

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: ENVS/ANTH 295H**

**Year: 2024-2025**

**Course Title: Global Seminar - Honors**

**Credit Hours: 3**

**I. 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. 3 Cr. (3 Lec.) Spring semester.

**II. Additional Course Information:**

1. This course satisfies a SUNY General Education Social Sciences requirement.
2. ENVS 295H is required of all Environmental Studies A.S. students.
3. Write to Learn strategies are used throughout the course.
4. Online homework is required.
5. Students will frequently work in groups.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Evaluate solutions to environmental problems in light of the social, economic, and ecological dimensions of sustainability.
2. Investigate a problem or question using an appropriate research process.
3. Communicate information effectively to appropriate stakeholders.

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes**

**Tompkins Cortland ILOs**

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.

☒ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

**SLO 1.** Evaluate solutions to environmental problems in light of the social, economic, and ecological dimensions of sustainability.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program:  
**Environmental Studies A.S.**

PLO	SLO
Describe the social, economic, and ecological dimensions of sustainability. (ILO: Sustainability)	1. Evaluate solutions to environmental problems in light of the social, economic, and ecological dimensions of sustainability.
Evaluate solutions to environmental problems. (ILO: Critical and Creative Reasoning)	1. Evaluate solutions to environmental problems in light of the social, economic, and ecological dimensions of sustainability.
Investigate a problem or question using an appropriate research process. (ILOs: Critical and Creative Reasoning, Communication, and Technology)	2. Investigate a problem or question using an appropriate research process.
Communicate information effectively to appropriate stakeholders. (ILOs: Critical and Creative Reasoning, Communication, and Technology)	3. Communicate information effectively to appropriate stakeholders.

### **SUNY General Education Outcomes**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☒ **CRITICAL THINKING** - Students will:

- identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- develop well-reasoned arguments.

**SLO 1.** Evaluate solutions to environmental problems in light of the social, economic, and ecological dimensions of sustainability.

☐ **INFORMATION MANAGEMENT** - Students will:

- perform the basic operations of personal computer use;
- understand and use basic research techniques; and
- locate, evaluate and synthesize information from a variety of sources.

☒ **GENERAL EDUCATION CATEGORY** - Area(s): Social Sciences

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

**SLO 2** corresponds to “understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.” SLO 1 corresponds to “knowledge of major

concepts, models and issues of at least one discipline in the social sciences” by requiring students to explore issues in the fields of economics, social justice, gender equity, race/racism, and sustainable development in general.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

## V. Essential Topics/Themes

1. Ecological Footprint
2. Food Security
3. Water Security
4. Land/Territory Grabs
5. Climate Change
6. Sustainable Development
* These topics may vary each semester, depending on student interests and overall group composition.

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Reflective papers	20-50%
2. In-class and online discussions/participation	20-50%
3. Term papers or multiple smaller written assignments	20-50%
4. Case study leadership (writing briefing papers, etc.)	20-50%

## VII. Texts – ☒ Required    ☐ Recommended    ☐ Used for more than one course (list courses)

4. Current readings from primary and secondary literature (posted to Blackboard)
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## VIII. Bibliography of Supplemental Materials

1. <a href="#">UN Sustainable Development Goals</a>
2. M.P. Mueller et al. (eds.), <i>Assessing Schools for Generation R (Responsibility)</i> , 279 Contemporary Trends and Issues in Science Education 41, DOI 10.1007/978-94-007-2748-9_20, © Springer Science+Business Media Dordrecht, 2014.
3. Claey's, P. (2015). <i>Human Rights and the Food Sovereignty Movement: Reclaiming Control</i> . Routledge, New York, 2015, 210 pages
4. Acreman, M., et al. ( 2014). <i>Environmental Flows for Natural, Hybrid, and Novel Riverine Ecosystems in a Changing World</i> . Front Ecol Environ. 12(8): 466–473.
5. Current Intergovernmental Panel on Climate Change (IPCC) Reports

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

<b>Audiovisual:</b> <i>Flow: For the Love of Water</i> and other current documentaries on issues covered in class.
<b>Electronic:</b> Various electronic resources, publications, and datasets (e.g., National Aeronautics and Space Administration [NASA], National Oceanic and Atmospheric Administration [NOAA], Intergovernmental Panel on Climate Change [IPCC])
<b>Other:</b> None specified

**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 academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*