**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 2005 Campus Sustainability**
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 \_**X**\_\_ No \_\_\_\_\_\_. If No, where is it in the review process?

# 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 worked specifically on this syllabus as part of the May 2020 ID CDI**

# 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.)

* **This course would only fulfill the ID Element.**

# 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 uses Fairfield University and the expanding literature on best practices on other campuses to explore key sustainability issues facing colleges, large and small companies, communities, towns, cities, and private citizens. The class will include site visits, guest speakers, and free ranging discussions of interesting readings. Students will also conduct semester-long individual or group interdisciplinary projects that analyze specific sustainability issues on campus and develop proposals for improving 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:   * Readings from different fields or that combine different fields, regarding: the science related to several environmental problems (e.g. GHG emissions, water, solid waste, pesticides); the economics pros and cons of current and potential campus operations related to these issue (e.g.: energy production and use; water use; waste production; recycling; maintenance); and policy analysis of how decisions are made and how to evaluate policy alternatives. * Readings from ASSHE (Association for the Advancement of Sustainability in Higher Education) reports on particular campus initiatives, and similar documents produced by individual schools, many of which are inherently ID in that they analyze why certain practices undertaken at some schools are sustainable while also outlining related economic, ethical or policy advantages relevant to analyzing their overall impact.   Pedagogy includes:   * Flip the classroom assignments due before about half the classes that (a) require students to encounter, obtain and synthesize key facts and theories from readings that come from different disciplines; and (b) require students to read and synthesize ID descriptions and evaluations of current campus operations, the sustainability of current practices, various alternative policy options, and the comparative efficacy, economic viability, sustainability other impacts of those options. * Engaging students in weekly discussions of environmental issues related to campus operations, the details of those operations, operations at other schools, and potential alternatives at Fairfield. These discussions require synthesizing and connecting insights from natural science, economics, policy analysis and sometimes ethics. * Students preparing short analyses of the environmental. problem their proposal will address, policy options to improve campus operations, and the economics of the issue. These are interim steps toward their final proposal. * Students researching and preparing a final project proposal that includes analyzing an issue, describing current policy and operations, and proposing alternative policies and operations that includes analyzing and explaining the enhanced efficacy, efficiency, sustainability, cost savings, and/or ethics of the alternative. | Evaluations and assessments of this SLO include:   * Graded assignments related to the readings, which occur almost every week. Many questions require students to draw and connect facts and theories from the natural, economic and policy sciences; * Graded participation in weekly class discussions that will, inherently, connect different fields as we discuss the environmental, econ and policy aspects of campus energy, water, solid waste, & purchasing. * 3 2-page analysis of different aspects of their issue. Each draws on a different discipline. * The final project proposal and presentation that require delineating and connecting data and insights from different fields to describe a sustainability issue, how campus operations relate to it, and a proposal to improve the impact of those operations. |
| **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 will take guided site visits to the: University Co-Gen power plant; Jesuit Residence green-roof and geothermal unit; BCC dining hall – especially the waste elements; and perhaps the regional recycling center or Fairfield town sewage/water treatment plant.  Students living in dorms will examine sustainability related aspects of dorm operations.  Students living at the Beach examine sustainability related aspects of their lives in this unofficial University housing.  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. This is not on the syllabus as it depends on when I teach this class and when the committee hold its monthly meetings during that term.  Students will personally interview two different individuals whose work connects to sustainability  Students will also view detailed pictures of the UI trash burning power plant; town or Fairfield solar facilities; in Bridgeport and, if they do not visit, the recycling center and water treatment plant and consider, in class discussions, how their everyday lives connect to these facilities, including how poor operations of any of these facilities can impact them.  Students will use two online tools to examine projected sea-level and temperature/weather pattern changes in their home-towns and reflect on how this will impact them and their family. | Evaluations and assessments of this SLO include:   * Graded assignments which connect course readings to the students’ everyday lives via the campus facilities students will tour or their reflection on aspects of beach-related sustainability (e.g. weeks 5, 6 and 9); * The report each student must write on her/his interviews with sustainability professionals; * Preparing for and participating in class discussions, during which students will be continuously asked to examine their relationship with, and impact on, campus sustainability. * The online tools that examine future changes to their home-towns. |
| **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 with a discussion and some reading, and some guest experts, of what we mean by “sustainability” – including how the concept is addressed in different disciplines, including natural science, policy, and economics; * Reading, understanding, answering the assignment questions and discussing the assigned readings on: how to analyze environmental and sustainability issues; how to develop and evaluate policy options using different methods; different campus operations at other Universities regarding water, waste, recycling, maintenance, purchasing and energy production, use and efficiency. Individually and especially in totality, this content, answer the questions, and discussions will require encountering, understanding and applying information and theories from different disciplines. * Many of the discussion questions on the syllabus, as well as related questions that students will explore as part of their weekly assignments, will require thinking about and applying methodologies and theories from different disciplines in exploring what questions a scientist, policy official, economist or ethicist might ask about a particular issue or campus operations, what information she would seek to answer the questions, and what methods she would use to get that information/data to answer those questions. * The 3 short papers (which are preparation for the final proposal) will examine the science, economics and policy, respectively, related to a particular issue. Previous readings, from weeks 2,3 and 4, will have provided students with introductory knowledge of theories and methodologies to address the previous bullet and do the required work to do these short papers; * The final project proposal/paper report will require students to apply perspectives, theories, and/or methodologies from several different disciplines to different extents depending on the issue), to explore the environmental issue and campus operation their proposal addresses, the current policy choice, its economics, one or more proposed alternatives, modifications, or additions, and the environmental, economic, ethical and/or policy impact of that alternative. | Evaluations and assessments of this SLO include:   * Graded assignments, which occur almost every week. Many questions in these assignments will require students to outline and apply theories and methodologies to explain or analyze sustainability challenges and relevant campus policies; * Graded participation in weekly class discussions that will do the same. * 3 2- page analysis of different aspects of their issue – each of which will draw on a different discipline. * A final project proposal that will require delineating and connecting data and insights from different fields to describe a sustainability issue, how campus operations relate to it, and a proposal to improve the impact of those operations. * The final 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).