

WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs.

Course or Program POLS 240

Department Recommendation

Fred Lee
Department Chair

1/22/14
Date

flee@winona.edu
e-mail address

Dean's Recommendation ☒ Yes ☐ No*

M. J. Gant
Dean of College

1-28-14
Date

*The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.

A2C2 Recommendation ☐ Approved ☐ Disapproved

Chair of A2C2

Date

Graduate Council Recommendation
(if applicable)

☐ Approved

☐ Disapproved

Chair of Graduate Council

Date

Director of Graduate Studies

Date

Faculty Senate Recommendation ☐ Approved ☐ Disapproved

President of Faculty Senate

Date

Academic Vice President Recommendation ☐ Approved ☐ Disapproved

Academic Vice President

Date

Decision of President ☐ Approved ☐ Disapproved

President

Date

Please forward to Registrar.

Registrar _____
Date entered

Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY

PROPOSAL FOR A NEW COURSE

This form is to be used to submit a proposal for a new undergraduate or graduate course. Every item on this form must be completed prior to submission to A2C2. The department proposing a new course must include a *Financial and Staffing Data Sheet* and a *New and Revised Course and Program Approval Form* with the department chairperson's and Dean's signatures. Refer to Regulation 3-4, *Policy for Changing the Curriculum*, for complete information on submitting proposals for curricular changes.

Department Political Science and Public Administration Date 1-22-14

240 Global Environmental Problems and Policy
Course No. Course Title Credits* 3

This proposal is for a(n): ☒ Undergraduate Course ☐ Graduate Course

Is this course for USP? ☐ Yes** ☒ No Is this course for GEP? ☒ Yes** ☐ No

List all Major Codes to which this proposal applies as a required course: N/A

List all Major Codes to which this proposal applies as an elective course: POLA, POLB, PUBA

List all Minor Codes to which this proposal applies as a required course: N/A

List all Minor Codes to which this proposal applies as an elective course: POLS, PUBA

Prerequisites none

Grading method ☒ Grade only ☐ P/NC only ☐ Grade and P/NC Option

Frequency of offering annually

What semester do you anticipate that will this course be offered for the first time? Fall 2015

Note: The approval process for a new course typically takes at least four to six weeks

* If this course will change the number of credits for any major or minor, the form *Proposal for a Revised Program* must also be submitted and approved according to the instructions on that form.

**For General Education Program (GEP) or University Studies (USP) course approval, the form *Proposal for General Education Courses* or *Proposal for University Studies Courses* must also be completed and submitted according to the instructions on that form.

Please provide all of the following information:

(Note: a syllabus or other documentation may not substitute for this)

A. Course Description

1. Description of the course as it will appear in the WSU catalog, including the credit hours, any prerequisites, and the grading method. If the course can be repeated, indicate the maximum number of credit hours for which this can be done.

POLS 240 - Global Environmental Problems and Policy (3 S.H.)

An examination of environmental problems and controversies distinguished by their international or global magnitude. Students will explore a range of global environmental challenges, such as population pressure, sustainable development, pollution, species loss, climate change, war, and associated governmental and non-governmental systems to address these challenges. Special emphasis is placed on the evaluation of current and prospective policies for managing global environmental problems. No prerequisites. Grade only.

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

- 1) Foundations of Environmental Conflict

- a) Value Based Belief Systems and Institutional Context of International Environmental Issues (GEP 8A,8C,8D)
 - i) Environmentalism and Ideology
 - ii) Environmental Movements
 - iii) Environmental Interest Groups, NGOs, and Parties
 - iv) Recommended Reading:
 - (1) Environmentalism: Global History. 2000. Ramachandra Guha. Longman: New York.
 - (2) Environmentalism. 2006. David Peterson del Mar. Pearson, Longman: New York.
 - (3) Speaking of Earth: Environmental Speeches that Moved the World. 2006. Alon Tal, ed. Rutgers University Press: New Brunswick, New Jersey.
 - (4) Hijacking Sustainability. 2009. Adrian Parr. MIT : Cambridge.
 - (5) The Politics of the Earth: Environmental Discourses. 1997. John Dryzek. Oxford: New York.
 - b) Environmental Governance Institutions (GEP 10C)
 - i) International
 - ii) National
 - iii) Non-Governmental Organizations
 - iv) Recommended Reading:
 - (1) Protecting Nature: Organizations and Networks in Europe and the USA. 2007. C.S.A. Van Koppen and William T. Markham, eds. Edward Algar: Northampton, MA
 - (2) Ken Conca, & Geoffrey Dabelko, *Green Planet Blues: Four Decades of Global Environmental Politics*, 4th ed, Westview Press, 2010.
 - (3) Pamela Chasek, David Downie, & Janet Welsh Brown, *Global Environmental Politics*, 5th edition, Westview Press, 2010
 - (4) Charles R. McElwee. 2011. Environmental Law in China: Mitigating Risk and Ensuring Compliance. Oxford: New York.
- 2) International and National Governance and Decision Making (GEP 8A,8C,8D,10C)
- a) International Environmental Law: treaties and customary practice
 - b) Decision Making
 - c) Sovereignty, Environmental Law, and Sustainability
 - i) Recommended Reading:
 - (1) *International Environmental Law*. Nancy K. Kubasek and Gary Silverman in Environmental Law. 2011. 7th Ed. Pearson: Upper Saddle River, N.J.
 - (2) *Expert Networks: The Elusive Quest for Integrated Water Resources Management*. Ken Conca. In Governing Water: Contentious Transnational Politics and Global Institution Building. 2006. MIT: Cambridge.
 - (3) *Greening the United Nations Charter: World Politics in the Anthropocene*. Frank Biermann. Environment. 54(3)2012:6-17.
 - (4) Environmental Governance: A Report on the Next Generation of Environmental Policy. 2002. Donald Kettl, ed. Brookings: Washington, D.C.
 - (5) Rational Ecology: Environment and Political Economy. 1987. John Dryzek. Basil Blackwell: New York.
 - (6) *Beyond Sovereignty: The Rise of Transovereign Problems*. Maryann K. Cusimano. In Beyond Sovereignty: Issues for a Global Agenda. 2000. Bedford/St. Martin's: New York.
 - (7) The Environmental Endgame: Mainstream Economics, Ecological Disaster, and Human Survival. 2006. Robert L. Nadeau. Rutgers: New Brunswick, N.J.
 - (8) *Democratic Deliberation and Environmental Practice: The Case of Natural Resource Management*. Walter F. Baber. Environmental Practice 12(3)Sept. 2010:195-201.
 - (9) *Rio+20: An Endangered Species?* Timothy O'Riordan, Anthony A. Leiserowitz, Alan H. McGowan, and Susan L. Cutter. Environment. 54(2) 2012:44-50.
- 3) Policy Tools and Evaluation (GEP 10C,10D)
- a) Conventional Approaches
 - i) Regulatory Enforcement – Command and Control
 - ii) Implementing Treaties, compacts, and partnerships
 - iii) Subsidies and eco-services payments
 - iv) Education
 - v) Voluntary Action
 - b) Contemporary Alternatives
 - i) Emission/Carbon Trading
 - ii) Debt for Nature Swaps

c) Recommended Reading:

- (1) *The Basics of the Regulatory Process* <http://www.epa.gov/lawsregs/basics.html>
- (2) *Regulatory Reform on the World Stage*. 2002. Graham K. Wilson. In *Environmental Governance: A Report on the Next Generation of Environmental Policy*. Donald Kettl, Ed. Brookings: Washington, D.C.
- (3) Overview of U.N. Environmental Program, see <http://www.unep.org/yearbook/2012/>
- (4) *Negotiating and Implementing Multilateral Environmental Agreements*. 2007. UNEP, see <http://www.unep.org/dec/docs/MEAs%20Final.pdf>
- (5) *The Waterton-Glacier International Peace Park: Conservation Amid Border Security*. Randy Tanner, Wayne Freimund, Brace Hayden, and Bill Dolan. In *Peace Parks*. 2007. Saleem H. Ali, Ed. MIT: Cambridge.
- (6) Do Costa Rica's payments for environmental services work? Mongabay.com. Sept. 17, 2007. <http://news.mongabay.com/2007/0917-cr.html>
- (7) *Doing More with Debt for Nature Swaps*. Rodney Wagner. 1990. *International Environmental Affairs*. 2:160.
- (8) The Basics of Emission Trading, see <http://www.unep.fr/energy/information/publications/risoe/pdf/EmissionsTrading-Feb03.pdf>

4) Environmental Problem Areas (GEP 8A,8C,10A,10B,10C)

a) Population, Economies, Sustainability, and Competing Expectations

- i) Population Pressures, Demographic Transition
- ii) Globalization
- iii) Sustainable Development
- iv) Recommended Reading:

- (1) *Rethinking Indian Environmentalism: Industrial Pollution in Delhi and Fisheries in Kerala*. Amita Baviskar, Subir Sinha, and Kavita Philip. 2006. In *Forging Environmentalism: Justice, Livelihood, and Contested Environments*. Joanne Bauer, Ed. M.E. Sharpe: New York.
- (2) *Mongolia: wrestling with change*. 2010. Films for the humanities. www.films.com
- (3) *Colombia: flowers for the gringo*. 2010. Films for the humanities. www.films.com
- (4) *An uncommon peace: environment, development, and the global security agenda*. 2008. Geoffrey D. Dabelko. http://www.environmentmagazine.org/Archives/Back_Issues/May-June_2008/Dabelko-full.html

b) Air and Water

- i) Air Pollution
- ii) Water Pollution
- iii) Dams, Mega Projects, and Interbasin Transfers
- (1) Three Gorges Dam video presentation; Powerpoint slideshow.
- iv) Recommended Reading:

- (1) *Invisible Hand, Visible Fist: The Transnational Politics of Water Marketization*. Ken Conca. In *Governing Water*. 2006. MIT Press: Cambridge.
- (2) *Paraguay: Soya and pesticides*. 2010. Films for the humanities. www.films.com
- (3) *The Politics of Going Green in China: Air Pollution Control in Benxi City and Wetland Preservation in the Sanjiang Plain*. Liu Yu, Pan Wei, Shen Mingming, Song Guojun, Vivian Bertrand, Mary Child, Judith Shapiro. In *Forging Environmentalism: Justice Livelihood, and Contested Environments*. Joanne Bauer, Ed. 2006. M.E. Sharpe: New York.
- (4) *Climate Change, Hydropolitics, and Transboundary Resources*. 2007. David Michel and Amit Pandya, Eds. Henry Stimson Center: Washington, D.C. http://www.globalpolicy.org/images/pdfs/troubled_waters-complete.pdf
- (5) *Water Conflict Chronology*. 2008. Peter H. Gleick. Pacific Institute for Studies in Development Environment and Security. see, http://www.globalpolicy.org/images/pdfs/Security_Council/conflictchronology.pdf
- (6) *Yangtze, Yangtze*. 1989. Dai Qing. <http://journal.probeinternational.org/three-gorges-probe/yangtze-yangtze/>

c) Ozone depletion, Greenhouse Gases, and Climate Change

i) Recommended Reading:

- (1) Environmental effects of ozone depletion and its interactions with climate change: 2010 Assessment. UNEP. http://ozone.unep.org/Assessment_Panels/EEAP/eeap-report2010.pdf
- (2) U.S. EPA slideshow on climate change indicators, see <http://epa.gov/climatechange/indicators.html>
- (3) NOAA link on climate change, see <http://www.climate.gov/#climateWatch>
- (4) *Climate Change, Justice, and Future Generations*. 2006. Edward A. Page. Edward Elgar: Northampton, MA.

d) Deforestation

- i) China
- ii) Costa Rica

iii) Mali

iv) Recommended Reading:

- (1) *State of the world's forests: 2009*. FAO. Rome. www.fao.org/docrep/011/i0350e/i0350e00.HTM
- (2) *Mali: message from the river*. 2010. Films for the humanities. www.films.com
- (3) *Overview: At Loggerheads? Agricultural Expansion, Poverty Reduction and Environment in the Tropical Forests*. 2007. Kenneth M. Chomitz. The World Bank. http://siteresources.worldbank.org/INTTROPICALFOREST/Resources/2463822-1161184206155/3060670-1161608416166/PRR-AL_SAOOverviewwebnonembargo.pdf
- (4) *Green Phoenix: Restoring the Tropical Forests of Guanacaste, Costa Rica*. 2001. William Allen. Oxford: New York.
- (5) *Policy Reform and Investment in Forestry*. 2003. Daowei Zhang. In *China's Forests: Global Lessons from Market Reforms*. William F. Hyde, Brian Belcher, and Jintao Xu, Eds. Resources for the Future: Washington, D.C.

e) Species Loss

i) UN Convention on Trade in Endangered Species

ii) Recommended Reading:

- (1) *Endangered Species and Biodiversity*. 2007. In *Environmental Politics: Domestic and Global Dimensions*. Jacqueline Vaughn. 5th Edition. Thompson/Wadsworth: Belmont, CA.
- (2) *Global Biodiversity Outlook 3*. 2010. Secretariat of the Convention on Biological Diversity: Montreal, Can. See <http://www.cbd.int/doc/publications/gbo/gbo3-final-en.pdf>

f) War, Security, Justice, and Disease

i) Recommended Reading:

- (1) *Where Local Meets Global: Environmental Justice on the US-Mexico Border*. 2008. David Carruthers. In *Environmental Justice in Latin America: Problems, Promise, and Practice*. MIT Press: Cambridge, MA.
- (2) *From Equitable Utilization to Sustainable Development: Advancing Equity in U.S.-Mexico Border Water Management*. 2008. Steven P. Mumme. In *Water, Place, and Equity*. John M. Whiteley, Helen Ingram, and Richard Warren Perry, Eds. MIT Press: Cambridge, MA.
- (3) *Laos: so you think the war is over*. 2010. Films for the humanities. www.films.com
- (4) *Niger: in the shadow of noma*. 2010. Films for the humanities. www.films.com

5) Guided Research Presentations (GEP 10D,10E,10F)

- a) Written presentations evaluating responses to a selected global environmental problem.
- b) Oral presentation of guided research on a selected global environmental problem.

3.a Instructional delivery methods utilized: (Please check all that apply).

Auditorium/Classroom: X	ITV	Online	Web Enhanced	Web Supplemented
Laboratory:	Service Learning	Travel Study	Internship/Practicum	
Other: (Please indicate)				

3.b. MnSCU Course media codes: (Please check all that apply).

None:	3. Internet	6. Independent Study	9. Web Enhanced
1. Satellite	4. ITV Sending	7. Taped	10. Web Supplemented X
2. CD Rom	5. Broadcast TV	8. ITV Receiving	

4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.

Exams. There will be two exams over the course of the semester. The exams will be prepared in an essay and/or multiple-choice format (depending on the size of the class), and are designed to measure knowledge of assigned readings and lecture material. Each exam is worth equal weight, and taken together they amount to 50 percent of the final grade.

Research Paper. Each student is required to research, write, and present an analysis of a government, United Nation's, or Non-governmental Organization response to an environmental problem of international consequence. The analysis must be approximately fifteen pages in length (typed/double spaced). The citation style must be compatible with that of the American Political Science Association, Chicago Manual of Style, Modern Languages Association, or any professionally recognized style manual.

A typed draft outline of this analysis is required by ###. The final paper is due during the last week of regularly scheduled classes, and the oral presentation of the course will be made during the final two weeks of the semester. The written analysis and presentation combined are worth 40 percent of the final grade.

The remaining 10 percent of the final grade is based upon the student's participation in discussions on course material.

Grade Calculation. The exams are worth 25 points each, for a total of 50 points (50 percent of final grade). The remaining 50 percent of the final grade is based on the written paper and oral presentation. An "A" grade requires you to earn 90 or more points; "B" requires a score between 80 and 89; "C" requires a score between 70 and 79; "D" requires a score between 60 and 69; and "F" requires a score less than 60. The instructor reserves the discretion to award extra points on the basis of outstanding class participation. The criteria for evaluating coursework are:

1. Knowledge and application of assigned reading on global environmental problems and controversies that present challenges to sustainable development and governance systems.
 2. Skill in conducting thorough and systematic evaluations of governmental and non-governmental actions to address environmental problems.
 3. Demonstrated proficiency in clear and respectful communication about theories and strategies of environmental policy.
5. Course materials (textbook(s), articles, etc.).

Texts: Axelrod, Regina , Stacy D. Vandever, & David Downie (eds) *The Global Environment: Institutions, Law, and Policy*, 3rd ed., CQ Press, 2010 (or most current edition).

Or

Pamela Chasek, David Downie, & Janet Welsh Brown, *Global Environmental Politics*, 5th edition, Westview Press, 2010 (or most current edition).

Additional Readings Drawn from:

Allen, William. Green Phoenix: Restoring the Tropical Forests of Guanacaste, Costa Rica. 2001. Oxford: New York.

Andrew E. Dessler and Edward A. Parson. *The Science and Politics of Global Climate Change: a Guide to the Debate*, 2nd ed. Cambridge University Press, 2010. (paperback) International Environmental Law and Policy Syllabus, Winter 2011 Ver 3, 1 April 2011 3

Axelrod, Regina , Stacy D. Vandever, & David Downie (eds) *The Global Environment: Institutions, Law, and Policy*, 3rd ed., CQ Press, 2010.

Baber, Walter F. *Democratic Deliberation and Environmental Practice: The Case of Natural Resource Management*. Environmental Practice 12(3)Sept. 2010:195-201.

Baviskar, Amita, Subir Sinha, and Kavita Philip *Rethinking Indian Environmentalism: Industrial Pollution in Delhi and Fisheries in Kerala*. 2006. In Forging Environmentalism: Justice, Livelihood, and Contested Environments. Joanne Bauer, Ed. M.E. Sharpe: New York.

Betsill, Michele M., Kathryn Hochstetler, and Dimitris Stevis, eds., *International Environmental Politics*. Palgrave, 2006.

Biermann, Frank. *Greening the United Nations Charter: World Politics in the Anthropocene*. Environment. 54(3)2012:6-17.

Bodansky, Danial, Jutta Brunnee, and Ellen Hey, *The Oxford Handbook of International Environmental Law*. Oxford University Press, 2007.

Birnie, Patricia, Alan Boyle, and Catherine Redgwell, *International Law and the Environment (3rd edition)*. Oxford University Press, 2009.

Carruthers, David. *Where Local Meets Global: Environmental Justice on the US-Mexico Border*. 2008. In Environmental Justice in Latin America: Problems, Promise, and Practice. MIT Press: Cambridge, MA.

Chasek, Pamela, David Downie, & Janet Welsh Brown, *Global Environmental Politics*, 5th edition, Westview Press, 2010.

Chomitz, Kenneth M. *Overview: At Loggerheads? Agricultural Expansion, Poverty Reduction and Environment in the Tropical Forests*. 2007. The World Bank. http://siteresources.worldbank.org/INTTROPICALFOREST/Resources/2463822-1161184206155/3060670-1161608416166/PRR-AL_SAOOverviewwebnonembargo.pdf

Conca, Ken and Geoffrey Dabelko, *Green Planet Blues: Four Decades of Global Environmental Politics*,

4th ed, Westview Press, 2010.

Conca, Ken. *Invisible Hand, Visible Fist: The Transnational Politics of Water Marketization*. In Governing Water. 2006. MIT Press: Cambridge.

Conca, Ken. *Expert Networks: The Elusive Quest for Integrated Water Resources Management*. In Governing Water: Contentious Transnational Politics and Global Institution Building. 2006. MIT: Cambridge.

Cusimano, Maryann K. *Beyond Sovereignty: The Rise of Transovereign Problems*. In Beyond Sovereignty: Issues for a Global Agenda. 2000. Bedford/St. Martin's: New York.

Dabelko, Geoffrey D. *An uncommon peace: environment, development, and the global security agenda*. 2008.
http://www.environmentmagazine.org/Archives/Back_Issues/May-June_2008/Dabelko-full.html

Dryzek, John. The Politics of the Earth: Environmental Discourses. 1997. Oxford: New York.

Dryzek, John. Rational Ecology: Environment and Political Economy. 1987. John Dryzek. Basil Blackwell: New York.

Food and Agriculture Organization of the United Nations. *State of the world's forests: 2009*. FAO. Rome.
www.fao.org/docrep/011/i0350e/i0350e00.HTM

Gleick, Peter H. *Water Conflict Chronology*. 2008. Pacific Institute for Studies in Development Environment and Security.
http://www.globalpolicy.org/images/pdfs/Security_Council/conflictchronology.pdf

Guha, Ramachandra. Environmentalism: Global History. 2000. Longman: New York.

Haas, Peter M., R.O. Keohane, and M.A. Levy, eds., *Institutions for the Earth: Sources of Effective International Environmental Protection*. MIT Press, 1993.

Hardin, Garrett. *The Tragedy of the Commons*. 1968. *Science* 162: 1243-1248.

Hurrell, Andrew, and Benedict Kingsbury, eds., *The International Politics of the Environment*. New York: Oxford University Press, 1992

Hunter, David, James Salzman, and Durwood Zaelke, International Environmental Law and Policy 2006. 3rd Ed Foundation Press: NY.

Keohane, Robert O. and Marc A. Levy, eds., *Institutions for Environmental Aid: Pitfalls and Promise*. Cambridge, MA: MIT Press, 1996.

Kettl, Donald. Ed. Environmental Governance: A Report on the Next Generation of Environmental Policy. 2002. Brookings: Washington, D.C.

Kubasek, Nancy K. and Gary Silverman. *International Environmental Law*. In Environmental Law. 2011. 7th Ed. Pearson: Upper Saddle River, N.J.

Michel, David and Amit Pandya, Eds. Climate Change, Hydropolitics, and Transboundary Resources. 2007. Henry Stimson Center: Washington, D.C. http://www.globalpolicy.org/images/pdfs/troubled_waters-complete.pdf

Mongabay. *Do Costa Rica's payments for environmental services work?* Mongabay.com. Sept. 17, 2007.
<http://news.mongabay.com/2007/0917-cr.html>

Mumme, Steven P. *From Equitable Utilization to Sustainable Development: Advancing Equity in U.S.-Mexico Border Water Management*. 2008. In Water, Place, and Equity. John M. Whiteley, Helen Ingram, and Richard Warren Perry, Eds. MIT Press: Cambridge, MA.

Nadeau, Robert L. The Environmental Endgame: Mainstream Economics, Ecological Disaster, and Human Survival. 2006. Rutgers: New Brunswick, N.J.

Najam, Adil, Mihaela Papa, Nadaa Taiyab. 2006. *Global Environmental Governance: A Reform Agenda*. International Institution for Sustainable Development. Ministry of Foreign Affairs of Denmark. <http://www.iisd.org/pdf/2006/geg.pdf>

- National Oceanic and Atmospheric Administration. *Global Climate Dashboard*. <http://www.climate.gov/#climateWatch>
- O'Neill, Kate, *The Environment and International Relations*. Cambridge University Press, 2009.
- O'Riordan, Timothy, Anthony A. Leiserowitz, Alan H. McGowan, and Susan L. Cutter *Rio+20: An Endangered Species?* *Environment*, 54(2) 2012:44-50.
- Parson, Edward A., *Protecting the Ozone Layer: Science and Strategy* New York: Oxford University Press, 2003.
- Page, Edward A. *Climate Change, Justice, and Future Generations*. 2006. Edward Elgar: Northampton, MA.
- Parr, Adrian. *Hijacking Sustainability*. 2009. MIT Press: Cambridge.
- Peterson del Mar, David. *Environmentalism*. 2006. Pearson, Longman: New York.
- Qing, Dai. *Yangtze, Yangtze*. 1989. <http://journal.probeinternational.org/three-gorges-probe/yangtze-yangtze/>
Secretariat of the Convention on Biological Diversity. *Global Biodiversity Outlook 3*. 2010. Secretariat of the Convention on Biological Diversity: Montreal, Can. See <http://www.cbd.int/doc/publications/gbo/gbo3-final-en.pdf>
- Schneider, Stephen, Armin Rosencranz, and John Niles, eds., *Climate Change Policy: a Survey* Washington, DC: Island Press, 2002.
- Tal, Alon, Ed. *Speaking of Earth: Environmental Speeches that Moved the World*. 2006. Rutgers University Press: New Brunswick, New Jersey.
- Tanner, Randy, Wayne Freimund, Brace Hayden, and Bill Dolan *The Waterton-Glacier International Peace Park: Conservation Amid Border Security*. In *Peace Parks*. 2007. Saleem H.Ali, Ed. MIT: Cambridge.
- United Nations Environmental Program. *Environmental effects of ozone depletion and its interactions with climate change: 2010 Assessment*. UNEP. http://ozone.unep.org/Assessment_Panels/EEAP/eeap-report2010.pdf
- United Nations Environmental Program. *Negotiating and Implementing Multilateral Environmental Agreements*. 2007. UNEP. <http://www.unep.org/dec/docs/MEAs%20Final.pdf>
- United Nations Environmental Program. *The Basics of Emission Trading*. <http://www.unep.fr/energy/information/publications/risoe/pdf/EmissionsTrading-Feb03.pdf>
- United Nations Environmental Program. *UNEP Yearbook 2012*. <http://www.unep.org/yearbook/2012/>
- U.S. Environmental Protection Agency. *The Basics of the Regulatory Process*. <http://www.epa.gov/lawsregs/basics.html>
- U.S. Environmental Protection Agency. *Climate Change Indicators in the United States*. <http://epa.gov/climatechange/indicators.html>
- Van Koppen, C.S.A. and William T. Markham, Eds. *Protecting Nature: Organizations and Networks in Europe and the USA*. 2007. Edward Elgar: Northampton, MA
- Vaughn, Jacqueline. *Endangered Species and Biodiversity*. 2007. In *Environmental Politics: Domestic and Global Dimensions*. 5th Edition. Thompson/Wadsworth: Belmont, CA.
- Victor, David, K. Raustiala, and E. Skolnikoff, eds, *Implementation and Effectiveness of International Environmental Commitments* Cambridge, MA: MIT Press, 1998.
- Wagner, Rodney. *Doing More with Debt for Nature Swaps*. 1990. *International Environmental Affairs*, 2:160.
- White, Lynn, Jr. 1967. *The Historical Roots of Our Ecological Crisis*. *Science* 155: 1203-1207
- Wilson, Graham K. *Regulatory Reform on the World Stage*. 2002. In *Environmental Governance: A Report on the Next Generation of Environmental Policy*. Donald Kettl, Ed. Brookings: Washington, D.C.
- Young, Oran. *The Effectiveness of International Environmental Regimes*. Cambridge, MA: MIT Press, 1999.

Young, Oran. *Institutional Dynamics: Emergent Patterns in International Environmental Governance*. MIT Press: 2010.

Yu, Liu, Pan Wei, Shen Mingming, Song Guojun, Vivian Bertrand, Mary Child, Judith Shapiro *The Politics of Going Green in China: Air Pollution Control in Benxi City and Wetland Preservation in the Sanjiang Plain*. In Forging Environmentalism: Justice Livelihood, and Contested Environments. Joanne Bauer, Ed. 2006. M.E. Sharpe: New York.

Zhang, Daowei. *Policy Reform and Investment in Forestry*. 2003. In China's Forests: Global Lessons from Market Reforms. William F. Hyde, Brian Belcher, and Jintao Xu, Eds. Resources for the Future: Washington, D.C.

6. List the student learning outcomes for this course and how each outcome will be assessed.

Course Learning Outcomes	Learning Activities	Assessment
An ability to identify environmental problems and controversies that present challenges to sustainable development and governance systems.	<u>Course discussions, readings, and video</u> presentations directly examine global environmental problems.	Assessment of students via exams and class participation.
An ability to evaluate governmental and non-governmental actions to address environmental problems.	Students will explore policy evaluation formats in class discussions; students' <u>guided research</u> will also directly involve the evaluation of action (or inaction) related to environmental problems.	Assessment of guided research.
An ability to communicate clearly and effectively about theories and strategies of environmental policy.	<u>Course discussions</u> will invited students to discuss assigned readings on theories on environmental policy; students will also present their research on environmental policy on both written and oral formats.	Assessment of students via exams and class participation.
GEP # 8 Learning Competencies		
8A Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.	Special emphasis is <u>course discussions</u> is placed upon the history and culture of selected international relationships related to environmental policy, e.g. NAFTA and CAFTA countries, and United Nations agreements, such as the Convention on Trade in Endangered Species.	Assessment of students via exams and class participation.
8B Demonstrate knowledge of cultural, social, religious, and linguistic differences.	N/A	N/A
8C Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.	<u>Course discussions, videos, and PowerPoint slideshows</u> designed to compare and contrast selected cultural, economic, and political approaches to environmental policy in selected nations such as China, Costa Rica, and the United States.	Assessment of students via exams and class participation.
8D Understand the role of a world citizen and the responsibility that world citizens share for their common global future.	<u>Course discussions and assigned readings</u> will explore belief systems, governance, and decision making related to common/global environmental problems.	Assessment of students via exams and class participation.
GEP # 10 Learning Competencies		
10A Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.	<u>Course discussions and assigned readings</u> will address how humans have adapted (or not) to changes in natural ecosystems.	Assessment of students via exams and class participation.
10B Discern patterns and relationships of bio-physical and socio-cultural systems.	<u>Course discussions and assigned readings</u> will address the regional variations in the geography of natural resources and associated problems.	Assessment of students via exams and class participation.
10C Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.	<u>Course discussions and assigned readings</u> will address institutional contexts for addressing global environmental problems.	Assessment of students via exams and class participation.
10D Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.	Through <u>guided research</u> , students will apply criteria for evaluating policy action (or inaction) based on policy-relevant literature on environmental and natural resource management; <u>course discussions</u> will also address evaluation approaches.	Assessment of guided research.
10E Propose and assess alternative solutions to	Students will present their <u>guided research</u> as	Assessment of guided research

environmental problems.	policy recommendations orally and in written form.	
10F Articulate and defend the actions they would take on various environmental issues.	Students will present their <u>guided research</u> as policy recommendations and they will be expected to defend their recommendations both oral and written formats.	Assessment of guided research

B. Rationale

The focus of this course is to explore governmental and non-governmental efforts to manage global environmental conflicts. Several prominent global ecological problems and attendant environmental controversies will be examined in this course, followed by an examination of national and international instruments to manage these controversies. The study is designed to help students gain an intellectually more mature understanding of how and why environmental problems have become international concerns and benchmarks for attaining a more sustainable future.

As the global dimensions of environmental problems have become more widely recognized, so too have the projections about the value of environmental knowledge to students entering graduate schools and the job market. Whether students are preparing for one of the 3 million "green jobs" (as reported by the U.S. Department of Labor) or whether students are preparing for more traditional careers affected by environmental conditions and policy responses, it is clear that knowledge of global environmental issues is increasingly relevant and salient to our students' future. At the present time there are very few courses, outside the natural sciences, at WSU which focus scholarly inquiry on global environmental problems, and even fewer courses at WSU where students work with faculty, trained in political science and public policy, to explore policy solutions to global environmental problems.

This course contributes to both the political science and public administration programs because it is a policy-oriented course which is an elective area of emphasis and growing interest among students in both programs. The course is offered at a 200 level in part because as a lower division course, it can serve as a gateway for students exploring political science as field of study and also in part because it is also being proposed as a General Education Program course for both Goals 8 and 10. The course would also serve the Global Studies and World Languages programs which currently have an area of emphasis on environmental issues but no courses within those programs that directly address environmental policy.

No courses would be dropped if this course is approved and offered. Fewer sections of other political science electives would be necessary, but this course would not adversely affect the offering of required courses in political science or public administration. In fact, for majors and minors in political science, it would provide some added flexibility because there is only one other policy-oriented course in a non-Americanist subfield.

C. Impact of This Course on Other Departments, Programs, Majors, and Minors

This course has no direct impact upon courses taught by other departments, though it is hoped that it would have a positive impact on students from a variety of majors and minors. This course does not duplicate the content of any other course at WSU, and there are no pre-requisites, nor is it a pre-requisite for any other course. It is designed to meet the needs of: political science and public administration majors and minors as an elective course; general education students; and Global Studies and World Languages students. It does not change the total number of credits required by any major or minor. The Global Studies and World Languages Department has been notified of this proposal. If this course were to become an elective or required course under their program, it would be their decision and subsequent recommendation to A2C2.

D. Attach to This Proposal a Completed

1. *Financial and Staffing Data Sheet (see attached)*
2. *New and Revised Course and Program Approval Form (see attached)*

E. Department Contact Person for this Proposal:

Darrell Downs

Name (please print)

5405

Phone

ddownse@winona.edu

e-mail address

F. Review by Department A2C2 Representative

I have reviewed this proposal and certify that it is complete

Fred Lee

Signature of A2C2 representative

WINONA STATE UNIVERSITY

FINANCIAL AND STAFFING DATA SHEET

Course or Program _____ POLS 240 _____

Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

Existing staff would teach this course.

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

This would have a positive and complementary effect on existing offerings in courses focusing on public policy and comparative politics. It is expected that this course would be offered once per year in the Fall and, while not a prerequisite, it would complement and balance some of the enrollment demand for Environmental Policy 340 in the Spring (which is predominantly an American public policy course). The department has an ongoing need to provide more comparative politics courses, and this would help meet that demand.

No new department resources are necessary for this particular course because lower enrollment upper division courses will be offered less frequently. It is the expectation that this course will ultimately help attract majors and minor to provide a more stable enrollment base for offering a wider range of upper division courses.

3. What effect would approval of this course/program have on the department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

There would be no change on supplies or new expenditures.