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# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ENST 261: Climate Change and YOU** | | | |  |
| [Replacing](#Ifapplicable) | **n/a** | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Daniel Hewins** | [Home department](#home_dept) | **Biology** | | |
| A.4. [Context and Rationale](#Rationale) | **This Connections course will fulfill the requirement for a Connections course by providing a comprehensive study of the validity of anthropogenic climate change and how it transcends the basic science by affecting art, business/economics, society, and politics. This course will make connections by investigating: the history of science and belief both past and present re: climate change, the why of climate change affirmation versus denial, and the connections between the apparent impacts of climate change on business/economics, society, and politics. The course utilizes creative and critical thinking (i.e. journals and discussions), collaborative work and discussions (i.e. debates), written communication (i.e. papers), oral presentations.** | | | | |
| A.5. [Student impact](#student_impact) | **The pros of offering this course: it will be a high quality and timely course associated with issues facing the current generation of student. This will be the only connections course on climate change. This course will add diversity in Connections offerings.** | | | | |
| A.6. [Impact on other programs](#impact) | **None.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **Faculty is available to teach this course** | | | |
| [*Library*:](#library) | **The library currently has access to a wide range of relevant resources including JSTOR and films etc. to supplement our courses.** | | | |
| [*Technology*](#technology) | **No known impact** | | | |
| [*Facilities*](#facilities): | **No known impact** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | **NA** | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  |  | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **ENST 261** |
| B.2. Cross listing number if any |  | **N/A** |
| B.3. [Course title](#title) |  | **Climate Change and YOU** |
| B.4. [Course description](#description) |  | **Students will explore the historical, economic implications, scientific evidence, and societal repercussions of climate change to evaluate how climate change affects life now and in the future.** |
| B.5. [Prerequisite(s)](#prereqs) | Completion of FYS, FYW and at least 45 credits | **FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits** |
| B.6. [Offered](#Offered) |  | **Fall | Summer |** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **| Lecture | Seminar** |
| B.12.[Categories](#required) |  | **Free elective |** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **YES**  **category: Connections** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Interviews |**  **| Projects |** |
| B.16. [Redundancy statement](#competing) |  | **None, there are no Connections courses on this topic** |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Oral communication |  | Discussions: We will have frequent discussions including debate style where students are asked to take sides on a particular issue and argue for that side. In some instances, students may be challenged to take a side that they do not agree with, which is intended to help them either strengthen their inherent position, or it may help them better understand why and how others hold fast to their own positions/beliefs.  Presentation: Students will give a short oral presentation at the end of the semester summarizing their term-paper research. This will be in the format of a 10-15minute academic seminar with time for a brief round of audience Q&A. Discussions and presentation |
| Research fluency |  | Throughout the semester we will conduct research in order to provide resources for in class discussions and debates, and students will be required to cite primary and secondary sources in their term paper and final presentations. Climate change is a contemporary issue, and there are new primary and secondary sources published on a daily basis, therefore I will spend time with students going over the methods that I use to survey this fast-paced literature and find resources that I use in my courses and research, and everyday life to better understand the dynamic issues associated with climate change. |
| Collaborative work |  | Students will work in teams during debates and discussions to develop strong arguments for their argument. They will also work together to peer-review each-others written work in a constructive manner. I (D. Hewins) am currently enrolled to take “The How to of Peer Review” through the FCTL in the coming weeks, and will utilize what I learn in that course to support the peer review process. |
| Written communication |  | Students will frequently research current events of climate change to “Journal” and inform their worldview. I will read and respond to journals often times with questions with the aim of helping students develop a deeper understanding of the multidisciplinary nature of climate change.  Students will also write a 10-page term paper using their research on a multidisciplinary aspect of climate change (e.g. climate change, food security and age/gender equity in food distribution). We will use a peer review model to guide students toward a final draft of their paper. We will also use the campus writing center as a resource to help students enhance their writing through the semester. |
| Creative and critical thinking |  | Journaling comparing/contrasting viewpoints, Debate discussion, Class discussion of current events, and using IPCC data to construct meaning from quantitative information |
| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** | | |
| **Required Text:** Mann, M. E. and Kump L. R., 2015. Dire Predictions: Understanding Climate Change. 2nd Ed. DK Publishing. NY, NY, USA.  1 Syllabus, introduction  The impacts of humans on climate  2 1 **Discussion** NASA articles on the physical science of  climate change – how do we ‘teach’ climate change  2 Is the globe really warming?  3 1 Is it really getting hotter? Science and Politics  (TED Talk – How to remove CO2 from the atmosphere)  2 How do we forecast climate change?  4 1 What are the impacts of climate change? (350.ORG visual resource)  2 Where are we feeling the impact?  5 1 How does climate change influence War?  Case Study/Film Study  2 Does climate change impact human health?    6 1 Vulnerability to climate change  Current events articles on Economics of Climate Change  2 Economics Debate: what should countries do?  7 1 Science of Solutions  2 Science of Solutions (Cont)  8 1 What can you do to resolve climate change?  2 What are the ethics of climate change?  9 1 Current Social Justice Projects in New England  2 Current Social Justuce Projects Globally  10 1 Presentation guidelines and peer discussion  2 Climate Change and Art    11 1 Current Federal Government Stance on Climate Change  2 Campus Sustainability Update  12 1 Climate change locally in New England – Science and Tech.  Farming Wind, Re-greening Urban Areas, and Solar on Donovan  2 Climate change locally in New England – Economics  City Planning, Dunkin’ Donuts Cups, Plastic Straws and the Narragansett Bay  13/14 Student presentations | | |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Earl Simson | Dean of FAS |  |  |
| Mary Baker | Program Director of ENST |  |  |
| Gerri August or Julie Horwitz | Dean of Feinstein School of Education and Human Development |  |  |
| Jenifer Giroux | Dean of Professional Studies and Continuing Education |  |  |
| Jeffrey Mello | Dean of School of Business |  |  |
| Debra Servello | Dean of School of Nursing |  |  |
| Jayashree Nimmagadda | Dean of School of Social Work |  |  |
| Jim Magyar | Chair of COGE |  |  |