COURSE OUTLINE

PUP 3203 0001
Spring 2020
Environmental Politics

A service-learning course

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: Mia Warshofsky. Contact via course email.

Meeting times and place: Mon/Wed. 4:30 to 5:50 PM; BA1; room 121

Office: Phillips Hall, room 302.

Office Hours (for the period from 1/6 until 4/20 only)

Mondays from 10:30 AM until 4:00 PM**.**

Wednesdays from 10:30 AM until 4:00 PM.

Or make an appointment for a phone conversation or Skype connection. I am usually available for phone and Skype conversations all day, every day of the week. Online students who cannot come to campus for a face to face consultation during office hours could greatly benefit from a phone conversation to discuss any issues they might have. So, do not hesitate to reach out in this manner. Use course email to make an appointment for a phone conversation of Skype connection.

I. Course Description

This course provides participants with a broad introduction to environmental politics and policy-making at the local, national and international levels. Special attention will be paid to three broad areas: (a) bio-diversity; (b) oceans and fresh water; (c) energy and climate.

General course themes cutting across all three areas include: (i) the conflict between environmentalist and cornucopian perspectives; (ii) the role of problem

definition, values, and institutional fragmentation in environmental policy-making at the local, state and national levels.

This course emphasizes learning by doing. Students will actively contribute to the work of an environmental organization of their choice. A minimum of 15 hours over the semester is required. A final report detailing service-learning activities, connecting the host organization's mission with course's themes and topics and reflecting on one's personal responsibility towards the environment will complete the course.

Students will select a service-learning activity related to one of the three topics listed above and specialize a portion of their course readings on that topics.

II. Course Materials

You need to procure these books:

Stephen Meyer, *The End of the Wild*. 2006, The MIT Press. ISBN: 978-0-262-13473-6.

Judith Layzer, *The Environmental Case: Translating Values into Policy*. 2016, fourth edition only, CQ Press. ISBN: 978-1452239897.

Additional readings will be made available in Webcourses in Files under Assigned Readings.

III. Basic Course Expectations

Students are expected to: (1) procure the textbooks promptly; (2) to attend class regularly; (3) to abstain from consulting distracting electronic devices during class; (4) to take quizzes and submit postings in due time in normal circumstances; (5) to respect the rules of academic honesty, in particular never to present text not their own as their own wording. (6) to submit the final report regardless of the number of course points they have accumulated. No one can pass the class without submitting a final report on their service-learning activity.

IV. Student Learning Outcomes

LO-1: Students will be able to describe with a high degree of accuracy broad conflicting ideas about nature and the role/place of humankind in nature.

LO-2: Students will be able to describe with a high degree of accuracy two conflicting views on how economic institutions can accommodate environmental protection, namely libertarian privatization of environmental resources and liberal regulation of capitalist markets.

LO-3: Students will be able to describe with a high degree of accuracy the actors in environmental politics and policy-making at the local/state and national levels both in general terms and in the context of their specialized topic.

LO-4: Students will be able to describe with a high degree of accuracy the role of problem definition, values, institutions in local and national environmental politics and policy-making both in general terms and in the context of their specialized topic.

LO-5: Student will be able to connect the mission, programs and context of the organization they volunteer in with course themes as defined above.

LO-6: Student will be able to articulate insightful thoughts on the meaning of civic engagement and one's own responsibility towards the environment

V. Assessment Overview

Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Points	WHY Purpose
Before Course Perception of Environ Issues	Friday 1/6, 11:59pm Attach file labeled: LASTNAME_Before	**1**	To free up your financial aid and to prepare your After-Course Statement due at the end of the semester.
Attendance and Participation	Throughout the semester	**10**	To foster continued engagement with course material and class discussion.

Requires putting all distracting electronic devices away.			
Weekly Quiz Average Each quiz is over 20 points. An average is used to compute the final course grade		**20**	To verify mastery of subject matter with multiple choice questions.
Weekly Discussion Post Average Each weekly post is over 30 points. An average is used to compute the final course grade		**30**	To verify mastery of subject matter with reading comprehension questions and to develop evaluation of ideas
Article Bank Identify and briefly summarize media sources discussing enviro policy and politics at the local/state levels.		**12**	To find and share sources on local or state enviro policy/politics issues related to areas of service learning in view of providing material for the Final Report.
After Course Perception of Enviro Issues	Tue. 4/21, 11:59 PM Upload file labelled: LASTNAME_After	**2**	To foster students' reflection on their learning.
Final Report 1,500 to 2,500 words	Tue. 4/21 at 11:59 PM	**25**	A report detailing service-learning activities, connecting the host

	Upload a file in Dropbox Labelled: LASTNAME_Essay		organization's mission with course's themes and topics and reflecting on one's personal responsibility towards the environment.

HOW TO FIGURE YOUR FINAL COURSE GRADE:

The grade totals in the Canvas Grade Book can be misleading. To figure out your standing in the course, follow the simple method described below.

Enter your personal scores for these values:

	Before/After	(over 3 points)
+	Attendance/Participation	(over 10 points)
+	Bi-Weekly Quiz aver.	(over 20 points)
+	Bi-Weekly Post aver.	(over 30 points)
+	Contributions to Article Bank	(over 12 points)
+	Final Essay	(over 25 points)
=	Total Points Earned	(over 100 points)

Then convert that numerical total into a letter grade in accordance with the Grading Scale below.

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

HOW TO FIGURE YOUR COURSE GRADE
BEFORE THE SEMESTER IS OVER

You cannot predict exactly what course grade you will receive at the end of the semester since some assignments are still outstanding at this time. But you may get a sense of where you stand by using the formula above **and adapt it to the scores that are known at the time you make this calculation.** It is all very simple. Recalculate the denominator for the known scores and compare the known scores to that. Transform that fraction into a percentage and it will give you an idea of "where you stand" in the course so far.

Thus:

You average out your quiz scores	= ?? over 20 +
Then add you the average for your Disc Post scores	= ?? over 30 +
Then you add your Before Course score	= ? over 1 +
Then you add your Attendance/participation score	= ?? over 10 +
Your contributions to the Article Bank score	= ?? over 12 +
New denominator:	?? over 73 TEMP TOTAL

For example:
Assuming that your known scores add up to 60, then that is 60 (numerator) over 73 (denominator), or 60/73. To obtain a percentage: 60 divided by 73 = 0.82 or 82%.

Of course, it not entirely legitimate to project from there that you will necessarily receive 82% (B--) as the final course grade since scores for some assignments are still outstanding. You may get strong scores in the remaining assignments and cross over in A territory. Or you may do a poor job on these assignments and drop in C territory. Still, this simple calculation can give you an idea of where you stand in the class at a given moment before the semester ends.

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

The Weekly Discussion Board updates the Course Outline: in case of a discrepancy between the Course Outline and the Discussion Board of the week, the Board is correct.

Week 1 , Monday 1/6 and Wed. 1/8: Introduction

- Introduction.

Week 2 , Monday 1/13 and Wed. 1/15: End of the Wild

DEADLINE: Quiz and discussion posts are due on Monday 1/27 at 11:59 PM.

Stephen Meyer, The End of the Wild.

Week 3, Wed. 1/22 (Monday 1/20 is a UCF holiday)

Stephen Meyer, The End of the Wild.
David Suzuki, Declaration of Interdependence.

DEADLINE: Quiz and discussion posts are due on Monday 1/27 at 11:59 PM.

Week 4, 1/27 and 1/29: The Trouble with Wilderness

Cronon, The Trouble with Wilderness or Getting Back to the Wrong Nature.
Merchant, The Death of Nature

DEADLINE: Quiz and discussion posts are due on Monday 2/3 at 11:59 PM.

Week 5, 2/3 and 2/5: Economic Institutions and the Environment: To Privatize or to Regulate?

Rothbard, The Libertarian Manifesto on Pollution.
Partridge, With Liberty for Some.
Speth, The Market: Making it Work for the Environment.

DEADLINE: Quiz and discussion posts are due on Monday 2/10 at 11:59 PM.

Weeks 6-7: Policy-Making Framework and the Foundations of Modern U.S. Environmental Policies

Layzer, chapter 1 and 2.

DEADLINE: Quiz and Discussion Posts are due on Monday 3/24 at 11:59 PM.

Weeks 8-12: Case Studies in Environmental Policy Conflict.

DEADLINE: Quiz and Discussion Posts are due on Monday 3/9 and 3/30 at 11:59 PM.

BIODIVERSITY

Layzer, chapter 6 Oil versus Wilderness in the Arctic National Wildlife Refuge
Layzer, chapter 8 Jobs versus the Environment: Saving the Northern Spotted Owl.

OCEANS AND FRESH WATER

Layzer chapter 10 New England Fisheries
Layzer, chapter 11 Deepwater Horizon.

ENERGY AND CLIMATE

Read Layzer chapter 12 Climate Change.
Read Layzer chapter 16: Post-Katrina: Lessons from a Disaster.

Weeks 13-14-15: 3/30 to 4/21: Article Bank and Report Composition

No assigned readings for this period
During these sessions, the instructor will provide guidance on report composition. Attendance, as usual, is compulsory and credited.

Final Report due Tuesday 4/21 at 11:59 PM.

After Course Perception/Knowledge of Enviro Issue also due on 4/21.

X. Policy Statements

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 deadline 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, weekly postings must be original. To ensure originality, students are not able to view classmates' posts before they have themselves posted in the

Discussion Board. Students are also not able to edit their postings after having posted it in the Discussion Board. **It is strongly recommended that you compose your post in a word processing file, review it there for content and style and only then paste the final product in the Discussion Board.**

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.