Summer D 2015 PUP 3203 Environmental Politics

THIS IS A SERVICE LEARNING COURSE, REQUIRING 20 HOURS OF SERVICE WHICH MUST BE COMPLETE BY 7/17/15

Instructor: Peter Jacques Office
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Note that the Course Protocols, available in Webcourses, are a part of this syllabus. Please read everything before asking questions.

Course Description
In this class we will survey several topics and dimensions of environmental politics, primarily as they relate to domestic US concerns including the dynamics and history of environmentalism and the environmental movement, common pool resource problems, environmental justice concerns, and the regulatory conditions for making policy.

Course Objectives:

In this course you will do more than learn material, though there is lot to learn! The course objectives here work on several levels.

Academic: Students will come to understand a broad history of U.S. environmentalism, anti-environmentalism, and thinking. Students will learn about environmental ethics and policy, common pool and collective action problems in the environment, environmental justice, and the general institutional environment within which environmental policies are made (or ignored). Further, in addition to topical training, students will continue to intensively improve their writing, research, and evaluation skills through written essays and systematic reviews of peer writing.

Civic: Students will evaluate, synthesize and apply models of civic theory to environmental problems. We will confront and interrogate what it means to be a citizen of a community, and how ecology interacts with our expectations of civic responsibility.

Personal: In addition to learning, students of this course will reflect upon the notion of service, and consider their own expectations for environmental citizenship in a changing Earth system.

Students will devote time and energy with others working on environmental challenges to think about what kind of life they want to live.

Required Course Material

- *Environmental Policy Paradox*, 6th edition by Zachary Smith, Prentice Hall.--- (referred to as EPP here).
- *The Monkeywrench Gang*, Edward Abbey
- *New York Times* at least 3x weekly (NYT) Freely available at the library. OR, pay for student home delivery call *NYT at 1-800 NYTIMES.* Make sure you say you want the cheaper student subscription.

Grade Categories	Description of the requirements	Weight toward final grade (out of 1000pnts)
Peer-reviews	Dependent on the timeliness, quality of your feedback and evaluation.	200
Formal Essays	Synthesis-oriented writing where writing style and quality matter more.	400
4 Exams	Based on knowledge of the readings and modules, 100 points each	400

In this class you will learn to think about environmental politics, hone your writing and thinking skills, and develop skills for evaluation and critical thinking but you will come out of the process with a lot under your belt.

General approach: Read. Write. Get feedback, evaluate your peer's work, re-think, revise. Strengthen our thinking and writing while we come to understand US environmental politics in a thorough manner. Every first submission of every essay is a draft because writing/thinking is iterative and requires editing. Revision is required to advance our thinking. You will review several drafts of your peers and you will receive several reviews of your essays. We will not grade your first drafts. You will then submit a final draft of every essay, <u>but in order to have these graded there must be a first draft submitted **on time**</u>.

Exams: 75 minute exams, 50 questions, 100 points available each, all based on course material of the specific module, found in the "Quizzes" section of canvas.

OBLIGATORY NOTE FROM UCF ADMINISTRATION: As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the syllabus quiz by the end of the first week of classes or as soon as possible after adding the course, but no later than January 16th. Failure to do so may result in a delay in the disbursement of your financial aid.

ESSAY DIRECTIONS. SEE WEBCOURSES FOR DUE DATES AND TIMES

Each essay will have specific directions about how to focus your thoughts in their respective assignment area in webcourses. All essays are submitted first as drafts for peer review. First Draft of Essays, to be counted as complete and for you to have your final essays graded must have:

- Between 1000-1200 words
- Appropriately use and citation of APA of 3 assigned readings from the current module, unless otherwise directed in the assignment.

Each draft should make a best attempt at having:

- grammatically sound, well-structured English with the basic writing conventions.
- a clear, coherent, and logical argument

Final Draft of Essays

- Same criteria as the first draft, however you must include a brief introductory note on what the peer-review feedback prompted you to reform and *rethink*.
- Is graded by myself or the GTA

Conducting Peer-Review

- You will be working in the same peer-review group through the term and will receive and complete reviews of each of your peers in that group. This will take time—probably 30 minutes for each paper, **plan for it**. Peer review is required for this course because it is an essential part of writing and learning to evaluate ideas, so don't treat it as busy-work if you want to gain the most from this course.
- You will be graded on your ability to evaluate and think about other people's propositions, which means thinking about the substance of the position, its support, articulation, and meaning. Do not try to protect the author's feelings—don't be purposefully mean-- but cut to the chase as a favor to them and as practice honing your evaluative abilities. Do not suggest revisions, you are merely responding to the paper based on the guidelines below.
- Start with a positive comment, this loosens you and the reader up and lays the ground for the real work.

- Respond to the paper on these grounds:
    - Re-phrase the author's thesis/proposition and state their assumptions with support.
    - Identify the support used for this proposition. Does this support come from assigned reading? Is each support used a) in passing b) with some detail from the reading c) with more than three details from the reading
    - What will the consequences of this proposition be? Who will gain and who will lose from this proposition? Who will it empower?
    - What is the effect of this proposition on the "public good," as far as you can tell?
    - Where does the author place responsibility- the individual, government, civil society, corporations, or somewhere else/combination? What are the repercussions of placing responsibility where it is?
    - Based on your assessment, assign a score out of 100 that you think that me, the instructor, or the GTA would assign if we were to grade it and include a brief rationale.