



# North Central Michigan College Master Course Syllabus

## PART 1:

Course Name: Environmental Policy in the 21st Century

Course Number: ENVS 265

Credit Hrs. 3      Lecture Hrs. 3      Lab Hrs. 0      Clinical Hrs. 0      Variable Hrs. 0

Total Hours of Instruction: 3      Total Contact Hours: 52.8  
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs. x 17.6)

### Course Description:

Examines environmental policy and the policy making process. Because policy does not happen in a vacuum, course will also examine how politics influences the policy process. Also considers dimensions of environmental policy using international, national and local perspectives. Examples of topics that help frame the environmental policy making process include clean air, biodiversity and clean water. Special consideration given to the relationship between the natural sciences and environmental policy, and explores the challenge of translating science into effective public policy.

Prerequisite (s): None

Co-requisite (s): None

### Course Objectives:

- Explain how environmental policies are made within the United States and in the international arena.
- Understand historical aspects of environmental policymaking to discover how past decisions preface current policy-making processes and issues.
- Explore contemporary environmental issues and formulate draft policy proposals to address them.
- Analyze how policies and the policymaking process could be improved.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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## PART 2:

### Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Explain how environmental policies are made within the United States and in the international arena. (DQP # 1, 2, 4)
- Understand historical aspects of environmental policymaking to discover how past decisions preface current policy-making processes and issues. (DQP # 1, 4, 10)
- Explore contemporary environmental issues and formulate draft policy proposals to address them. (DQP # 2, 4, 5, 10, 11)
- Analyze how policies and the policymaking process could be improved (DQP # 3, 5, 11, 18, 19)



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## **Suggested Methods of Instruction:**

Lecture, collaborative work, case studies and group discussion.

## **Suggested Methods of Assessment and Evaluation:**

Writing assignments, class participation, papers and exam(s).

## **Adopted Text at Time of Course Adoption/Revision:**

Environmental Policy: New Directions for the 21<sup>st</sup> Century, 9<sup>th</sup> edition, Norman J. Vig and Michael E. Kraft. The instructor will supplement any required text with reading materials as handouts, on an as-needed basis

## **Topics Covered During the Semester:**

*Sequence of topics and time allowance are at the discretion of the instructor*

- Week 1: Course Introduction
- Week 2: CLEAN AIR: History of international environmental policymaking
- Week 3: Montreal Protocol and the Ozone layer
- Week 4: Acid Rain Treaty
- Week 5: Kyoto Protocol to Paris 2015: Current challenges at the international level
- Week 6: BIODIVERSITY: History of US National Environmental Policymaking
- Week 7: The Wilderness Act of 1964
- Week 8: National Environmental Protection Act – NEPA
- Week 9: The Sagebrush Rebellion and the Wise Use Movement
- Week 10: The Snail Darter to the Spotted Owl: Current challenges at the national level
- Week 11: CLEAN WATER: The Great Lakes and Michigan Policymaking
- Week 12: Key Current Issue—State level
- Week 13: Key Current Issue—State level
- Week 14: Key Current Issue—Local level
- Week 15: Key Current Issue—Local level
- Week 16: Final Exam

Part 1 & Part 2 approved by CRDAP on: 02 19 16

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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## **PART 3:**

**LUMINA DQP OUTCOMES** – Use this reference sheet for **PART 2** of Master Course Syllabus.

### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012