COURSE OUTLINE

PUP 3203 0W61, Fall 2020
Environmental Politics

School of Politics, Security and International Affairs
College of Sciences, University of Central Florida
3 credit hours

Instructor: Dr. Daniel Marien. Contact via Daniel.Marien@ucf.edu or course email.

Teaching Assistant: TBA. Contact via course email.

Virtual Office Hours (from 8/24 to 12/4 only)

REGULAR HOURS:
Mondays 10am to 2 pm.
Fridays, 10am to noon.
Or by special appointments concluded via email.

Contact me to meet on Zoom and provide your phone number. I will invite you to a Zoom meeting or call you over the phone.

I. Course Description

Every human culture is a gamble played with nature and, like any gamble, it can be won or lost.[1]

The overall argument of this course is that humanity by virtue of its numbers and technological powers is dangerously pushing against planetary boundaries. These demarcate safe operating spaces in relation to the Earth's biophysical subsystems and processes such as the carbon cycle, the nitrogen cycle, the evolution of bio-diversity, and others. By pushing against planetary boundaries, human activities threaten life-supporting biophysical equilibriums and social breakdown. To prevent severe degradation of human well-being, the tension between environmental integrity and economic growth must be alleviated through politics and collective action.

[1] Adapted from Marshal Shalin, *Islands of History* (1985, p. ix) and John Barry *The Politics of Actually Existing Unsustainability* (2012, p. 17).

Key themes within this broad framework include: (i) the current state of the global and American environments in relations to planetary boundaries (ii) the ideological conflict between environmentalist and cornucopian perspectives in politics; (iii) the role of problem definition, social values, institutional fragmentation, pluralist versus corporatist politics, and economic inequality in environmental politics; (iv) the potential and policy means for reconciling environment and economy.

Students will cap the course with a research report on a specific issue of their choice within one of six broad areas: (1) climate change and energy; (2) bio-diversity; (3) water issues such as fertilizer pollution and fisheries depletion; (4) environmental justice; (5) connections between environmental pressures and pandemics; (6) political parties and environmental policy.

II. Books to Buy and Other Materials we Will Consult

You need to quickly procure these two books:

Judith Layzer and Sara Rinfret, *The Environmental Case: Translating Values into Policy*. 2020, Fifth edition only, CQ Press. ISBN: 978-1-5063-9696-5. **AVOID PREVIOUS EDITION.**
We start working with this book on 9/8.

Daniel J. Fiorino, *A Good Life on a Finite Planet: The Political Economy of Green Growth*. Oxford University Press, 2018. ISBN: 978-0-19-060581-0.
We start working with this book on 9/21.

Other assigned readings and video documents will be available on the Web and through the UCF library.

III. Basic Course Expectations

Students are expected to: (1) have a working connection to the internet; (2) promptly procure the textbooks; (3) log-on to the course's website at least once a week to received eventual updates; (4) take quizzes and submit assignments in due time in normal circumstances; (5) respect the rules of academic honesty, in particular never to present text not their own as their own wording. (7) submit a Research Report regardless of the number of course points they have accumulated (i.e. no one can pass the class without submitting a Research Report).

IV. Student Learning Outcomes

LO-1: Students will be able to describe with a high degree of accuracy the concept of planetary boundaries, the degree to which various boundaries have been crossed or not, and the consequences of crossing these boundaries.

LO-2: Students will be able to describe with a high degree of accuracy the arguments for and against cornucopian and environmentalist perspectives.

LO-3: Students will be able to describe with a high degree of accuracy how environmental policy is impacted by problem definition, social values, institutional fragmentation, pluralist and neo-corporatist styles of politics, and economic inequalities.

LO-4: Students will be able to describe with a high degree of accuracy the societal changes and governmental policies necessary to reduce the opposition between environmental integrity and economic prosperity.

LO-5: Students will be able to structure a coherent and accurate analysis of a specific issue in one of six broad areas: (1) climate change and energy; (2) bio-diversity; (3) water pollution through intensive use of nitrogen and phosphate fertilizers; (4) environmental justice; (5) connections between environmental pressures and pandemics; (6) political parties and environmental policy.

V. Assessment Overview

Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Points	WHY Purpose
Before Course Perception of Environ Issues	Friday 8/28, 11:59pm Late submission accepted until Fr. 9/4 Attach file labeled: LASTNAME_Before	**Compulsory but not graded** One point penalty for non-submission.	To free up your financial aid and to prepare your After-Course Statement due at the end of the semester.

Four Quizzes	Tues. 9/8 Mon. 9/21 Mon. 10/19 Mon. 11/2	**50** **(12.5 pts each)**	To verify mastery of subject matter with multiple choice questions.
Four Reaction Papers Brief papers (500 to 700 words each) reflecting on the segment's readings.	Tues. 9/8 Mon. 9/21 Mon. 10/19 Mon. 11/2	**20** **(5 pts each)**	To verify mastery of subject matter with reading comprehension questions and to develop reflection on ideas
Project Definition and Annotated Bibliography .	Mon. 11/9 Submission in Discussion Board	**5**	To define a relevant research project feasible within the time allotted. The find and share sources for this report.
Final Report 1,500 to 2,500 words	Mon. 12/7 at 11:59 PM Upload file labelled: LASTNAME_After	**15**	To compose a research report adding knowledge to the course's subject matter.
After Course Perception of Enviro Issues	Friday 12/11 at 11:59 PM Upload a file in Dropbox Labelled: LASTNAME_Essay	**Compulsory but not graded** Two points penalty non-submission	To foster reflection on what was learned and to communicate this to the instructor.

VII. Course Prerequisites

Course prerequisites include an open mind and a readiness to reflect on the subject matter. There are no prerequisites in the sense of having completed specific previous courses beyond English Composition.

VIII. Course Credits

3 credits

IX. Course Schedule

Updates may adjust the schedule below.

Weeks 1-2 , Monday 8/24 to Tuesday 9/8: Societal Collapse, Planetary Boundaries and Cornucopian Arguments

(Monday is our usual deadline, but Monday 9/7 is a UCF holiday. Therefore this first deadline falls on a Tuesday).

Watch/read, preferably in this order:

Jared Diamond, *Why Societies Collapse*, a 20 minutes Ted Talk Available at: https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=48374

X Pandemics and Environment.
Three media articles in one pdf file on the connection between pandemics and environmental pressures.

Bill McKibben," Our Final Warning." A book review on climate change published in the *New York Review of Books,* August 20, 2020). The carbon cycle is one of three areas where planetary boundaries are overstretched.

Stephen Meyer, *The End of the Wild.* A short essay focused on biodiversity. The rate of biodiversity lost constitutes a second area where planetary boundaries are overstretched.

The Nature Conservancy, *Gulf of Mexico Dead Zone*. This is one example of pollution by excessive run off of nitrogen. The nitrogen cycle is a third area where planetary boundaries are overstretched. Available at:

https://www.nature.org/en-us/about-us/where-we-work/priority-landscapes/gulf-of-mexico/stories-in-the-gulf-of-mexico/gulf-of-mexico-dead-zone/

Johan Rockstrom et al., "A Safe Operating Space for Humanity" (a brief article explaining the concept of planetary boundaries, published in *Nature*, 24 September 2009).

Lester Milbrath, *Envisioning a Sustainable Society*, 1989. Selected excerpts critically examining cornucopian arguments for conventional growth.

Assignments: one quiz and one reaction paper (500-700 words): due Tuesday Sept. 8.

Weeks 3-4 , Tuesday 9/8 to Monday 9/21
Early Environmental Policy-Making in the U.S.

Layzer/Rinfret, chapter 1: A Policy-Making Framework.
Layzer/Rinfret, chapter 2: The Nation Tackles Air and Water Pollution.

Assignments: one quiz and one reaction paper (500-700 words): due Mon. Sept. 21.

Weeks 5-8, Monday 9/21 to 10/19:
Reconciling Environment and Economy

Fiorino, *A Good Life on a Finite Planet.* The whole book.

Assignments: one quiz and one reaction paper (500-700 words): due Mon. Oct. 19.

Weeks 9 to 10, Monday 10/19 to 11/2:
Specialized Case Studies in Environmental Policy-Making

Students now specialize in the examination of one of six broad areas of their choice:

(1) climate change and energy;
(2) bio-diversity;
(3) water issues such as fertilizer pollution and fisheries depletion;
(4) environmental justice;
(5) connections between environmental pressures and pandemics;
(6) political parties and environmental policy.

Assignments: one quiz and one reaction paper (500-700 words): due Mon. 11/2.

Several quizzes will be uploaded in Webcourses during this period. You take only the one quiz related to the broad area you selected, and you submit only one reaction paper related to your area. Select a broad area in which you plan to compose a research report.

The list of readings for each area will be circulated later. Readings for areas (1) to (4) will be found in Layzer/Rinfret. Readings for areas (5) and (6) will come from a different source.

Week 11, Monday Nov. 2 to Monday Nov. 9
Research Project Definition and Annotated Bibliography

Students define a research project in consultation with the instructor. Once the instructor has approved the project definition, student accumulate relevant sources and build an annotated bibliography.

More details will be posted in Webcourses under Research Project.

Weeks 12 to Week 16, Monday Nov. 9 to Monday Dec. 7

Composition of the final research Report.

During these sessions, the instructor will provide guidance on report composition through the Ask Your Professor Discussion Board. (Please do not use personal email for this purpose.)

The Final Report is due Monday Dec. 7 at 11:59 PM.

After Course Perception/Knowledge of Enviro Issue is due Friday Dec. 11. (Penalty for non-submission.)

X. Policy Statements

Required Statement Regarding COVID-19
University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor

and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Can't make the deadline for other reasons than those listed above? Contact the instructor with an explanation and a request for a specific deadline extension. Note that my flexibility on deadlines vanishes with the approach of the end of the semester.

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

- *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.
- *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.
- *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.
- *Falsifying or misrepresenting* the student's own academic work.
- *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.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.
- ***Marien's addition to UCF policy:*** the listing of works cited but not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.

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, see http://goldenrule.sdes.ucf.edu/zgrade.

Turinitin.com:

In this course the instructor may utilize 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. The instructor submits your texts to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

In particular, reaction papers and research reports must be original.

Quizzes are individual exercises with open access to the materials but limited time to answer the questions.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the 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. Please make a note of the guide's physical location and consider reviewing 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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your 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. You CAN Survive an Active Shooter

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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.