INR 6356 Environmental Security
Instructor: Dr. Peter Jacques
University of Central Florida

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Course Objectives

This course explores the relationships of environmental change and international security. We will be concerned with theory and empirics connecting environmental change and the outbreak of violence within and across borders, as well as environmental security within a broader perspective of human resilience. Students will come away with social theory that explains the complex social-ecological relationships of environmental security, and knowledge of the literature on related topics.

Required Texts:

1. *An Essay on the Principle of Population*, Thomas Malthus (1798). Available free at http://www.esp.org/books/malthus/population/malthus.pdf
2. Detraz, Nicole. 2014. *Environmental Security and Gender*. London: Routledge.
3. Dalby, Simon. 2009. *Security and Environmental Change*. Cambridge, UK: Polity.
4. Nixon, Rob. 2011. *Slow Violence and the Environmentalism of the Poor*. Cambridge, MA: Harvard University Press.
5. Canceled, not required (out of print) : Conca, Ken, and Geoffrey D Dabelko. 2002. *Environmental peacemaking*: Woodrow Wilson Center Press.

COURSE ORGANIZATION AND REQUIREMENTS

Grade Categories	Description of the requirements	Weight toward final exam
Class Participation	Students will be called on to explain readings	20%
6 Critical Analyses counted	Essays On readings, 50 points each	30%
Research Project	Outline 5%, Annotated Bibliography 20%, presentation 10%; final paper 15%	50%

Course Protocols, available in webcourses, are a part of this syllabus. Unless otherwise stated, all work must be done in APA citation style. See model below. Turn in all assignments to webcourses.

Everyone is expected to be reading an international newspaper no less than 3 X a week. We will usually start with these discussions, which will help connect the theoretical issues to current events.

Synthesis Papers
There will be 6 papers (1200 max words, 1000 words minimum), 5 of which will be worth 60 points each; abstracts and work cited do not count toward the word count. These papers are meant to hone your analytical skills and writing, and as such your goal is to integrate the most important lessons from that week's reading—synthetically. These papers must use brief quotes for support from the readings and identify trends in the literature. These assignments require you to summarize and analyze the literature in an area (such as the production of slums or population dynamics) in order to compare and synthesize the state of knowledge. Readability and professional writing conventions matter.

All of the readings assigned need to be addressed in these essays, unless otherwise stated. For each reading you treat, consider reporting:

1. Research question or proposition
2. Assumptions and Framework
3. Method/support
4. Findings
5. Meaning/repercussions

Since these are synthetic, however, you should not tackle this like a laundry list of x says this, y says that. Rather it is more like: while x says this, y finds something different but both assume abc. The job here is to tie things together, so comparison is important to this intellectual process. Most students believe these are the most important assignments because they force you to drive your intellectual process farther.

RESEARCH: FOUR ASSIGNMENTS

This research must be related in some way to environmental security, but you choose the topic.

Research Design: (5% of class grade/ 50 points)
Essential components of the outline are:

1. *A research question and framework of analysis*
2. *Methodology you plan to employ,* ***detailed****.*
3. *Data* you will examine—*be specific. If you are using conflict data and you want to use Uppsala data, name it. This will take creativity in most cases but you must identify a data source. Remember that in social sciences, all social behavior that can be systematically catalogued, including text, can be data.*
4. *Annotated references: 3 peer reviewed journal articles on your subject matter which you have consulted to construct the outline.*

Annotated Bibliography Directions (20%/ 200 points)
An annotated bibliography is a listing of sources with their full citation and an explanation of the source's contribution and relevance. The purpose of annotated bibliographies is to help you organize your thoughts about what your sources are telling you and how you can use these thoughts into your own narrative as reasoned support. You may not use this course's textbooks or articles for

credit in this assignment; though, using them as sources in your final paper is acceptable so long as they are in addition to these minimum requirements below.

You are required to describe **20** sources. **15 of which need to be peer reviewed journal articles**.

Use the exact format below in your bibliography:

Entry #1: Peer Reviewed Journal Article? **Yes**
Goodland, Robert. 1995. "The Concept of Sustainability," *Annual Review of Ecology and Systematics, 26, 1-24.*
Main point: Goodland distinguishes various kinds of sustainability, provides a history of sustainability, draws out the conceptual differences between growth and development, placed sustainability within political development, provides the systematic requirements for ecological sustainability, and lays out causes of un-sustainability. Goodland's discussion restricts the expansive meaning of the term "sustainability" in order to bring more specific meaning to discussion and thinking about sustainability. Goodland specifically focuses environmental sustainability, and follows much of Daly's work on this point regarding equilibrium economics, where expansive and exponential growth cannot occur infinitely in a finite ecological biosphere.
.**Relates to my research because:** Goodland provides a framework for understanding sustainability, which allows me to compare concepts, rationality, and assumptions of competing notions of sustainability. Goodland's framework assumes that sustainability is not essentially contested, but concrete; if humans violate the basic demands of his framework, collapse is the result. Unlike other authors, Goodland specifically focuses on environmental, not economic or other social concerns, in his framework. Thus, Goodland provides an example of a thinker who believes sustainability provides hard limits that have some Malthusian implications.
This means that: I will be able to define and frame the terms and limits of sustainability using Goodland's work on the matter, and will be able to counter the idea that the term "sustainability" is without meaning or is too vague to have importance or serve as a guiding principle. I will also be able to counter-pose this position to social constructivist schools and compare the ways in which the assumptions and theoretical approaches result in different normative demands for human-led ecological systems.

Final Presentation Directions (10%)

Take this assignment seriously—don't put off preparing for it to the last minute. The assignment expects a professional presentation. Presentations will be graded on their professional quality, as if you were presenting at a professional conference or presenting an invited lecture to peers. Thus, you need to be clear, timely and concise; no-one likes it when speakers go over their allotted time. Your time will be 10 minutes. In this time, you must state your research question, your approach to answering the question, and your findings. You will be graded on the organization of your presentation, and are expected to take audience comments as constructive criticism. Visual material can help, but your principle tool is your own articulation of the paper, with or without technological assistance. Unplanned rambling will fail this assignment.

Also, your presentation is meant to be a "first run" of your paper to an audience. Criticisms will be offered so that you can make corrections to the final paper that is turned into me. This represents the normal academic process that we all go through to create better and more reliable knowledge.

Final Paper Directions (15%)
By the time you come to the point of writing your paper, it should be much easier to put it together by using your outline and the bibliography you created. This paper should be 5,000 words (about 20 pages double-spaced), smaller papers can be penalized for incomplete coverage of the material. This paper needs at least 15 peer-reviewed journal article citations, and it must analyze data that the student and instructor have discussed (which requires at least one office visit).

Your paper should follow this order, or something compatible:

1. Introduction with research question
2. review of the literature
3. method of study and description of data
4. analysis
5. findings
6. conclusion/discussion.

Be aware of these resources:

- *Journal of Peace Research*, Jan 2012: Special Issue on Climate Change and Conflict
- *Climatic Change*, Special Issue on "Climate and Security: Evidence, Emerging Risks, and a New Agenda" edited by François Gemenne, Neil Adger, Jon Barnett, and Geoff Dabelko
- *Political Geography*, Volume 26, Issue 6, Pages 627-736 (August 2007) Climate Change and Conflict, edited by Ragnhild Nordås, Nils Petter Gleditsch
- *NewSecurityBeat* blog published by the Wilson Center's Environmental Change and Security Program http://www.newsecuritybeat.org/ .
- Regular ECSP Reports http://www.wilsoncenter.org/publication-series/ecsp-report-14

US Environmental Security Policy-related Documents

- DOD FY 2014 Climate Change Adaptation Roadmap http://www.acq.osd.mil/ie/download/CCARprint.pdf
- CNA Military Advisory Board (2014) *National Security and the Accelerating Risks of Climate Change* http://www.cna.org/sites/default/files/MAB_2014.pdf
- Report of the Defense Science Board Task Force on Trends and Implications of Climate Change for National and International Security—(note read the Executive Summary) http://www.acq.osd.mil/dsb/reports/ADA552760.pdf
- Ramsay, J. and K. Butts (2014). Research and Policy in Homeland Security and Climate Change: Results from a Roundtable and Thoughts on Developing a National Research Agenda for Climate Change and Security. Journal of Homeland Security and Emergency Management. **11:** 33

A Few Datasets

- Bernauer, T., et al. (2012). "Water-Related Intrastate Conflict and Cooperation (WARICC): A New Event Dataset." *International Interactions* 38(4): 529-545..
- Case studies material in Asal, V., Findley, M., Piazza, J. A., & Walsh, J. I. (2015). Political Exclusion, Oil, and Ethnic Armed Conflict. *Journal of Conflict Resolution*, 60(8), 1343-1367. doi:10.1177/0022002714567948

- The Transboundary Freshwater Dispute Database: Yoffe, S., Fiske, G., Giordano, M., Giordano, M., Larson, K., Stahl, K., & Wolf, A. T. (2004). Geography of International Water Conflict and Cooperation: Data Sets and Applications. *Water Resources Research, 40*(5).
- Data on Armed Conflict (PRIO) https://www.prio.org/Data/Armed-Conflict/
- Correlates of War Project: http://www.correlatesofwar.org/data-sets
- Minorities at Risk: http://www.mar.umd.edu/mar_data.asp

Class Meeting Reading and Assignments

Withdrawal: October 30
Finals: December 5

No meeting: October 3
October 10

Students are responsible for retrieving readings from the library databases unless otherwise noted.

1 8.22 Introduction

2 8.29 Malthus…

Malthus: *An Essay on the Principle of Population* (all)

Kaplan, Robert. 1994. "The Coming Anarchy" in *The Atlantic Monthly*, 273, p. 45.

FIRST PAPER: fully explain Malthusian mechanisms for "misery," including assumptions and political implications and connect them to the working assumptions and assertions of Kaplan.

3 9.5 Foundations and Frameworks

Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research, 6*(3), 167-191. doi:10.1177/002234336900600301

Stritzel, H. (2007). Towards a Theory of Securitization: Copenhagen and Beyond. *European Journal of International Relations, 13*(3), 357-383. doi:10.1177/1354066107080128

Philo, C. (2012). Security of Geography/Geography of Security. *Transactions of the Institute of British Geographers, 37*(1), 1-7. doi:10.1111/j.1475-5661.2011.00488.x

Mcdonald, M. (2012 *Security, the Environment and Emancipation: Contestation over Environmental Change*. London: Routledge/PRIO. **Chapter 2, in webcourses.**

Earl, C.-M. (2002). Globalization and Human Security: A Neo-Gramscian Perspective. *International Journal of Peace Studies* (2), 57.

Mulligan, S. (2010). Reassessing the Crisis: Ecology and Liberal International Relations. *Alternatives, 35*(2), 137-162. doi:10.1177/030437541003500203

Lazzarato, M. (2006). From Biopower to Biopolitics. *Tailoring Biotechnologies*, 2:2, 11-20.

Hipwell, W. (2004). A Deleuzian Critique of Resource-Use Management Politics in Industria. *The Canadian Geographer/ Le Géographe Canadien, 48*(3), 356-377.

SECOND PAPER DUE: Explain the requirements of "security": argue how we should think about the parameters of security and where environmental issues come into play. Agree and disagree with the different schools, with logic and support for assertions.

4 9.12 11.14 Detraz, Nicole. 2014. *Environmental Security and Gender*. London: Routledge. (all)
Third Paper due: analyze Detraz's book, be sure to explain fully the assumptions, framework, evidence and ramifications.

5 9.19 Interstate environmental security

Galtung, J. (1971). A Structural Theory of Imperialism. *Journal of Peace Research, 8*(2), 81-117.

Tuchman-Mathews, J. (1989). "Redefining Security." *Foreign Affairs* **68**: 162–77.

Deudney, Daniel. 1990. "The Case Against Linking Environmental Degradation and National Security." In *Millennium*, 19: 3

Homer-Dixon, Thomas. 1994. "Environmental scarcities and violent conflict: Evidence from the cases." *International Security*, (19)1, 5-40.

Dalby, S. (1992). Ecopolitical Discourse: 'Environmental Security' and Political Geography. *Progress in Human Geography, 16*(4), 503-522. doi:10.1177/030913259201600401

Nils Petter Gleditsch, "Armed Conflict and the Environment: A Critique of the Literature" *Journal of Peace Research*, 35:3, 381-400.

Koubi, V., et al. (2014). "Do natural resources matter for interstate and intrastate armed conflict?" Journal of Peace Research 51(2): 227-243

Reuveny, R. and K. Barbieri (2014). "On the effect of natural resources on interstate war." *Progress in Physical Geography* 38(6): 786-806.

<u>RESEARCH TOPIC OUTLINE DUE: SEE ABOVE FOR REQUIREMENTS</u>

6 9.26 Climate, Guest Lecture: Dr. Konstantin Ash

Adger, W. N. (2006). Vulnerability. *Global Environmental Change, 16*(3), 268-281.

In general:

Hsiang, S. and M. Burke (2014). "Climate, conflict, and social stability: what does the evidence say?" *Climatic Change* 123(1): 39-55.

Buhaug, H., et al. (2014). "One effect to rule them all? A comment on climate and conflict." *Climatic Change* 127(3-4): 391-397.

Hsiang, S. M. and K. C. Meng (2014). "Reconciling disagreement over climate–conflict results in Africa." *Proceedings of the National Academy of Sciences of the United States of America* 111(6): 2100-2103.

On Syria:

Kelley, C. P., Mohtadi, S., Cane, M. A., Seager, R., & Kushnir, Y. (2015). Climate Change in the Fertile Crescent and Implications of the Recent Syrian Drought. *Proceedings of the National Academy of Sciences*, *112*(11), 3241-3246. doi:10.1073/pnas.1421533112

J. Selby, O.S. Dahi, C. Fröhlich, M. Hulme. (2017). "Climate change and the Syrian civil war revisited" *Political Geography* (2017).

Hendrix, C. S. A Comment on "Climate Change and the Syrian Civil War Revisited". *Political Geography*. doi:https://doi.org/10.1016/j.polgeo.2017.06.010

Gleick, P. H. Climate, Water, and Conflict: Commentary on Selby Et al. 2017. *Political Geography*. doi:https://doi.org/10.1016/j.polgeo.2017.06.009

Kelley, C., Mohtadi, S., Cane, M., Seager, R., & Kushnir, Y. Commentary on the Syria Case: Climate as a Contributing Factor. *Political Geography*. doi:https://doi.org/10.1016/j.polgeo.2017.06.013

Fourth Paper due: By what mechanisms does climate affect security concerns? Which concerns are more and less at risk? How should we think of the climate-security nexus?

7 10.3 no class—complete annotated bibliography du 10.17

8 10.10 no class—complete annotated bibliography du 10.17

9 10.17 Intra-state environmental security
Hildyard, N. (1999). Blood, Babies and the Social Roots of Conflict. *Ecology, Politics and Violent Conflict, London: Zed Books*. **Chapter in webcourses**

Kahl, Colin. 1998. "Population Growth, Environmental Degradation, and State-Sponsored Violence: The Case of Kenya". *International Security*, 23:2, 80-119.

Collier, P., & Hoeffler, A. (2005). Resource Rents, Governance, and Conflict. *The Journal of Conflict Resolution, 49*(4), 625-633.

Aytaç, S. E., Mousseau, M., & Örsün, Ö. F. (2016). Why Some Countries Are Immune from the Resource Curse: The Role of Economic Norms. *Democratization, 23*(1), 71-92. doi:10.1080/13510347.2014.964216

Ide, T. (2015). Why Do Conflicts over Scarce Renewable Resources Turn Violent? A Qualitative Comparative Analysis. *Global Environmental Change, 33*, 61-70. doi:http://dx.doi.org/10.1016/j.gloenvcha.2015.04.008

Ide, T. (2016). Toward a Constructivist Understanding of Socio-Environmental Conflicts. *Civil Wars, 18*(1), 69-90. doi:10.1080/13698249.2016.1144496

Annotated Bibliography Due

10 10.24 Water

Stucki, V., & Sojamo, S. (2012). Nouns and Numbers of the Water–Energy–Security Nexus in Central Asia. *International Journal of Water Resources Development*, 28(3), 399-418. doi:10.1080/07900627.2012.684304

Loftus, A. (2015). Water (in)Security: Securing the Right to Water. *Geographical Journal, 181*(4), 350-356. doi:10.1111/geoj.12079

Dohrmann, M. and R. Hatem (2014). "The Impact of Hydro-Politics on the Relations of Turkey, Iraq, and Syria." *Middle East Journal* 68(4): 567-583..

Barton, G. A. (2010). "Environmentalism, Development and British Policy in the Middle East 1945-65." *Journal of Imperial & Commonwealth History* 38(4): 619-639.

Akhter, M. (2015). "The Hydropolitical Cold War: The Indus Waters Treaty and state formation in Pakistan." *Political Geography* 46(0): 65-75.

De Stefano, L., Petersen-Perlman, J. D., Sproles, E. A., Eynard, J., & Wolf, A. T. (2017). Assessment of Transboundary River Basins for Potential Hydro-Political Tensions. *Global Environmental Change, 45*, 35-46. doi:http://dx.doi.org/10.1016/j.gloenvcha.2017.04.008

Madani, K. (2014). Water Management in Iran: What Is Causing the Looming Crisis? *Journal of Environmental Studies and Sciences*, 1-14. doi:10.1007/s13412-014-0182-z

11 10.31 Food

Friedmann, H. (1982). The Political Economy of Food: The Rise and Fall of the Postwar International Food Order. *American Journal of Sociology, 88*, S248-S286. doi:10.2307/3083245

Jacques, P. J., & Jacques, J. R. (2012). Monocropping Cultures into Ruin: The Loss of Food Varieties and Cultural Diversity. *Sustainability, 4*(10), 2970-2997. At-- http://www.mdpi.com/2071-1050/4/11/2970

Sen, A., & Sen, A. K. (1982). The Food Problem: Theory and Policy. *Third World Quarterly, 4*(3), 447-459.

Sternberg, T. (2012). Chinese Drought, Bread and the Arab Spring. *Applied Geography, 34*, 519-524. doi:http://dx.doi.org/10.1016/j.apgeog.2012.02.004

Nyantakyi-Frimpong, H., & Bezner Kerr, R. (2017). Land Grabbing, Social Differentiation, Intensified Migration and Food Security in Northern Ghana. *The Journal of Peasant Studies, 44*(2), 421-444. doi:10.1080/03066150.2016.1228629

Shillington, L. J. (2013). Right to Food, Right to the City: Household Urban Agriculture, and Socionatural Metabolism in Managua, Nicaragua. *Geoforum, 44*, 103-111.

Bush, R. a. Y. (2010). Food Riots: Poverty, Power and Protest. *Journal of Agrarian Change, 10*(1), 119-129. doi:10.1111/j.1471-0366.2009.00253.x

12

11.7 Energy

Illich, I. (1974 *Energy and Equity*. San Francisco/London: Calder & Boyars, available at http://debate.uvm.edu/asnider/Ivan_Illich/Ivan%20Illich_Energy%20and%20Equity.pdf

Sovacool, B. K., & Brown, M. A. (2010). Competing Dimensions of Energy Security: An International Perspective. *Annual Review of Environment and Resources, 35*(1), 77-108. doi:10.1146/annurev-environ-042509-143035

Tainter, J. A., Allen, T. F. H., & Hoekstra, T. W. (2006). Energy Transformations and Post-Normal Science. *Energy, 31*(1), 44-58. doi:10.1016/j.energy.2004.06.002

Matthias Basedau and Jann Lay, 2009, "Resource Curse or Rentier Peace? The Ambiguous Effects of Oil Wealth and Oil Dependence on Violent Conflict" *Journal of Peace Research*, November; vol. 46, 6: pp. 757-776.

Farrell, A. E., Zerriffi, H., & Dowlatabadi, H. (2004). Energy Infrastructure and Security. *Annual Review of Environment and*

	Resources, *29*(1), 421-469. doi:doi:10.1146/annurev.energy.29.062403.102238
	Smith Stegen, K. (2011). Deconstructing the "Energy Weapon": Russia's Threat to Europe as Case Study. *Energy Policy*, *39*(10), 6505-6513. doi:http://dx.doi.org/10.1016/j.enpol.2011.07.051
13	Nixon, Rob. 2011. *Slow Violence and the Environmentalism of the Poor*. Cambridge, MA: Harvard University Press. (all) **Fifth Paper due, analyze Nixon's book, be sure to explain fully the assumptions, framework, evidence and ramifications**
14	11.21 Dalby *Security and Environmental Change* (all) **Sixth PAPER: analyze Dalby's book, be sure to explain fully the assumptions, framework, evidence and ramifications**
15	11.28 **RESEARCH PRESENTATIONS**
16	**FINAL RESEARCH PAPER DUE 12.5**

Academic Integrity and Plagiarism

Any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism across all class assignments. Unless stated otherwise, all assignments must correctly use APA citation formatting, correctly identify and use sources and quoted material. Academic integrity does not just mean avoiding plagiarism, but proper attribution of work at all levels and misuse of any source is a similar problem as plagiarism and can result in similar penalties. There is particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. Problems with academic integrity can result in a reduced grade or an "F" for the assignment or the course.

EXAMPLE FOR CITING IN TEXT AND FOR WORK CITED

If I write: "Early on, H.S. Gordon established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries." there should be a citation in the text like below:

> Early on, H.S. Gordon (1954) established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries.

And, if you are using a quote from the source, you must also pinpoint the page number of the text it is taken from like: "Xyz….," (Gordon, 1954, page 123). If a quote is more than three sentences on your page, it is reported in a block quote without quotation marks, but this is the only exception to using quotation marks when using other people's words—the quotation marks are the crucial mechanism that tells the reader you are using other people's words. Good writers tend to use quotations strategically at important places in their writing for support. The block quote looks like the text below, which is a portion out of early draft of our article "Hurricanes and

Hegemony," I wrote with a Dr. Claire Knox in public administration. Note how each assertion is supported with a citation and the different conditions, like the use of "Ibid" and the bracketed word "can" that indicates it is not part of the quote but an addition from us to make it make sense in context:

INTRODUCTION

Richard Berman, CEO of the Washington DC Berman & Company consulting firm, gave a talk at a conventional energy industry meeting, which was subsequently recorded and leaked to the New York Times (Lipton, 2014) revealing counter-revolutionary efforts of the climate change countermovement (Brulle, 2013) that attacks environmental groups, unions, and animal rights organizations:

> People always ask me…: 'How do I know that I won't be found out as a supporter of what you're doing?' …We run all of this stuff through nonprofit organizations that are insulated from having to disclose donors. There is total anonymity. People don't know who supports us (Berman quoted in Lipton, 2014, online).

At this meeting, Berman collected "six figure contributions from some of the executives in the room – and then [can] hide their role in funding his campaigns" (Ibid, online) to attack environmental regulation as an attack on consumer freedom, but it was clear that the real interests at stake were those of the bourgeoisie class in the room. These are counter-revolutionary efforts, or efforts to suppress social change and protect capitalist class structures and interests (Marcuse, 1972).

Then, at the end of your document (no separate pages needed) there must be a list of sources cited in the text:

References

Brulle, R. (2013). Institutionalizing delay: foundation funding and the creation of U.S. climate change counter-movement organizations. *Climatic Change*, 681-694. doi: 10.1007/s10584-013-1018-7

Gordon, H. S. (1954). The Economic Theory of a Common-Property Resource: The Fishery. *Journal of Political Economy*, *62*(2), 124-142. doi: 10.2307/1825571

Lipton, E. (2014, October 31). Hard-Nosed Advice From Veteran Lobbyist: 'Win Ugly or Lose Pretty': Richard Berman Energy Industry Talk Secretly Taped. *The New York Times,* p. A19. Retrieved from http://www.nytimes.com/2014/10/31/us/politics/pr-executives-western-energy-alliance- speech-taped.html?_r=0

Marcuse, H. (1972). *Counterrevolution & Revolt*. New York: Beacon Press.

FINALLY, …

See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from **anyone** else. All material you turn in is to be original work that has not been used in other classes, or appropriated from others. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

In order to deter plagiarism, some assignments may use http://www.turnitin.com.., an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations must be registered with Student Disability Services,

> Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823- 2116, and this office will provide the guidelines for accommodations.

Student Conduct

The UCF catalogue notes: "Students are responsible for maintaining classroom decorum appropriate to the educational environment. When the conduct of a student or group of students varies from acceptable standards and becomes disruptive to normal classroom procedures, the instructor has the authority to remove the offending party from the room and refer the student to the Office of Student Conduct (FC 142) for disciplinary action."

In course discussions, observe some common sense and decency. Ideological ranting or abusive/threatening comments are not welcome and if I have to curb discussions like this it will hurt your grade, at a minimum. Thus, I reserve the right to penalize any course grade under these circumstances, even if there is no category for the class participation, etc….

It is essential that the underlying tone and connection of all comments made in this class is that of respect for one another. We must begin with the agreement of respect for one another despite our divergent views. This divergence of viewpoint should be looked upon as part of the depth and richness experienced in educating ourselves, and is welcomed in all parts of this class. What this means:

- If there are discussions with other students, do not argue the person (ad hominim)—argue the points and content-- so if you find yourself using the words "you" in a discussion, this may be one clue (there are others) that you are starting to argue against a person and not towards or with or against a point. "Arguing the person" is strictly prohibited in this class and can cause lots of distress in an electronic class where we begin with alienated relations since we cannot see the body language that sometimes tells us the intention of discussants. All we have is the written word, so please be considerate and understanding, and we will all be happier.