

Tompkins Cortland Community College

Master Course Syllabus

2023-2024

Course Discipline and Number: ANTH/ENVS 295

Course Title: Global Seminar

Year: 2024-2025

Credit Hours: 3

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.

Course Description

Using a case-study approach, students learn about important current issues focusing on environmental sustainability. Live videoconferencing and web-based instruction allow students from several colleges in the United States and abroad to critically examine environmental issues and their social impact on a global level. ENVS/ANTH 295 fulfills the SUNY General Education Social Sciences requirement. Prerequisites: ENGL 101; one course in the social sciences; ENVS 101 or ENVS 102; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

This is the capstone course for students in their final semester of the Environmental Studies A.S. degree program. It may also be taken to fulfill the requirements of the Honors College curriculum. Other students who meet the prerequisites and would like to engage in this technology-intensive interactive discussion of global environmental issues are welcome with the permission of the instructor. The course is cross-listed as ANTH 295 and may be taken under anthropology or environmental studies.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

Students explore case studies on sustainability issues concerning the environmental sustainability. Students will focus on a variety of topics that demonstrate the dynamic interrelationships among demographics, natural resources management, food production, economics, biodiversity, and biotechnology, and similar topics. Students from different colleges interact during videoconferences, synchronous and asynchronous online discussions.

Course Objectives/Topics

Objective/Topic	% Course
Students will explore several case studies. Different cases are selected each year by the faculty leaders at the various campuses. Sample case studies include climate change, novel protein foods, biodiversity, and ecotourism.	100%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Critical thinking is the core of this course. As students work through the case studies, they develop stakeholder positions, which they research and present. The instructor should include reading and discussion of primary source material.</p> <p>During the videoconferences and in the online chat, students converse with each other in a collegial manner.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Case studies involve global topics of sustainability. Appropriate movies can supplement this material. (<i>Inconvenient Truth</i>, <i>Darwin's Nightmare</i>, etc.)</p> <p>Case study material is related to students' own lives and lifestyles; the stakeholder positions they take reflect differing social roles. Stakeholders typically represent people from different social groups, such as farmers, doctors, members of NGO's, etc.</p> <p>The economics of the case studies are integral to the development of stakeholder positions. This helps students realize that essentially all decisions have some economic facet. Stakeholders typically represent people from different economic groups, such as poor peasants, heads of organizations, etc. The consequences of case study decisions often have an economic basis.</p> <p>Class discussion focuses on how individual actions have environmental consequences. Students will have completed an "Ecological footprint" before or during this course.</p>

Instructional Methods

Details of instruction methods can be discussed with faculty at the other colleges with whom the instructor collaborates. Cornell provides instructors with training on the case method of teaching at workshops. The instructor may choose to introduce a practice case before engaging students in the cases that will be discussed with other colleges. However, TC3 faculty may find that time does not permit this exercise, because the TC3 semester starts 2 weeks later than some other colleges with whom we collaborate.

The order of case studies is predetermined by the instructors of the participating institutions. The instructor may provide background lectures on the case topics, use of communication technologies, research, and discussion. The instructor must facilitate student assignments to inter-campus student groups and ensure that students are contributing their fair share of time and effort to quality discussion and research. The instructor facilitates a videoconference and an inter-campus study group based on one of the case studies. The instructor may wish to provide local students with a "dress rehearsal" opportunity in class before their live videoconference. Students wrap up the semester by presenting a final update to their local class on the completed intercampus research project for their case study.

Methods of Assessment/Evaluation

Method	% Course Grade
Participation in discussions in class, videoconferences, and online	40-70%
Research paper	30-50%
Reflective essays	10-30%

Text(s)

A textbook is not required.

Bibliography

Extensive bibliographies are provided on the Cornell Blackboard website for each case study. These are updated periodically.

Other Learning Resources

Audiovisual

An Inconvenient Truth (Climate Change)

Darwin's Nightmare (Developing nations)

Join Us in Traveling the Globe - Promo DVD that describes how the course functions

Journey to Planet Earth - various segments as they are appropriate for specific case studies.

Electronic

Case studies (preselected by faculty) - Cornell University, on global seminar web site www.global.cornell.edu.

Other

No resources specified