Eastern Illinois University
*Revised Course Proposal*
CSC 3001G, Survival of Humanity
This course will be deleted, effective Spring 2008. (5/1/07 CAA)

1. **Catalog description**
   a. **Course level:** CSC 3001G
   b. **Title:** Survival of Humanity
   c. **Meeting times and credit:** 3-0-3
   d. **Term to be offered:** S
   e. **Short title:** Surv of Humanity
   f. **Course description:** An interdisciplinary study of the interplay of facts, values, and theories in the analysis of complex social questions related to humanity’s continued survival. Topics examined may include population, food, energy, the environment, and biodiversity.
   g. **Prerequisite(s):** None
   h. **Writing:** Writing active

2. **Student learning objectives**
   a. **Student learning objectives designed to help students achieve goals of general education and university-wide assessment:**
      - Students shall be able to analyze and interpret data related to population, food, energy, and biodiversity. (Critical thinking)
      - Students shall be able to demonstrate an understanding of the impact and importance of population and pollution problems in both the industrialized and developing nations of the world. (Critical thinking, citizenship, cultural diversity)
      - Students shall be able to present, in both written and oral formats, reactions to case studies and other critical thinking exercises designed to highlight challenges, conflicts, and potential solutions related to the resources needed to support humanity. (Effective writing and speaking, critical thinking, citizenship)
      - Students shall be able to recognize differences in the approaches taken by different societies in addressing various problems and challenges related to the continued survival of humanity. (Critical thinking, cultural diversity)
      - Students shall be able to recognize differences in the approaches taken in various social and natural science disciplines to analyze various problems and challenges related to the continued survival of humanity. (Critical thinking)
   b. **Additional student learning objectives:**
      - None

3. **Course outline**
   This course is taught by an interdisciplinary team of four instructors. For each of the four units outlined below, one instructor is identified as the primary resource person. That instructor provides the primary lectures and classroom activities for the unit (1½ weeks). This is followed by reactions by the instructors from other disciplines and rebuttal by the primary instructor (1 week). Students then participate in a critical thinking exercise designed
by the primary resource person and take an exam (1 week). Remaining class periods are reserved for guest speakers and special events (1 week).

The following outline should be regarded as typical for the course. The topics discussed may vary depending on the areas and expertise of the instructors.

I. Population and Demography (3½ weeks)
   A. Tools and definitions (birth rate, death rate, rate of natural increase, fertility rate, infant mortality rate)
   B. History of human population growth (foraging period, farming period, factory period)
   C. Current world population data (population pyramids; arithmetic, exponential, and logistic growth patterns)
   D. Alternative strategies for controlling world population growth (naturalist, contraceptionalist, developmentalist, societalist, statist)

II. Food (3½ weeks)
   A. Constraints on food production (climatic and ecological constraints, agricultural land base, irrigation and water resource depletion, deforestation, desertification, salinization)
   B. Food and hunger problems (food production and distribution, consumption and caloric intake, regional disparities, types of hunger, population density types and density comparisons)
   C. Global food politics (market approaches, agrarian reform, the Green Revolution, pesticides, agricultural loans, technological transfer)

III. Energy (3½ weeks)
   A. Overview of energy statistics (energy production, energy consumption, projected future energy supplies, economic-related energy indicators)
   B. Energy markets (efficiency of competitive markets, allocational and informational roles of prices, sources of economic inefficiencies, externalities in energy markets, case studies of energy markets)
   C. Government intervention in energy markets (command-and-control standards, Pigovian taxes, tradable pollution permits, international treaties and protocols)

IV. Biodiversity (3½ weeks)
   A. Plant and animal diversity as a resource (tragedy of the commons, valuation of biodiversity, overview of natural selection and the origin of species, renewable and non-renewable resources)
   B. Threats to biodiversity (commercial hunting and poaching, habitat loss and fragmentation, pollution and climate change, introduced species)
   C. Efforts to sustain biodiversity (ecosystem versus species approaches to management, government intervention, wildlife refuges, gene banks, botanical gardens and zoos)

V. Special Topics and Guest Speakers (1 week)
4. Evaluation of student learning
   a. Evaluation of the achievement of student learning objectives

   Exams shall consist of objective questions (multiple choice, true-false), in-class essay questions, and take-home essay questions. Instructors may also assign take-home or in-class essay assignments and/or internet assignments. Exact percentages and methods of evaluation will vary depending on the instructor, but at least 25% of the graded activities for each instructor’s segment of the course shall consist of writing activities and assignments.

   b. Type of writing course

   Essay examination questions and short essays (1–3 pages) are commonly used in this course, which is consistent with the requirements for writing-active courses.

5. Rationale
   a. Segment of the general education program

   This course shall be placed in the Social/Behavioral Sciences segment of the general education program. While the interdisciplinary team of instructors may include faculty from the biological and physical sciences as well as the social and behavioral sciences, the course emphasizes the “complex social questions related to humanity’s continued survival.” This emphasis on social behavior and human interaction makes the course appropriate for the Social/Behavioral Sciences segment.

   This course may be used to satisfy the cultural diversity requirement in the general education program. Students are exposed to culturally diverse views and approaches to the challenges created by population growth, food and energy production, pollution, and biodiversity.

   b. Justify the level of the course and list all prerequisites.

   Because of the interdisciplinary nature of this course, students are exposed to a number of different viewpoints and different styles of analysis. Students need sufficient academic maturity to synthesize the course material, so this course is placed at the 3000 level.

   c. Similarity to existing courses

   This course is a revision of CSC 3001C and should maintain the same curriculum ID as CSC 3001C. There is by necessity some overlap with other courses, especially BIO 3002C and EIU 4003C, relative to the topics covered. This course differs from others that cover environmental topics by providing an interdisciplinary viewpoint along with a strong emphasis on the social science perspective.

   d. Programs, majors, or minors in which the course is to be required or used as an approved elective

   None.
6. **Implementation**
   a. List faculty member(s) to whom the course will be assigned initially.

   This course will be assigned to Drs. Hummel (SOC-ANT), Hake (ECN) Obia (G-G), Pederson (BIO) in Spring 2001. Any interested and qualified instructor in the College of Sciences may become part of the team of instructors in the future.

   b. Identify the textbook(s) and supplementary materials to be used, including publication dates.

   Current textbooks for the course include


   Supplementary materials include various internet websites and xeroxed articles.

   c. Specify any additional costs to students. (Course fees must be approved by the President’s Council.)

   None.

   d. List the term in which the course will first be offered.


7. **Community College Transfer**

   N/A

8. **Date approved by the department:**

   N/A

9. **Date approved by COSCC:**

   4/21/00

10. **Date approved by CAA:**

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Departmental contact person: William Weber, Associate Dean, College of Sciences
Campus Phone: 217-581-3328