

Current Prerequisite(s):
Undergraduate: None
Graduate:

Proposed Prerequisite(s), if different:
Undergraduate:
Graduate:

1) Reason(s) for change(s):
The original title of “People AND the Environment” separates people from the environment. Part of the purpose of this class is to realize that people are a part of and dependent upon the environment, not separate from it. Therefore, changing the word in the title from “and” to “of” would make this connection more clear.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes   If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes   No
   Major Content Areas   No
   Projected Maximum Class Size (Cap) No

4) Current Course fee(s) per student: $ 0
   for:
   Proposed Course fee(s) per student, if different: $ 0
   for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.
Non-licensure programs: X

Teacher Licensure programs: X

Liberal Education: Category 10

The above “service area” programs/departments were notified of this modification on 11/14/17 by email.

Please check one of the items below:

___13 Depts.____ No comments were received from other programs or departments within one week of the notification.

___2 Depts.____ Comments were received within one week of the notification, and are attached
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: 2925
   Graduate:

Course Title: BUAD 2925 People of the Environment: Business Perspective

Course Description: A survey of environmental issues in relation to business and commerce. Considers the rights and obligations of individuals and businesses in participating in decision-making regarding environmental concerns. Encompasses views on what makes environmentally responsible business. This course does not satisfy any Business Administration major or minor degree requirements. Liberal Education Goal Area 10.

Credits: 3

Prerequisite(s):
   Undergraduate: none
   Graduate:

1. Reason(s) for creating this course: The Business Department taught this course in the past and students are requesting a course from the business perspective.

2. How often will this course be offered? once or twice per year

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   Students will:
   - explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
   - discern patterns and interrelationships of bio-physical and socio-cultural systems.
   - describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
   - evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
   - propose and assess alternative solutions to environmental problems.
   - articulate and defend the actions they would take on various environmental issues.

4. What are the major content areas for the course?
Eco Footprint, fishing consumption advisories, forests & their products, recycling pastic/paper/cardboard/aluminum/tin/glass, disposable society & product packaging, water supply, oil on ice, renewable energies, acid rain, global warming, transfer station/household waste & incinerator, water & sewage treatment plant.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? On-campus and online utilizing D2L.

7. What is the projected maximum class size (cap)? 30 on-campus; 25 online

8. What qualified faculty will be available to teach this course? PhD in a business field

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).

Amount per student: $ For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Department supply and attach to this form in Word format.
BUSINESS ADMINISTRATION 2925-90 Online
People & the Environment: Business Perspective (3 credits)

Valerie Wallingford
Office: Memorial 136
Phone: 755-2594
Messages: Voice Mail
Officer Hours: Anytime via e-mail
Email: vwallingford@bemidjistate.edu

Required Text: Sustaining the Environment by Miller, 10th edition.

Course Description:
A survey of environmental issues in relation to business and commerce. Considers the rights and obligations of individuals and businesses in participating in decision-making regarding environmental concerns. Encompasses views on what makes environmentally responsible business. This course does not satisfy any Business Administration major or minor degree requirements. Liberal Education Goal Area 10.

Course Objectives:
Students will:
- explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- discern patterns and interrelationships of bio-physical and socio-cultural systems.
- describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- propose and assess alternative solutions to environmental problems.
- articulate and defend the actions they would take on various environmental issues.

Business Administration Department’s Program Level Student Learning Outcomes:

1. Graduates will demonstrate a foundational knowledge in the field of business.
2. Graduates will demonstrate information literacy.
3. Graduates will demonstrate ability to use practical business tools.
4. Graduates will demonstrate professional communication skills.
5. Graduates will demonstrate the ability to work effectively as part of a team.
6. Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment.
Grading:

Students will be evaluated on the bases of three non-cumulative examinations, video case analysis, quizzes, and class participation. *NO LATE ASSIGNMENTS WILL BE ACCEPTED!*

**Grading Scale**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2 @ 100 pts/exam)</td>
<td>200 pts</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50 pts</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>300 PTS</td>
</tr>
</tbody>
</table>

**COURSE SCHEDULE**

**Date** | **Topic/Assignment**
--- | ---
Week 1 | Course introduction, background, viewpoints  
| | Chapter 1 Sustainability  
| | Chapter 1 quiz  
| | Eco Footprint www.earthday.net/footprint  
Week 2 | Groups, reports, schedules  
| | Science, Matter, and Energy; Biodiversity and Evolution. Read chapter 2 & 3.  
Week 3 | Chapter 2 & 3 Quiz  
| | Ecology and Population. Read Chapter 4.  
Week 4 | Chapter 4 Quiz  
| | Fishing Consumption Advisories presentation  
| | Worldviews, Economics, Politics. Read chapter 14.  
Week 5 | Quiz Chapter 14  
| | Forests & their Products presentation  
| | Sustaining Biodiversity. Read Chapters 5 & 6  
| | Chapter 5 & 6 quiz.  
| | Recycling plastic/paper/cardboard/aluminum/tin/glass presentation.  
| |
Food and Soil. Read Chapter 7.

**Week 7**
- Chapter 7 quiz
- Disposable Society & Product Packaging presentation

**Exam 1 Chapters 1-7 & 14**

**Week 8**
- Water Supply presentation

**Week 9**
- Water. Read chapter 8.
- Chapter 8 Quiz
- Oil on Ice presentation

**Week 10**
- Nonrenewable Energy. Reach Chapter 9
- Quiz Chapter 9
- Acid Rain presentation

**Week 11**
- Chapter 10 quiz
- Renewable Energy: wind/ethanol/sugar beets/potato waste presentation

**Week 12**
- Risk and Human Health. Read Chapter 11.
- Chapter 11 quiz
- Water and Sewage Treatment Plant presentation

**Week 13**
- Climate Change and Ozone Depletion. Read Chapter 12.
- Chapter 12 quiz
- Global Warming presentation

**Wk 14**
- Chapter 13 Quiz
- Transfer Station, Household Waste & Incinerator presentation

**Exam 2 on Chapters 8-13.**

**Week 15**
- End of Semester Course Evaluations.

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Disability Statement

Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.
BSU Curriculum Forms

Form 3

New Course Form

Course Number:
   Undergraduate: CRJS 2925
   Graduate:
Course Title: People of the Environment: Criminal Justice Perspective

Course Description: Offers students various perspectives on “environment” in relation to crime, criminality, and criminal justice. Liberal Education Goal Area 10.

Credits: 3
Prerequisite(s): None

1. Reason(s) for creating this course: for supporting Liberal Education program

2. How often will this course be offered? As permitted by resources; every 2 years

3. What are the student learning outcomes for the course?
   - Students will learn various concepts and meanings of “environment” from diverse academic disciplines.
   - Students will understand the “environment” in terms of criminological theories and criminal justice practices.
   - Students will develop critical thinking skills through discussions on the interactions between environment and social institutions.
   - Students will understand ecological, social, legal and political meanings of interrelations and connectedness for building a healthy community.
   - Students will be able to develop their ideas and practices for protecting natural environments and reducing crimes, both of which are highly valuable social agenda.

4. What are the major content areas for the course? Criminal justice practices and criminological theories in relation to the environment

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? On-campus lecturing and D2L

7. What is the projected maximum class size (cap)? 30
8. What qualified faculty will be available to teach this course? Dr. Yongsok Kim, Dr. Stacie Jergenson and Dr. Elizabeth Kujava

9. What additional library and other resources need or should be provided for this course, that are not already available? Not necessary

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). N/A
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Attached
Tentative Syllabus for Proposed CRJS 2925, People of the Environment: Criminal Justice Perspective

Instructor: Dr. Yongsok Kim  
Office: Bensen Hall, Room 308  
Phone: 218-755-3767 / E-mail: ykim@bemidjistate.edu  
Office Hours: TBA

Course Description:  
Offers students various perspectives on “environment” in relation to crime, criminality, and criminal justice. Liberal Education Goal Area 10.

Required Course Text:  
- Not any specific textbook  
- Reading materials offered by instructor onto D2L (Materials-Content)

Learning Outcomes:  
- Students will learn various concepts and meanings of “environment” from diverse academic disciplines.  
- Students will understand the “environment” in terms of criminological theories and criminal justice practices.  
- Students will develop critical thinking skills through discussions on the interactions between environment and social institutions.  
- Students will understand ecological, social, legal and political meanings of interrelations and connectedness for building a healthy community.  
- Students will be able to develop their ideas and practices for protecting natural environments and reducing crimes, both of which are highly valuable social agenda.

► Students’ achievement throughout this course will be evaluated by class discussions, weekly quizzes, exams and individual presentation.

Online Course Supplement:  
I have created an online course supplement on Desire to Learn (D2L) which serves as a main site for having access to class PowerPoint (PPT) contents, taking online quizzes
and exams, submitting written assignments, doing Online Discussion (if done), checking your grades, and chatting online with other members of the class. Announcements will be posted on this site as well, so make it a habit to check the site and your university e-mail often for updates and announcements. All the course proceedings will be via D2L and BSU e-mail (please do not use any other personal e-mail account (Yahoo, Hotmail, Gmail, etc.) for clear and certain communications, and be sure to include the course name and number in the RE line – Your professor teaches multiple courses with some high enrollment numbers, and students are often enrolled in more than one of the professor’s courses).

Course Requirements and Grading:
1. Weekly Quizzes/Assignments: In almost every week, each student will take a quiz over the assigned reading and covered class contents or will have an assignment to turn in. Quizzes/Assignments will make up 20% of the course grade.
- The Weekly Quizzes/Assignments will include multiple choice, true/false, and short answer questions as well as short journal entry.

2. Two Exams (Midterm Exam and Final Exam): There will be two exams given over the course of the semester. Midterm Exam will make up 20% of the course grade, and Final Exam will make up 30% of the course grade.
- Midterm Exam will come from the text, lectures, discussions, and other class materials covered up to that point.
- Final Exam will be cumulative, covering all course contents and materials and including modified Class Quiz questions.
- There will be No make-up exam!

3. Attendance/Participation: Each student should attend every class, and join class discussions. Attendance will be taken every class day. The attendance and class participation will comprise 20% of the final grade. Mere class attendance without active class participation will not allow you to get the whole 20% of the final grade.

4. Individual Presentation: Each student will choose one academic journal article with at least 10 pages length (not any internet news or magazine article!) containing the topic and contents, which you think at the time of your article selection show the closest and most familiar meaning of “environment” in relation to crime or deviant behaviors. You
should be able to clearly present why you choose the article and what the core contents of the article are including major ideas and research findings (if applicable!) from the article. This **Individual Presentation** will make up **10%** of the course grade.

**Grade make-up and Breakdown:**

**Weekly Quizzes/Assignments (20% / 200 points), Midterm Exam (20% / 200 points), Final Exam (30% / 300 points), Attendance/Participation (20% / 200 points), and Individual Presentation (10% / 100 points)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
<td>(900 - 1,000)</td>
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<tr>
<td>B</td>
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<td>C</td>
<td>70 - 79%</td>
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<tr>
<td>D</td>
<td>60 - 69%</td>
<td>(600 - 699)</td>
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<tr>
<td>F</td>
<td>59% and below</td>
<td>(599 points and below)</td>
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</table>

**Disability Statement**

Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.

**Academic Dishonesty:**

Academic dishonesty will not be tolerated in this course. Academic dishonesty will result in both academic and disciplinary penalties as outlined in the Bemidji State University Student Code of Conduct. The instructor also reserves the right to have written assignments submitted through TurnItIn.com. The Bemidji State University Student Code of Conduct can be found here: [http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/](http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/)

**Class Schedule:**

**Week 1**
- Course Introduction
- Discussion on the various concepts of “environment” and their relationships with crime and delinquency

**Week 2**
- Various views on the causes of crime and delinquency
- Discussion on class topics
Week 3
- Classical Theory / Rational Choice Theory / Crime Prevention Through Environmental Design (CPTED)

- Reading materials from *Environmental Criminology and Crime Analysis* (2017) by Wortley & Townsley and from selected journal articles
- Discussion on class topics

Week 4
- Social (neighborhood or community) environment and crime
- Reading materials from selected journal articles
- Discussion on class topics

Week 5
- Green (environmental) Criminology / Introduction to environmental laws and regulations
- Environment, and race, gender and social class
- Reading materials from selected journal articles
  - *Lead and Violent Crime*
  - *Lead Pollution and Homicide*
- Discussion on class topics

Week 6
- Review for Midterm Exam
- **Midterm Exam**

Week 7
- Studies on people’s exposure to nature (animal) and their health (physical/psychological) impacts
- Reading materials from selected journal articles
- Discussion on class topics

Week 8
- Studies on people’s environmental views and experiences and their behavioral changes
- Reading materials from selected journal articles
  - *Six U.S. Correctional Facilities With 'Farm to Prison' Local Food Sourcing*
Programs

● Discussion on class topics

Week 9
● Traditional Criminal Justice Systems and Their Alternative Approaches
● Reading materials from selected journal articles
● Discussion on class topics

Week 10
● Summary of Prior Class Contents
● Ways of Building Community
● Discussion on class topics

Week 11
● Individual Presentation on Selected Academic Journal Contents

Week 12
● Individual Presentation on Selected Academic Journal Contents

Week 13
● Individual Presentation on Selected Academic Journal Contents

Week 14
● Review for Final Exam
● Final Exam

Important Notice:
The class schedule and grading procedures in this syllabus are subject to change in the event of extenuating circumstances. If changes are made, an announcement will be made. Announcements made via D2L and university e-mail communications are considered proper notice of change.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: INST 2925
  Graduate: 

Course Title: People of the Environment: Indigenous Knowledge Perspective

Course Description: This course is designed to provide students with the ability to integrate Indigenous Studies with Environmental Studies. An in-depth focus will cover how environmental practices affect Indigenous cultures. Students will have the opportunity to explore their own understanding of Indigenous and Environmental Studies and develop strategies that will enable them to view both disciplines interdependent of one another. Liberal Education Goal Area 10.

Credits: 3

Prerequisite(s):
  Undergraduate: 
  Graduate: 

1. Reason(s) for creating this course: To offer an Indigenous Knowledge perspective in an environmental course.

2. How often will this course be offered? Once per year (at least)

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
Course Objectives:
  1) Students will identify unique circumstances that require an understanding of Indigenous and Environmental Studies.
  2) Students will discuss environmental issues affecting the health, education, welfare and governance of Indigenous peoples.
  3) Students will examine the intertribal similarities regarding the beliefs and values of land based cultures.
  4) Students will compare how economic classes influence environmental justice and/or lack of.
  5) Students will recognize how traditional healing methods, original teachings, sacred geographies, sacred ecologies, and Indigenous life ways are portrayed in environments of origin.
  6) Students will examine why Indigenous Knowledge is necessary for the future; Indigenous prophecies paralleled to Environmental Studies predictions.

4. What are the major content areas for the course?
   Indigenous worldviews and environmental, land based identities.
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? On campus / D2L

7. What is the projected maximum class size (cap)? 30

8. What qualified faculty will be available to teach this course? Any faculty in Indigenous Studies Department

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? none

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
Amount per student: $
For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
SYLLABUS: SPRING 2018
INST 2925 People of the Environment: Indigenous Knowledge Perspective
3 (credits) Tues & Thurs 12:00-1:15 p.m. AIRC Rm 128 Office Hours: M-F 10:00-11:30
Intellectual Property of: Vivian Delgado, Ph.D.

Required Texts: Available at BSU Bookstore

E-reserves: (electronic handouts) or Suggested Readings: Professor selected readings and/or handouts.
Newspapers, magazines and articles on indigenous/native current events i.e. Indian Country Today,

Course Description:
This course is designed to provide students with the ability to integrate Indigenous Studies with Environmental Studies. An in-depth focus will cover how environmental practices affect Indigenous cultures. Students will have the opportunity to explore their own understanding of Indigenous and Environmental Studies and develop strategies that will enable them to view both disciplines interdependent of one another. Liberal Education Goal Area 10.

Course Objectives:
7) Students will identify unique circumstances that require an understanding of Indigenous and Environmental Studies.
8) Students will discuss environmental issues affecting the health, education, welfare and governance of Indigenous peoples.
9) Students will examine the intertribal similarities regarding the beliefs and values of land based cultures.
10) Students will compare how economic classes influence environmental justice and/or lack of.
11) Students will recognize how traditional healing methods, original teachings, sacred geographies, sacred ecologies, and Indigenous life ways are portrayed in environments of origin.
12) Students will examine why Indigenous Knowledge is necessary for the future; Indigenous prophecies paralleled to Environmental Studies predictions.

No cell phones or electronic devices are allowed. If you use a laptop you may be randomly called upon to turn your notes in at the end of the class.

Course Requirements and Method of Instruction:
It is expected that all students will complete all readings and assignments, attend and actively participate in class individually and in groups. This course will use lecture, reading responses, and interactive exercises, experimental learning and writing, which will challenge students to take charge of their own learning. We will adhere to the syllabus as our human condition allows us to, there may be changes to the description of the assignments and dates as the energy and intent of our specific class takes on its own energy and as resources and materials become available. The dates and the assignments are the framework and will serve as our guide as we move through the text, be that as it may, films, guest speakers, and group work will be implemented periodically so the discussion for that day will not occur. However, the assigned reading and daily notes will still be required.

Class discussion/participation/attendance 25%
(You will keep daily notes in a notebook for daily lectures, films, presentations, etc. Your attendance will be supported by the dates on your notes).

Reaction Papers 10%

Lead Discussion (2 per student) 10%
(Each student will lead a discussion in class and present their analysis of the interdependence of Indigenous and Environmental Studies).

Midterm: Current Event Project 25 %
Your Indigenous-Environmental Studies project should focus on a topic that can represent how ancient wisdom is infused with modern ways that allows you to show your strengths in your understanding of native and or indigenous peoples. Prior to developing your project, you will submit a proposal that states your topic, questions for your subject, identified research goals, and three references for articles that you have read outside of class about your topic. (References may include articles from three of the following sources local, regional, national or international media. Films may also be cited as a reference). (Your proposal must be clearly stated and include a list of your sources regardless if they are written material or film they are required to be properly cited. Your conclusion should state why your topic interests you. APA citation format is preferred).

Study notes
(Study notes will be turned in after the midterm paper at the end of the class period and again after the final paper at the end of the class period. Your study notes must include information that was gathered during daily lectures. You must date each page for each day you were in attendance and give it a topic name for each discussion).

Final:
A final paper that is 3-5 pages in length will be due at the end of the semester. Using your class notes from our readings as well as other media sources; write your paper in a way that you show two or more connections among Indigenous and Environmental Studies that we have studied. Each student will present a lecture on their final paper. Question guides are required for directing your lecture and must be turned in at the end of your presentation. For example; you will state via questions, concepts that were not clear to you and how you developed a greater understanding by asking and answering your own questions using the class readings, discussions and films from our resources).

Attendance Policy: Students are expected to attend all classes. One excused absence is allowable. Two unexcused absences lower the grade one level. More than three absences must be discussed with the instructor. Students who have not been to class by Jan 20th and have not made specific arrangements for their nonparticipation will be administratively dropped from the course on that date. Coming late to class is not permitted, plan ahead to be on time, if you are consistently late your grade will be lowered.

Written Work (word processed) format: Please use standard margins A (one inch), double or 1 1/2 spacing, a basic font of your preference, font size 12. The first page of your paper must identify your name, date, course number, and title of assignment. Papers must demonstrate careful attention to proofreading and editing as well as the appropriate writing style for the assignment. A staple in the upper left hand corner is requested. MLA is preferred. Reaction papers are always one page long and reflect your feelings about the work. Critiques are always three pages in length and are usually analytical about the material and class discussions; a clarification between a reaction and critique can be addressed during my office hours or by appointment. Handwritten and Late Papers are not accepted.

Classroom Environment: Shared community members of learners are expected to respect each other by practicing self-reflection and listening skills. No visitors (including children and pets) are allowed in the classroom without prior approval of the instructor. Cell phones and related electronic devices should either be turned off or set to vibrate for receipt of emergency calls. Leaving the classroom to accept calls is not permitted.

Incomplete Grades: An incomplete grade may only be granted when a majority of course assignments and grading have been completed. In any case, incompletes are strongly discouraged and will only be granted in highly unusual situations. Students should monitor their progress in the course, be aware that the participant students sets the bar for excellence by following the rubric.

Late Papers and Assignments: Late papers and assignments are not acceptable. Please plan your work in advance. Issues with printers, libraries, family matters etc. will not generate an extended deadline. Plan to complete and print your assignments well in advance of the deadline (preferably as soon as you get them). Make sure you keep back-up copies of all of your work.
Plagiarism Policy: Plagiarism is a violation of BSU’s academic and ethics policy. Suspected instances of plagiarism are investigated by the faculty, and findings may be forwarded to the vice president of academic affairs for disciplinary action up to and including expulsion.

Student Rights
In college you (the student) are responsible for making sure that you are receiving the accommodations that you need. Two federal laws, section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA, are civil rights that can assist you in postsecondary education). These two laws guarantee the following student rights:

1. You have the right to equal access to postsecondary education, co-curricular programs, services, student employment opportunities, activities and facilities at Bemidji State University.

2. You have the right to appropriate, effective accommodations, academic adjustments or auxiliary aids based on documented need.

3. You have the right to confidentiality of any information regarding your disability except as required by law or signed consent release of information.

Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu

Description of Assignments and Dates
This is a sample class schedule, dates, and classroom assignments. The professor who is hired to teach Indigenous and Environmental Studies should develop it accordingly.

Jan 12: Orientation, Introductions, Ice Breaker, and discussion of syllabus, texts and class expectations.
All assigned readings will be followed with a class discussion. You must be prepared for all class discussions. Each “Handout” or reading from Indigenous People and the Environment Issues or Indigenous Teachings for a Sustainable Future: Original Teachings will be led by a student on an Indigenous current event of their choice, prepare a handout for each student in class. We will do handouts as class exercises. Assigned reading: Original Instructions: Indigenous Teachings for a Sustainable Future, Ch 1.

Jan 14: Discussion: Ch 1 (Methodology and Terminology) Introduction. Handout: Ancient Snaketown (I will do the first “Handout” class exercise to model what is expected of the lead presenter.) Assigned reading: Original Instruction, Ch 2.

Jan 19: Film: “Reel Injun” Assignment: Write a one page reaction paper for the film. Assigned reading: Original Instruction, Ch 3.


Jan 26: Discussion: Ch 4. Handout: Assigned reading: Original Instruction, Ch 5.

Feb 02: Discussion: Ch 6. **Handout:** Assigned reading: Original Instruction, Ch 7.


Feb 09: Discussion: Frozen River and Ch 7 and 8. Assigned reading: Original Instruction, Ch 9.

Feb 11: Discussion: Ch 9. **Handout:** Assigned reading: Original Instruction, Ch 10.

Feb 16: Discussion: Ch 10. **Handout:** Assigned reading: Original Instruction, Ch 11.

Feb 18: Discussion: Ch 11. **Handout:** Assigned reading: Original Instruction, Ch 12.


Mar 01: Class Exercise and **Handout:** Professor’s choice. Assigned reading: Original Instruction Ch 15.

Mar 03: Film: TBA Assignment: Write a one page reaction paper for the film. Discussion: Ch 14-15. Reading Assignment: Original Instruction, Ch 16.

Mar 08: Midterm: Student Power-point Presentations on a Current Event topic

Mar 10: Midterm: Student Power-point Presentations on a Current Event topic

Mar 14-18: No Classes SPRING BREAK

Mar 22: Discussion: Ch 16 and 17. **Handout:** Assigned reading: Original Instruction, Ch 18.

Mar 24: Discussion: Ch 18. **Handout:** Assigned reading: Original Instruction, Ch 19.

Mar 29:: Discussion: Ch 19. **Handout:** (Professor’s choice) Assigned reading: Original Instruction, Ch 20.

Mar 31: Discussion: Ch 20. **Handout:** Assigned reading: Original Instruction: Ch 21.

Apr 05: Film: Inconvenient Truth. Assigned reading: Original Instruction, Ch 22.


Apr 14: Guest Speaker: TBA. Assigned reading: Original Instructions: Ch 25.


Apr 26: No Classes, Faculty on Duty, classes will be held starting at 4:00 pm or later.

Apr 28: No Classes, Faculty on Duty, Reading Day

May 02 and May 04: Final Presentations (project and/or paper).

**Rubric for Class Participation**

**Excellent (A)**
Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished markedly.

**Very Good (A- to B+)**
Contributions in the class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**Adequate (B to B-)**
Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometime presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**Inadequate (C+ or lower)**
Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide a few if any insights and never offer a constructive direction for the class. Integrative comments and effective challenges are absent. Alternatively, this person says little to nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

---

1 Acknowledgement to Prof. Richard J. Murnane at the Harvard Graduate School of Education.
BSU Curriculum Forms

New Course Form

Course Number:
  Undergraduate: TADD 2925
  Graduate:

Course Title: People of the Environment: Technology, Art, and Design Perspective

Course Description:
Discussion and evaluation of current environmental topics related to technology, art, and design. Liberal Education Goal Area 10.

Credits: 3

Prerequisite(s):
  Undergraduate: None
  Graduate:

1. Reason(s) for creating this course: This course provides an important perspective of environmental stewardship, which is not currently represented in the curriculum. It supports Bemidji State’s mission to support a sustainable future for our planet.

2. How often will this course be offered? At least annually, but as much as each semester.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   Students will:
   - explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
   - discern patterns and interrelationships of bio-physical and socio-cultural systems.
   - describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
   - evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
   - propose and assess alternative solutions to environmental problems.
   - articulate and defend the actions they would take on various environmental issues.

4. What are the major content areas for the course?
   This course will focus on:
   - design-to-production cycle
• cradle-to-cradle
• ideas and inventions merging today
• energy sources
• material choices
• minimization of resources
• limitations of technology
• consumer responsibility
• tiny homes
• preserving biodiversity
• green consumerism
• designing a sustainable world
• biomimicry
• DIY
• landscape design
• leapfrogging

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? no

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? On-campus and online utilizing D2L

7. What is the projected maximum class size (cap)? 30 on campus or 25 online

8. What qualified faculty will be available to teach this course? Bonnie Higgins, Sachel Josefson, Mitchell Blessing, Tim Brockman, Michael Lund.

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? Departmental decision

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Sample Syllabus TADD 2925
People of the Environment: Technology, Art, and Design Perspective (3 credits)

Dr. Sachel Josefson
Office: Bridgeman Hall 136
Phone: 755-2949
Messages: Voice Mail
Officer Hours: Monday – Friday (8AM-10AM)
Email: sjosefson@bemidjistate.edu

Required Text: Sustaining the Environment by Miller, 10th edition.

Course Description:
Discussion and evaluation of current environmental topics related to technology, art, and design. Liberal Education Goal Area 10.

Credits: 3

Course Objectives:
Students will:
- explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- discern patterns and interrelationships of bio-physical and socio-cultural systems.
- describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- propose and assess alternative solutions to environmental problems.
- articulate and defend the actions they would take on various environmental issues.

Major Content Areas:
This course will focus on:
- design-to-production cycle
- cradle-to-cradle
- ideas and inventions immersing today
- energy sources
- material choices
- minimization of resources
- limitations of technology
- consumer responsibility
- tiny homes
- preserving biodiversity
- green consumerism
- designing a sustainable world
- biomimicry
- DIY
- landscape design
- leapfrogging

**Grading:**

Students will be evaluated on the bases of three non-cumulative examinations, video case analysis, quizzes, and class participation. *NO LATE ASSIGNMENTS WILL BE ACCEPTED!*

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<td><strong>Grading Scale</strong></td>
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<tr>
<td>Exams (2 @ 100 pts/exam)</td>
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<tr>
<td>Case Presentation</td>
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<td>Quizzes</td>
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<td><strong>TOTAL POINTS</strong></td>
<td><strong>300 PTS</strong></td>
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**Grading Scale**

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%

*BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.*

**Disability Statement**

Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjiSTATE.EDU.
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Erika Bailey-Johnson / Sustainability Director, People of the Environment Coordinator / 11.29.2017
Proposer / Title / Date

Biology

Department Chair: Elizabeth Rave________________________  11.30.2017
Signature                        Date

Chemistry

Department Chair: Keith Marek_________________________  11.29.2017
Signature                        Date

Envir./Earth/Space/Econ

Department Chair: Michael Murray______________________  11.29.2017
Signature                        Date

Professional Education

Department Chair: Tim Goodwin________________________  11.30.2017
Signature                        Date

English/Speech Communication

Department Chair: Lauren Cobb________________________  11.30.2017
Signature                        Date

Geography

Department Chair: Jeff Ueland_________________________  11.30.2017
Signature                        Date
Human Performance, Sport, and Health

Department Chair: Jim White _______________________________ 11.30.2017
Signature Date

Humanities

Department Chair: Brendan McManus __________________________ 12.01.2017
Signature Date

Department of Integrated Media

Department Chair: Valica Boudry ______________________________ 11.30.2017
Signature Date

Political Science

Department Chair: Patrick Donnay ____________________________ 11.29.2017
Signature Date

Psychology

Department Chair: Laurie Desiderato __________________________ 11.29.2017
Signature Date

Sociology

Department Chair: Rucha Ambikar ____________________________ 11.30.2017
Signature Date

Science

Department Chair: emailed approval __________________________ 11.30.2017
Signature Date

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.
College of Arts and Sciences

Dean: Colleen Greer ____________________________ 12.05.2017
Signature Date

College of Business

Dean: Bonnie Higgins ____________________________ 12.07.2017
Signature Date

College of Health Sciences and Human Ecology

Dean: James Barta ____________________________ 12.06.2017
Signature Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.
From: Keith Marek  
Sent: Tuesday, November 14, 2017 11:04 AM  
To: Erika Bailey-Johnson <EBaileyJohnson@bemidjistate.edu>  
Subject: RE: People and the Environment course modification

Erika,

Chemistry is fine with the name change.

KAM

From: Timothy Goodwin  
Sent: Tuesday, November 14, 2017 10:16 AM  
To: Erika Bailey-Johnson <EBaileyJohnson@bemidjistate.edu>  
Subject: RE: People and the Environment course modification

I have no concerns