1. Effective Semester: Fall 2016

2. College: Liberal Arts

3. Department/School/Program: Department of Political Science / MPA Program

4. Prefix/Subject Number

<table>
<thead>
<tr>
<th>Prefix/Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>5 3 5 3</td>
</tr>
</tbody>
</table>

5. Course Title:

Proposed Long: Ecology and the Politics of Sustainability

Abbreviated (18 characters only including spaces)

ECOLGY & POLITICS

6. Course Description (complete sentences in 50 words or less):

This course is an exploration of problems and policies dealing with air, water, waste, energy use, natural resources, sustainability, and global environmental issues. This class highlights the historical drivers of environmental policy. Implementation strategies, policy mechanisms, and compliance adherence are also examined.

7. Prerequisites (Including Minimum Grade Required):
None

9. Restrictions: None

8. Co-Requisites (Including Concurrent Enrollment Allowed): None
10. Course Data

CIP Code (10 digits - no spaces or periods)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>2-Lab</td>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td>X</td>
</tr>
<tr>
<td>3-Practicum/Internshp/Student Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5-Independent Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-Private Lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-Thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9-Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-Individualized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-Clinical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Writing Intensive? | Topics Course?

<table>
<thead>
<tr>
<th>Yes</th>
<th>X</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>No</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Valid Grade Mode
(choose only one)
(See PPS 4.07 for definitions.)

- Standard Letter
- Credit/No Credit
- Leveling/Assistantships/ESL
- Developmental

Course Equivalency(s)
(Prefix and Number)

POS 5333

11. Justification for the course action:

Degree: Master of Public Administration
Major: Public Administration
Minor: None
Certificate: None

Explain why the new course is needed in the curriculum and how this course may or may not affect the above degree/major/minor/certificate program. If necessary please submit the appropriate Program Addition or Change Form along with this Course Addition Form.

PA 5353 will replace POSI 5333 as part of the Master of Public Administration program prefix change. This prefix change has been triggered by the lack of available course numbers under the current prefix, POSI. It will also allow students to more easily distinguish between the three graduate level programs housed within the Political Science Department which now share the same POSI prefix.
12. Course Goals and Objectives:

- Must be specific and unique to each course.
- Must be stated in measurable terms.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
- Please refer to Bloom's Taxonomy of Measurable Verbs.

Students will critically restate complex relationships between ecological and social change underlying environmental problems around the world.

Students will explain the role of political institutions in formulating a policy response to environmental problems.

Students will describe the various strategies to enhance sustainability.

Students will apply different sustainability concepts to local environmental challenges.

13. Description of Instructional Methodologies:

- Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

This seminar-based course focuses on class participation through discussion of the readings. Instructional methods include lecture, discussions, and cooperative learning.

14. Assessment of Student Learning:

- Examples include tests, projects, presentations, performances, creative works, papers, etc.
- Above examples of assessment must include percentages of total grade assigned.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

| Essay 1 | 25% |
| Essay 2 | 25% |
| Essay 3 | 25% |
| Essay 4 | 25% |
| Total | 100% |
15. Course Outline:
- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

<table>
<thead>
<tr>
<th>Week 1: Introduction</th>
<th>Week 9: read chapters 6-10 (end) of <em>The World in 2050</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: read chapters 1-2 of <em>Cadillac Desert</em>.</td>
<td>Week 10: Essay 2 due</td>
</tr>
<tr>
<td>Week 3: read chapters 3-4 of <em>Cadillac Desert</em>.</td>
<td>Week 11: read chapters 1-5 of <em>The Environmental Case</em></td>
</tr>
<tr>
<td>Week 4: Read chapters 5-6 of <em>Cadillac Desert</em>.</td>
<td>Week 12: read chapters 6-9 of <em>The Environmental Case</em>.</td>
</tr>
<tr>
<td>Week 5: Read chapters 7-8 of <em>Cadillac Desert</em>.</td>
<td>Week 13: Essay 3 due</td>
</tr>
<tr>
<td>Week 6: read chapters 9-12 (end) of <em>Cadillac Desert</em>.</td>
<td>Week 14: read chapters 10-15 of <em>The Environmental Case</em>.</td>
</tr>
<tr>
<td>Week 7: Essay 1 Due</td>
<td>Week 15: read chapters 16-18 (end) of <em>The Environmental Case</em>.</td>
</tr>
<tr>
<td>Week 8: read chapters 1-5 of <em>The World in 2050</em></td>
<td>Week 16 (Finals Week): Essay 4 due</td>
</tr>
</tbody>
</table>

16. Suggested Textbook(s) and Other Learning Resources:
- Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)


17. Bibliography:
- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.


18. Approvals:

Department Chair/Program Director/School Director

Chair of College Curriculum Committee

Dean of College

Dean of The Graduate College (if applicable)

Chair of University Curriculum Committee (if applicable)