

## MEMORANDUM

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**To:** Academic Standards Committee

**From:** Tom Crawford

**Date:** March 4, 2011

**Re:** Proposed course GEOG 2350 Climate Change: Science and Society for Foundations Credit

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The Department of Geography requests the following actions:

1. approval of Foundations social science credit for new course GEOG 2350 Climate Change: Science and Society. (NOTE: previously approved by HCAS Curriculum Committee)

Global climate change is one of the most pressing issues of our time and, beyond the science questions, involves significant social science content that is germane to the goals of ECU's Foundations social science requirements. In order to graduate leaders that can recognize the global interdependence of societies, cultures and environmental systems, the Department of Geography proposes GEOG 2350 in which students explore together the complex scientific, societal, technological and policy challenges involved in Global Climate Change. This course is an important component of ECU's Global Partners for Education project and helps fulfill ECU's Strategic Directions of 'Education for a new century' and 'The leadership University'. This innovative course involves partners with the U.S. Department of State and the Global Classroom experience in a format where partner institutions from universities in Brazil, Mexico, China and India have engage students, instructors, and scholars across the globe. We envision continuing the Global Classroom experience but have proposed the course so that it is able to exist and function in the absence of the international partnerships and Global Classroom should those arrangements no longer be viable at some point in the more distant future. The course fulfills the basic social sciences foundations curriculum goals in the sense that it gives students an opportunity to identify a societal problem or issue related to climate change and work in highly interactive groups to elaborate a solution or new understanding of the problem/issue that has multi-disciplinary components. The international nature of the course will allow students to develop a better understanding of the interrelationships of regional differences, social behaviors, cultures, and climate change. Specific details of how the course fulfills the three Foundations goals are described in the accompanying foundations credit proposal form.

**ACADEMIC STANDARDS COMMITTEE**  
**Request For Foundations Credit Form**

All of the information noted below must be included in the request form. Failure to show how the request for foundations credit directly addresses each of the three ECU Foundations Goals for the course area may result in the request being denied. ECU Goals of the Liberal Arts Foundations Curriculum are available online at:  
<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

A. Basics

(for items 1-16, for cross-listed courses provide two or more sets of information, as appropriate, under each category)

1. Foundations Course Area (Arts, Humanities, Basic Sciences, Basic Social Sciences, Health Promotion and Activity, Writing Competence, Mathematics Competence).

Basic Social Sciences

2. Department in which the course will be taught.

Geography

3. Department Administrator's title, name and email.

Department Chair, Burrell Montz, [montzb@ecu.edu](mailto:montzb@ecu.edu)

4. Course Prefix, Number and Name.

[GEOG 2350 Climate Change: Science and Society](#)

5. Number of credit hours.

3

6. Prerequisites (if applicable).

N/A

7. Course description as it will appear in the catalog and a detailed course syllabus with a weekly schedule of topics to be discussed which should reflect foundation goals.

See attached syllabus

[2350. Climate Change: Science and Society \(3\): \(FC:SO\) Explores societal aspects of](#)

contemporary climate change including communication of basic climate change science, social science debates, human adaptation and mitigation strategies, and international policy.

8. School in which the course will be taught (if applicable).

N/A

9. School director's name and email (if applicable).

N/A

10. College in which the course will be taught.

Harriott College of Arts and Sciences

11. College dean's name and email.

Alan White, whiteal@ecu.edu

12. Date approved by department curriculum committee and chairs initials.

1/28/11

13. Date approved by department voting faculty and PC chairs initials.

1/28/11

14. Date reviewed by department chair and his or her initials.

1/28/11

15. Date approved by the Harriot College curriculum committee and chairs initials.

2/15/11

16. *Date forwarded to Academic Standards.*

03/07/11

The purpose of the information provided below is to enable Academic Standards Committee members to determine whether or not it is reasonable to believe that the course named above will satisfy the three or four specific goals for all courses in its area that are stated in ECU Goals of the Liberal Arts Foundations Curriculum are available online at:

<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

B. Using the Foundations Goals listed under the course's area:

1. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal One for its area. List examples of required course textbooks or other required materials that address the content described above.

In this course we will explore the nature of global climate change through the unique interdisciplinary lens afforded by the field of geography. We will integrate the study of impacts of past, present and future human activities upon the Earth's climate with a look at different ways societies around the world are coping with the local effects of climate change.

The course content focuses around four main themes: 1) Science and Impacts of Climate Change, 2) Climate Change Mitigation Policies and Technologies, 3) Adaptation to Climate Change, and 4) Multi-National and Global Actions.

Required text: *Dire Predictions – Understanding Global Warming*, ME Mann and LR Kump, DK Publishing Inc., New York, NY, 2009, 208 pp., ISBN 978-0-1360-4435-2.

2. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Two for its area. List examples of required course textbooks or other required materials that address the content described above.

In this course students will learn quantitative and qualitative methods that social science scholars and the policy community employs to address the problem of Global Climate Change. They will implement methods to identify a challenge in Global Climate Change, produce the background research necessary to understand what solution approaches have been tried in the past, and propose and design an innovative solution.

Students are exposed to and engage with Geography's research methods and principles by\*\*:

Learning how to use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.

Learning how to use mental maps to organize information about people, places, and environments in a spatial context.

Learning how to analyze the spatial organization of people, places, and environments on Earth's surface.

\*\* adapted from: *Geography for Life: National Geography Standards 1994*. Washington, D.C.: National Geographic Research and Exploration, 1994.

Required text: *Dire Predictions – Understanding Global Warming*, ME Mann and LR Kump, DK Publishing Inc., New York, NY, 2009, 208 pp., ISBN 978-0-1360-4435-2.

3. Describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Three for its area. List examples of required course textbooks or other required materials that address the content described above.

In this course we will demonstrate how the discipline of geography develops a spatial (and global) perspective on pressing Climate Change related issues such as environmental policy, resource conservation, multi-national cooperation, development, population growth, technological change and innovation, and globalization.

Students will learn about Geography's contribution to general knowledge by:  
Learning how to apply geography to interpret the past.  
Learning how to apply geography to interpret the present and plan for the future.  
\*\*\* adapted from: *Geography for Life: National Geography Standards 1994*.  
Washington, D.C.: National Geographic Research and Exploration, 1994.

Required text: *Dire Predictions – Understanding Global Warming*, ME Mann and LR Kump, DK Publishing Inc., New York, NY, 2009, 208 pp., ISBN 978-0-1360-4435-2.

4. If the course area is Health Promotion and Physical Activity or Writing Competency, describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Four for its area. List examples of required course textbooks or other required materials that address the content described above.

C. When the sample course syllabus does not contain a schedule outlining what will be taught when during the semester, provide this information here. If there is something not covered above that provides evidence that the course satisfies the foundations goals in its area (course pedagogy, etc.), describe it here.

D. Bring samples of course materials (textbooks, etc.) that will be used in the course to the Academic Standards Committee that hears the request for foundations credit for the course. The materials are expected to explicitly address all of the foundation goals for the course's area.

E. If the course is an upper-division course (3xxx or 4xxx), explain why students should get foundations credit for taking the course.

Please direct any questions to the current Committee Chair, Professor Linda Wolfe at [wolfel@ecu.edu](mailto:wolfel@ecu.edu) or to the full Academic Standards Committee at [stc@ecu.edu](mailto:stc@ecu.edu).