

# General Education Review Committee

## Agenda

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April 24, 2009

**ADM 204**

**12:30 p.m. – 1:30 p.m.**

### I. Call to Order

#### Roll

|                                      |                    |                       |
|--------------------------------------|--------------------|-----------------------|
| ( ) Erik Hirschman                   | Mat-Su/ <b>UAB</b> | Social Sciences       |
| ( ) Mari Ippolito                    | CAS/ <b>UAB</b>    |                       |
| ( ) Patricia Fagan                   | CAS                | Humanities            |
| ( ) Robert Capuozzo                  | COE                |                       |
| ( ) Jack Pauli                       | CBPP               |                       |
| ( ) Jeane Breinig                    | CAS                | Written Communication |
| ( ) Len Smiley                       | CAS                | Quantitative Skills   |
| ( ) Suzanne Forster                  | CAS/ <b>UAB</b>    |                       |
| ( ) Robin Wahto                      | CTC/ <b>UAB</b>    |                       |
| ( ) Walter Olivares                  | CAS                | Fine Arts             |
| ( ) Bart Quimby                      | OAA/ <b>UAB</b>    |                       |
| ( ) Catherine Sullivan               | CHSW/ <b>UAB</b>   |                       |
| ( ) Doug Parry/<br>Shawnalee Whitney | CAS                | Oral Communication    |
| ( ) Jeff Miller                      | SOE                |                       |
| ( ) Karl Wing                        | USUAA              |                       |
| ( ) Hilary Davies                    | UAB Chair          |                       |

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Chg PS A331 Political Philosophy (3 cr) (3+0) (pg. 3-8)

Chg PS A332 History of Political Philosophy I: Classical (3 cr) (3+0) (pg. 9-13)

Chg PS A333 History of Political Philosophy II: Modern (3 cr) (3+0) (pg. 14-19)

Chg ECON A210 Environmental Economics and Policy (3 cr) (3+0) (pg. 20-26)

VII. Old Business

VIII. New Business

A. GER Catalog Copy

IX. Informational Items and Adjournment

# General Education Review Committee Summary

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April 17, 2009

**Room Change: LIB 307  
12:30 p.m. – 1:30 p.m.**

## I. Call to Order

### Roll

|                                      |            |                       |
|--------------------------------------|------------|-----------------------|
| (x) Erik Hirschman                   | Mat-Su/UAB | Social Sciences       |
| (x) Mari Ippolito                    | CAS/UAB    |                       |
| (x) Patricia Fagan                   | CAS        | Humanities            |
| (x) Robert Capuozzo                  | COE        |                       |
| (x) Jack Pauli                       | CBPP       |                       |
| (x) Jeane Breinig                    | CAS        | Written Communication |
| (x) Len Smiley                       | CAS        | Quantitative Skills   |
| (x) Suzanne Forster                  | CAS/UAB    |                       |
| (x) Robin Wahto                      | CTC/UAB    |                       |
| (e) Walter Olivares                  | CAS        | Fine Arts             |
| (x) Bart Quimby                      | OAA/UAB    |                       |
| (x) Catherine Sullivan               | CHSW/UAB   |                       |
| (x) Doug Parry/<br>Shawnalee Whitney | CAS        | Oral Communication    |
| (x) Jeff Miller                      | SOE        |                       |
| ( ) Karl Wing                        | USUAA      |                       |
| (x) Hilary Davies                    | UAB Chair  |                       |

## II. Approval of Agenda (pg. 1)

**Approved**

## III. Approval of Summary (pg. 2)

**Approved**

## IV. Report from Associate Vice Provost Bart Quimby

## V. Chair's Report

## VI. Course Action Requests

Chg ASTR A103 Solar System Astronomy (3 cr) (3+0) (pg. 3-5)

**Approved**

Chg ASTR A103L Solar System Astronomy Lab (1 cr) (0+3) (pg. 6-8)

**Approved**

Chg ASTR A104 Stars, Galaxies and Cosmology (3 cr) (3+0) (pg. 9-11)

**Approved**

Chg ASTR A104L Stars, Galaxies and Cosmology Lab (1 cr) (0+3) (pg. 12-14)

**Approved**

Chg HS A491 Health Issues in Alaska (3 cr) (3+0) (pg. 15-22)

**Approved**

Chg DNCE A370 Interdisciplinary Dance Studies: Issues and Methods (3 cr) (3+0) (pg. 23-29)

**Approved**

## VII. Old Business

## VIII. New Business

## IX. Informational Items and Adjournment



Course Content Guide  
Political Science A331

Date initiated: April 1, 2008

College or School: AS CAS

Course Subject: PS

Course Number: A331

Number of credits/CEU's and Contact Hours: 3 and (3+0)

Course Title: Political Philosophy

Grading Basis: A-F

Course Description: An introduction to political philosophy, with emphasis on the study of regimes; selected regimes are examined through the writings of political philosophers.

Course Prerequisite(s)/Test Score(s)/Corequisite(s)/Registration Restriction(s): ENGL A111

Course Fee: No

Instructional Goals and Student Outcomes

1. Instructional Goals

- a. To teach students to read texts in political philosophy with discernment and comprehension, relating this knowledge to the historical contexts of the ancient and modern regimes in which they developed; and
- b. To teach students to write satisfactory essays on the following subjects: the difficulty of appreciating alternatives to one's own regime from within one's own horizon; citizenship in its relation to the particular regimes studied; varieties of ends or purposes for political communities, and their effects on the way of life of citizens; qualities required for statesmanship in different regimes; differences between ancient and modern politics; the relationship between philosophical interpretation of politics and its practical basis; the regime and its determination by those who rule; what war and international strife reveal about regimes, and the tension between domestic and foreign policy; the relationship between the philosopher and the political community.

2. Student Outcomes

- a. Students should be able to identify and interpret specific passages from the texts.

- b. Students should be able to identify and explain important terms used in political philosophy, such as the philosopher, the city, the regime, natural right, moral virtue, the state of nature, faction, government by consent, democracy, tyranny of the majority, communism, the proletariat, the vanguard, the soul, etc.
- c. Students should be able to explain, in coherent essays using evidence from the texts, each of the following subjects, in each case relating this knowledge to the human problems which they address: the difficulty of appreciating alternatives to one's own regime from within one's own horizon; citizenship in its relation to the particular regimes studied; varieties of ends or purposes for political communities, and their effects on the way of life of citizens; qualities required for statesmanship in different regimes; differences between ancient and modern politics; the relationship between philosophical interpretation of politics and its practical basis; the regime and its determination by those who rule; what war and international strife reveal about regimes, and the tension between domestic and foreign policy; the relationship between the philosopher and the political community.
- d. Students should be able to write brief (five-page) expository papers using evidence from the texts to interpret their meaning.

#### Guidelines for Evaluation or Assessment Methods

Although evaluation or assessment methods may vary somewhat with the instructor, the following pattern of evaluative instruments is recommended as a guide:

1. Midterm and final examinations offering students an opportunity to demonstrate their mastery of the subject matter and interpretive methods of the course by identifying and interpreting specific passages from the texts, identifying and explaining important terms used in political philosophy, and explaining leading topics in the course in coherent essays using evidence from the texts.
2. Several brief (five-page) expository papers in which students use evidence from the texts to interpret their meaning.
3. Encouragement to students to engage in discussion, to read passages from the texts aloud, and to ask questions in class and during office hours, which allows the instructor to assess their understanding of the subject matter.

#### Course Level Justification

This course has traditionally been at the 300-level, which is appropriate to the seriousness of its subject and to the challenges posed by its reading list. It is a survey course, which offers an introduction to an important body of knowledge and literature at a fairly high level. Because of the writing requirements in the course, the prerequisite ENGL A111, which insures that students taking the course will have basic competence in writing English prose, is entirely appropriate. In this respect, students build on previous course work as they learn to write papers in this course.

## Topical Course Outline

1. Introduction
  - a. What is a regime?
  - b. Variety of regimes and their different purposes
  - c. Relationship between citizenship and the regime
2. Questions to be considered with respect to each of three or four regimes to be studied (including at least one ancient and one modern regime in order to elucidate the contrast between ancient and modern politics)
  - a. Philosophical underpinnings and justification of regime
  - b. Ends or purposes of the regime
  - c. Distinctive characteristics of citizenship in the regime
  - d. Analysis by philosophical writers of the successes and failures of the regime
  - e. Relationship of the regime to ancient or modern principles of politics
3. Conclusion on political philosophy
  - a. Characteristics of philosophical treatment of politics
  - b. Relationship between the philosopher and the political community
  - c. Differences between the ancient and modern understandings of political philosophy

### Suggested Texts

Texts will depend on the regimes chosen by the instructor for study in the course. In each case regimes should be explored from various angles by political philosophers with contrasting views, reading wherever possible both books that describe the philosophic basis of the regime and books that explain how the regime affects the way of life of citizens.

For instance, if the regimes to be studied were America, the Soviet Union, and the ancient Greek city (Athens and Sparta), then readings might be organized as follows. Readings on America would mix the political principles of modern liberalism (in Locke, Montesquieu, etc.) with documents and writings from American political history before turning to Tocqueville's *Democracy in America* to explore the way of life of American citizens. Readings on the Soviet Union would mix the political principles of communism (in Marx and Engels) with Lenin's writings before turning to Solzhenitsyn's *The Gulag Archipelago* to explore the way of life of

Soviet citizens. Readings on the ancient Greek city would mix the political principles of classical politics (in Aristotle) with descriptions from Plutarch before turning to Thucydides' *The Peloponnesian War* to explore the way of life of Greek citizens. The course would conclude with a reading of Plato's *Apology of Socrates*. In that case, suggested texts would be as follows:

Declaration of Independence and Constitution of the United States

Selections from the *First Treatise* in John Locke, *Two Treatises of Government*, ed. Peter Laslett, 3rd edition, Cambridge University Press, 1988.

Selections from Charles-Louis de Montesquieu, *The Spirit of the Laws*, trans. Anne Cohler, Cambridge University Press, 1989.

Publius [Alexander Hamilton, John Jay, and James Madison], *The Federalist Papers*, ed. Clinton Rossiter and Charles Kesler, NAL Books, 2003.

Alexis de Tocqueville, *Democracy in America*, trans. Harvey C. Mansfield and Delba Winthrop, University of Chicago Press, 2002.

Selections from Robert D. Tucker, ed., *The Marx-Engels Reader*, 2nd edition, Norton Press, 1978.

Selections from Robert D. Tucker, ed., *The Lenin Anthology*, Norton Press, 1975.

Selections from Aleksandr Solzhenitsyn, *The Gulag Archipelago*, 3 volumes, Harper Perennial, 2007.

Selections from Plutarch, *Lives*, Modern Library, 2001.

Selections from Aristotle, *Politics*, ed. Carnes Lord, University of Chicago Press, 1985.

Selections from Thucydides, *The Peloponnesian War*, Free Press, 1998.

Plato's *Apology of Socrates*, in Plato and Aristophanes, *Four Texts on Socrates*, ed. Thomas G. West, 2nd edition, Cornell University Press, 1998.

Suitable readings for other regimes that might be studied should have the same philosophical rigor and relationship to the way of life of citizens who live in the particular regime.

#### Bibliography

Harvey C. Mansfield, *A Student's Guide to Political Philosophy*, ISI Books, 2001.

Paul A. Rahe, *Republics Ancient and Modern*, 3 vols., University of North Carolina Press, 1994.

Leo Strauss and Joseph Cropsey, *History of Political Philosophy*, 3rd edition, University of Chicago Press, 1987.



Course Content Guide  
Political Science A332

Date initiated: March 26, 2008; revised March 31, 2009

College or School: AS CAS

Course Subject: PS

Course Number: A332

Number of credits/CEU's and Contact Hours: 3 and (3+0)

Course Title: History of Political Philosophy I: Classical

Grading Basis: A-F

Course Description: Political philosophy from Plato to Marsilius, with emphasis on natural right.

Course Prerequisite(s)/Test Score(s)/Corequisite(s)/Registration Restriction(s): ENGL A111

Course Fee: No

Instructional Goals and Student Outcomes

1. Instructional Goals

- a. To teach students about the beginnings of political philosophy when Socrates called philosophy down from the heavens and installed it in cities, and the tension between the philosopher and the city, relating this knowledge to the historical context of the ancient city in which it developed
- b. To teach students how to read such works of classical political philosophy as Aristophanic plays, Platonic dialogues, Aristotelian treatises, Ciceronian dialogues, and selected writings from medieval political philosophers in the Jewish, Christian, and Muslim communities in translation with discernment
- c. To teach students to understand the classical understanding of the regime, classical natural right, and classical natural law, relating this knowledge to the human problems which they address
- d. To teach students Aristotelian distinctions between theory and practice and between moral and intellectual virtue, again relating this knowledge to the human problems which he addresses

## 2. Student Outcomes

- a. Students should be able to identify and interpret specific passages from the texts.
- b. Students should be able to identify and explain important terms used in classical political philosophy, such as the philosopher, the city, the regime, natural right, moral virtue, *thymos* (spiritedness), *eros* (love), etc.
- c. Students should be able to explain, in coherent essays using evidence from the texts, the beginnings of political philosophy in ancient Greece; the tension between the philosopher and the city; the classical understanding of the regime; the question of natural right; the distinctions between theory and practice and between moral and intellectual virtue; the development of classical natural law; and the effects of revealed religion on classical political philosophy.

### Guidelines for Evaluation or Assessment Methods

Although evaluation or assessment methods may vary somewhat with the instructor, the following pattern of evaluative instruments is recommended as a guide:

1. Midterm and final examinations offering students an opportunity to demonstrate their mastery of the subject matter and interpretive methods of the course by identifying and interpreting specific passages from the texts, identifying and explaining important terms used in political philosophy, and explaining leading topics in the course in coherent essays using evidence from the texts.
2. Several brief (five-page) expository papers in which students use evidence from the texts to interpret their meaning.

### Course Level Justification

This course has traditionally been at the 300-level, which is appropriate to the seriousness of its subject and to the challenges posed by its reading list. It is a survey course, which offers an introduction to an important body of knowledge and literature at a fairly high level. Because of the writing requirements in the course, a new prerequisite has been added, ENGL A111, which insures that students taking the course will have basic competence in writing English prose. In this respect students will build on previous course work as they learn to write papers in this course.

### Topical Course Outline

1. Beginnings of political philosophy by Socrates, and the Aristophanic reaction
2. Platonic dialogues, the philosopher and the city, and the question of natural right
3. Moral and intellectual virtue, political science, and the best regime in Aristotle's treatises

4. Natural law in Cicero
5. Effects of Jewish, Christian, and Muslim revealed religion on classical political philosophy

#### Suggested Texts

Aristophanes, *The Clouds*, and Plato, *Apology of Socrates*, in Thomas West and Grace Starry West, *Four Texts on Socrates*, Cornell University Press, 1998.

Plato, *Republic*, trans. Allan Bloom, Basic Books, 1991.

Aristotle, *Nicomachean Ethics*, trans. Joe Sachs, Focus Publishing, 2002.

Aristotle, *Politics*, trans. Carnes Lord, University of Chicago Press, 1985.

Cicero, *Republic and Laws*, Loeb Library, 1928.

Aquinas, *Treatise on Law*, Gateway Press, 1996.

Readings from Maimonides, Alfarabi, and Marsilius in Muhsin Mahdi and Ralph Lerner, eds., *Medieval Political Philosophy*, Cornell University Press, 1972.

#### Bibliography

M. M. Austin and P. Vidal-Naquet, *Economic and Social History of Ancient Greece: An Introduction*, University of California Press, 1981.

Joseph Cropsey and Leo Strauss, eds., *History of Political Philosophy*, 3rd edition, University of Chicago Press, 1987.

Numa Denis Fustel de Coulanges, *The Ancient City*, Johns Hopkins University Press, 1980.

Harvey C. Mansfield, *A Student's Guide to Political Philosophy*, ISI Books, 2001.

Claude Nicolet, *The World of the Citizen in Republican Rome*, University of California Press, 1989.

Paul A. Rahe, *Republics Ancient and Modern*, 3 vols., University of North Carolina Press, 1994.

Arlene Saxonhouse, *Women in the History of Political Thought*, Praeger, 1985.

Leo Strauss, *The City and Man*, University of Chicago Press, 1978.

Leo Strauss, *Interpretation and the Art of Writing*, University of Chicago Press, 1988.

Leo Strauss, *Liberalism Ancient and Modern*, University of Chicago Press, 1995.

Leo Strauss, *Natural Right and History*, University of Chicago Press, 1999.



Course Content Guide  
Political Science A333

Date initiated: March 31, 2008

College or School: AS CAS

Course Subject: PS

Course Number: A333

Number of credits/CEU's and Contact Hours: 3 and (3+0)

Course Title: History of Political Philosophy II: Modern

Grading Basis: A-F

Course Description: Political philosophy from Machiavelli to Nietzsche, with emphasis on liberalism and its critics.

Course Prerequisite(s)/Test Score(s)/Corequisite(s)/Registration Restriction(s): ENGL A111

Course Fee: No

Instructional Goals and Student Outcomes

1. Instructional Goals

- a. To teach students about the beginnings of modern political philosophy, when Machiavelli broke with the Socratic tradition of classical natural right by founding modern political science with his claims that the world was unintelligible and that man is alone, relating this knowledge to the historical context of the modern state in which it developed
- b. To teach students how to read works in the first wave of modern political philosophy by Machiavelli, Hobbes, Locke, and Montesquieu; works in the second wave by Rousseau, Kant, and Hegel; and works in the third wave by Marx, Engels, and Nietzsche
- c. To teach students to understand the modern aspiration to master nature; the modern critique of classical natural right and the founding of scientific ethics; naturalism and the state of nature; the Enlightenment and the attempt to base human society on reason; the argument for human equality and government by consent; questions about progress and the attack on modern politeness; the discovery of history; and radical relativism, relating this knowledge to the human problems which they address

## 2. Student Outcomes

- a. Students should be able to identify and interpret specific passages from the texts.
- b. Students should be able to identify and explain important terms used in modern political philosophy, such as a new prince, virtue and goodness, indirect government, naturalism, the state of nature, the Enlightenment, absolute sovereignty, the separation of powers, the nation, romanticism, cosmopolitanism, communism, the proletariat and the bourgeoisie, the last man, etc.
- c. Students should be able to explain, in coherent essays using evidence from the texts, the modern aspiration to master nature; the modern critique of classical natural right and the founding of scientific ethics; naturalism and the state of nature; the Enlightenment and the attempt to base human society on reason; the argument for human equality and government by consent; questions about progress and the attack on modern politeness; the discovery of history; and radical relativism
- d. Students should be able to write brief (five-page) expository papers using evidence from the texts to interpret their meaning.

### Guidelines for Evaluation or Assessment Methods

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1. Midterm and final examinations offering students an opportunity to demonstrate their mastery of the subject matter and interpretive methods of the course by identifying and interpreting specific passages from the texts, identifying and explaining important terms used in political philosophy, and explaining leading topics in the course in coherent essays using evidence from the texts.
2. Several brief (five-page) expository papers in which students use evidence from the texts to interpret their meaning.
3. Encouragement to students to engage in discussion, to read passages from the texts aloud, and to ask questions in class and during office hours, which allows the instructor to assess their understanding of the subject matter.

### Course Level Justification

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this respect students will build on previous course work as they learn to write papers in this course.

### Topical Course Outline

1. Beginnings of modern political philosophy in Machiavelli's critique of classical natural right
2. Hobbes, Locke, Montesquieu, and early modern liberalism
3. Rousseau and the critique of early modernity
4. Kant, Hegel, and the idealist turn toward history
5. Critiques of modern liberalism from the left and the right: Marx, Engels, and Nietzsche

### Suggested Texts

Niccolò Machiavelli, *The Mandragola* (trans. Mera J. Flaumenhaft), Waveland Press, 1981.

Niccolò Machiavelli, *The Prince*, 2nd edition (trans. Harvey C. Mansfield), University of Chicago Press, 1998.

Niccolò Machiavelli, *Discourses on Livy* (trans. Harvey C. Mansfield and Nathan Tarcov), University of Chicago Press, 1998.

Thomas Hobbes, *The Leviathan* (ed. C. B. Macpherson), Penguin Books, 1982.

John Locke, *Two Treatises of Government*, 3rd edition (ed. Peter Laslett), Cambridge University Press, 1988.

John Locke, *A Letter Concerning Toleration*, FQ Classics, 2007.

Charles-Louis de Montesquieu, *The Spirit of the Laws* (trans. Anne Cohler), Cambridge University Press, 1989.

David Hume, *Essays Moral, Political, and Literary*, revised edition (ed. Eugene Miller), Liberty Fund Press, 1985.

Jean-Jacques Rousseau, *The First and Second Discourses* (trans. Roger D. and Judith R. Masters), St. Martin's Press, 1969.

Jean-Jacques Rousseau, *On the Social Contract* (trans. Roger D. and Judith R. Masters), St. Martin's Press, 1978.

Immanuel Kant, *Political Writings*, 2nd edition (trans. Hans Reiss), Cambridge University Press, 1991.

Georg W. F. Hegel, *The Philosophy of History*, Dover Press, 2009.

Karl Marx and Friedrich Engels, *The Marx-Engels Reader*, 2nd edition (ed. Robert D. Tucker), Norton Press, 1978.

Friedrich Nietzsche, *Beyond Good and Evil* (trans. Walter Kaufmann), Vintage Press, 1989.

Friedrich Nietzsche, *On the Genealogy of Morals* (trans. Walter Kaufmann), Vintage Press, 1989.

### Bibliography

Joseph Cropsey and Leo Strauss, eds., *History of Political Philosophy*, 3rd edition, University of Chicago Press, 1987.

Alexandre Kojève, Allan Bloom, and James H. Nichols, *Introduction to the Reading of Hegel: Lectures on the Phenomenology of Spirit*, Cornell University Press, 1980.

Robert P. Kraynak, *History and Modernity in the Thought of Thomas Hobbes*, Cornell University Press, 1990.

Niccolò Machiavelli, *Florentine Histories* (trans. Laura F. Banfield and Harvey C. Mansfield), Princeton University Press, 1990.

Harvey C. Mansfield, *America's Constitutional Soul*, Johns Hopkins University Press, 1993.

Harvey C. Mansfield, *Machiavelli's New Modes and Orders: A Study of the Discourses on Livy*, new edition, University of Chicago Press, 2001.

Harvey C. Mansfield, *Machiavelli's Virtue*, University of Chicago Press, 1998.

Harvard C. Mansfield, *The Spirit of Liberalism*, Harvard University Press, 1979.

Harvey C. Mansfield, *A Student's Guide to Political Philosophy*, ISI Books, 2001.

Roger D. Masters, *The Political Philosophy of Rousseau*, Princeton University Press, 1976.

Paul A. Rahe, *Against Throne and Altar: Machiavelli and Political Theory under the English Republic*, Cambridge University Press, 2008.

Paul A. Rahe, ed., *Machiavelli's Liberal Republican Legacy*, Cambridge University Press, 2005.

Paul A. Rahe, *Republics Ancient and Modern*, 3 vols., University of North Carolina Press, 1994.

Robert Shackleton, *Montesquieu: A Critical Biography*, Oxford University Press, 1963.

Jean Starobinski, *Jean-Jacques Rousseau: Transparency and Obstruction*, University of Chicago Press, 1988.

Leo Strauss, *Liberalism Ancient and Modern*, University of Chicago Press, 1995.

Leo Strauss, *Natural Right and History*, University of Chicago Press, 1999.

Leo Strauss, *Thoughts on Machiavelli*, University of Chicago Press, 1995.

Nathan Tarcov, *Locke's Education for Liberty*, University of Chicago Press, 1999.



**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated:** March 20, 2009

**II. Course Information:**

**College/School:** College of Business and Public Policy  
**Department:** Economics  
**Program:** Bachelor of Business Administration, Economics;  
Minor, Environmental Studies, selective  
**Course Title:** Environmental Economics and Policy  
**Course Number:** ECON A210  
**Credits:** 3  
**Contact Hours:** 3 per week x 15 weeks = 45 hours  
0 lab hours  
6 hours outside class per week x 15 weeks = 90 hours  
**Grading Basis:** A – F  
**Course Description:** Survey of environmental policy emphasizing market-oriented approaches to problems. Present value, cost-benefit analysis, and nonmarket valuation tools are developed and applied to Alaska and global environmental and natural resource issues.  
**Course Prerequisites:** N/A  
**Registration Restrictions:** (MATH A105 with a minimum grade of C) or completion of quantitative skills GER requirement  
**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

- A. Discussion
- B. Lecture
- C. Guest speakers
- D. Student presentations
- E. Problem sets
- F. Writing assignments
- G. Project

**IV. Guidelines for Evaluation**

- A. Problem sets
- B. Semester project
- C. Written exams

## V. Course Level Justification

Requires Math 105 or higher mathematics preparation. Provides more depth than a 100-level survey course of economic principles.

## VI. Course Outline

### A. Introduction

1. Alternative visions of the future: pessimists and optimists
2. Economic growth: basic problem or basic solution
3. Environmental Kuznets curves: the empirical evidence
4. Economics' role in addressing environmental issues

### B. Market Failure and Pollution

1. Externalities and market failure
2. Open access and tragedy of the commons
3. Command and control regulation and government failure
4. Pollution taxes and tradable emissions allowances

### C. Current Law and Policy

1. Historical evolution of U.S. policy: preservation vs. conservation
2. U.S. Clean Air Act, Clean Water Act, National Environmental Policy Act (NEPA), and Endangered Species Act (ESA)
3. Alaska National Interest Lands Conservation Act (ANILCA) and major State of Alaska environmental statutes
4. Recent market-based policy innovations
5. Comparison to analogous policies in other countries

### D. The Global Commons

1. Population dynamics and economic approaches to population control
2. Energy use per capita and per unit of economic output
3. Address climate change
4. Markets for carbon emissions and climate assets (European Carbon Exchange, Green Development Mechanism)

### E. Biodiversity and Ecosystem Services

1. Development, poverty, and environment
2. Valuation of ecosystem services and biotic resources
3. Strategies for conserving biotic resources: wildlife-based tourism, local stakeholders and nature preserves, transfers and subsidies from high- to low-income countries

### F. Current Issues in Alaska and the Arctic

Specific topics to be determined by instructor

## VII. Suggested Texts

Tietenberg, T. (2006). *Environmental economics and policy* (5th ed.). Boston: Pearson/Addison-Wesley.

Salzman, J., & Thompson, B. (2007). *Environmental law and policy*. New York: Foundation Press.

## VIII. Bibliography

Ackerman, F. (2009). *Can we afford the future? The economics of a warming world*. New York: Palgrave Macmillan.

Arrow, K., Bolin, B., Costanza, R., Dasgupta, P., Folke, C., Holling, C., et al. (1995). Economic growth, carrying capacity, and the environment. *Science*, 268, 520-21.

Ashford, N. A., & Caldart, C. C. (2008). *Environmental law, policy, and economics: Reclaiming the environmental agenda*. Cambridge: MIT Press.

Balmford, A., Bruner, A., Cooper, P., Costanza, R., Farber, S., Green, R., et al. (2002). Economic reasons for conserving wild nature. *Science* 297, 950-953.

Champ, P. A., Boyle, K. B., & Brown, T. C. (Eds.). (2003). *A primer on nonmarket valuation*. Dordrecht: Kluwer Academic Publishers.

Colt, S. (2001). What's the economic importance of healthy Alaska ecosystems? *Research Summary 61*. Retrieved March 3, 2009, from <http://www.iser.uaa.alaska.edu/publications/formal/rsummary/rs61.pdf>

Costanza, R., d'Arge, R., de Groot, R., Farber, S., Grasso, M., Hannon, B., et al. (1997). The value of the world's ecosystem services and natural capital. *Nature* 387, 253-260.

Duffield, J. (1997). Nonmarket valuation and the courts: The case of the Exxon Valdez. *Contemporary Economic Policy* 15(10), 98-110.

Fairfax, S. K. (2005). *Buying nature: The limits of land acquisition as a conservation strategy, 1780-2004*. Cambridge: MIT Press.

Fullerton, M., & Stavins, R. (1998). How economists see the environment. *Nature* 395, 433-434.

- Greenstone, M. & Chay, K. (2004). Does air quality matter? Evidence from the housing market. *MIT Department of Economics Working Paper No. 04-19* DOI: 10.2139/ssrn.544182
- Haley, S., Berman, M., Goldsmith, S., Hill, A., & Kim, H. (1999). *Economics of sport fishing in Alaska*. Retrieved March 3, 2009, from <http://www.iser.uaa.alaska.edu/ResourceStudies/sportfishing.htm>
- Keohane, N. O., & Olmstead, S. M. (2007). *Markets and the environment*. Washington, DC: Island Press.
- Krutilla, J. (1967). Conservation reconsidered. *American Economic Review* 57, 777-786.
- Morgenstern, R. D., & Pizer, W. A. (Eds.). (2006). *Reality check: The nature and performance of voluntary environmental programs in the United States, Europe, and Japan*. Washington, DC: RFF Press.
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## IX. Instructional Goals and Student Outcomes

### A. Instructional Goals. The instructor will:

|   |
|---|
| 1. Introduce the economic concepts of scarcity, opportunity cost, supply and demand schedules, marginal analysis, externalities, and public goods, all within the context of current environmental and natural resource issues. |
| 2. Demonstrate, apply, and provide opportunities for students to use the tools of net present value analysis, cost-benefit analysis, travel cost method, and contingent valuation.  |
| 3. Compare direct regulation to market-based environmental policies such as tradable emissions allowances.  |
| 4. Present the major current U. S. environmental laws and policies, describe their evolution over time, and demonstrate how to access current law and regulation from authoritative government sources.                         |
| 5. Compare and contrast current U.S. policies to those of at least one other country.   |
| 6. Guide students to produce individual projects that require the application of economic analysis tools to a current environmental or natural resource policy issue.   |

### B. Student Outcomes

| Students will be able to:   | Assessment Method:                                | GER Category Descriptor Outcomes | GER preamble Student Outcomes |
|---|---|----------------------------------|-------------------------------|
| 1. Communicate effectively about the economic concepts (theoretical models) of scarcity, opportunity cost, supply and demand schedules, marginal analysis, externalities, and public goods, and demonstrate the application of the concepts to environmental issues | Problem sets, written exams, and semester project | 1,2,4,5                          | 5                             |
| 2. Reason mathematically by applying the quantitative tools of net present value analysis and cost-benefit analysis to current issues   | Problem sets and written exams                    | 1,2,3,4,5                        |                               |
| 3. Demonstrate knowledge of the theoretical models of the travel cost method, hedonic pricing, and contingent valuation by applying these models to actual data   | Problem sets and written exams                    | 1,2,3,4,5                        | 5                             |
| 4. Demonstrate knowledge of how market-based policies work and how they differ from direct regulation of quantities   | Problem sets and written exams                    | 1,2,4,5                          | 5                             |

|   |                                |           |      |
|---|--------------------------------|-----------|------|
| 5. Summarize current U.S. environmental laws and policies and demonstrate how to look up current statutes and regulations on the Internet | Problem sets and written exams | 4,5       |      |
| 6. Compare U.S. policies to those of at least one other country using well-defined criteria   | Problem sets and written exams | 1,2,3,4,5 | 5, 8 |
| 7. Analyze a current environmental issue using empirical data and economic reasoning  | Semester project               | 1,2,3,4,5 | 5    |

**GER Category Descriptor Outcomes**

1. Reflect on the workings of individuals and the society of which they are a part and possess a broad perspective on the diversity of human behavior.
2. Distinguish between empirical and non-empirical truth claims.
3. Be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected.
4. Demonstrate an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and application to social aspects of contemporary life.
5. Demonstrate knowledge of social science approaches and apply that knowledge in a particular content area.

**Appropriate numbered GER preamble Student Outcomes**

Must Include: 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.

May include: 8. Adopt critical perspectives to better understand the forces of globalization and diversity.