

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ENVS/POSC 107

Year: 2024-2025

Course Title: Economy, Society, & the Environment

Credit Hours: 3

I. Course Description: This course is a survey of environmental problems viewed from an economic standpoint. It will analyze political and economic strategies for formulating sustainable resource management. Potential topics include renewable energy, resource scarcity, ecosystem goods and services, international trade, and globalization. The course is useful to students seeking careers involving sustainability, environmental policy/decision-making, and green entrepreneurship and to students who have an interest in global/social awareness. ENVS/POSC 107 fulfills the SUNY General Education Social Sciences requirement. Prerequisites: RDNG 116 and MATH 090 if required by placement; prior completion of, or concurrent enrollment in, ENGL 100. 3 Cr. (3 Lec.) Spring semester.

II. Additional Course Information:

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| 1. ENVS/POSC 107 uses OER resources. No text need be purchased. |
| 2. The course may be used for a liberal arts, social science, or unrestricted elective requirement; it will not satisfy a science elective requirement. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Describe general economic concepts and how they relate to environmental and social issues. |
| 2. Apply economic analysis to environmental and social issues. |
| 3. Discuss the political institutions that make environmental policy and the non-governmental entities that influence policymaking. |

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

SLO #1 Describe general economic concepts and how they relate to environmental and social issues.

Use information, critical thinking, and the creative process to solve problems and reach conclusions.

SLO #2 Apply economic analysis to public policy regarding environmental and social issues

Use technology appropriate to their discipline.

Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

SLO #1 Discuss the political institutions that make environmental policy and the non-governmental entities that influence policymaking.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Environmental Studies A.S.

PLO	SLO
Describe the social, economic, and ecological dimensions of sustainability. (ILO: Sustainability)	1. Describe general economic concepts and how they relate to environmental and social issues.
Evaluate solutions to environmental problems. (ILO: Critical and Creative Reasoning)	2. Discuss the political institutions that make environmental policy and the non-governmental entities that influence policymaking.
Evaluate solutions to environmental problems. (ILO: Critical and Creative Reasoning)	3. Apply economic analysis to environmental and social issues.

SUNY General Education Outcomes

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

GENERAL EDUCATION CATEGORY - Area(s): Social Sciences

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

SUNY General Education outcomes "knowledge of major concepts, models and issues of at least one discipline in the social sciences"

SLOs:

1. Describe general economic concepts and how they relate to environmental and social issues.
2. Apply economic analysis to environmental and social issues.

This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. GDP and Economic Growth
2. Market Failures
3. Globalization
4. Cost/Benefit Analysis
5. Future Discounting
6. Wealth Inequality
7. Trade
8. Climate Change
9. Environmental Policy

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Exams	50-100%
2. Assignments	0-40%
3. Projects	0-40%
4. Attendance/Participation	0-10%

VII. Texts – Required Recommended Used for more than one course (list courses)

1. Wheelan, Charles J. <i>Naked Economics: Undressing the Dismal Science</i> . New York: Norton, 2002.
2. Hawken, Paul. <i>The Ecology of Commerce: A Declaration of Sustainability</i> , 2 nd ed. New York: HarperCollins, 2010.
3. Nordhaus, William. <i>The Climate Casino: Risk, Uncertainty, and Economics for a Warming World</i> . New Haven: Yale University Press, 2013.
4. Stroup, Richard L. <i>Eco-Nomics: What Everyone Should Know about Economics and the Environment</i> . D.C.: Cato Institute, 2003.

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Callan, Scott J. and Janet M. Thomas. <i>Environmental Economics and Management: Theory, Policy and Applications</i> , 6 th ed. Canada: Cengage, 2013.
2. Daly, Herman. <i>Ecological Economics</i> , 2 nd ed. D.C.: Island Press, 2011.
3. Fiorino, Daniel J. <i>Making Environmental Policy</i> . CA: University of California Press, 1995.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified

Electronic: Various electronic resources, publications, and datasets (e.g., NASA, NOAA, IPCC, NYSERDA, etc.)

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.