

CENTRAL MICHIGAN UNIVERSITY
GLOBAL CAMPUS
COURSE SYLLABUS

I. IDENTIFYING INFORMATION

Course: PSC 516
Course Title: Environmental Politics and Policy
EPN: 22419241
Term: Summer II
Location: Online
Course Dates: 6/21, 8/13/2021
Course Days and Times: N/A

Prerequisites: Prerequisite: Completion of 56 credit hours or graduate standing.

Blackboard:

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter <https://blackboard.cmich.edu/webapps/login/>. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at <https://blackboard.cmich.edu/webapps/login/>.

Instructor: James Howard, II
Primary Phone Number: +1.410.505.4199
Secondary Phone Number: N/A
E-Mail Address: howar1jp@cmich.edu
Availability: Office hours online from 8pm-9pm, and by request

Academic Biography:

I am a scientist at the Johns Hopkins Applied Physics Laboratory. Previously, I have been a consultant to numerous government agencies, including the Securities and Exchange Commission, the Executive Office of the President, and the United States Department of Homeland Security, and worked for the Board of Governors of the Federal Reserve System as an internal consultant on scientific computing. I am a passionate educator, teaching mathematics and statistics at the University of Maryland Global Campus since 2010 and have taught public affairs at Baruch College, Central Michigan University, Penn State, and the University of Baltimore.

I am fortunate to play in everyone else's backyard. My most recent work has modeled the spread of infectious respiratory diseases and Ebolavirus, predicted global disruptive events, researched using blockchain for government services, and created devices for rescuing victims of building collapse. I have written two books on my work and co-edited two more.

In my spare time, I have served Howard County, Maryland, as a member of the Board of Appeals and Charter Review Commission and the Watershed Stewards Academy Advisory Committee of the University of Maryland Extension. Prior volunteer experience also includes providing economic advice to the Columbia Association, establishing an alumni association for the College Park Scholars Program at the University of Maryland, and serving on numerous public and private volunteer advisory boards.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order book(s) from either the Barnes & Noble Bookstore (<https://bncvirtual.com/cmu>) or the CMU Bookstore (<https://cmich.verbacompare.com>)

Textbooks and Course Materials:

Title: Environmental Policy: New Directions for the 21st Century (E-book Available)

Author: Kraft

Edition: 10th

ISBN: 978-1-5063-8346-0

Publisher: CQ Press

Required: Yes

Title: Environmental Politics and Policy (Inclusive Access) (E-book Available)

Author: Rosenbaum

Edition: 11th

ISBN: 9781544325040

Publisher: CQ Press

Required: Yes

Course Reserves:

N/A

Required Materials:

The Environmental Politics and Policy text is offered as an Inclusive Access purchase option along with the associated MyLab access. Students who do not opt out of the Inclusive Access option, will have charges applied to their CMU Student Account for this digital material. An email from the CMU Bookstore will be sent to your CMU email with additional details. Students are responsible for purchasing a second text also used in the course.

Recommended Materials:

N/A

III. COURSE DESCRIPTION

Analysis of relationships between politics and public policy in the environmental arena. Emphasis upon policy making process, political strategies, and alternative decision modes. This course may be offered in an online format.

IV. COURSE GOALS AND OBJECTIVES

Upon completion of this course students will be able to:

1. Identify and discuss the major political perspectives that influence the environmental policy arena.
2. Discuss the relationships between the various institutional and non-institutional actors who participate in the environmental policy arena.
3. Analyze and evaluate various environmental policy implementation strategies.
4. Discuss environmental political and policy alternatives within the context of various decision making modes.
5. Explain and evaluate significant issues confronting the environmental policy arena.

V. METHODOLOGY

This course is organized around five key instructional tools:

1. videos and readings,
2. discussion boards,
3. a policy memorandum,
4. a research paper, and
5. a final examination.

The content is designed to provide a solid understanding of how environmental policy is made, the history of environmental

policy, and current issues in environmental politics. Students should be conversant in environmental politics and able to propose environmental policy changes at the end of the course.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

1. Read this Syllabus.
2. Ensure that your Central Michigan University (cmich.edu) email is checked or forwarded to an email you do check daily.
3. Navigate your way around BlackBoard (check out the Syllabus, Assignments, Course Materials, etc.).
4. Post an introductory note tell us about yourself, your background, and what program you are in, and what you hope to get out of this class.
5. Review the term paper requirements and start thinking about ideas of the research paper you plan to write.

Course Outline:

Week 1: Critical Environmental Issues of the Day; Rise of Environmentalism and Environmental History

- Demonstrate an understanding of the history of environmental activism in the United States
- Describe the history of Earth Day
- List at least three leaders of the environmental movement in the United States

Week 2: Policy Process and Branches of Government

- Define and explain the concept of public policy.
- Demonstrate key elements of the development of public policy.
- Demonstrate an understanding of social elements that can impact the development of environmental policy.

Week 3: Role of Courts and Regulatory Agencies

- Demonstrate an ability to locate state and federal environmental laws on the internet.
- Explain the role of state and federal regulatory agencies in environmental protection.
- Discuss the role of the courts in interpreting and enforcing environmental laws.

Week 4: Energy and Food Production

- Demonstrate an understanding of the critical nature of food resources.
- Locate and compile data from Internet and library sources on food supplies, human populations and demographics.
- Demonstrate an ability to locate and compile energy data for specific countries by using the International Energy Agency databases on the internet.
- Summarize the link between fossil fuel consumption and global climate destabilization.

Week 5: Human Population Growth and Resource Demands

- Explain the role of activists and the media in influencing environmental policy.
- Demonstrate an understanding of the limitations of global food resources.
- Explain the differences in the governmental control of human populations by Western societies versus the People's Republic of China.

Week 6: Global Climate Destabilization

- List five atmospheric gases that contribute to global warming.
- Identify the two major atmospheric gases that contribute to global warming.
- Students will be able to demonstrate the change of atmospheric CO₂ over time with simple graphs.
- Students will be able to explain the consequences of global climate destabilization on natural resources, food production, infrastructure and human populations.

Week 7: Global Impacts of 10 Billion Humans by 2050

- Explain the difference between geometric and logarithmic population growth.
- Demonstrate an awareness of the limits of population growth and the carrying capacity of the planet.
- Demonstrate an understanding of national politics and policy on the control of human populations.

Week 8: Legislative Solutions to Environmental Issues

- Demonstrate mastery of the learning objectives in the syllabus and the specific objectives of weeks 1-7 by scoring a passing grade on the final examination.
- Demonstrate the practical application of changing governmental policy by submitting a final project explaining the process and legislation needed to correct a critical environmental problem.
- Aspirational goal: Student's lives will be changed by the knowledge and skills gained in this course. They will participate as informed, engaged citizens on global environmental issues.

Assignment Due Dates:

Week 1 Tasks and Reading

- Read Vig/Kraft, Chapters 1-4
- Review PowerPoint slides on "The Rise of Environmentalism"
- Submit your reflection on "Environmentalism" in the Week 1 Reflections in the Discussion Board

Week 2 Tasks and Reading

- Read Vig/Kraft, Chapters 3-5
- Read Rosenbaum Chapters 2-3
- Review PowerPoint slides on "Legal Basis of Environmental Regulations"
- Watch the videos
- Submit your reflection on "Role of Government" in the Week 2 Reflections in the Discussion Board

Week 3 Tasks and Reading

- Read Vig/Kraft, Chapters 6-7
- Read Rosenbaum Chapters 4-7
- Review PowerPoint slides on "Role of Courts and Regulatory Agencies"
- Watch the videos
- Submit your reflection on "Agency Regulation" in the Week 3 Reflections in the Discussion Board

Week 4 Tasks and Reading

- Read Vig/Kraft, Chapters 8-9
- Read Rosenbaum Chapter 8
- Review PowerPoint slides on "Energy and Food Production"
- Watch the videos
- Submit your reflection on "Energy and Food" in the Week 4 Reflections in the Discussion Board
- Take Midterm Exam

Week 5 Tasks and Reading

- Read Vig/Kraft, Chapters 10-12
- Read Rosenbaum Chapter 9
- Review PowerPoint slides on "Resource Demands from Human Population Growth"
- Watch the videos
- Submit your reflection on "Population Growth" in the Week 5 Reflections in the Discussion Board
- Submit Policy Memorandum

Week 6 Tasks and Reading

- Read Vig/Kraft, Chapters 13-14
- Read Rosenbaum Chapter 10

- Review PowerPoint slides on "Global Climate Destabilization"
- Watch the videos
- Submit your reflection on "Climate Change" in the Week 6 Reflections in the Discussion Board

Week 7 Tasks and Reading

- Read Vig/Kraft, Chapter 15
- Review PowerPoint lectures/slides
- Watch the videos
- Submit your reflection on "Impacts by 2050" in the Week 7 Reflections in the Discussion Board

Week 8 Tasks and Reading

- Review PowerPoint lecture/slides
- Watch the videos
- Submit your reflection on "Governmental Solutions to Environmental Problems" in the Week 8 Reflections in the Discussion Board
- Submit your Project and Presentation.
- Take and submit the Final Examination.
- Fill out the End-Of-Course Survey emailed to you on Wednesday from CMU Faculty Resource Center (frc@cmich.edu). Please check your CMU email!

Post-Class Assignment:

There is no post-class assignment.

Student Involvement Hours:

This course is a compressed graduate-level course worth 3 semester hours. Accordingly, you are expected to spend between 20 and 30 hours per week working on this course. That includes reading, discussion, videos, and working on your term paper.

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

You will be evaluated on five basic activities. The first is the class discussion. Class discussion will consist of a weekly topic and you will have to enter a primary response by Wednesday of that week. The primary response should be substantial and well-considered. You will also have to respond to at least two of your classmates' discussions before Sunday of that week. Again, your response to your classmates should be substantial and well-considered. There is a weekly discussion in each of weeks 1 through 8.

The second activity is a written policy memorandum. Details are given in the Assignments section of BlackBoard.

The third activity is a written project. Details are given in the Assignments section of BlackBoard.

The fourth and fifth activities are a midterm examination and a final examination. Both are open-book and will be conducted using the BlackBoard platform.

Grading Scale:

Grade Calculation

Discussion	15%
Policy Memorandum	15%
Final Paper	30%
Midterm Examination	20%
Final Examination	20%
Total	100%

Grading Scale

A	>=93%
93%> A-	>=90%
90%> B+	>=87%
87%> B	>=83%
83%> B-	>=80%
80%> C+	>=77%
77%> C	>=73%
73%> E	

Late Assignments:

To succeed in an online course, it is important to complete all assignments on time. Print out a copy of this Syllabus and keep it in a place where you can consult it as necessary. Late work will be accepted only in cases of documented emergency.

Turn in your material on time. The Syllabus is clear that no material will be accepted late. If you have a thing happening, let me know ahead of time. I can plan; you can plan; we will both be much happier. Most assignments are due no later than 11:59PM on the last day of the week unless it is otherwise specified in the instructions and/or announced. Scores and feedback will be posted under "My Grades" on Blackboard within a week of the deadline.

Make-ups and Rewrites:

Students will be advised if a rewrite is appropriate. Makeups will not be accepted.

VIII. EXPECTATIONS

Attendance and Participation:

This course is divided into 8 one-week units that start on Monday and end on Friday. As an online class, most material is handled asynchronously. Students are reminded that participation and requirements must be met each week. This is a fast-moving course with a substantial amount of material to cover. If you think you are falling behind, please contact me, rather than letting yourself fall further behind.

There are weekly video chats/office hours that will be held in the evening. These are not required, but you are *strongly* encouraged to attend. These are meant to be open question-and-answer sessions. This is an opportunity for all students to talk to each other, share ideas, and ask questions. Remember, if you have a question, it is likely on everyone else's mind, too. But also remember, that it is an opportunity to really dig in and learn more about the material. I teach this because I love it and welcome the opportunity to share experiences, insight, or my own questions that I am stuck with.

If you cannot make office hours, feel free to reach out and we can schedule for any time that is convenient for you.

Academic Integrity:

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (<https://bulletins.cmich.edu/>).

Student Rights and Responsibilities:

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at

<https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx>.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

CMU Library

As a CMU student you have full access to the services and resources of the CMU Library. Librarians are happy to help you find information for your assignments and answer questions about using the library and doing research. Working with a librarian is a great way to make the process of doing research easier and to save yourself time and effort. To request help from a librarian, send an email to libref@cmich.edu

If you need a copy of a particular journal article or book --or many articles and books-- the library's Documents on Demand office is the place to go. They will get you copies of the items you need, typically within a day or two, and at no cost to you. Documents on Demand can be reached at docreq@cmich.edu

Check out <https://library.cmich.edu> for more information about helpful library services and resources

Writing Center

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit <https://www.cmich.edu/global/writingcenter/Pages/default.aspx>

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit <http://global.cmich.edu/mathcenter/tutoring-request.aspx>.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disability Services at (800) 950-1144, extension 3018 or email sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at <https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx>

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY

None.

Center Information

Student & Enrollment Services for CMU Online Courses

(800) 688-4268 or (989) 774-1129 or cmuonline@cmich.edu

Drop & Withdrawal Policy for Online Courses

<http://global.cmich.edu/courses/drop-withdraw.aspx>

Academic Calendar and

Credit/No Credit Deadlines for Online Courses

<https://www.cmich.edu/global/calendar/Pages/default.aspx>

Office of Information Technology Help Desk

https://www.cmich.edu/office_provost/OIT/help/help_desk/Pages/default.aspx

Pre-Class Checklist for Online Courses

<http://www.global.cmich.edu/cmuonline/checklist.aspx>

Online Learning Resource Center

<http://www.global.cmich.edu/cmuonline/about/>

Certified Testing Center & Proctoring Information

<https://www.cmich.edu/global/cmuonline/proctoring/Pages/default.aspx>

Harassment and discrimination: You have a right to feel safe and supported while pursuing your degree at CMU. If any professor, student, or staff member makes you feel that you have been discriminated against, disrespected or stuck in a hostile environment, the Office of Civil Rights and Institutional Equity (OCRIE) is here to help: Bovee UC 306, (989) 774-3253. For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/

Sexual misconduct policy: With the exception of the confidential resources named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator in OCRIE at (989) 774-3253. This means that any information you may divulge about such an incident in the classroom or with a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which include Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381). For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/

CMU does not discriminate on the basis of sex in the education program or activity that it operates, including admission and employment, and is required by Title IX of the Education Amendments of 1972 not to discriminate in such a manner.

Inquiries about the application of Title IX can be made to CMU's Title IX Coordinator, the US Department of Education's Assistant Secretary, or both.

CMU's Title IX Coordinator can be reached at:

Office: 103 E. Preston St.

Bovee University Center, suite 306

Mount Pleasant, MI 48858

Email: titleix@cmich.edu

Phone: 989-774-3253