**Application for Interdisciplinary (ID) Designation**

**within the MAGIS Core Curriculum**

***SINGLE COURSE***

**(Individual or Team Taught)**

# **The approved learning outcomes for the Interdisciplinary (ID) element of the core:**

# “An Interdisciplinary Experience will satisfy the following learning outcomes:

# Synthesize or draw conclusions by connecting examples, data, facts, or theories from more than one perspective or field of study.

# Meaningfully synthesize connections among experiences outside of the formal classroom (e.g., life experiences, service learning, study abroad, internship) to deepen understanding of fields of study and to critically examine their own points of view.

# Adapt and apply skills, theories, or methodologies across disciplines to explore complex questions and address problems.”

1. Date Submitted: **May 29, 2020.** We consider applications on a rolling basis.
2. Instructor(s): **David Downie**
3. Course Prefix, Number & Title (e.g. POLI 2050): **EVST 2004: Causes and Solutions of Environmental Problems: Explanations from the Social Sciences**
4. Is this application only for the sections of this course that you will teach? \_\_\_\_\_\_\_ Or will every section of this course count as an Interdisciplinary (ID) course? \_\_\_**X**\_\_\_ (Please check one.) If every section will count, please attach a brief written confirmation from the Department or Program chair stating that the department will maintain the structure and pedagogy of the course as described in this application.

* **See the attached note from the Director of the Environmental Studies Program.**

1. Is this course already in the University Catalogue? Yes \_\_ No \_\_\_X\_\_\_. If No, where is it in the review process?

**This course has been approved by the Environmental Studies (EVST) program, and by the Social Science chairs as a Social Science core course, and submitted to the ASCC. Once officially approved, I will submit it to Politics for possible co-listing. I am the current chair of Politics and I believe the department will approve it, although perhaps not as an upper division elective for majors as it is too interdisciplinary.**

# Have you participated in a course or professional development program (e.g. at CAE) relevant to teaching an ID course (doing so is not required)? Yes\_\_**X**\_\_ No\_\_\_\_\_ If yes, which one?

* **I have sat in on every CAE ID CDI to date, in my role as ID Coordinator, and completed this application as part of the May 2020 ID CDI. (I had already completed an advanced draft)**

# Courses that fulfill the ID element of the Magis Core Curriculum can also count for one but not two of the requirements in the “Orientation” or “Exploration” elements (see the final page). If this course is/will be cross-listed in two departments, in which Exploration element and department will it count? (E.g. Humanities/ Religious Studies, Natural Sciences/Biology, Social Sciences/Economics, etc.)

* **Social Sciences.**

# Please provide the approved/proposed/revised Catalog Description for the course. Please ensure that part of the course description refers to the ID aspect(s) of the course.

* **This interdisciplinary course introduces students to important explanations from the social sciences regarding the causes of and potential solutions for environmental problems - in particular economics, political science, international relations theory, sociology, and paradigms for the relationship between humans and the environment. Issues considered include why humans create or allow serious environmental problems to occur, inherent difficulties of addressing environmental problems effectively, and what types of policy and tools are available to address them.**

# In the table below, please describe how your course will meet the approved learning outcomes for the Interdisciplinary (ID) element of the Core (listed in column 1); how some of the content and pedagogies that you will use to meet these goals; and how you will evaluate students’ fulfillment of these goals. While it need not be exhaustive, the 2nd column should contain sufficient examples and information so that the ID Committee can clearly understand how the course content and pedagogy prepare students to meet the ID learning outcomes listed in column 1. The 3rd column should contain sufficient examples and information so that the ID Committee can clearly understand how the students’ fulfillment of each learning outcome will be assessed or evaluated.

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| **Magis Core ID**  **Student Learning Outcome** | **Pedagogy and Course Content that Will Prepare Students to Meet This Outcome** | **Evaluation of Students’ Fulfillment of This Outcome** |
| “Synthesize or draw conclusions by connecting examples, data, facts, or theories from more than one perspective or field of study.” | Relevant course content includes:   * Classic and recent readings from several different social science disciplines that discuss the root causes of environmental issues, why solving them has proven has proven so difficult, and potential solutions. * Discussion questions that ask students to examine and connect how different fields examine the causes of, and potential solutions for, environmental problems. * Discussion of student projects – projects that require them to examine and connect how different fields examine the causes of their environmental issue they choose to explore and connect disciplines in evaluating potential solutions.   Pedagogy includes:   * Flip the classroom assignments due many of the weeks before class that require students not only to obtain key facts and theories from readings that come from different disciplines but merge these in preparing to answer potential quiz questions. Potential quiz questions will be provided in advance and a subset of these will then actually be on the quiz given in class. * Engaging students in weekly discussions of the readings, which are drawn from different disciplines. Discussion questions on the syllabus or outlined in class will ask students not only about elements of each disciplinary perspective but also to examine how the perspectives interact in creating a fuller understanding. * Students researching and preparing their issue analysis paper that requires using methods, insights and/or theories from different disciplines to analyze an environmental problem and propose and analyze or more potential responses. | Evaluations and assessments of this SLO include:   * Quizzes on the readings. * Graded participation in weekly class discussions that ask students to examine and connect how different fields examine the causes of, and potential solutions for, environmental problems. * The final project proposal and presentation that require delineating and connecting data and insights from different fields to describe an environmental problem and propose and evaluate potential policy responses. |
| **Magis Core ID** **Student Learning Outcome** | **Pedagogy and Course Content that Will Prepare Students to Meet This Outcome** | **Evaluation of Students’ Fulfillment of This Outcome** |
| “Meaningfully synthesize connections among experiences outside of the formal classroom (e.g., life experiences, service learning, study abroad, internship) to deepen understanding of fields of study and to critically examine their own points of view.” | Students must attend campus events or webinars focused on environmental issues. Part of this log assignment is a concluding paragraph in which they reflect on how the environmental issue and/or how it was discussed relates to them and one or more of the disciplinary readings or approaches we have encountered.  Students will interview sustainability professionals about their work. As part of their report on the interview, they will be asked to reflect on who this work might relate to their lives on campus or at home as well as relate to the disciplinary perspectives explored in class.  Students will online tools to examine impeding sea-level rise and changes in temperature and weather patterns in Fairfield and their home communities. Class discussion questions will  Class discussion will include asking students which disciplinary perspectives help explain environmental problems on campus, at the beach, or in their home towns, or how campus or beach operations contribute to environmental problems.  Students will likely be required, or more likely be offered a small amount of extra credit, to attend at least one session of the Campus Sustainability Committee and reflect on how the disciplinary perspectives explored in class relate to the ‘real- world’ campus discussion of environmental problems and solutions. This is not on the syllabus as it depends on when I teach this class and when the committee will hold its monthly meetings. | Evaluations and assessments of this SLO include:   * The grade log entries that summarize the on-campus event or webinar * The graded summaries of the interviews. * Graded participation in class discussion. |
| **Magis Core ID** **Student Learning Outcome** | **Pedagogy and Course Content that Will Prepare Students to Meet This Outcome** | **Evaluation of Students’ Fulfillment of This Outcome** |
| “Adapt and apply skills, theories, or methodologies across disciplines to explore complex questions and address problems.” | Relevant course content and pedagogy includes:   * The semester begins guests from different disciplines providing brief outlines of the skills, theories, and methodologies used in their field to examine the causes, impacts, and potential responses to environmental problems. * Classic and recent readings from several different social science disciplines that discuss the root causes of environmental issues, why solving them has proven has proven so difficult, and potential solutions. * Discussion questions that ask students to examine the different skills, theories, and methodologies used by different fields to examine the causes of, and potential solutions for, environmental problems. * Preparing to answer potential quiz questions on the reading that will include questions on how the readings that week incorporate particular skills, theories, and/or methodologies of a particular discipline and how these are different from, similar to, and/or complementary to those examined in other readings. * The interviews with individuals from different fields. * The 3 assignment papers (which are preparation for the final paper) will examine different aspects of the issue from different disciplinary perspectives. * The final paper and presentation then require combining these perspectives into a coherent analysis. | Evaluations and assessments of this SLO include:   * Graded class discussion of the readings and discussion questions. * Quizzes * The reports on the interviews. * The three short assignment papers   of different aspects of their issue – each of which will draw from different disciplines.   * The final paper and presentation. |

# Please attach the approved/proposed/existing course syllabus. Please:

# Ensure that part of the course description on the syllabus refers to the ID aspect(s) of the course.

# Ensure that the syllabus includes specific student learning outcomes or objectives (SLOs), including some ID specific SLOs. Some of the SLOs can reflect (in content or use of key terms), the ID learning objectives in the table above.

# Ensure that the syllabus includes a significant number of the planned readings, class activities, assignments, assessments, etc. A list of topics to be discussed, without readings, is not sufficient.

# Include annotations on the syllabus – in the form of comment boxes or other modalities, that explain how various readings come from different disciplines and how some of the readings, class activities, assignments, assessments, etc., will allow students to fulfill the ID SLOs of the Magis Core. Do not be concerned if some annotations repeat or expand upon information contained in the Table in the application or elsewhere on the syllabus.

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**Magis Core Curriculum**

1. **Orientation** (7 courses):

* English (Composition & Rhetoric); Religious Studies; Philosophy; History; Math; Modern/Classical Language; 1 additional course in either Mathematics or Modern/Classical Language

1. **Exploration** (8 courses)

* Humanities:
  + Religious Studies / Philosophy / History (2 courses in 2 different departments)
  + English / Modern Languages and Literatures / Classics (1 course in Literature)
  + Visual and Performing Arts (1 course)
* Natural Sciences: Biology / Chemistry and Biochemistry / Physics (2 courses)
* Social & Behavioral Sciences: Sociology & Anthropology / Psychology / Economics / Politics / Communication (2 courses)

1. **Signature Elements**

* Interdisciplinary element (1 course): either a team-taught course, or a cluster course, or an individually taught course (with at least one instructor in the College of Arts and Sciences). (All courses within the Orientation and Exploration areas.)
* Social Justice element (3 courses): one course providing an introduction to social justice (SJ1), and two additional social justice courses (SJ2), at least one of which accomplishes the learning outcomes through a focus on race (broadly construed), studied intersectionally with gender and class (SJ1 and one SJ2 course fulfilled within the Orientation and Exploration areas. One SJ2 course fulfilled within either the Orientation and Exploration areas or within a Major.)
* Writing Intensive element (3 courses): two courses (within the Orientation and Exploration areas) plus one additional course fulfilled within *either* the Orientation and Exploration areas (Writing across the Curriculum) *or* within a Major (Writing in the Disciplines).