

# Bemidji State University

## **POL 2925: People and the Environment: Political Science Perspective**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 10 - People/Environment

An introduction to political processes and institutions involved in making environmental policy. Might not be offered every year. Liberal Education Goal Area 10.

### **B. COURSE EFFECTIVE DATES: 02/03/1998 - Present**

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Air, ozone, and climate
2. Economics, politics and worldviews
3. Energy
4. Environmental problems and causes
5. Forests, parks and wilderness
6. Human Population
7. Risk and toxicology
8. Science, matter and energy
9. Soils and food
10. Solid and hazardous waste
11. Species
12. Water

### **D. LEARNING OUTCOMES (General)**

1. learn a better understanding of the complexity of public policy making, with a respect to environmental policy.
2. understand how important the political component is in deciding environmental dilemmas.
3. learn the different factors that shape environmental policies.
4. use environmental issues to explore the benefits and frustrations of the American political system.
5. examine the workings of Congress, the politics of bureaucratic implementation, the role of the courts, the president, interest groups, public opinions, and the media.

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 10 - People/Environment

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Propose and assess alternative solutions to environmental problems.
6. Articulate and defend the actions they would take on various environmental issues.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted