PUP 6208 Environmental Politics
Instructor: Dr. Peter Jacques
University of Central Florida
Meeting times: Mondays 6-8:50 P.M on Zoom.

Office Hrs:	Mondays/Tuesdays 2-4pm. To use office hours, either email me during these times or make an appointment and I will send you a zoom link.
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Course Description

This course surveys US environmental politics and policy. In Environmental Politics, we will explore and explain environmental problems, we will examine environmentalism and related political movements, and we will contemplate role of government and the State in terms of environmental issues including how and why environmental policy is made or not made. We explore the regulatory environment, power and decision making, common pool resource issues and the nature of exposure to environmental risks.

Objectives

Students will learn theories of environmental change, and schools of thought regarding protection, prevention, and remediation. Students will learn ways in which environmental issues intersect with multiple other policy arenas such as agriculture, energy, security, foreign policy, etc…. Students will also analyze environmental problems independently through rigorous social science research methods.

Required Texts:

1. Worster, D. (1985). Rivers of Empire: Water, Aridity, and the Growth of the American West. New York: Sage, Pantheon Books.
2. Nash, R. F. (2014). *Wilderness and the American Mind* (5th edition ed.). New Haven, CT: Yale University Press.
3. Holleman, H. (2018). *Dust Bowls of Empire: Imperialism, Environmental Politics, and the Injustice Of Green Capitalism*: Yale University Press.
4. *New York Times* (student subscription or free library use)

Evaluation and Grading

Letter Grade	Points
A	900-1000
B	800-899
C	700-799

D 600-699
F 599 or below

COURSE ORGANIZATION AND REQUIREMENTS

Grade Categories	Description of the requirements	Points toward Final Grade
Class Participation and Presentations	Attendance, participation, and discussions led	200
5 Critical Analyses	On readings	300
Research Project	Outline and bibliography; final paper	500

Critical Analysis/Synthesis Papers
There will be 6 papers (1200 max words, 1000 words minimum), 5 of which will be worth 60 points each. If you complete all 6 assignments, your lowest grade will be dropped. 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. All papers should explain relevant assumptions, frameworks, evidence, and implications. 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.

		Reading: Search the library database for each entry unless it is a textbook or stated otherwise as in webcourses	
8/24	Introduction to class		

8/31	Interdisciplinary Ground-truthing	1. Ceballos, G., Ehrlich, P. R., & Raven, P. H. (2020). Vertebrates on the brink as indicators of biological annihilation and the sixth mass extinction. *Proceedings of the National Academy of Sciences*, 201922686. doi:10.1073/pnas.1922686117 2. Jeremy B.C. Jackson, 'Ecological Extinction and Evolution in the Brave New Ocean', *Proceedings of the National Academy of Sciences*, 105 (2008), 11458-65. 3. Reed F Noss, et. al., 'Bolder Thinking for Conservation', *Conservation Biology*, 26 (2012), 1-4. 4. C. Arden III Pope , Majid Ezzati , and Douglas W. Dockery 'Fine-Particulate Air Pollution and Life Expectancy in the United States', *New England Journal of Medicine*, 360 (2009), 376-86. 5. Sebastian Stehle, and Ralf Schulz, 'Agricultural Insecticides Threaten Surface Waters at the Global Scale', *Proceedings of the National Academy of Sciences*, 112 (2015), 5750-55. 6. Steffen, W., Richardson, K., Rockström, J., Cornell, S. E., Fetzer, I., Bennett, E. M., . . . De Wit, C. A. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*, 347(6223), 1259855. 7. Hickel, J. (2019). Is it possible to achieve a good life for all within planetary boundaries? *Third World Quarterly, 40*(1), 18-35.	

		doi:10.1080/01436597.2018.1535895	

9/14	Theoretical Frameworks, a selection. Note epistemic and ontological differences.	1. John Bellamy Foster, 'Marx's Theory of Metabolic Rift: Classical Foundations for Environmental Sociology 1', *American Journal of Sociology*, 105 (1999), 366-405. 2. David L. Levy, and Peter J. Newell, 'A Neo-Gramscian Approach to Business in International Environmental Politics: An Interdisciplinary, Multilevel Framework', in *The Business of Global Environmental Governance*, ed. by David L. Levy and Peter J. Newell (Cambridge, MA: MIT Press, 2005), pp. 47-69. (available in webcourses) 3. Ryan E. Galt, 'Placing Food Systems in First World Political Ecology: A Review and Research Agenda', *Geography Compass*, 7 (2013), 637-58. 4. Gilens, M., & Page, B. I. (2014). Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens. *Perspectives on Politics, 12*(3), 564-581. doi:10.1017/S1537592714001595 5. Paul Cairney, 'Standing on the Shoulders of Giants: How Do We Combine the Insights of Multiple Theories in Public Policy Studies?', *Policy Studies Journal,* 41 (2013), 1-21 6. Jonathan J. Pierce, Saba Siddiki, Michael D. Jones, Kristin Schumacher, Andrew Pattison, and Holly Peterson, 'Social Construction and Policy Design: A Review of Past Applications', *Policy Studies Journal,* 42 (2014), 1-29.	Synthesis paper #1 due in webcourses prior to class.

		7. Anna Kaijser, and Annica Kronsell, 'Climate Change through the Lens of Intersectionality', *Environmental Politics*, 23 (2014), 417-33.	

9/21	Methodologies- pay specific attention to the way that the questions are formed and tested, as well as the assumptions that come with each approach.	1. Elinor Ostrom, 'Background on the Institutional Analysis and Development Framework', *Policy Studies Journal*, 39 (2011), 7-27. 2. Leipold, S., Feindt, P. H., Winkel, G., & Keller, R. (2019). Discourse analysis of environmental policy revisited: traditions, trends, perspectives. Journal of *Environmental Policy & Planning*, 21(5), 445-463. doi:10.1080/1523908X.2019.1660462 3. Jacques, P. J. (2017). The origins of coastal ecological decline and the Great Atlantic Oyster Collapse. *Political Geography*, 60, 154-164. doi:https://doi.org/10.1016/j.polgeo.2017.07.010. 4. O. R. Young, et. al. , 'A Portfolio Approach to Analyzing Complex Human-Environment Interactions: Institutions and Land Change', *Ecology and Society*, 11 (2006). 5. Clark, A., Justwan, F., Carlisle, J. E., & Clark, M. (2020). Polarization politics and hopes for a green agenda in the United States. *Environmental Politics*, 29(4), 719-745. doi:10.1080/09644016.2019.1654238 6. Bodin, Ö., Alexander, S. M., Baggio, J., Barnes, M. L., Berardo, R., Cumming, G. S., . . . Garcia, M. M. (2019). Improving network approaches to the study of complex social–ecological interdependencies. *Nature Sustainability*, 2(7), 551-559. 7. Campbell, L. M., Corson, C., Gray, N. J., MacDonald, K. I., & Brosius, J. P. (2014). Studying global environmental meetings to understand global environmental governance: Collaborative event	Synthesis paper #2 due in webcourses prior to class.

		ethnography at the tenth conference of the parties to the convention on biological diversity. Global Environmental Politics, 14(3), 1-20.	
9/28	History and American environmentalism	Nash- *Wilderness and the American Mind*	Synthesis paper #3 due in webcourses prior to class.
10/5	The State	Worster, *Rivers of Empire,* all.	

10/12	The Regulatory Environment Guiding Environmental Policy	1. Hausknost, D. (2020). The environmental state and the glass ceiling of transformation. *Environmental Politics, 29*(1), 17-37. doi:10.1080/09644016.2019.1680062 2. Centeno, M. A., & Cohen, J. N. (2012). The Arc of Neoliberalism. *Annual Review of Sociology*, 38(1), 317-340. doi:doi:10.1146/annurev-soc-081309-150235 3. Harriet Friedman, and Philip McMichael, 'Agriculture and the State System: The Rise and Decline of National Agricultures, 1870 to the Present', *Sociologia Ruralis,* 29 (1989), 93-117. 4. Peter J. Jacques, "Emerging Issues: Civil Society in an Environmental Context", in *The Guide to US Environmental Policy*, ed. by Sally Fairfax and Ed Russell (Washington, D.C.: CQ Press, 2014), pp. 409-19. <u>Note: search Sage Knowledge database for full text.</u> 5. Bohr, J. (2020). Key events and challenges: a computational text analysis of the 115th house of representatives on Twitter. *Environmental Politics*, 1-24. doi:10.1080/09644016.2020.1778990 6. Guber, D. L., Bohr, J., & Dunlap, R. E. (2020). 'TIME TO WAKE UP': Climate change advocacy in a polarized Congress, 1996-2015. *Environmental Politics*, 1-21. doi:10.1080/09644016.2020.1786333 7. Peter Dauvergne, and Genevieve LeBaron, "Where	Research Design due

		are the Radicals?" in *Protest Inc.: The Corporatization of Activism* (Cambridge, UK: Polity Press, 2014)	
10/19	TOC	1. Garrett Hardin, 'The Tragedy of the Commons', Science, 162 (1968), 43-48 2. National Research Council, *The Drama of the Commons. Committee on the Human Dimensions of Global Change*. ed. by T.Dietz E.Ostrom, N.Dolsak. P.C.Stern, S.Stovich, and E.U.Weber (Division of Behavioral and Social Sciences and Education.: Washington, DC: National Academy Press., 2002). [read chapter 1 in webcourses] 3. Elinor Ostrom, and Christopher. Field, 'Revisiting the Commons: Local Lessons, Global Challenges.', *Science,* 284 (1999), 278-83.Ostrom, "Beyond Panaceas" 4. Frohlich, N., & Oppenheimer, J. (2006). 'Skating On Thin Ice: Cracks In The Public Choice Foundation.' *Journal of Theoretical Politics, 18*(3), 235-266. 5. Stefano B. Longo, and Rebecca Clausen, 'The Tragedy of the Commodity: The Overexploitation of the Mediterranean Bluefin Tuna Fishery', *Organization & Environment* (2011).	Synthesis paper #4 due in webcourses prior to class.

10/26	Political Opinion and Movements	**1.** Johnson, E. W., & Schwadel, P. (2019). Political polarization and long-term change in public support for environmental spending. *Social Forces, 98*(2), 915-941. **2.** Christopher J. Bosso, 'Rethinking the Concept of Membership in Nature Advocacy Organizations', *Policy Studies Journal,* 31 (2003), 397-411. **3.** Thomas Dietz, Amy Fitzgerald, and Rachael Shwom, 'Environmental Values', *Annual Review of Environment and Resources,* 30 (2005), 335-72. **4.** Steve Vanderheiden, 'Radical Environmentalism in an Age of Antiterrorism', *Environmental Politics*, 17 (2008), 299-318. 5. David N Pellow, and Hollie Nyseth Brehm, 'From the New Ecological Paradigm to Total Liberation: The Emergence of a Social Movement Frame', *The Sociological Quarterly,* 56 (2015), 185-212. 6. Farrell, J. (2016). Corporate funding and ideological polarization about climate change. *Proceedings of the National Academy of Sciences, 113*(1), 92-97. doi:10.1073/pnas.1509433112 7. Leiserowitz, A., Maibach, E., Rosenthal, S., Kotcher, J., Bergquist, P., Ballew, M. T., . . . Gustafson, A. (2020). "Climate change in the American mind: November 2019" at https://climatecommunication.yale.edu/wp-content/uploads/2019/12/Climat	

		e_Change_American_Mind_November_2019b.pdf	

11/2	Environmental Justice	1. Paul Mohai, David Pellow, and J. Timmons Roberts, 'Environmental Justice', *Annual Review of Environment and Resources*, 34 (2009), 405-30. 2. David Schlosberg, 'Reconceiving Environmental Justice: Global Movements and Political Theories', *Environmental Politics*, 13 (2004), 517-40. 3. Hess, D. J., & Satcher, L. A. (2019). Conditions for successful environmental justice mobilizations: an analysis of 50 cases. *Environmental Politics, 28*(4), 663-684. doi:10.1080/09644016.2019.1565679. 4. Henry J. Whittle,et. al. 'Food Insecurity, Chronic Illness, and Gentrification in the San Francisco Bay Area: An Example of Structural Violence in United States Public Policy', *Social Science & Medicine*, 143 (2015), 154-61. 5. Laura Pulido, 'Geographies of Race and Ethnicity 1: White Supremacy Vs White Privilege in Environmental Racism Research', *Progress in Human Geography* (2015). 6. Pulido, L., Bruno, T., Faiver-Serna, C., & Galentine, C. (2019). Environmental deregulation, spectacular racism, and white nationalism in the Trump era. *Annals of the American Association of Geographers, 109*(2), 520-532.. 7. Benz, T. A. (2019). Toxic cities: Neoliberalism and environmental racism in Flint	Synthesis paper #5 due in webcourses prior to class.

		and Detroit Michigan. *Critical Sociology, 45*(1), 49-62.	
<u>11/9</u>	Climate	Holleman, H. (2018). *Dust Bowls of Empire: Imperialism, Environmental Politics, and the Injustice Of Green Capitalism*, all.	Annotated Bibliography Due

11/16	Climate Denial	1. Cook, J., Oreskes, N., Doran, P. T., Anderegg, W. R., Verheggen, B., Maibach, E. W., . . . Green, S. A. (2016). Consensus on consensus: a synthesis of consensus estimates on human-caused global warming. *Environmental Research Letters*, 11(4), 048002. 2. McCright, A. M., & Dunlap, R. E. (2011). Cool dudes: The denial of climate change among conservative white males in the United States. *Global Environmental Change, 21*(4), 1163-1172. doi:http://dx.doi.org/10.1016/j.gloenvcha.2011.06.003 3. 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. doi:10.1080/09644010802055576 4. Brulle, R. J. (2014). Institutionalizing delay: foundation funding and the creation of U.S. climate change counter-movement organizations. Climatic Change, 122(4), 681-694. doi:10.1007/s10584-013-1018-7 5. Mason, S. E. (2020). Climate Science Denial as Willful Hermeneutical Ignorance. *Social Epistemology*, 1-9. doi:10.1080/02691728.2020.1739167 6. Joseph, E. U., & Santiago, O. (2017). The conditional effect of conspiracy thinking on attitudes toward climate change. *Research & Politics, 4*(4),	Synthesis Paper #6 due

		2053168017743105. doi:10.1177/2053168017743105 7. Farrell, J. (2015). Network structure and influence of the climate change counter-movement. Nature Climate Change, 6, 370. doi:10.1038/nclimate2875	

11/23	Policy Processes	1. Heinzerling, L. (2019). Cost-Nothing Analysis: Environmental Economics in the Age of Trump. *Colo. Nat. Resources Energy & Envtl. L. Rev.*, 30, 287. Available here. 2. Dillon, L., Lave, R., Mansfield, B., Wylie, S., Shapiro, N., Chan, A. S., & Murphy, M. (2019). Situating Data in a Trumpian Era: The Environmental Data and Governance Initiative. *Annals of the American Association of Geographers, 109*(2), 545-555. doi:10.1080/24694452.2018.1511410 3. Dawson, T., Hambly, J., Kelley, A., Lees, W., & Miller, S. (2020). Coastal heritage, global climate change, public engagement, and citizen science. *Proceedings of the National Academy of Sciences, 117*(15), 8280-8286. doi:10.1073/pnas.1912246117 4. Clark, B. (2020). Neutrality, nature, and intergenerational justice. *Environmental Politics*, 1-19. doi:10.1080/09644016.2020.1779564 5. Shriver, T. E., Messer, C. M., Whittington, J. R., & Adams, A. E. (2019). Industrial pollution and acquiescence: living with chronic remediation. *Environmental Politics*, 1-20. doi:10.1080/09644016.2019.1654239 6. Sullivan, S. M. P., Rains, M. C., & Rodewald, A. D. (2019). Opinion: The proposed change to the definition of "waters of the United States" flouts sound science. Proceedings of the	

		National Academy of Sciences, 116(24), 11558-11561. doi:10.1073/pnas.1907489116 7. Thorp, H. H., Skipper, M., Kiermer, V., Berenbaum, M., Sweet, D., & Horton, R. (2019). Joint statement on EPA proposed rule and public availability of data (2019). *Proceedings of the National Academy of Sciences, 116*(51), 25368-25368. doi:10.1073/pnas.1920635117	

11/30			Presentations

12/7	No class		Final Papers Due in Webcourses

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

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.

Required Statement Regarding COVID-19

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.

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.