

NEW COURSE PROPOSAL

PROGRAM AREA POLS

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix POLS Course# 345 Title SCIENCE AND PUBLIC POLICY Units (3)

3 hours Lecture per week

Prerequisites

Corequisites

Description

POLS 345: Examines the relationship between science, politics, and public policy and prepares students to make informed decisions concerning the societal implications of many rapidly advancing avenues of scientific research. Same as BIOL 345. GenEd: D, Interdisciplinary

BIOL 345: Examines the relationship between science, politics, and public policy and prepares students to make informed decisions concerning the societal implications of many rapidly advancing avenues of scientific research. Same as POLS 345. GenEd: D, Interdisciplinary

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|--|--|---|
| <input checked="" type="checkbox"/> Gen Ed | <input type="checkbox"/> Graded CR/NC | <input type="checkbox"/> Repeatable for up to _____ units |
| Categories D, UDIGE | | |
| <input type="checkbox"/> Lab Fee Required | <input checked="" type="checkbox"/> A - F | Total Completions Allowed |
| | <input type="checkbox"/> Optional (Student's choice) | <input type="checkbox"/> Multiple Enrollment in same semester |

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	3	1	30	<input type="checkbox"/>	_____
Seminar	_____	_____	_____	<input type="checkbox"/>	_____
Laboratory	_____	_____	_____	<input type="checkbox"/>	_____
Activity	_____	_____	_____	<input type="checkbox"/>	_____

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

Justification: Science has become a powerful transforming force in society, fostering innovation and economic growth, and raising both expectations for quality of life and concerns about possible risks associated with new ideas and technologies. The impacts of science on our world are directly affected by public policy decisions about how research funds are allocated, priorities established, the research enterprise organized and regulated, knowledge communicated and applied, and accountability maintained. Policy decisions also influence the societal consequences of scientific research in diverse areas such as the economy, the environment, health, national security, and social structure. The challenge of using science to contribute to desirable outcomes rests upon our government's ability to implement appropriate science policies, which, in turn, requires a permanent dialogue between scientists, policy makers, and an informed electorate. The news media are full of policy debates that stem from scientific advances. Public interest, and more importantly, understanding, of the science behind these issues will help shape the course of future legislation from the local level to internationally. This interdisciplinary course, explores the relationship between science and public policy and prepares CSUCI undergraduates to make informed decisions concerning the societal implications of many rapidly advancing avenues of scientific research.

Learning Objectives:

Upon completion of this course students will be able to:

(Press enter for the next bulleted item)

- Discuss news media depictions of scientific policy issues
- Discuss the science that underpins major issues of public policy covered in class
- Distinguish high quality scientific research from writing that is opinion or ideology driven
- Evaluate claims made by policy makers regarding the scientific merit of public policies

- Describe the US science policy making process and evaluate the role of interest groups in decision making
- Discuss the advantages and disadvantages of major public policy decisions
- Present scientific information in a format understandable by policy makers
- Locate serious scientific scholarship on issues of public importance
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4. Is this a General Education Course YES NO
 If Yes, indicate GE category and attach GE Criteria Form:

- A (English Language, Communication, Critical Thinking)**
- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking
- B (Mathematics, Sciences & Technology)**
- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology
- C (Fine Arts, Literature, Languages & Cultures)**
- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural
- D (Social Perspectives)**
- E (Human Psychological and Physiological Perspectives)**
- UD Interdisciplinary**

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*
(Press enter for the next bulleted item)

- The Institutions of American Government and the policy making process
- Introduction to the scientific process
- The history of science policy in the United States
- Researching science and public policy
- Current controversies/cases in science policy
- Genetically modified food crops
 - Science
 - policy issues
- Embryonic stem cell research
 - Science
 - policy issues
- Public funding of scientific research
- Climate change
 - Science
 - policy issues
- Endangered Species
 - Science
 - policy issues
- Presenting information on scientific matters to decision makers

Does this course overlap a course offered in your academic program? YES NO
 If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES NO
 If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair of the other academic area is required on the consultation sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

BIOL

Signature of Academic Chair(s) of the other academic area(s) is required on the consultation sheet below

Department responsible for staffing: POLS and BIOL

7. References. [Provide 3 - 5 references on which this course is based and/or support it.]

(Press enter for the next number)

1. Cooper, Mary H. 2005. "Endangered Species Act: Is the Landmark Law in Need of Change?" The CQ Researcher 15,21:493-516.
2. Easton, Thomas A. 2004. Taking Sides: Clashing Views on Controversial Issues in Science, Technology and Society, Sixth Edition. (New York: McGraw Hill/Dushkin)
3. Greenberg, Daniel S. 2001. Science, Money and Politics: Political Triumph and Ethical Erosion. (Chicago: University of Chicago Press)
4. Hansen, Brian. 2004. "Cloning Debate: Should All Forms of Human Cloning Be Banned?" The CQ Researcher. 14,37:877-900.
5. Hosansky, David. Biotech Foods: Should they be More Stringently Regulated? The CQ Researcher. 11,12:249-272.
6. Mooney, Chris. 2005. The Republican War on Science. New York: Basic Books
7. Savage, James 2003. Funding Science in America: Congress, Universities, and the Politics of the Academic Pork Barrel. (Cambridge: Cambridge University Press)
8. Triplett, William. 200. "Science and Politics: Is Political Manipulation of Science Getting Worse?" The CQ Researcher. 14,28:661-684.
9. Wells. William G. Jr. 1994. Science, Technology and the Congress: The First 200 Years. Washington, DC: AAAS.

8. List Faculty Qualified to Teach This Course.

Scott Frisch, Amy Denton

9. Frequency.

a. Projected semesters to be offered: Fall Spring Summer

10. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO

If, YES attach a program modification form for all programs affected.

Scott Frisch
Amy Denton

Proposer of Course

9/20/2005

Date