**GE Theme: Sustainability**

* The link to sustainability is implied rather than explicit. For example, there are no readings or discussions on the concept to contribute to a student’s understanding of sustainability through a literary lens. The terminology is not used in the syllabus. There is little to suggest that a student taking this course would understand how the topics are part of the theme.
* The stated course goals in the syllabus do not have an obvious connection to the ELOs for the course/theme. Additionally, while energy issues are discussed in detail, the Committee wondered if there would be other offerings that address the “other natural resources” noted in the syllabus or if this is only about energy extraction issues. The extraction literature crosses over the unsustainability of degradation, equity, and economics but less is stated about how that literature considers sustainability alternatives.
* The related course content for the theme ELOs lacks sufficient detail to understand how they link to course goals. The two primary assignments noted in the syllabus which would be the avenues for meeting the ELOs are the research paper and the short film or dramatic scene. As written in the syllabus, these assignments explore the extraction narrative but that description does not make an explicit link to environmental/ social/ economic sustainability as described by the ELOs. It is also unclear what students are to do with the knowledge gained of extractive efforts from the sustainability perspective in terms of the paper/drama.
* The Committee suggests discussing ways to explicitly embed the theme with other humanity faculty focused on sustainability issues such as Wendy Hesford in English, Jennifer Eaglin or Bart Elmore in History, Sean Downey in Anthropology, or Eden Lin in Philosophy.

**GE Theme: Lived Environments**

* We feel that the new course as proposed seems appropriate for inclusion in the Lived Environment Theme. The schedule in the syllabus and readings/screening seem appropriate and rich. The course addresses multiple types of environments – natural, cultural, and intellectual. However, the application was lacking detail under each Lived Environment ELO as to what specific activities, readings, or assignments will be done to demonstrate that the course will meet the specific Lived Environment ELOs. It is necessary to write out the details here and not just refer to the syllabus. We look forward to seeing a revised application.

**GE Theme: Citizenship for a Diverse and Just World**

* While we believe ENG 3121 Energy and Natural Resources in Literature, Cultures and Media has the potential to work in our theme, we don’t believe there is enough depth and clarity in the responses to make it clear how that will be done. We’d like to see examples of specific assignment questions or instructions for activities/discussions that illustrate how those teaching the course will assure connections are being made. The descriptions of how students will engage with the theme make sense, but they are too currently broad. We would like to potentially suggest adding the words citizen, justice, and/or diversity in one or more of the descriptions of the assignments or activities as a way to further link the course with the idea of Citizenship.