

NEW GRADUATE DEGREE PROGRAM REQUEST

PROGRAM TITLE: MASTER OF ARTS IN POLITICAL SCIENCE

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FORMAT 3

**Submit original with signatures + 2 copies to the Faculty Senate Office;
and email electronic copy to fysenat@uaf.edu**

NEW DEGREE PROGRAM REQUEST (UA Regulation 10.04.020)

Submit the request according to the following format: (Please number pages and include a table of contents.)

I. A. Prepared by:

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B. Program objectives and career opportunities

The Master of Arts degree in Political Science will—through classroom and web-based options—fill a currently unmet need for post-baccalaureate academic and professional training in areas of policy and politics that are critical to the current and future needs of the State of Alaska. By offering concentrations in Environmental Politics and Policy and Arctic Policy the program will provide students the opportunity for Alaska-based training in critical issue areas. These include subjects vital to Alaska's capacity to plan for the future: energy and resources, biodiversity, national security, climate change, the changing roles of international and non-governmental organizations, economic and political development, and relations between states and indigenous peoples. The program will allow students to take full advantage of UAF's well-established research and teaching capacity in these and related areas. The MA program builds on the accomplishments of existing UAF political science faculty, all of whom conduct research and teach in subjects relevant to the proposed program—as well as that of allied programs such as Northern Studies, History, Natural Resource Management and Anthropology—to further UAF's goal of maintaining its leadership in Arctic and environmental research and teaching.

Chief among the unique contributions that a political science MA program can make is to UAF is to better organize and focus existing capacity for advanced training and collaborative research on the institutions and processes that affect distributions of political power, relationships among states and nations, changing formal and informal institutions, the interface between scientific knowledge and political interests, and the challenges of furthering the constructive participation and representation in Arctic policy-making and implementation in Alaska. The program also helps situate the study of Alaska and the Arctic more effectively within the broader contexts of national and global political dynamics.

C. Provision for approval signatures of:

Chair, Department of Political Science

Chair, CLA Curriculum Council

Dean, College of Liberal Arts

Dean of Graduate School

President, UAF Faculty Senate

UAF Chancellor

University of Alaska President

University of Alaska, Board of Regents

II. Identification of the Program

A. Description of the Program

1. Program title: Master of Arts in Political Science

2. Credential level of the program: N/A

3. Admissions requirements and prerequisites

To be admitted to the program, in addition to meeting the standards for admission to graduate study established by the UAF Graduate School, students should have: (1) an undergraduate degree (BA, BS or equivalent) in political science, international relations, public policy, or an equivalent or cognate field; OR (2) have a concentration of courses equivalent to 18 credits in political science/public policy, OR (3) have an express interest in linking their background in science or engineering to policy.

4. Course descriptions of required and recommended elective courses.

PS F603 Public Policy 3 Credits

Major policy models used in contemporary political science and application of these models to environmental sustainability and other social policy issues. Prerequisites: Graduate standing. Cross-listed with NORS F603. (3+0)

PS622: Political Science Research Design and Methods 3 credits

Graduate course to prepare students for independent research projects, with an emphasis on qualitative research methods. Topics covered include research planning and design, ethics in research, case selection, interviewing, participant observation, content analysis and process tracing. Prerequisite: Graduate standing or permission of instructor. (3+0)

(new course—Format 1 attached)

PS F647 U.S. Environmental Politics 3 Credits

U.S. political institutions as they relate to making policies for protecting the quality of the natural environment. The politics of nuclear waste, endangered species, air and water pollution, and wilderness preservation. Analysis of the National Environmental Policy Act, sustainable development, limits to growth and other topics. Course is also available online. Prerequisites: Graduate standing or permission of instructor. Stacked-with: PS F447. (3+0)

PS 650 Comparative Aboriginal Rights and Policies 3 credits

Comparative approach to analyzing Indigenous rights and policies in different nation-state systems. Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Graduate standing. Stacked with PS F450; ANS F450. (3+0)

PS F654 International Law and the Environment 3 Credits

International environmental law. Includes international case law regulating the sea, airspace, outer space and the polar regions; comprehensive international regulatory and legal instruments to protect the environment (e.g., the U.N. Framework Convention on Climate Change); and the doctrines, principles, and rules of international law that are basic to an understanding of

international legal regimes and the environment. Course is also available online. Recommended: Undergraduate course in international law, organization, or politics. Stacked with PS F454. (3+0)

PS F655 Political Economy of the Global Environment 3 Credits

Interactions between basic aspects of the global economy (international trade, investment and development) and the natural environment. Topics include the economic impact of global environmental agreements and the environmental impact of global markets, transnational corporations, and development assistance by organizations such as the World Bank.

Prerequisites: Graduate standing or permission of instructor. Stacked with PS F455. (3+0)

PS F656 Science, Technology, and Politics 3 Credits

Relationship of science, technology and politics. Connections among scientific knowledge, technology, technological innovations, politics and power. Both historical and comparative aspects are included. Course is also available online. Recommended: PS F101. Stacked with PS F456. (3+0)

PS F658 Comparative Environmental Politics 3 Credits

Enduring issues of the field of comparative politics and their relation to global environmental problems. Biodiversity, transboundary pollution and climate warming. Explores how state-society relations, political institutions, national political capacity, political processes and organizations, and international commitments potentially shape the nature and dynamics of global environmental politics and vice versa. Course is also available online. Recommended: PS F201 or equivalent comparative politics course. Stacked with PS F458. (3+0)

PS F660 Government and Politics of Canada 3 Credits

The Canadian political system, covering the Canadian constitution, federal structure, parliamentary government and public policy, as well as contemporary issues concerning Native rights and the Canadian North. Students will complete a major research paper on specific policy areas (language, education, health care, environment, natural resources, foreign relations).

Prerequisites: PS F201; graduate standing; or permission of instructor. Stacked with PS F460. (3+0)

PS F662 Alaska Government and Politics 3 Credits

Alaska's government and politics, in the context of American state and local government, and politics and governments of circumpolar northern nations. Topics include political history, constitution, political parties, interest groups, elections, public opinion, governor, legislature, judiciary, administration and local governments. Compares Alaska to the contiguous 48 states and subnational governments of the circumpolar North; examines how government institutions and processes respond to social, environmental and political changes of Northern communities.

Prerequisites: Graduate standing or permission of instructor. Stacked-with: PS F462. (3+0)

PS F668 Government and Politics of Russia 3 Credits

Current developments in Russia from a number of perspectives. The effect of history and geography on political change; the nature of Russian government and society; the legacies of Lenin, Stalin, Gorbachev, and the ideological nature of regimes and leadership. Economic forces and the political struggle in governance; revolution, democracy and reform; and the international role of Russia, particularly in relation to the former Soviet republics, Eastern Europe and other border areas. Prerequisites: PS F201; graduate standing; or permission of instructor. Stacked with PS F468. (3+0)

PS 669 Arctic Politics and Governance 3 credits

This course traces current developments in Arctic politics and governance from multiple perspectives; exploring, interests, processes, and behaviors of Arctic state- and non-state actors, individually and collectively. The course surveys the formal and informal institutions that govern resource development, pollution, shipping, state-indigenous relations, and security.

Prerequisites: Graduate standing or permission of instructor. (3+0)

(new course—Format 1 attached)

PS F675 Internship in Public Affairs 3 credits

3 graduate credits (may be repeated for a maximum of 6 credits)

Individual study of government agencies (federal, state, or local) and nonprofit organizations through actual experience.

Prerequisites: Permission of instructor (3+0)

(new course—Format 1 attached)

ANTH F610 Northern Indigenous Peoples and Contemporary Issues 3 Credits

This course examines a number of issues affecting northern indigenous peoples from a comparative perspective, including perspectives from Alaska, Canada, Greenland and the Soviet Union. Issues include the impact of the alienation of land on which these peoples depend; the relationship between their small, rural microeconomies and the larger agroindustrial market economies of which they are a part; education, language loss and cultural transmission; alternative governmental policies towards indigenous peoples; and contrasting world views.

Prerequisites: Graduate standing or upper-division standing with permission of instructor. Cross-listed with NORS F610. (3+0)

ANTH F647 Global to Local Sustainability 3 Credits

Explores the basic principles that govern resilience and change of ecological and social systems. Principles are applied across a range of scales from local communities to the globe. Working within and across each of these scales, students address the processes that influence ecological, cultural and economic sustainability, with an emphasis on northern examples. Prerequisites: Graduate standing and permission of instructor. Cross-listed with BIOL F647; ECON F647; NRM F647. (3+0)

ECON F434 W Environmental Economics 3 Credits

An extension of concepts introduced in ECON F235, using a higher level of economic analysis. An analysis of the economic forces involved in environmental degradation, preservation and regulation. Topics include pollution, biodiversity, wilderness and climatic change. Prerequisites: ECON F200 or ECON F235; ENGL F111X; ENGL F211X or ENGL F213X; or permission of instructor; MATH F262X or equivalent. (3+0)

ECON F637 Natural Resource Policy 3 Credits

Resource policy issues development and implementation including forestry, mining, fisheries, oil, wildlife and other topics as demand warrants. Focus on policy issues involved in management of Alaska's resources. Prerequisites: Graduate standing or permission of instructor. Cross-listed with NRM F637. (3+0)

FISH F675 Political Ecology of the Oceans 3 Credits

Introduction to the field of political ecology in the marine sphere. Topics include the sociology

of scientific knowledge, traditional and local ecological knowledge, politics of resource management, processes of marine enclosure, environmental values, marine conservation, environmental justice, and colonialism and economic development. Prerequisites: Graduate standing; or permission of instructor. Cross-listed with ANTH F675. (3+0)

HIST F404 Modern Scandinavia (s) 3 Credits

Scandinavia (Denmark, Finland, Iceland, Norway and Sweden) from the 19th century to the present: the development of parliamentary democracy and welfare systems, cooperation and neutrality, and Scandinavia's experience in the world wars. Prerequisites: HIST F275 or permission of instructor. (3+0)

HIST F662 History of Alaska 3 Credits

Alaska from prehistoric times to the present, including major themes such as Native Alaska, colonial and military Alaska, statehood, Alaska Native Claims Settlement Act of 1971 and the Alaska National Interest Lands Act of 1980. Also available via Independent Learning. Stacked with HIST F461. (3+0)

HIST F664 Modern Russia 3 Credits

Russia from the early 19th century to the present. Themes include politics, culture and society in the Russian Empire, the Russian Revolution, the Soviet Union and Russian Federation. Prerequisites: Graduate standing; or permission of instructor. Stacked with HIST F464. (3+0)

HIST F683 20th Century Circumpolar History 3 Credits

A comparative history of the circumpolar north, including Alaska, Siberia, Scandinavia, Greenland and Canada. Focus on social, economic, political and environmental issues of the 20th century, such as exploration, aboriginal land claims, subsistence, military strategy, transportation, oil development, arctic haze, and scientific research in the Arctic. Prerequisites: Graduate standing or permission of instructor. Stacked with HIST F483. (3+0)

NRM F407 Environmental Law 3 Credits

The role of common law theory in regulatory, statutory and constitutional interpretation in the field of environmental protection, including air and water pollution, toxic/hazardous substances and land-use regulation. Prerequisites: Junior or senior class standing or permission of instructor. (3+0)

NRM F431 Wildlife Law and Policy 3 Credits

Study of laws and agencies shaping wildlife management in North America. History and current status of major policy issues. Organization of and funding sources for state and federal programs in wildlife conservation. Prerequisites: A 3 credit course in wildlife management principles or permission of instructor. Cross-listed with WLF F431. (3+0)

NORS F611 Environmental History 3 Credits

Discussion of significant works of environmental history. Cultural history of the landscape in world civilization with emphasis on Western Europe and North America. Discussion of interdisciplinary approaches to the history of environment and cooperative work across disciplines. Prerequisites: Graduate standing or permission of instructor. Stacked with HIST F411. (3+0)

NORS F652 International Relations of the North 3 Credits

Examination of the international strategies of circumpolar states. Consideration of theoretical and practical elements of strategy formation in major issue areas such as national security, the political economy, human rights and scientific exchange. Prerequisites: Graduate standing or permission of instructor. Stacked with PS F452. (3+0)

NORS F653 Greenland: Home Rule and Self-determination 3 Credits

The history and political economy of Greenland with emphasis on development of the Home Rule government. Highlights Greenland's dynamic relationship with the world economy and efforts of the Home Rule government to pursue sustainable development. Prerequisites: Graduate standing or permission of instructor. (3+0)

RD F601 Political Economy of the Circumpolar North 3 Credits

Interrelationships among rural communities in the circumpolar North and global socioeconomic, political and ecological systems. Includes major theoretical advances in our understanding of development in the 20th century. Uses a comparative case study approach to understand rapid socioeconomically and cultural change in the north. Prerequisites: Graduate standing or permission of instructor. (3+0)

SOC F440 O Environmental Sociology (s) 3 Credits

Course considers how political, social and economic factors have come to shape human patterns of interaction with the natural environment. Provides a sociological perspective on environmental problems such as environment and health, disaster, environmental policy, environmental risk, sustainability, human and animal interactions, environmental justice and social movements. Prerequisites: COMM F131X or COMM F141X; SOC F100X; SOC F201; SOC F263; 3 credits in SOC at the the F300-level; or permission of instructor. (3+0)

5. Requirements for the degree.

a. Sample course of study and a 3-Year Cycle of course offerings.

Sample course of Study 1: EPP Concentration, beginning in the fall of an odd year.

Year 1 – Fall Odd Year	Year 1 – Spring Even Year
PS603 Public Policy ANTH 647 Global to Local Sustainability PS 658 Comparative Environmental Politics	PS622 PS Research Design and Methods PS 656* Science, Technology and Politics PS647: US Environmental Politics
Year 2 – Fall Even Year	Year 2 – Spring Odd Year
PS 654* International Law and the Environment PS 675 Internship in Public Affairs	PS 655 Pol. Econ. of the Global Environ. ECON 434 Environmental Economics PS 675 Internship in Public Affairs PS 698 Research credits (Project in Applied Political Science)

Sample Course of Study 2: EPP Concentration, beginning fall of an even year

Year 1 – Fall Even Year	Year 1 – Spring Odd Year
PS603 Public Policy PS 654* International Law and the Environment ANTH 647 Global to Local Sustainability	PS622 PS Research Design and Methods PS 655 Political Economy of the Global Environment PS 647 US Environmental Politics
Year 2 – Fall Odd Year	Year 2 – Spring Even Year
NRM 663 Wilderness Concepts PS 699 MA Thesis in Political Science	PS 656* Science, Technology and Politics PS 699 MA Thesis in Political Science

Sample Course of Study 3: Arctic Policy Concentration, beginning fall of an odd year

Year 1 – Fall Odd Year	Year 1 – Spring Even Year
PS603 Public Policy PS 669 Arctic Politics and Governance PS 668 Government and Politics of Russia	PS622 PS Research Design and Methods PS 650 Comparative Indigenous Rights PS662: Alaska Government and Politics
Year 2 – Fall Even Year	Year 2 – Spring Odd Year
NORS 662 History of Alaska RD 601 Political Economy of the Circumpolar North NORS 664 Modern Russia	PS 660 Government and Politics of Canada PS 675 Internship in Public Affairs PS Research credits (Project in Applied Political Science)

Sample Course of Study 4: Arctic Policy Concentration, beginning fall of an even year

Year 1 – Fall Even Year	Year 1 – Spring Odd Year
PS603 Public Policy PS 669 Arctic Politics and Governance NORS 664 Modern Russia	PS622 PS Research Design and Methods NORS 652 Int'l Relations of the North PS 660 Government and Politics of Canada
Year 2 – Fall Odd Year	Year 2 – Spring Even Year
PS 668 Government and Politics of Russia Anthro 610 Northern Indigenous Peoples and Contemporary Issues	PS662: Alaska Government and Politics PS 699 MA Thesis in Political Science – 6 CR

* indicates course with online offering.

3 year cycle of course offerings:

Fall 2011:

PS603: Public Policy (Instructor: Lovecraft)
PS 658: Comparative Environmental Politics (Instructor: McBeath)
PS 668: Government and Politics of Russia (Instructor: Meek)
PS 669: Arctic Politics and Governance (Instructor: Meek)

Spring 2012:

PS622: PS Research Design and Methods (Instructor: Kohler)
PS647: US Environmental Politics (Instructor: Parson)
PS 650: Comparative Indigenous Rights (Instructor: Meek)
PS656: Science, Technology and Politics (Instructor: Kohler)
PS662: Alaska Government and Politics (Instructor: McBeath)

Fall 2012:

PS603: Public Policy (Instructor: Lovecraft)
PS 654: International Law and the Environment (Instructor: Kohler)
PS 669: Arctic Politics and Governance (Instructor: Meek)
PS 675: Internship in Public Affairs (PS faculty)

Spring 2013:

PS622: PS Research Design and Methods (Instructor: Kohler)
PS647: US Environmental Politics (Instructor: Parson)
PS652: International Relations of the North (Instructor: Meek)
PS 655 Political Economy of the Global Environment (Instructor: Rosenberg)
PS660: Government and Politics of Canada (Instructor: Kohler)
PS 675: Internship in Public Affairs (PS faculty)
PS 698: Research credits (Project in Applied Political Science)

Fall 2013:

PS603: Public Policy (Instructor: Lovecraft)
PS 658: Comparative Environmental Politics (Instructor: McBeath)
PS 668: Government and Politics of Russia (Instructor: Meek)
PS 669: Arctic Politics and Governance (Instructor: Meek)
PS 675: Internship in Public Affairs (PS faculty)

Spring 2014:

PS622: PS Research Design and Methods (Instructor: Kohler)
PS 650: Comparative Indigenous Rights (Instructor: Meek)
PS656: Science, Technology and Politics (Instructor: Kohler)
PS662: Alaska Government and Politics (Instructor: McBeath)
PS 675: Internship in Public Affairs (PS faculty)
PS 698: Research credits (Project in Applied Political Science)

b. Proposed general catalog layout copy of the program with description

The Master of Arts degree in Political Science provides students the opportunity to broaden and deepen their understanding of some of the most compelling and exciting issues in local, national and global politics. By offering students a choice between two areas of concentration—Environmental Politics and Policy, and Arctic Policy—the program allows students to take full advantage of two well-established and proven areas of strength in research and teaching at UAF. Students may pursue their interests in the politics of climate change, energy and resources, biodiversity, national security, international organizations, economic and political development, and relations between states and indigenous peoples, among other issue areas.

All Political Science MA students receive advanced training in policy-relevant research methods and theories through the two required core classes: PS 603 Public Policy, and PS 622 Political Science Research Design and Methods. Students work closely with a PS faculty advisor and committee to choose the concentration and courses best suited to their interests and needs.

The program is designed for students with bachelor's degrees in political science and related fields who wish to prepare for careers in policy, politics, administration and advocacy, or future doctoral research in Arctic and/or environmental studies; and for professionals wishing to advance their careers by receiving training with direct application to their work in a wide range of government agencies, private sector and non-governmental organizations.

The program emphasizes both academic research and writing and practical applications using interdisciplinary approaches. Students in both areas of concentration take an array of courses drawn from the offerings of the Political Science department and cognate disciplines. Students also have the option of choosing from two capstone experiences: a thesis based on original research, **or a comprehensive project report based on internships** in government agencies (local, state, national or international), a civil society organization, or the private sector.

Core courses (6 credits—for both concentrations)

PS 603, Public Policy PS 622, Political Science Research Design and Methods

Students choose either the concentration in Environmental Politics and Policy, or the concentration in Arctic Policy (24 credits each)

Concentration in Environmental Politics and Policy

1. *Choose one of the following two courses (3 credits):*

PS 647, U.S. Environmental Politics

OR

PS 658, Comparative Environmental Politics

2. *Choose 3 courses from among the following 3-credit classes (9 credits):**

PS 647, U.S. Environmental Politics

PS 654, International Law and the Environment

PS 655, Political Economy of the Global Environment

PS 656, Science, Technology, and Politics

PS 658, Comparative Environmental Politics

*Students may substitute 1 course from other PS graduate offerings, with the approval of their graduate committee chair

3. *Complete two more courses, either chosen from the following list of 3-credit classes or as agreed upon by the student's graduate committee chair (6 credits)*
 ECON 434, Environmental Economics
 NORS 611, Environmental History
 NRM 407, Environmental Law
 NRM 431, Wildlife Law and Policy
 SOC 440, Environmental Sociology
 FISH 675, Political Ecology of the Oceans
 ANTH 647, Global to Local Sustainability

4. *Complete one of the following, to be chosen in consultation with the student's graduate committee chair (minimum of 6 credits):*
 PS 675, Internship in Public Affairs (6 credits) and PS 698, Research credits (1-3)
 (Project in Applied Political Science)
 OR
 PS 699 MA Thesis in Political Science (6-12 credits)

Concentration in Arctic Policy (24 credits)

1. *Choose one of the following two courses (3 credits):*
 PS 669, Arctic Politics and Governance
 OR
 NORS, 652 International Relations of the North

2. *Choose 4 from following list of 3-credit classes (12 credits):**
 PS 650, Comparative Aboriginal Rights
 PS 660, Government and Politics of Canada
 PS 662, Alaska Government and Politics
 PS 668, Government and Politics of Russia
 PS 669, Arctic Politics and Governance
 *Students may substitute 1 course from other PS graduate offerings, with the approval of their graduate committee chair.

3. *Complete two more courses, either chosen from the following list of 3-credit classes or as agreed upon by the student's graduate committee chair (6 credits):*
 ANTH 610, Northern Indigenous Peoples and Contemporary Issues
 ECON 637, Natural Resource Policy
 HIST 404, Modern Scandinavia
 HIST 662, History of Alaska
 HIST 664, Modern Russia
 HIST 683, 20th Century Circumpolar History
 NORS, 653, Greenland
 RD 601, Political Economy of the Circumpolar North

4. *Complete one of the following, to be chosen in consultation with the student's graduate committee chair (minimum of 6 credits):*
 PS 675, Internship in Public Affairs (6 credits) and PS 698, Research credits (1-3)
 (Project in Applied Political Science)
 OR
 PS 699, MA Thesis in Political Science (6-12 credits)

B. Program Goals

1. Objectives and subsequent means for their evaluation

The specific goals of the program will vary with the needs and interests of the student but each student completing the program can expect to achieve one or more of the following general goals:

1. be able to apply the latest theoretical and methodological approaches in the social sciences to the challenges of making, guiding, influencing and evaluating political processes and policy-making as they affect a changing Arctic and the natural environment (locally, nationally and globally);
2. conduct Alaska-based research on issues of national, regional and global importance;
3. prepare for careers in governmental, and non-governmental organizations concerned with environmental and/or Arctic issues;
4. receive training useful for career advancement and enhancement in local, state and national governments in areas of environmental policy and/or Arctic region developments;
5. attain the breadth and depth of knowledge in Arctic and/or environmental policies and politics needed to function effectively in increasingly globalized and politicized contexts for business or issue advocacy;
6. prepare for terminal degree programs in political science, international relations, cognate disciplines and professional fields such as law and public policy with specializations in environmental and/or Arctic issues.

Evaluation:

- As a key element of the program's student learning outcomes assessment, MA theses will be reviewed by faculty outside of the PS department—a process already employed by the department to its baccalaureate senior thesis requirement. Students who choose the project-based internship option will be evaluated by their agency supervisors. In addition these students will register for 1-3 research credits as PS 698, Project in Applied Political Science. PS 698 students will complete a paper of approximately 70 pages that expands on the two PS 675 papers and integrates them in the context of the professional PS literature. Project papers will be evaluated by the faculty member of record for PS 698 and reviewed by another faculty member with relevant expertise.
- Upon completion of the program students will fill out exit questionnaires assessing their level of satisfaction, the usefulness of the program to them, and the quality of instruction received.
- Graduates of the program will be tracked over a 3-year period for placement in relevant jobs or admission to related terminal degree programs.

2. Relationship of program objectives to "Purposes of the University"

The program will directly address key aspects of UAF's mission statement, vision statement and core values. With concentrations in Arctic Policy and Environmental Politics and Policy the program will enhance faculty and student contributions to making UAF an "international research center, [that] advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples" (UAF Mission Statement <http://www.uaf.edu/uaf/about/mission/>).

UAF's vision statement calls for a university that offers "distinctive opportunities in undergraduate and graduate education that take advantage of our location in the Far North;"

“integrated research, emphasizing our complex high latitude physical, biological and *social systems* (emphasis added);” and that links “research discoveries with teaching, service and community engagement” (UAF Vision Statement <http://www.uaf.edu/strategic/2010/vision-statement/>). The program offers two concentration options that deal with issues of immediate and long-term importance to Alaska and the North. The topics and issues covered by the program are vital to virtually all of Alaska’s diverse communities. Through its internship option, and the opportunities that the program offers to professionals for career enhancement, the program engages directly “with communities, businesses and governments that meet state, national and global needs” (UAF Vision Statement). In fact, it will be the only degree program in any of the three UA MAUs to provide research and teaching that is specifically on and for governments, and that focuses on the politics of linking local needs to state, national and global politics.

3. Occupational/other competencies to be achieved

Students who successfully complete the program can be expected to have achieved:

- depth of knowledge concerning the politics of environmental change and/or a changing Arctic;
- the ability to comprehend Arctic issues and challenges in a comparative and global perspective;
- the ability to understand and critically evaluate policy options and political developments relevant to their general and specific areas of interest;
- the ability to conduct qualitative research of publishable quality on issues related to the environment and/or the Arctic;
- a strong foundation for career advancement both by expanding their knowledge in their chosen fields, and by developing the capacity for professional-level research, writing and oral communication on matters of policy and politics;
- the ability to make active and insightful connections between environmental issues and broader political challenges and developments; and/or to connect developments in the Arctic regions to those in other regions of the world and to broader global dynamics.

4. Relationship of courses to the program objectives

The courses required of all students—PS 603 Public Policy and PS 622 Political Science Research Design and Methods—taken in their first year, provide students with training in qualitative research methods for political science and a solid grounding in research ethics, along with the ability to apply the theories and concepts of political science to the systematic and critical evaluation of policies affecting local, state, national and international communities.

The Environmental Politics and Policy concentration provides students with undergraduate backgrounds in political science a body of course work that builds on their basic knowledge of the major political science subfields by providing greater depth and breadth in the relevant professional literatures and applies the concepts and theories particular to those subfields to environmental issues. Students may choose from courses that emphasize state, national or international and global politics; that emphasize learning through comparisons among a variety of cases and contexts; that focus on institutions and processes of policy-making and implementation; and that analyze the interface between politics and economic interests, and politics, cultural identity and social forces.

In the Arctic Policy concentration students will choose courses that explore an array of policy areas of increasing importance to the Arctic region and states, including: relationships between Indigenous peoples and states; the changing nature of strategic interactions; the

potential for conflict and cooperation among states and non-state actors; and the political and regulatory challenges associated with climate change and resource development. As with the environmental concentration, all of the political science courses in this concentration build on the foundations laid by core theories and concepts in political science and public policy analysis. However, the geographical focus will be mainly confined to countries of the Circumpolar North, and analysis will be focused more on questions of policy (formulation, analysis and evaluation) than on politics *per se*.

Electives in each concentration are selected to tailor the program to the students' needs and interests. Great value is placed on students gaining broad knowledge of the history, economics, cultures and social structures affecting the regions and issues that they study. Students are also encouraged to seek out courses that will provide knowledge and skills of a more technical and scientific nature to the extent they complement their research and/or professional goals.

As a capstone experience students will choose to do either a master's thesis or a project-based internship. The choice, made in consultation with the student's advisor, will be determined by several factors. But generally it is expected that students will choose the thesis option if they intend to go on for a professional or terminal degree or if their career goals emphasize research and writing. Students will be more likely to choose the project-based internship option if they are looking for work experience to build their qualifications and develop a network that will help secure employment in which they can immediately and directly apply their MA degree training. The project-based internship option has two unique features which increase its value as a graduate capstone experience. Students will be required to take 6 credits of internship (PS 675) in which they work on a specific issue or problem related to their academic and professional interests. The project orientation of the internship will enhance the students' ability to apply scholarly research, theories and concepts to problems of policy formulation, implementation, evaluation and advocacy. Students already employed in an organization related to their course of study will be required to take internships in different agencies or organizations in order to broaden their range of experience and prevent potential conflicts of interest in the evaluation of their academic and professional performance. The 1-3 credit research requirement (PS 698), following the internship(s), requires students to reflect analytically and critically on their experiences, based on the PS literature directly pertaining to that experience, and the ways that their graduate training will contribute to their professional competencies and the missions of the organizations in which they will seek (or continue) their employment. The choice of one, two or three credits will be made by the students' committees. One PS 698 credit may be sufficient for students who take two semesters of intern work in the same agency, and whose two papers in PS 675 require only modest revision and integration; three PS 698 credits may be needed for students who take internships in different agencies, and who require more work to integrate that experience in view of the PS literature.

Several of the PS courses for both concentrations have been and will continue to be available in concurrent online sections. This will be important to accommodate the needs of students who must be off site for work and other responsibilities. Our survey of potential students and employers emphasized the importance of this option, as well as the attractiveness of particular classes to their employees who may not want or be able to pursue a degree. However, we do not envision a degree that can be earned entirely on line at this time. Echoing the sentiments expressed by some of our survey respondents, we feel that the classroom experience serves an important function, including the establishment of supportive cohorts among students in the PS MA program and other graduate and undergraduate programs taking PS courses, and more effective mentoring. We are prepared to reconsider this if there is sufficient demand for an

online degree program in either or both areas of concentration.

III. Personnel Directly Involved with Program

A. Faculty involved in the program, their duties and qualifications*

Dr. Gerald McBeath, Professor of Political Science

Take primary responsibility for teaching: PS 658, Comparative Environmental Politics, PS 662, Alaska Government and Politics; act as instructor of record for PS 675 Internship in Public Affairs; serve on and chair MA thesis committees including acting as instructor for PS 699 and 698.

Dr. McBeath holds a PhD in Political Science from the University of California, Berkeley. He is the senior member of the Political Science department. He has authored numerous books, articles and chapters on Alaska government and politics, East Asian government and politics, comparative environmental politics, environmental policy, and educational and indigenous affairs in Alaska. He has chaired several doctoral and MA committees.

Dr. Jonathan Rosenberg, Professor of Political Science

Take primary responsibility for teaching PS 655 Political Economy of the Global Environment. Share responsibility for teaching PS 658 Comparative Environmental Politics and PS 668 Government and Politics of Russia; act as instructor of record for PS 675 Internship in Public Affairs; serve on and chair MA thesis committees including acting as instructor for PS 699 and 698.

Dr. Rosenberg holds a PhD in Political Science from the University of California, Los Angeles. He is the current chair of the Political Science department. He has co-authored books on oil politics in Alaska and comparative environmental politics, as well as numerous articles and chapters on environmental political economy and Latin American government and politics. He has served on several MA and doctoral committees through NORS, the Interdisciplinary PhD program, Economics, Natural Resource Management, and the IGERT Resilience and Adaptation Program.

Dr. Amy Lovecraft, Associate Professor of Political Science

Take primary responsibility for teaching PS 603 Public Policy. Share responsibility for offering PS 656 Science, Technology and Politics, PS 660 Government and Politics of Canada, PS 669, Arctic Politics and Governance; act as instructor of record for PS 675 Internship in Public Affairs; serve on and chair MA thesis committees including acting as instructor for PS 699 and 698.

Dr. Lovecraft holds a PhD in Government from the University of Texas, Austin. She has published extensively on Arctic environmental and resource issues and has established herself as a leader in social science research on the Arctic through such initiatives as North by 2020. She has served on numerous MA and PhD committees and is an active contributor to the IGERT Resilience and Adaptation Program.

Dr. Pia Kohler, Assistant Professor of Political Science

Take primary responsibility for teaching PS 622, Political Science Research Design and Methods, PS 654, International Law and the Environment, PS 656, Science, Technology, and Politics. Share responsibility for teaching PS 652, International Relations of the North and PS 660, Government and Politics of Canada; act as instructor of record for PS 675 Internship in Public Affairs; serve on and chair MA thesis committees including acting as instructor for PS

699 and 698.

Dr. Kohler holds a PhD from the Massachusetts Institute of Technology. She has published on issues related to science and the environment, international environmental negotiations and conventions, and is a key contributor to the *Earth Negotiations Bulletin*. She serves on MA and PhD committees and directs the UAF Model United Nations program.

Dr. Chanda Meek, Assistant Professor of Political Science

Take primary responsibility for teaching PS 669, Arctic Politics and Governance, PS 650, Comparative Aboriginal Rights, PS 668, Government and Politics of Russia. Share responsibility for teaching PS 652, International Relations of the North and PS 660, Government and Politics of Canada; act as instructor of record for PS 675 Internship in Public Affairs; serve on and chair MA thesis committees including acting as instructor for PS 699 and 698.

Dr. Meek holds a master's degree in Environmental Studies from York University and a PhD in Natural Resources and Sustainability from UAF. Her research and publications focuses on the effect of organizational culture, history and social networks on wildlife policy and socio-ecological dynamics.

Dr. Sean Parson, Assistant Professor of Political Science

Take primary responsibility for teaching PS 647, U.S. Environmental Politics. Develop courses in environmental political theory; act as instructor of record for PS 675 Internship in Public Affairs; serve on and chair MA thesis committees including acting as instructor for PS 699 and 698.

Dr. Parson holds a PhD in Political Science from the University of Oregon. His research interests include green political theory and the sources and effects of social movements in American politics.

*All regular PS faculty will be expected to make reasonable efforts to include MA students in funded research projects.

B. Administrative and coordinating personnel

The chair of the Political Science department will coordinate the program.

C. Classified personnel

Departmental Administrative Assistant, Teneeshia York

IV. Enrollment Information

A. 1. Present enrollment

Most of the courses in the MA proposal have been offered at the graduate level since 2001. They have formed a concentration of courses in the Northern Studies (NORS) MA program called Environmental Politics and Policy (EPP, but initially, Global Environmental Policy), or they exist as free-standing courses, such as Alaska Politics and Government, and are available for students in the individualized study option of NORS as well as other graduate and undergraduate degree programs. Until fall 2009, however, the graduate sections were only offered with the NORS designator, therefore data on enrollment trends were not readily available at the time this proposal was drafted. Nevertheless, the department has tracked enrollments in two of those courses, which show strong demand and an established capacity to deliver the

courses for the proposed MA program. For example, the enrollment in Comparative Environmental Politics (stacked undergraduate/graduate) was 9 in 2001, 14 in 2003, 11 in 2005, 13 in 2007, and 16 in 2009; and Political Economy of the Global Environment (stacked graduate/undergraduate) enrolled in 13 in 2002, 9 in 2004, 18 in 2006. Many of these courses also offer concurrent online sections for graduate students. The enrollments in the latter have been small but can be expected to increase given the target audience of the new PS MA program.

A. 2. Projected enrollment

Projected enrollment in the degree program is six new students each year, as well as an additional 2-3 students in most courses because of the increased focus on the issues presented in the two tracks.

B. How determined

When we developed the initial courses in the EPP track 10 years ago, we brought to UAF a leading scholar of both environmental and arctic policy, Dr. Oran Young, who advised us on composition of the EPP concentration and individual courses, based on his extensive experience. We surveyed a sample (approximately 20 percent) of all political science departments (more than 1,000) in the U.S. offering an undergraduate degree in political science. Then we conducted an Internet survey of state government employees in resource agencies (Department of Environmental Conservation, Alaska Department of Fish and Game, Department of Natural Resources) and Department of Transportation and Public Facilities, because the new courses proposed at the time had an environmental focus (all of which are included in the current proposal). More than 100 employees responded (see Survey of Alaska Resource Agencies in the Appendix of this proposal). The most recent survey is described in V.B.1.

C. Minimum enrollments to maintain program

We expect the minimum program enrollment to be six new students a year, or a dozen within two years, and this would be sufficient to maintain the program for years 1 to 5. As mentioned, we expect to see additional enrollment, over and above the five-year average, for the existing courses. The new courses will draw students from other programs as well as non-degree status students, and thus we expect that each new course will meet the graduate course minimum of six students. Note that several respondents to the latest survey indicated that there would be substantial interest in particular courses even among those who would not desire to or would not be able to complete the degree program. It should also be noted that most of the PS courses applied to the proposed MA program are stacked, making optimal use of PS faculty resources and serving the needs of NORS and INDS graduate students, undergraduate PS majors, Global Studies and Environmental Politics minors, and students needing social science electives, Oral and Writing Intensive classes.

D. Maximum enrollment

If more than 12 new students entered the program annually, we would need to request additional staff or limit enrollment.

E. Restrictions on enrollment

We propose to limit enrollment to the degree program to students who (1) have an undergraduate degree in political science, international relations or public policy, or (2) have a concentration of courses equivalent to 18 credits in political science/public policy, or (3) have an express interest in linking their background in science or engineering to policy. Currently we

admit into our graduate courses some non-degree seeking students without such qualifications on a case-by-case basis, and expect to continue this practice.

V. Need for Program

A. Required for other programs

The courses we have now taught at the graduate level for nearly 10 years are used by students in NORS principally, and by other UAF graduate degree programs including Natural Resources Management, Resource Economics, Anthropology and Geography.

B. Employment market needs

Our proposed degree has two objectives: (1) To train students at the MA-level in the two subfields of environmental politics and policy and Arctic policy and prepare them for doctoral study, law or other professional degree programs; and (2) to prepare students for regulatory and management positions in government (federal, state and local), in non-profit organizations (NGOs, e.g., environmental, Native) and to a lesser extent in private corporations. Political science is a liberal arts discipline focusing on the study of governments, governance, and politics, from the local to the global. It has both theoretical and applied dimensions, and emphasizes rigorous analysis of institutions, processes, policies and practices.

With these objectives in mind, in October 2009 we investigated existing MA programs in EPP and Arctic policy (AP) in the United States. About 20 American universities offer a course of study in EPP. Only one US institution in addition to UAF offers an Arctic studies degree, but several are available in other Arctic nations. In short, there is a clear market for a liberal arts degree offering both EPP and AP. Then, to test whether students with such a degree would have an edge in gaining employment, we contacted 45 organizations, including federal Fish and Wildlife Service, National Oceanic and Atmospheric Administration, National Parks Service, Mineral Management Service, Environmental Protection Agency, state Department of Environmental Conservation, Department of Natural Resources, Alaska Department of Fish and Game, Department of Transportation and Public Facilities, local governments (in Anchorage, Fairbanks, Juneau, Kenai, Ketchikan, North Slope Borough), tribal and Native non-profits and environmental NGOs. In each organization, we sought individuals who had hiring authority (division directors, supervisors or department heads). By e-mail we sent them the MA proposal and asked four questions. After 10 days we sent an e-mail reminder, and this, to date (9/25/10) has produced a response rate of 42 percent. In another 10 days we will make phone calls to those who haven't responded. By the time the proposal reaches campus-wide committees, we expect to have responses from two-thirds of our sample.

In the chart below we indicate the answers to the questions posed. Because the questions were relatively open-ended, we have expanded answer categories to capture nuance in the responses. All survey data are available for review at any stage of the curriculum review process.

Survey of Hiring Authorities

Query

	Yes	Perhaps	No	No answer
Would MA program be helpful for job applicants to your division?	15	3	2	0
Are online course offerings desirable?	11	0	1	8
Would staff members be interested in the proposed courses/program?	14	3	1	2

Can your division provide internship opportunities for MA students?	8	4	3	5

The federal, state and some local government agencies in our sample have established job classification systems. For most, a BA or BS degree is required, and the field of study is determined by the agency's mission. Thus, the subsistence division of the Department of Fish & Game (ADFG) requires a baccalaureate degree in anthropology, sociology, geography or a closely related social science and four years of professional experience performing subsistence studies and/or research. Several agencies are more restrictive, such as federal Fish & Wildlife Service, or NOAA Fisheries, which require fisheries or marine management degrees. Yet, other agencies would welcome graduates of our proposed program. The director of DNR's Division of Mining, Land & Water says "We need people trained in environmental issues and especially a program tailored in Alaska." The branch chief of the federal FWS notes "An MA in these disciplines would be extremely valuable for future management of Alaska Arctic resources." In short, if a MA student had a baccalaureate degree in an agency-relevant discipline, e.g., biology, fisheries, natural resource management, that student upon graduation would have a clear edge in the government employment market. Nonprofit organizations typically have looser job classification systems, and the MA degree would have greater advantages. Discussions of the earlier proposal for an environmental MA degree with officers of the Nature Conservancy and the National Society for Conservation and the Environment revealed substantial interest as well.

Several of our respondents pointed to the value of a MA degree in political science for those seeking promotions. An EPA administrator noted: "The Arctic Policy option is very interesting and a good direction to be moving in. We are currently attempting to raise awareness of Arctic Policy implications for our organization, and strategically positioning ourselves to be an active participant as Arctic Policy issues move more to the forefront and the U.S. becomes more engaged. This is currently an un-resourced priority." A state DEC director remarked: "I do think a degree of this nature would be useful for job applicants for our upper level positions and maybe useful to give staff the extra training they need for promotions." Indeed, a special value of our proposal is the training in government, politics and policy it would provide for managers seeking to move up the career ladder.

Most respondents to date acknowledge that the proposed degree would be valuable to some degree for job applicants. Most also believe the courses we offer would be of interest. Because at least half of our respondents are outside Fairbanks, we asked if online courses were of value; most said they were. Our faculty have experience designing and teaching online versions of courses. We imagine that the online sections of our graduate courses would increase in enrollment, and that most of the new online students would be experienced agency/organization employees, adding important practical dimensions to the courses we teach.

Finally, several respondents indicated ability and willingness to host MA students as interns. These are the federal Bureau of Land Management (Anchorage), Alaska Department of Fish and Game, Environmental Protection Agency (Anchorage), Alaska Industrial Development and Export Authority and Alaska Energy Authority (Anchorage), National Oceanic and Atmospheric Agency, Fisheries, Department of Natural Resources, Department of Environmental Conservation (Anchorage), and Fish and Wildlife Service. The political science department has one of the oldest internship programs of UAF, focused on job sites in Fairbanks. In addition to the opportunities above, we have placed students in these offices relevant to the two tracks of the degree: federal congressional offices, governor's office, legislative offices, Fairbanks Northstar Borough mayor's office and planning department, city of Fairbanks, Tanana

Chiefs Conference, Doyon, the Northern Alaska Environmental Center, and American Red Cross.

VI. Other

A. Linkages to doctoral work at UAF

Annually, we receive requests from students seeking interdisciplinary doctorates with one discipline being political science. In any given year, PS faculty sit on more than a dozen MA and PhD committees. This has been difficult to manage because to the present, political science lacks a free-standing MA program (notwithstanding the good support NORs has offered). Clearly, the talents, knowledge and skills of PS faculty are in demand by graduate students and those students could be PS MA students if such a program were offered.

Our ability to chair doctoral committees is indicated in degrees awarded to Steven Smyth (committee chaired by McBeath), Roger Kaye (committee chaired by Gladden), and committee membership including strong disciplinary support for Talis Colberg (McBeath), Chanda Meek (Lovecraft), Dawn Magness (Lovecraft) and Alison Meadow (Rosenberg). Political science is a very broad discipline, relevant to the humanities as well as the hard sciences, and with intimate relationships to the other social sciences. In addition, most tenure-track faculty have interdisciplinary backgrounds: McBeath and Rosenberg received considerable doctoral training in area studies; Lovecraft's research examines ties between public policy and natural resource management; Kohler's expertise is in international relations but she has a solid basis in planning and science policy; and finally, Meek is a doctoral graduate of UAF's IGERT program giving her an ongoing research agenda that actively integrates the social and natural sciences. The establishment of a MA degree in political science strengthens UAF efforts in doctoral education.

B. International linkages

Political science faculty have multiple connections with foreign universities and international institutions, and these would aid UAF in its globalization efforts. Regarding the Arctic, a former faculty member (Karen Erickson) was a leading force in the development of the University of the Arctic (and this role is being assumed by Drs. Meek and Lovecraft) and another faculty member (McBeath) contributed a course to its curriculum. Political science hosted three Northern Momentum scholars, with whom we have continuing contacts: Kari Hakaapa, University of Lapland; Willy Ostreng, of Centre for Advanced Study at the Norwegian Academy of Science and Letters; and Ian Urquhart of the University of Alberta, Edmonton. We participate in the Circumpolar Northern universities' forum, and are developing a relationship with the University of Saskatchewan. Faculty individually also have relationships with these other northern colleges and universities and international organizations whose work emphasizes the North, including Yukon College, Dartmouth College, and the Bren Center at the University of California, Santa Barbara. Regarding environmental policy and politics, political science faculty have experience and affiliations with institutions in Latin America and the Caribbean (Rosenberg), East Asia (China and Taiwan, McBeath) and Europe (Kohler), Canada (Meek), and with a wide array of international organizations (Kohler, Rosenberg, Meek). Although many disciplines seek to appropriate the globe in their programs, only political science faculty can claim expertise in the relations among nations, global governance, and the rapidly evolving roles of political institutions and processes in responding to global change in the natural and human-made environments.

VII. Resource Impact

A. Budget (Resource Commitment Form on following page)

**RESOURCE COMMITMENT TO THE
PROPOSED DEGREE PROGRAM**

Resources	Existing	New		Total
	College/School	College/School	Others (Specify)	
Regular Faculty (FTE's & dollars) McBeath Rosenberg Lovecraft Kohler Parson Meek	\$179,475.51 \$115,147.80 \$47,172.81 \$82,625.68 \$73,640.90 \$80,532.60	none	none	none
Adjunct Faculty (FTE's & dollars)	none	none	none	none
Teaching Assistants (Headcount)	none	\$26,898.30		3
Instructional Facilities (in dollars and/or sq. footage)	None	No new space or equipment needed		
Office Space (Sq. footage)	1,098 Sq. Ft.	3 TA cubicles installed in space already available to the department		
Lab Space (Sq. Footage)	none	none		
Computer & Networking (in dollars)	\$5,686	none		
Research/ Instructional/ office Equipment (in dollars)	\$6,345	none		
Support Staff (FTE's & dollars)	\$37,491.87	none		
Supplies (in dollars)	\$6,500	none		
Travel (in dollars)	Department provides no travel funds	none		

Signature _____ Date _____
Dean of College/School Proposing New Degree Program

B. Facilities/space needs

Additional facilities will be required to house 3 Teaching Assistants. The needed space is available and simply requires the division of an underutilized lounge area on the 6th floor of Gruening Building into 3 cubicles.

C. Credit hour production

Projecting 6 students the first year and an average of 6 to 8 new students each subsequent year, each earning a minimum of 30 credits over a two-year period (a rate of 15 credits/student/year), the program may be expected to generate a total of 90 *new* credit hours in the first year, and 90 to 120 *new* credit hours each subsequent year. Stated differently, in the program's third year (AY 2013-14), with a projected 16 students active, the program will generate a minimum of 240 credit hours.

D. Faculty

No additional faculty will be required unless the demand from the program grows beyond the projected number of students. Current PS faculty will be able to provide all the required courses and advising within their current and/or future workload distributions.

Since the original proposal for a PS MA in 2001, the department has grown by one FTE with addition of Dr. Chanda Meek in an EPSCOR-funded social science position. Dr. Meek's areas of research and teaching span Arctic and environmental issues and she will be a key contributor to the proposed MA program. For her first two years with the department Dr. Meek is teaching a reduced course load. By the time of the inception of the MA program she will be teaching a full load of 5 courses per academic year, giving the department most of the additional capacity it will need. In addition, the department's newest member, Dr. Sean Parson, who specializes in environmental political theory and will regularly teach PS 647 US Environmental Politics, is teaching a reduced load (4 classes) in his first year with the department. Once the program begins in fall 2011, Dr. Parson will be teaching a 5-course load as well. Drs. McBeath, Lovecraft, and Rosenberg all serve on multiple MA and PhD committees but will be able to accommodate additional MA students in their current workloads. As newer faculty, Drs. Kohler, Meek and Parson serve on relatively few committees as of yet (none in the case of Dr. Parson), and will be able to take on additional graduate advising duties. Finally, with 3 teaching assistants with undergraduate training in political science coming to UAF, the department will further augment its teaching capacity. These TAs can be expected to take a more active role in the development and delivery of PS 100X and may also be used to assist in other, high-demand political science classes such as PS 101.

E. Library/Media materials, equipment and services:

The library has been consulted separately on the two new courses proposed for the MA that will utilize library materials. All other classes are currently in the UAF catalog and are well-served by the library's holdings.

VIII. Relation of Program to other Programs within the System

We do not seek to reduce enrollments of other programs. The closest relationship we have is with NORS, and we suspect that only a few current NORS students may elect to transfer to the proposed political science MA program. Our project-based internship option is substantially different from the project option currently offered to NORS MA students. Our

option requires that students spend a substantial amount of time working in a structured, professional environment directly related to policy and/or politics; to be a participant-observer of the policy process; and to produce a rigorous, political analysis of their experiences intended to prepare them for careers in settings similar to those in which they serve their internships. These more explicitly political and structured requirements for our project option will be a disincentive to most current NORS students who opt for a project rather than a thesis. Our core courses are focused on political science training and that too will be a disincentive for students more comfortable with a traditional area studies approach. Counterbalancing this, we will strengthen courses and orientations to the Arctic, and this will provide additional opportunities for NORS students. Our new courses and the focus we will provide on EPP and Arctic Policy will give new opportunities for students in other programs such as Natural Resources Management and Rural Development who seek social science work outside their fields.

A. Effects on enrollments elsewhere in the system

The University of Alaska statewide system offers two undergraduate degree programs in political science, one at UAA and the other at UAF. The UAF program is older and larger in number of tenure-track faculty positions. Presently, UA does not have a MA program in political science. At UAS there is a small graduate program in public administration, granting a masters in public administration (MPA). UAA offers a MPA degree too. Public administration is a subfield of political science, and at some universities is a free standing undergraduate and graduate degree program. Our proposal does not contain a public administration course, so there will be no duplication.

UAA has an undergraduate program in environmental studies, which lacks the focus on policy found in our proposal. At UAF there are other programs on the environment and the Arctic. Environmental Engineering/Environmental Quality Science has a science and engineering focus; Natural Resources Management has a management focus; our proposal's focus is on governance and policy. Several UAF and UA programs treat the Arctic as a region and area studies, such as NORS and Alaska Native and Rural Development. Our approach is different because we concentrate on institutions, policy and relationships of power and authority.

The program should contribute to a small increase to overall enrollments by attracting a group of students with undergraduate majors, research interests, career goals (currently employed or seeking employment) who recognize the value of training in environmental and Arctic issues in Alaska; but who would not otherwise have considered the UA system because of the absence of a program that deals directly and expertly with politics and policy. Some of this potential benefit can be gauged by the strong interest in the courses that make up the Environmental Politics and Policy concentration in the Northern Studies MA program (noted above) and the strong contributions made by PS faculty to MA and PhD committees in NORS, NRM, ANTH, INDS PhD program and RAP. And although the program will overlap with aspects of the NORS MA program as regards broad areas of interest and some course offerings, that should be seen as an advantage to both programs for the following reasons. (Please see the appended memoranda of support from the director of the Northern Studies Program, Dr. M.E. Ehrlander, and the Chair of the History Department, Dr. J.W. Heaton.) First, the PS MA program will recruit from a different cohort than NORS. NORS MA students are drawn from a variety of academic backgrounds and seek expressly interdisciplinary programs with a focus on multiple aspects of culture, history and society in the circumpolar North. It is rare for a NORS MA student to have a strong undergraduate background in political science. Second, since NORS does not offer training in discipline specific methodologies essential to academic and professional advancement in political and policy fields it does not actively recruit students from political science baccalaureate programs or appeal to students who are explicitly interested in

graduate training in political science. Finally, by having its own MA program, the PS department will enhance the quality of its undergraduate program, including its contribution to the Core Curriculum, by being able to recruit and train its own teaching assistants.

B. Does it duplicate/approximate programs anywhere in the system?

In broad areas of subject matter the proposed program will overlap somewhat with the following MA programs: Resource Economics, Natural Resources Management, Northern Studies, Rural Development, Wildlife Biology and Conservation. But the effects will be synergistic rather than duplicative. None of those programs offer training focused principally on the institutions and political processes involved in formulating, influencing, making, implementing and contesting policy on the local, state, national and global levels. And none of them can adequately train scientists and other professionals to navigate the increasingly complex political terrain in which they must function.

C. How does the program relate to research or service activities?

1. Contributions to research or service

MA students working on theses with current PS faculty can be expected to produce original research in one or more of the following areas: the politics of climate change, science and policy, Indigenous rights, globalization as it affects the natural environment and the Arctic, state-federal relations, political behavior and activism, biodiversity policy, participatory democracy and the environment, international law and organizations, environmental political theory, energy policy, and conflict resolution concerning environmental and Arctic issues.

2. Benefits from research or service activities

The program will contribute to research in Arctic and environmental politics in two ways. First, PS MA students, through their seminar papers and other research projects, and their MA theses, will contribute to environmental and Arctic political research. Second, students will provide a pool of well-trained and effective research assistants, thereby contributing to PS faculty research productivity and competitiveness in applying for extramural funding. And the project-based internship option available to students in either concentration will enhance the department's already significant contributions to local, state, national and international community and professional service.

Therefore, the program can be expected to benefit departmental and overall university productivity in research and service in the following ways:

- Expand faculty research productivity in environmental politics/policy and Arctic policy. For example, when we first proposed our concentration of courses in 2000, McBeath had written just a few articles on environmental issues. Since then, he has co-authored three books and written more than a dozen articles on environmental topics. In this same period, Lovcraft and Meek received a grant to fund an international panel on marine mammal management which issued a valuable report to the responsible federal agency and provided the basis for a special edition of the journal, *Marine Policy*. Since 2000, Rosenberg has published several papers and book chapters on the link between sustainable development and foreign aid. And Lovcraft is an active member of the Arctic Council.
- Stimulate faculty applications for grants—to support research interests in areas of EPP and AP, and to provide support for graduate students.

- Increase institutional linkages of UAF with other Arctic educational institutions, and with global governance bodies having an arctic focus (for example, in the area of climate change).
- Expand UAF's involvement with the University of the Arctic.
- Expand and solidify UAF's relationships with a variety of governmental and non-governmental organizations as venues for service learning, employers of UAF graduates, and sources of graduate students.

IX. Implementation/Termination

A. Date of implementation: Fall 2011

B. Plans for recruiting students

The department will take a multifaceted approach to recruiting students.

- Three department faculty members are regular participants in the Global Environmental Politics listserv, which has proven an excellent venue for publicizing new programs in environmental and regional politics, and for recruiting students.
- Faculty will use their regular attendance at professional association meetings to publicize the program using brochures, word-of-mouth and direct contact with potential students. These associations include: The American Political Science Association, the Western Political Science Association and the International Studies Association.
- The department will mail information on the program to the chairs of political science departments around the country.
- Through their research and professional service activities and placement of former PS students, the faculty has extensive and active contacts in a wide variety of local, state, national and international governmental, intergovernmental and non-governmental organizations. These include the agencies surveyed to assess demand for this program; other agencies of the state and federal governments; the state legislature and US Senate; agencies of the United Nations; tribal and Native organizations; and several environmental and regional NGOs. These contacts will provide effective conduits for distributing information about the degree program and give faculty direct contact with individuals with the authority to place program interns and hire graduates.

C. Termination date: N/A

D. Plans for phasing out program if it proves unsuccessful

Because of the minimal additional costs involved in establishing the program, phase out will be simple. Recruitment and admission to the program will be ended and the program will persist long enough to allow currently enrolled students to complete degree requirements (approximately 2 years).

E. Assessment of the program

The program may be considered successful if it graduates 3 students at the end of its first 3 years of existence, and that number increases to 4-6 graduates per year thereafter.

Student Outcomes Assessment Plan:

- MA theses will be reviewed by faculty outside of the PS department—a process already employed by the department to its baccalaureate senior thesis requirement—who will be

asked to comment on the quality of the research and writing and how well the student's work fulfills the abovementioned goals of the program.

- Students who choose the project-based internship option will have their internship performance evaluated by their agency supervisors and their written work for the internship credits, as well as their project report, graded by PS faculty and then reviewed by a PS faculty member other than the instructor of record.
- Upon completion of the program students will fill out exit questionnaires assessing their level of satisfaction, the usefulness of the program to them, and the quality of instruction received.
- Graduates of the program will be tracked for a period of 3 years following graduation for placement in relevant jobs or admission to related terminal degree programs.

X. Regents Guidelines

The Board of Regents require the completion of the Program Approval Summary Form. The form is provided online at:

<http://www.uaf.edu/uafgov/faculty/cd/index.html>

XI. Draft Prospectus TO BE EXTRACTED FROM THE FINISHED PROPOSAL –

The prospectus for a new program is sent to the Northwest Commission on Colleges and Universities after approval by the Board of Regents. NWCCU review may take as long as 90 days following receipt of the program prospectus. Creating the draft and including it with the Format 3 paperwork will facilitate the submission of the formal prospectus.

Much of the information required for the prospectus will already have been assembled while producing the Format 3 new degree program request. Instructions and a template are provided online at:

<http://www.uaf.edu/uafgov/faculty/cd/index.html>

Survey of Alaska Resource Agencies

1. Education Background

- a. High school diploma – 1
- b. Associate degree – 1
- c. Bachelor's degree – 50
- d. Master's degree - 49
- e. Ph.D. or equivalent – 9
- f. No response – 2

2. Value of an M.A. degree in Global Environmental Policy

- a. Promotion – 34
- b. Salary range movement – 18
- c. Transferring to a new position – 66
- d. Improved performance in current position – 34
- e. No value – 29 (of these, 6 already had Ph.D.s and 18 had Masters)

3. Interested in MA degree if it were offered:

- a. Entirely on the UAF campus – 10
- b. Partly at UAF, partly online – 27
- c. Entirely online – 66
- d. No – 26

4. How would you pay for the degree?

- a. Fellowship, scholarship – 44
- b. Student loans – 29
- c. Assistance from employer – 43
- d. Personal income/savings – 70

5a. Anything you find particularly useful and attractive? (42 comments, examples reported below):

Knowledge of environmental policy; political issues discussed in job always; make direct connection of science and public policy; politics/personalities are primary factors when dealing with resource issues in job; wants doctoral degree; focus on environmental issues related to functions/policy of governments and NGOs; of interest in search for another career; online work would be very helpful; the global standpoint; contemporary and overdue; offset ignorance of current political leadership in DC; relevant, timely concept; useful at policy level; corresponds to my job as air permits compliance officer; courses would be very interesting; events now taking place affect structure of economy and way of life; implications at higher levels of government; need for inter-cultural understanding will grow; learning how global environmental policy relates to fisheries; good degree to have in this day and age when environmental issues are at forefront of legislation; pollution doesn't stop at political boundaries; interested in global policies/impacts from technological, policy response; more and more necessary as resource policy changes and as public environmental groups become involved; policy issues and global impact.

5b. Not attractive, unnecessary (27 comments, examples below):

State personnel recognizes one month on job as equivalent to three college credits; need biopolitics, politics of science; agency does not recognize value of advanced degrees; not necessary for me now; limited opportunities without course work on US environmental policy; not practical now unless expand economic potential and base for Alaska industry; don't find topic exciting; don't like global aspects to program; too many responsibilities now raising kids; politics is unattractive, no patience for it; don't know what courses would be like, new material exposed to; need classes on responsibility involved in protecting sovereignty of U.S.; global theory sounds obtuse.

6. What would you expect to gain from a Master's in Global Environmental Policy? (69 comments, examples below):

Useful knowledge on environmental policy for resource management career; possible advancement; better background in policy; increase knowledge; acknowledgement from academy of important and critical issues; preparation for jobs in environmental field; pursue doctoral studies; better understanding of non-Alaska problems; the global perspective, enriched experience; masters offers better job opportunities; Alaska is linked globally to other polar regions; bring the country closer to reality in the 21st century; broader understanding of other countries' environmental issues, how they relate to the U.S.; how to build consensus between diverse groups; better understanding of political agendas that directly affect the ability to develop environmental policy; satisfying personal interest; through background in skills needed to investigate and evaluate environmental issues; more challenging work and better paying position; working knowledge of how Alaska fits and or could be expected to contribute to the global economy; how to operate in political bureaucracy; issues that matter to me personally, options to move career in different direction; a very valuable degree for environmental professionals; tremendous implications; wider perspective on issues; comparison of resource management in different nations; prelude to the Ph.D.; larger networks, fresh view beyond science of environment; more than anywhere else, particularly useful in Alaska; better idea of how to function in interagency groups and in politics; a structural, focused way of finding out how other arctic governments are dealing with environmental issues; tools to address environment, cultural impacts of long-range transport of pollutants.

Note on Methodology

The State Department of Administration provided the department with an email list of 419 state employees working in four agencies: Department of Natural resources, Department of Environmental Conservation, Department of Fish & Game, and Department of transportation and Public Facilities. Included on the list were names of specialists and managers in job classes II through IV.

On August 9, 2001 we sent the survey with four short questions and two optional questions to the email address. As of December 5, 112 state employees had responded, or 27 percent of the universe. Email surveys tend to have a low response rate, particularly when they provide no incentive to respond and when there is no follow-up.

October 2, 2001

TO: Curricular Councils

FROM: G.A. McBeath, Department Chair

SUBJ: A focus on Global Environmental Policy in Political Science and Northern Studies

Attached are proposal for 4 new stacked courses in PS/NORS, 2 revised PS courses proposed for stacking with NORS, 1 course proposed for deletion, and changes in cycling of an existing course. We describe the planning process leading to these requests and both library and budget impacts.

Planning Process

We submitted a request for a new MA program in Global Environmental Policy to the CLA Academic Council in October, 2000. The council urged political science faculty to coordinate program offerings with northern studies and conduct a need assessment. In the last six months, we have engaged in these planning activities.

1. Consultation with experts in global environmental policy. We conducted internet searches of existing and planned programs in international environmental policy and politics. Then, with the support of a President's Special Project Fund grant, we invited Dr. Oran Young to campus in early May, 2001. Dr. Young heads the Dartmouth Northern Studies Institute as well as a Global Environmental Policy Center. He critically reviewed our MA degree proposal, advised us on individual courses, workshops, and internship opportunities, and stresses the importance of a needs assessment.
2. Assessment of need. We received support from the UA Natural Resources Fund to conduct a comprehensive assessment of the need for UAF programming in global environmental policy. This project involved Dr. Erickson, Rosenberg, Gladden, and McBeath. Over the summer, using both quantitative and qualitative methods, we collected information from:
 - Federal Government Employees in Alaska (phone, mail surveys)
 - State Government Employees in resource agencies (DNR, DEC, ADFG, DOTPF; internet survey)
 - Environmental Organizations in Alaska (phone survey)
 - Local Government Organizations and Teachers (phone survey)
 - National and International Government Organizations focusing on global environmental issues (phone, personal interviews, continuing)

Our assessment revealed considerable support for a UAF MA degree in global environmental policy. However, respondents outside Fairbanks wanted online courses and the ability to complete the degree without establishing residency at UAF. Many respondents had Master's degrees and wanted a clear track leading toward a doctoral degree.

3. Online course development. With the support of the Graduate School, McBeath and Rosenberg developed one of the proposed courses, Comparative Environmental Politics, for dual delivery-both real- time and online. Offered in fall semester 2001 without advertising, this course has attracted 4 online and 6 face-to-face students. Our objective is to prepare the three other new courses for dual delivery within two years.
4. Faculty consensus. By late August, faculty reached agreement to develop a focus on Global Environmental Policy within the existing MA degree program in northern studies. We have consulted Dr. Klienfeld about the proposed courses, revisions to existing courses (and deletion), and cycling of courses.

Library Impacts

In the 2000-01 academic year, we worked with Pauline Wilson to increase library holdings in global environmental policy. While library collections are not yet optimal, they are sufficient, in combination with interlibrary loan, for the new courses proposed. A new journal, Global Environmental Policy, appeared in 2000 and is available online, which increases resources.

Budget impacts

As mentioned, development of dual-delivery courses will require further UAF support. The rate of \$5,000 per course, if continued, will enable us to bring four additional courses online.

Faculty in political science (Erickson, Gladden, Lovecraft, McBeath, and Rosenberg) collectively possess the expertise to deliver the proposed new and revised courses. Each of the five tenure-track faculty has strong interests in global environmental policy. Of greater importance in the development of graduate courses and programs, each has a recent research experience on topics in this area.

We propose that the courses in this focus be stacked for advanced undergraduates and graduate students in order to increase the efficiency in use of faculty. We have taught stacked courses previously without difficulty.

To offer new courses will require additional support, at least of adjuncts to replace faculty in core courses and optimally of a new faculty line, we have discussed our needs with the CLA Dean. Also, we are now preparing a response to the FY 2004 initiatives funding request, emphasizing our ability to increase response to state needs and produce more MA degrees in Northern Studies and more Interdisciplinary Doctorates.

ENVIRONMENTAL POLICY/POLICY M.A. PROGRAMS

The American Political Science Association has an organized section in “science, technology and environmental politics” (STEP) with 325 members. I asked its leaders if there were a comprehensive list of graduate programs in environmental policy/politics, and they said no. they recommended we get on the STEP listserv, found at step@lists.gatech.edu Any takers?

Looking for programs comparable to what we have in mind, my internet search found about 20 master’s programs in environmental policy and politics (or equivalent), many more than when I last looked 9 years ago. I’ve listed degree titles below:

M.S., Environmental Policy, Michigan Technological University
M.A., Environmental Policy, University of Central Florida
M.A., International Environmental Policy, Monterey Institute
M.A., Environmental Policy Design, Lehigh University
M.A., Environmental Policy and Politics, Colorado State
M.A., Political Science (Environmental Policy and Politics), Northern Arizona University
(emphasis on environmental politics/policy also available in MPA and Ph.D. degrees, and there’s a M.S. in Environmental Sciences & Policy)
M.A., Political Science (Environmental Studies), Western Washington University
Masters in Public Policy (MPP), Environmental Policy, University of Maryland
MPP, Environmental Policy, Oregon State
M.A., MPP, Urban, Environmental Policy and Planning, Tufts University
M.A., Environmental Studies, University of Southern California
M.S., Environmental Policy, Bard Center for Environmental Policy
M.S., Environmental Policy and Natural Resource Management, Indiana University
Certificate, Environmental Policy, Hawaii Pacific University
M.A., Global Environmental Policy, American University
M.A., International Relations and Environmental Policy, Boston University
M.A., MPA, Environmental Science and Policy, Columbia University
M.S., Environmental Policy Studies, New Jersey Institute of Technology
M.S., Environmental Policy/Public Administration, Southern Illinois University

Then, there are at least 100 universities offering M.S. degrees in environmental science, with some political science participation. These include, for example,

M.A., Energy and Environmental Policy, University of Delaware
MPA, Environmental Science and Policy, Columbia University
M.S., Environmental Science and Policy, University of California, Santa Barbara
MBA, Environmental Management, University of San Francisco
M.S., Environmental Science and Policy, John Hopkins
M.S., Environmental Studies, Brown University
M.S., Environmental Science and Policy, George Mason University
M.S., Environmental Science, Policy and Management, University of California, Berkeley
M.S., Environmental Science and Policy, Smith College
M.S., Environmental Policy and Planning, University of Wisconsin/Green Bay