FALL 2019

PUP 3203 (#18606) Environmental Politics

THIS IS A SERVICE LEARNING COURSE, REQUIRING 20 HOURS OF SERVICE WHICH MUST BE COMPLETE BY THE LAST DAY OF CLASSES

- Pre-requisites: ENC 1102 or POS 2041 or course instructor permission. Meeting times: this class is online in webcourses.

Instructor Contact

Instructor: Professor Peter J. Jacques, Ph.D.

- Office Hours: Wednesdays and Thursdays 9:30-11:30

HPH 302

407-823-2608

Peter.Jacques@ucf.edu (urgent issues)

Coursemail for all normal issues

Some expectations:

- I normally will try to respond to email within 24 hours during the work week; I may not check email on the weekend.
- We try to have assignments graded within a week of submission, but sometimes it simply takes longer, so please be patient. Also, as a large research university, I use a Teaching Assistant to do a lot of the grading. I train the TA and test the reliability of each TA to ensure fidelity to the course goals. Be sure to treat the TA with respect. Still, I try to make sure to personally grade one of your assignments, rotating through a new group each module so everyone gets feedback from me-- however, **the best way to get feedback from me is to come into office hours.**
- The kind of feedback you will receive will be through rubrics, text comments, and sometimes we will mark up you document with comments-- so be sure to look at the original document.

Course Description

The catalogue reads: "An examination of politics and policymaking concerning issues of conservation, pollution and development of land, air, and water resources". 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.

Intended Student Learning 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 assess and evaluate a broad history of U.S. environmentalism, anti- environmentalism, and thinking. Students will compare 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).

- Given propositions about environmental politics, the student will critique essays with increasing proficiency across the term.
- Given readings and lecture/written lectures in environmental politics and history, the student will recognize key concepts in exams with a 70 or better across four exams.
- Given an environmental problem, the student will develop essays which are logical, cogent, supported by evidence, and proficiently expressed.

  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 how the good life and ecology intersect.

Course Materials and Resources

- *Environmental Policy Paradox*, 7th edition by Zachary Smith, published by Taylor. --- (referred to as EPP here).
- *The Monkeywrench Gang*, Edward Abbey

- *New York Times* at least 3x weekly, freely available at the library. If you subscribe make sure you say you want the cheaper student subscription.

Course Rationale

General approach: Read. Write. Get feedback, evaluate your peer's work, re-think, revise, take the exam. We will 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 or read your first drafts, so you have a low-stakes opportunity to take chances and fail before the larger grade. You will then submit a final draft of every essay, <u>but in order to have these graded there must be a complete first draft submitted on time</u>. If your rough draft is turned in late, the final essay will only be worth up to 50 points. We will accept late drafts up to two days after the rough draft deadline.

Exams: Exams open the Thursday of the last week of the module, and close that Saturday; you may take the exam anytime during this period, but the structure of the course is designed to let you think about the material, turn in your final draft paper on Friday, then take the exam afterward. These are 75 minute exams, 50 questions, 100 points available each, all based on course material of the specific module and are found in the "Quizzes" section of Canvas. You can only take the exam once, you have 75 minutes, and typically the answers are "all or nothing"- that is they won't register partial credit for partially correct answers. Likewise-- when choosing the answer "all answers listed" do not tick the remaining options, the exam will count them as incorrect, so if you want to choose "all of the answers listed", only choose that answer.

NOTE FROM UCF ADMINISTRATION: 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. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Evaluation and Grading

ESSAY AND PEER-REVIEW DIRECTIONS. SEE WEBCOURSES FOR DUE DATES AND TIMES OF EACH ASSIGNMENT

Each essay will have specific directions about how to focus your thoughts in their respective assignment area in webcourses.

<u>IMPORTANT -- FIRST DRAFT CRITERIA</u>:

First drafts of essays MUST adhere to the following <u>in order for you to receive a grade on the final draft. If you fall short, you may come in to office hours to explain what happened and receive up to 60 points for your final draft.</u>

- Have between 1000-1200 words
- Cite three assigned readings from the current module—that means the reading listed here in the syllabus in each respective module-- and one article from the assigned newspaper, unless otherwise directed in the assignment. Please use APA unless directed otherwise.

Understand that you do not receive a grade for your first draft, and we do not read your first draft in order to allow you to take risks and experiment. We only check it for minimum criteria. Your grade is actually based on your peer-reviews, below.

Criteria for Peer-Review (models of peer-reviews can be found here)

- You will receive a grade of up to 50 points for conducting peer-reviews, which are done in small groups where you submit your first draft.
- You will be working in the same peer-review group through the term unless there is need to move someone. Review at least 2 peers' essays each round (so if you are in a group of 5 do at least 2 and make sure everyone in the group is reviewed); if there is only 1 essays to review, just do what is available and there is no penalty.
- This will take time—probably 30 minutes for each paper, **plan for it**.
- 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 logic. 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. These reviews, counter-intuitively, are not for the benefit of the writer, but for increasing the reflexive judgement-- critical thinking—of the reader.
- Respond to the paper on each these grounds, and **number your answers** in accordance with each question (you need not restate the question in your review):
    1. Re-phrase the author's thesis/proposition.
    2. Identify the evidence used for this proposition. Does this evidence 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. Finally, is the evidence sufficient?
    3. What are the writer's assumptions? Show support for your identified assumptions. (tip: the assumptions can be derived from the thesis if you have understood the thesis correctly)
    4. What are the consequences of this proposition? Who will gain and who will lose from this proposition? Who will it empower?
    5. What is the effect of this proposition on the "public good," as far as you can tell?
    6. 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?
    7. Is the writing expert, needs work, or very hard to read?
    8. Based on your assessment, assign a score out of 100 that you think that I, the instructor, or the GTA would assign if we were to grade it and include a brief rationale.

Rubric for Peer reviews:

1. Depth of your analysis of peer's paper 25 points.
2. Thoroughness of your explanations 25 points.

Criteria for Final Draft of Essays

- Same criteria as the first draft, and a brief introductory note on what the peer-review feedback prompted you to reform and *rethink*.
- Is graded by myself or the GTA for readability, strong use of three assigned readings and one newspaper article from the NYT, argument, quality of revision, and proper use of APA citation formatting.

Course Final Grades are based on a total of 1000 points:

Letter Grade	Points
A	900-1000 points
B	800 – 890 points
C	700 – 790 points
D	600 – 690 points
F	590 and below

Assignment	Percentage of Grade
Peer-reviews Draft Essays	20% (200 pnts)
4 Final Essay Drafts	40% (400 pnts)
4 Exams	40% (400 pnts)
Total	100%

Schedule

- UCF Closed: 9/2 Labor Day, 11/11 Veterans Day, no classes 11/27 (offices still open) and UCF closed 11/28-11/30 Thanksgiving.
- Withdrawal Deadline: 11/1, Last Day of Classes 12/4
- See assignments for directions and due dates of assignments

· "Course Reserve" means the document is available on webcourses.

· You will need to retrieve other sources, like journal articles that are assigned here, from the library, normally in the library journal article indices. If you need help finding these articles, you can come into office hours (don't email me please), consult the libraries guide to finding peer-reviewed journal articles, or ask a reference librarian.

Module 1: Environmentalism in America 8/26 - 9/21

Graded Assignments:

First Draft

Final Draft

Exam 1

Introduction

- Begin Reading Abbey, *The Monkey Wrench Gang*. New York: Harper Perennial Modern Classics, 1975. Reprint, 2006. Finish by the due date for the First Draft of Essay 1 (see webcourses).
- Chpts 1-3 in EPP

Early American Environmentalism

- Part One of Nash, *American Environmentalism: Readings in Conservation History*. New York: Knopf, 1990. **Course Reserve**
- Muir, "Save the Redwoods." Sierra Club Bulletin 9 (1920): 1-4. **Course reserve.**

Radical Environmentalism

- Vanderheiden, S. (2008). Radical environmentalism in an age of antiterrorism. Environmental Politics, 17(2), 299-318. doi: 10.1080/09644010801936248. (This should help a lot in understanding/contextualizing Abbey's novel and with your book review).
- Zerzan, J. (2008). "Twightlight of the Machines," in *Twightlight of the Machines*. Port Townsend, WA: Feral House. **Course**
- Demaria, Federico, FranÇois Schneider, Filka Sekulova, and Joan Martinez-Alier. "What Is Degrowth? From an Activist Slogan to a Social " *Environmental Values* 22, no. 2 (2013): 191-215.

Contemporary Issues: Counter-movement, polarization, and anthropocentrism

- Jacques, P. J., Dunlap, R. E., & Freeman, M. (2008). The Organization of Denial: Conservative Think Tanks and Environmental Scepticism. *Environmental Politics*, 17(3), 349 — 385.
- Dunlap, R. E., McCright, A. M., & Yarosh, J. H. (2016). The Political Divide on Climate Change: Partisan Polarization Widens in the U.S. *Environment: Science and Policy for Sustainable Development*, 58(5), 4-23. doi:10.1080/00139157.2016.1208995.
- Palmer, C., McShane, K., & Sandler, R. (2014). Environmental Ethics. *Annual Review of Environment & Resources, 39*(1), 419-442. doi: 10.1146/annurev-environ-121112-094434

Dimensions of Ecological Citizenship

- Dobson: "Ecological Citizenship" in Dryzek, John and David Schlossberg (eds). *The Politics of the Earth: Environmental Discourses*. Oxford and New York: Oxford University , 2005. **Course reserve**
- Nash, R. F. (2010). Island Civilization: A Vision for Human Occupancy of Earth in the Fourth Millennium. *Environmental History, 15*(3), 371-380. doi: 10.1093/envhis/emq051
- Dagger, "Stopping Sprawl for the Good of All: The Case for Civic Environmentalism." *Journal of Social Philosophy* 34, no. 1 (2003): 28-43.

Module 2: Tragedy of the Commons?

9/23-10/19

Graded Assignments:

First Draft

Final Draft

Exam 2

Collective Action Problems

- Hardin, "The Tragedy of the Commons." *Science* 162, no. 12 (1968): 43-48.
- Buck, "No Tragedy of the Commons." *Environmental Ethics* 7, no. 49 (1985): 48-54.
- Ostrom, Elinor, and Christopher "Revisiting the Commons: Local Lessons, Global Changes." *Science*, 284, no. 5412 (1999): 278–83.

Climate Change as a Collective Action Problem

- Oreskes, "Beyond the Ivory Tower: The Scientific Consensus on Climate Change." *Science* 306, no. 5702 (December 3, 2004 2004): 1686. (one page)
- Watch Oreskes' 1 hour lecture on "The American Denial of Global Warming" here: The American Denial of Global Warming - Perspectives on Ocean Science
- Parenti, Christian. (2013). A Radical Approach to the Climate Crisis. *Dissent* 60(3), 51-57
- Ostrom, Elinor. (2014). A Polycentric Approach for Coping with Climate Change. *Annals of Economics and Finance, 15*(1), 97-134.

Ocean and Marine Problems

- Eagle, J., & Thomson, B. N. (2003). Answering Lord Petty's Question: Dissecting Regulatory Overfishing. *Ocean and Coastal Management*, 46, 649-679.
- Campling, L., Havice, E., & Howard, P. M. (2012). The Political Economy and Ecology of Capture Fisheries: Market Dynamics, Resource Access and Relations of Exploitation and Resistance. *Journal of Agrarian Change, 12*(2), 177–203.
- Bennett, J. R., Shaw, J. D., Terauds, A., Smol, J. P., Aerts, R., Bergstrom, D. M., . . . Possingham, H. P. (2015). Polar lessons learned: long-term management based on shared threats in Arctic and Antarctic environments. *Frontiers in Ecology and the Environment, 13*(6), 316-324. doi: 10.1890/14031.

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Commons, Enclosure, and Quarantine

- Szasz, "The Dangerous Delusions of 'Inverted Quarantine'." The Chronicle of Higher Education: the Chronicle Review (January 25 2008).
- Jackson, Indigenous Law and the Sea. *Freedom for the Seas in the 21st Century: Ocean Governance and Environmental Harmony*. edited by J. Van Dyke Washington, DC: Island Press, 1993. **Course reserve.**
- Scharper, Stephen B, and Hilary "The Genetic Commons: Resisting the Neo-Liberal Enclosure of Life." *Social Analysis* (2006): 195-202.

Module 3: Environmental Justice

10/21-11/9

Graded Assignments:

First Draft

Final Draft

Exam 3

Environmental Justice Trends

- Mohai, P., Pellow, D., & Roberts, J. T. (2009). Environmental Justice. *Annual Review of Environment and Resources, 34*(1), 405-430. doi: doi:10.1146/annurev-environ-082508-09434
- Chakraborty, J. (2009). Automobiles, Air Toxics, and Adverse Health Risks: Environmental Inequities in Tampa Bay, Florida. *Annals of the Association of American Geographers, 99*(4), 674-697. doi: 10.1080/00045600903066490.
- Brulle, R. J., & Pellow, D. N. (2006). ENVIRONMENTAL JUSTICE: Human Health and Environmental Inequalities. *Annual Review of Public Health*, 27(1), 103-124. doi: doi:10.1146/annurev.publhealth.27.021405.102124

Theory and Environmental Justice

- Pinderhughes, "The Impact of Race on Environmental Quality: An Empirical and Theoretical Discussion." *Sociological Perspectives* 39, no. 2 (June 1, 1996 1996): 231-48.
- Schlosberg, "Reconceiving Environmental Justice: Global Movements and Political Theories."*Environmental Politics* 13, no. 3 (2004): 517-40.

- Harrison, Jill "Neoliberal Environmental Justice: Mainstream Ideas of Justice in Political Conflict over Agricultural Pesticides in the United States." *Environmental Politics* 23, no. 4 (2014/07/04 2014): 650-69.

Indigenous Issues

- *Lone Wolf Hitchcock, 187 U.S. 553, 566-68 (1903).* This is a Supreme Court Decision.
- Churchill, "A Breach of Trust: The Radioactive Colonization of Native North America." *American Indian Culture & Research Journal* 23, no. 4 (1999): 23-69.
- Allison, E. A. (2015). The spiritual significance of glaciers in an age of climate change. *Wiley Interdisciplinary Reviews: Climate Change*, n/a-n/a. doi: 10.1002/wcc.354

Module 4: The Regulatory Environment 1

11/11- 12/7

Graded Assignments:

First Draft

Final Draft (Directions to the Service Learning photo-essay)

Final Exam

Institutions

- Chpts 4-6 & 8 in EPP
- Appendix A in EPP on policy approaches

Debates about the Stakes of Regulation

Pinchot, Gifford "The Use of the National Forests". *The Fight for Conservation*. New York: Doubleday, Page & Company,

- Ackerman, Frank, and Lisa "Pricing the Priceless: Cost-Benefit Analysis of Environmental Protection." *University of Pennsylvania Law Review* (2002): 1553-84.
- Davis, Devra Lee, and Carrie Forrester. 2004. "Past and Present Environmental Health Challenges in Southwestern Pennsylvania: Some Comments on the Right to a Clean Environment." American Journal of Law & Medicine 30: 305.
- Werkheiser, I., & Noll, S. (2014). From Food Justice to a Tool of the Status Quo: Three Sub-movements Within Local Food. Journal of Agricultural & Environmental Ethics, 27(2), 201-210. doi: 10.1007/s10806-013-9459-6
- Suryanarayanan, S. (2015). Pesticides and pollinators: a context-sensitive policy approach. *Current Opinion in Insect Science*, *10*, 149-155. doi: http://dx.doi.org/10.1016/j.cois.2015.05.009

Core Policy Statements

Missed Assignments/Make-Ups/Extra Credit

- If you miss a deadline, talk to me about what happened.

Attendance Policy

As an online class, it is important to check in regularly, e.g., once a day.

Other Policies

When the following rules are violated, they can result in a grade deduction:

All communication must observe conventions of courtesy and professionalism:

- Emails about questioning your grade are not allowed in this class. To further inquire about assigned grades you must come into office hours to see me to go over the assignment.
- When you email me, please be polite. For example, use a polite greeting and avoid issuing demands. If there is a problem, come talk to me.
- I do not accept work when you send it to me by email or late work unless you arrange it with me, so please don't send me work you missed without talking to me about it. Likewise if you submit an assignment late, I won't grade it unless you talk to me about it.

General operating rules of the course:

If you want me to regrade an assignment, I might agree but it will be a total reconsideration of your assignment, not just one looking for good things I missed.

- I do not use the +/- system, except when I round up a final semester grade and this only happens when the student is within 5 points of the higher grade and has not missed any assignments. Thus, if I round a grade up from a C because the student fulfills these criteria, the grade assigned will be a B-.
- I allow extra credit up until the day of withdraw in the semester. There is a maximum of one half of a letter grade available for EC over the whole semester grade for any class. If the course has an available 1000 points, then the most EC allowed is 50 points.
    - Up to 50 points may be earned by doing an outside book review. This book must be one you have not read, and which is NOT assigned for another course. I will consider this academic dishonesty; but, the reason is that the goal here is to widen your horizons.
    - Books must be approved by me and have some relevance to the course
    - Are 800-1000 words containing solid writing, explanations of the text, evaluation of the text, and connections to other literature.
- You may also attend a public talk, which are often given by experts that come to UCF, and write a 2-page reaction paper. These papers are worth up to 25 points. I do not find the lectures for you, that is up to you, but you should get them approved by me first.
- You may not ever take photographs or video in the classroom with your phone or any other device (in face-to-face classes).
- If you are going to use audio recorders, you must ask.
- I cannot take care of technical problems--- contact online@ucf.edu for this: 407-823-3808
- Encyclopedias and dictionaries, such as Wikipedia are not good authoritative sources, and should only be used to orient yourself to a topic, so if you use these as citations for course assignments, you lower the quality of the essay and that will be reflected in the grade.

- Likewise, do not cite my written lessons in webcourses as sources, these are essentially my lectures and not really citable; you want to stick to published sources, especially peer-reviewed articles.
- When pasting an essay into a textbox online, it helps if you go through the pasted essay and put paragraph breaks in manually to separate out the different paragraphs, since the

text box will not use the formatting in from Word perfectly. Organization of the words matters because it reflects the organization of your thinking, so help me see this organization and you will score So, for example, the use of subheadings in your essays shows a plan and thought about how your essay is meant to build up and come together.

- When doing any research, you will not involve human subjects unless we agree and an IRB approval is granted. Normally, this approach requires working on the project for multiple semesters. See here: http://www.research.ucf.edu/Compliance/IRB/Investigators/index.html if you are curious about what this is about.

Academic Honesty

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click here.

For Dr. Jacques' courses specifically:

All essays need to correctly use APA citations in the text, e.g. (Smith, 2004), and then have a "Work Cited" list at the end with full citations (not abbreviations) unless expressly noted otherwise in assignment directions. You must do this properly, so if you don't know, come to me to learn or some other source.

Plagiarism and cheating - presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. Using anything more than three words in a row from someone else without proper attribution will be considered plagiarism and misuse of academic sources (both are violations of UCF's codes for academic integrity). Violations of academic integrity will be reported to the Office of Student Conduct.

It is MUCH better to fail an assignment honestly than to be caught cheating and fail the course with the Z mark on your transcript.

Anytime you are using another person's ideas, in any way (so even if you are not quoting them), you must professionally cite the material you use while observing the above rule. If you do not properly identify sources you have used you risk plagiarizing and misuse of sources. This is how you avoid this problem and correctly cite and note sources:

Using APA: An Example for citing in text and for work cited at the end

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- (Links to an external site.)Links to an external site. speech-taped.html?_r=0 (Links to an external site.)Links to an external site.

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

Finally, …

In order to deter plagiarism, some assignments may use http://www.turnitin.com.., (Links to an external site.)Links to an external site. 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.

Accessibility 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 in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services (Links to an external site.)Links to an external site., Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Campus and Online Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

Online:

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Active Duty Military

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Copyright

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Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.