WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs.  

<table>
<thead>
<tr>
<th>Department Recommendation</th>
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<tbody>
<tr>
<td>Fred Lee</td>
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<tr>
<td>Date</td>
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<tr>
<td>E-mail address</td>
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<tr>
<th>Dean's Recommendation</th>
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<tr>
<td>Yes</td>
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<td>Date</td>
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The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.

<table>
<thead>
<tr>
<th>A2C2 Recommendation</th>
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<tr>
<td>Approved</td>
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<td>Disapproved</td>
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| Chair of A2C2            |
| Date                     |

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<tr>
<th>Graduate Council Recommendation</th>
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<tr>
<td>Approved</td>
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| Chair of Graduate Council       |
| Date                             |
| Director of Graduate Studies     |
| Date                             |

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<tr>
<th>Faculty Senate Recommendation</th>
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<tr>
<td>Approved</td>
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<td>Disapproved</td>
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| President of Faculty Senate     |
| Date                             |

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<th>Academic Vice President</th>
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| Academic Vice President         |
| Date                             |

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<tr>
<th>Decision of President</th>
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<tr>
<td>Approved</td>
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<td>Disapproved</td>
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| President                       |
| Date                             |

Please forward to Registrar.

| Registrar                      |
| Date entered                   |
| Please notify department chair via e-mail that curricular change has been recorded. |

[Revised 9-1-10]
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 Title

Course No. Credits* 3

This proposal is for a(n): X Undergraduate Course No 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: X Grade only P/NC only Grade and P/NC Option

Frequency of offering: annually

What semester do you anticipate that 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:

b) Environmental Governance Institutions (GEP 10C)
   i) International
   ii) National
   iii) Non-Governmental Organizations
   iv) Recommended Reading:

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:

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

a) Population, Economics, Sustainability, and Competing Expectations
   i) Population Pressures, Demographic Transition
   ii) Globalization
   iii) Sustainable Development
   iv) Recommended Reading:

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:

c) Ozone depletion, Greenhouse Gases, and Climate Change
   i) Recommended Reading:
       (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

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

e) Species Loss
i) UN Convention on Trade in Endangered Species
ii) Recommended Reading:

f) War, Security, Justice, and Disease
i) Recommended Reading:
(3) Laos: so you think the war is over. 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).

<table>
<thead>
<tr>
<th>Auditorium/Classroom:</th>
<th>ITV</th>
<th>Online</th>
<th>Web Enhanced</th>
<th>Web Supplemented</th>
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<tr>
<th>Laboratory:</th>
<th>Service Learning</th>
<th>Travel Study</th>
<th>Internship/Practicum</th>
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<td>Other:</td>
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3.b. MnSCU Course media codes: (Please check all that apply).

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<tbody>
<tr>
<td>2. CD Rom</td>
<td>5. Broadcast TV</td>
<td>8. ITV Receiving</td>
<td>X</td>
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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.).


Or


Additional Readings Drawn from:


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


http://www.environmentmagazine.org/Archives/Back_Issues/May-June 2008/Dabelko-full.html


www.fao.org/docrep/011/I0350e/i0350e00.HTM


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

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Learning Activities</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>An ability to identify environmental problems and controversies that present challenges to sustainable development and governance systems.</td>
<td>Course discussions, readings, and video presentations directly examine global environmental problems.</td>
<td>Assessment of students via exams and class participation.</td>
</tr>
<tr>
<td>An ability to evaluate governmental and non-governmental actions to address environmental problems.</td>
<td>Students will explore policy evaluation formats in class discussions; students' guided research will also directly involve the evaluation of action (or inaction) related to environmental problems.</td>
<td>Assessment of guided research.</td>
</tr>
<tr>
<td>An ability to communicate clearly and effectively about theories and strategies of environmental policy.</td>
<td>Course discussions 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.</td>
<td>Assessment of students via exams and class participation.</td>
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**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 course discussions 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

8C Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.

Course discussions, videos, and PowerPoint slideshows 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.

Course discussions and assigned readings 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.

Course discussions and assigned readings 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 biophysical and socio-cultural systems.

Course discussions and assigned readings 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.

Course discussions and assigned readings 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 guided research, students will apply criteria for evaluating policy action (or inaction) based on policy-relevant literature on environmental and natural resource management; course discussions will also address evaluation approaches.

Assessment of guided research.

10E Propose and assess alternative solutions to...
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
ddownsc@winona.edu
e-mail address

F. Review by Department A2C2 Representative

I have reviewed this proposal and certify that it is complete

Signature of A2C2 representative

9
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.

[Revised 9-05]