PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of faculty member       Dr. Martha Works

Title of proposed course      World Population & Food Supply

When is the course to be offered?     Spring 2000

Name of Cluster/Cluster coordinator  Global Environmental Change/ Ansel G. Johnson

Please address the following items in your narrative, keying your text to the corresponding item below:

A. COURSE DESCRIPTION (100 words or less).
   Geog 346 World Population and Food Supply (4)
   An introduction to the dynamics of the current national and international problems associated with rapid population growth, unemployment, major population migrations, shortages of food and other critical commodities, and the present and potential adjustments to these situations. Prerequisite: upper-division standing.

B. COURSE DEVELOPMENT. Please indicate whether the course is based on an existing course (and if so, please specify), or is a new course in development. If the course is a revision of an existing course, please explain what form the revision will take (this may be addressed under item C).
   Note: Please be aware that the new General Education requirement is based on different premises from the former "distribution" requirement, and therefore the academic role of upper division courses in General Education will necessarily be different from the previous role.

   Martha Works will teach this class for the first time during the 1999-2000 academic year. This course has been taught by a now retired professor and in recent years by an adjunct professor. Works will revise the class to meet General Education goals.

C. GENERAL EDUCATION GOALS. Please describe how your pedagogical goals for the course promote the University's goals of General Education as adopted by the Faculty Senate. Please review the relevant sections of the General Education Working Group Report (the document adopted by the Senate in 1993) or the September 16, 1994, report of the General Education Committee (both documents are available in the Office of University Studies, 245 CH). Applicants are reminded that the upper division courses are expected to focus on program goals related to Human Experience and Ethical Issues & Social Responsibility, while continuing to build on the Inquiry and Communication program goals. Course instructors should use active learning strategies and challenge students to display increasingly sophisticated research and communication abilities. Examples of strategies for each of the General Education program goals are listed in the General Education Working Group Report and the report of the General Education Committee. Attention should also be given to how this course functions in tandem with other courses in the cluster in working toward curricular integration within the cluster.
Colleagues are also reminded that upper division UNST courses are a replacement of the former distribution requirement for coursework in the Arts and Letters, Sciences, and Social Sciences. The Committee therefore anticipates upper division courses with scholarly content of the highest standard, consistent with the content level of the "distribution" courses under the previous General Education requirement, and befitting the University's core undergraduate curriculum.

This course focuses on the role of population growth and agricultural development as driving forces in global environmental change. Population growth (with global population now near 6 billion and doubling time of population in the world's poorest countries at 10-30 years), agricultural responses to meet the needs of this growing population, and the often detrimental consequences of the ensuing land use/land cover change are central to an understanding of global environmental change.

The course addresses Goal 3 [Human Experience] particularly points 1, 2, and 3.

1. Enhance awareness and appreciation of societal diversity in the local, national, and global communities. The course emphasizes the multiplicity of responses human communities have made to population change and meeting one of their most basic needs: food supply. It also focuses on the national and global connections that result from trade and aid in food stuffs.

2. Explore the evolution of human civilization from differing disciplinary and cultural perspectives. Geography, as well as the study of population and agriculture, is inherently interdisciplinary. Geography fosters an understanding of the intersection of human and physical systems. Population studies encompass human biology, technology, and society. Agriculture is an art, a science, and a production system.

3. Explore the course and implications of scientific and technological change. Both population and agriculture have been affected (and continue to be affected) by scientific and technological change through the course of human history.

Course addresses Goal 4 [Ethical Issues and Social Responsibility], points 1-6

Population dynamics and agricultural choices are imbued with ethical issues and issues of social responsibility at the individual, local, regional, national, and global levels. What are the implications of reproductive choices? What are the implications of government involvement in trying to control reproductive choices? What are the local, national, global repercussions of those choices? What are the ramifications of local or regional decisions about agricultural methods? How does individual choice affect larger patterns of agricultural development? What are the implications of choices made at various levels with respect to population and agriculture for society? For the environment?
The course will incorporate group interaction, research and writing, critical thinking and the opportunity to develop public presentation skills.

D. COURSE OUTLINE. Please provide a detailed outline of the proposed course. This need not be a completed syllabus, but should include an outline of topics, a preliminary reading list, and the name(s) of instructor(s) committed to teaching the course during its first year.

Martha Works will teach this class for the first time during the 1999-2000 academic year.

I. Population
   A. History of population growth
   B. Contemporary population patterns
      1. Distribution
      2. Density
      3. Carrying capacity
   C. Population dynamics – global trends
      1. Birth rates, death rates, population growth rates; patterns and case studies
      2. Factors affecting rapid population growth
      3. Policies to control or change rapid population growth (examples)
      4. Population projections and implications
   D. Consequences of rapid population growth
      1. Migration
      2. Urbanization
      3. Conflict
      4. Environmental impacts: land use/land cover change
      5. Impacts on quality of life

II. Agriculture and Food Supply
   A. The agricultural base
      1. Distribution of agricultural resources
      2. Distribution of agricultural types
   B. Changes in agricultural productivity – historical overview and environmental impacts
      1. Technology, innovation, and expansion of production
      2. Degradation and decline in productivity
   C. Current patterns of productivity, food supply, and hunger
   D. Institutional Factors
      1. International food aid
      2. Food and agricultural policies
   E. Food prospects for the future
      1. Impacts of continued population growth
      2. Impacts of global climate change
      3. Environmental impacts of land use/land cover change on productivity
III. Synthesis: Regional Analysis and Case Studies
   1. Tropical Africa
   2. Monsoon Asia
   3. North America

Books: