PUP 3204, Sustainability

Environmental politics through the lens of “sustainability.” Attention devoted to the relationships of culture, economics, and ecology.

Department: School of Politics, Security and International Affairs

Term: Fall 2019, **Credit Hours:**3

Class Time and Location: Online (W)

Class mode: Online, asynchronous

Instructor: Dr. Jacopo A. Baggio

Graduate Teaching Assistant: Miss Victoria Maxwell

Office Hours: In person: Tuesday 11am to 1pm (noon) face 2 face; **Online:** Thursday 11am and 1pm , other times available upon appointment

Office Location: HPH 302 (Howard Phillips Hall), UCF Main Campus - ask front desk for exact office location

All course-related issues have to be sent through Webcourses@UCF (Canvas); any questions not related to the course can be sent to my email address. All communication will be answered in 24 hr (except during holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.

Email:jacopo.baggio@ucf.edu(only for urgent communication NOT related to the course. All course related communication needs to happen via Canvas).

SYLLABUS DISCLAIMER:

This syllabus is NOT a contract. All parts of this syllabus can be amended by the instructor given students' educational needs and assessment. Any change to the syllabus will be announced via canvas.

Course Introduction

Today the world is changing at an unprecedented rate. Changes are coming fast, due to environmental, technological and socio-economic changes. Sustainability, concerned with issues relating to the ability of present society to enjoy resources and

levels of wealth, while not jeopardizing the ability of future generations to do so, is becoming more prominent.

The objective of this course is giving students the ability to critically think around issues related to sustainability, increase knowledge on issues related to socio-economic, political, demographic processes as well as environmental ones concerning the sustainable use of resources, and be able to present concisely and clearly problems and potential solutions to current and possible future concerns related to "sustainability".

Course Description

This course is an introduction to concepts related to sustainability, resilience and common pool resources. The course will focus on introducing concepts, metrics and examples of issues and problems that fall under the umbrella of "sustainability" with a focus on managing common pool resources sustainably and an introduction to resilience and social-ecological systems. Both traditional lecture and student led lectures/presentation will be used in this class.

Student Learning Outcomes

By the end of the semester student should be more familiar with pressing issues related to sustainability, understand what social dilemmas are and trade-offs that exist when dealing with "sustainability" as well as "resilience" and have a more holistic view related to problem solving and the environment. Further, by the end of the course, students should be:

- Familiar with concepts related to sustainability (sustainability, equity, legitimacy, fairness etc.), common pool resources (social dilemmas, common pool resource systems etc.), and resilience (social-ecological systems, resilience, vulnerability etc.)
- Able to read peer-reviewed literature, and critically assess it and discuss it.
- Able to search for added information using proper peer-reviewed literature (e.g. via google scholar, or the library, or ISI web of knowledge etc.)

Finally, students will be evaluated via:

- Weekly Group Discussions (10)
- One video presentation or 1000 words essay on the topic of your choice but related to sustainability
- One 1000-word essays that blends concepts learned during this course and a topic of your choice.
- Mid-Term and Final Exam

Expectations

It is expected that students read the material provided. Students should engage with **all the material provided and are strongly encouraged to search for additional materials**. In other words:

- Read the text assigned, think and critically assess the readings,
- Search for papers assigned and other that are important for your essay/video presentation.
- Prepare for and participate in the weekly discussions.
- Read the material
- Turn in the assignments on time.

In this course we will 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. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Required Books

1. *Sustainability: The Basics* by Peter Jacques,
2. *Sustaining the Commons,* Anderies and Janssen freely available here: http://sustainingthecommons.asu.edu

Grades

A maximum of 100 points is given in this course. You will be evaluated via 1 video presentation/essay, 1 final essays, 10 weekly discussions and 2 exams (1 mid-term and 1 final). Essay and/or video presentation will assess your ability to critically think and engage with the material proposed as well as searching for material other than the one presented in class. Exams will be based on course content that comprises the material covered in the modules and the readings assigned. Weekly discussions are build to assess and discuss current issues related to sustainability and the module/weekly topics

Excusable late assignments and make up work conditions: Only for medical reasons or for UCF excusable events.

Late assignments: Late not-excused assignments will be penalized 1 point every 6 hours, after 48hr passed the deadline, assignments will not be considered and evaluated 0 points.

Details of the video presentations and essays will be discussed via Webcourses@UCF (Canvas) conversation boards and/or during office hours.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, 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. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me at least one week ahead of time to notify me of upcoming needs.

Weekly Discussions

Weekly you will be required to post a discussion post and reply twice to two different original discussion posts of your class-mates. Each original discussion post has to be at least 100 words in length and need to be pertinent to the topic discussed. Each "response" must be at least 50 words in length. Failure to post an original 100 words discussion post, AND 2 responses at least 50 words long will lead to 0 point for that discussion.

Video Presentation

If you choose to build a video presentation (max 5 minutes), the evaluation will take into account content (you will need to research new content that goes beyond what has been done in class), style and flow of the presentation as well as the delivery.

Presentations will be evaluated on:

- Content - based on the topic of your choice and how well you relate it to course content
- Overall logical flow of the presentation
- Use of introductory and concluding paragraph
- Consistency of the presentation (is it one presentation or is it a puzzle/collage of multiple not "well related" presentations?)

Essays

All Essays will be submitted to Turnitin, avoid plagiarism! If Turnitin gives a score of >20% you will have points taken off from 5 to all possible points depending on the severity of the use of copied text. Note that even if you quote appropriately, it is not acceptable to quote > 20% of your essay.

Essays are can be done on the topic of your choice. Essays must be:

- Maximum 1000 words
- Formatting:
  - Line spacing: 1.5
  - Font: Times New Roman or Arial or Calibri
  - Font Size: 11 or 12
- Contain at least 5 peer reviewed article outside the once assigned. These article will need to be appropriately referenced (either APA or Chicago style referencing must be used).

Essays will be evaluated on:

- Content - based on the topic of your choice and how well you relate it to course content
- Overall logical flow of the essay
- Correct use of sources (at least 5 sources outside the once assigned and optional readings of the syllabus, plus sources that are present in the syllabus)
- Concluding paragraph in which the student evaluates the argument, the views and draws her/his own conclusions.

Exams

Based on the readings assigned (books and papers) and modules' content. Exams will be in the form of multiple choice questions AND open-ended questions.

Assignment Submission

All assignments must be submitted via Webcourses@UCF. They will need to be uploaded as pdf, playable video format or word-documents. Any other file format will not be taken into consideration. All assignments must to be uploaded individually by each class participant. Exams will be on Webcourses@UCF (quizzes)

Summary of Assignment, points and due dates

Due Date	Assignment	Max Points	Submitting Assignment
Weekly Discussions - Week 2, 3, 4, 6, 7, 9, 10, 11, 12, 13. Discussions are due on Sundays at 11.59pm.	Discussion	3 points each (max 30 points)	Use discussion board for the module/week on Webcourses@Ucf
Week 5, Feb 9th at 11.59pm	1000 word First Essay or Video Presentation	15	Upload essay or video presentation on Webcourses@Ucf
Week 8, March 1st, 11.59pm	Mid-Term Exam	15	On Webcourses@Ucf
Week 14, April 12th, 11.59pm	1000 word Essay	20	Upload essay on Webcourses@Ucf
Final Exam - Last week of April (April 26th)	Final-Exam	20	On Webcourses@Ucf

Grade Conversion (Points acquired in this course to Letter)

Grade Points Acquired	Grade
=>95	A
=>90	A-
=>85	B+
=>80	B

=>75 B-

=>70 C+

=>65 C

=>60 C-

=>50 D

< 50 F

Grade Dissemination

Grades will be recorded and posted in Webcourses@UCF and will follow student data classification and security standards

Extra Credit: NO extra credit will be offered during this course.

Course Schedule and important dates

This course schedule as well as the syllabus can change depending on class educational needs. Some topics / skills may require more time than envisioned and in such cases the course schedule will be adjusted. Students are required to search and download the readings assigned. In bold the readings that are considered necessary and mandatory.

1.

Week	Mode	Topic	Assignments	Due Dates	Readings (Bold = mandatory)
Week 0	Online	○ Course Orientation ○ Searching, reading	Syllabus Quiz - academic	Friday January 10th 2020	Check this blog out, great resource for searching, reading, writing papers: http://www.raulpacheco.org/2017/06/writingpapers/ (Links to an external site.)

and Week 1		and referencing appropriately peer-reviewed papers	engagement		
Week 2	Online	○ Sustainability Basics ○ Sustainability Principles	Weekly Discussion	Sunday, January 19th 2020	○ **Jacques,*Sustainability:TheBasics*, Chapter1** ○ Goodland, R. (1995). The Concept of Environmental Sustainability. *Annual Review of Ecology and Systematics*, *26*(1), 1–24. http://doi.org/10.1146/annurev.es.26.110195.000245 (Links to an external site.) ○ Dixon, J. A., & Fallon, L. A. (1989). The concept of sustainability: Origins, extensions, and usefulness for policy. *Society and Natural Resources*, *2*(1), 73–84. http://doi.org/10.1080/08941928909380675 ○ Princen, T. (2003). Principles for Sustainability: From Cooperation and Efficiency to Sufficiency. *Global Environmental Politics*, *3*(1), 33–50. http://doi.org/10.1162/152638003763336374
Week 3	Online	○ What are the commons?	Weekly Discussion	Sunday, January 26th 2020	○ **Anderies and Janssen, Sustaining the Commons, Chapter 1.1 to 1.4 (1.5 is an outline of the book)** ○ Hardin, G. (1968). The Tragedy of the Commons. *Science*, *162*(3859), 1243–1248. http://doi.org/10.1126/science.162.3859.1243 (Links to an external site.) ○ Dietz, T. (2003). Struggle to Govern the Commons. *Science*, *302*(5652), 1907–1912. http://doi.org/10.1126/science.1091015
Week 4	Online	○ Design principles for Common Pool Resources	Weekly Discussion	Sunday, February 2nd 2020	○ **Anderies and Janssen, Sustaining the Commons, Chapter 7** ○ **Cox, M., Arnold, G., & Tomás, S. V. (2010). A Review of Design Principles for Community-based Natural Resource Management. *Ecology & Society*, *15*(4), 19.** ○ **Baggio, J. A., Barnett, A. J., Perez-Ibara, I., Brady, U., Ratajczyk, E., Rollins, N., …**

					Janssen, M. A. (2016). Explaining success and failure in the commons: The configural nature of Ostrom's institutional design principles. *International Journal of the Commons*, *10*(2). http://doi.org/10.18352/ijc.634 (Links to an external site.) ○ Barnett, A. J., Baggio, J. A., Shin, H. C., Yu, D. J., Perez-Ibarra, I., Rubinos, C., … Janssen, M. A. (2016). An iterative approach to case study analysis: insights from qualitative analysis of quantitative inconsistencies. *International Journal of the Commons*, *10*(2), 467–494. http://doi.org/10.18352/ijc.632
Week 5	Online	○ Measuring Sustainability	Essay or Video Presentation Due	Sunday, February 9th 2020	○ **Jacques,*Sustainability:TheBasics*, Chapter4** ○ Jacques,*Sustainability:TheBasics*,Chapter3 ○ Bradshaw, C. J. A., & Brook, B. W. (2014). Human population reduction is not a quick fix for environmental problems. *Proceedings of the National Academy of Sciences*, *111*(46), 16610–16615. http://doi.org/10.1073/pnas.1410465111
Week 6	Online	○ Planetary boundaries ○ Overshoot and Collapse	Weekly discussion	Sunday, February 16th 2020	○ **Steffen, W., Richardson, K., Rockstrom, J., Cornell, S. E., Fetzer, I., Bennett, E. M., … Sorlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*,*347*(6223), 1259855–1259855. http://doi.org/10.1126/science.1259855** (Links to an external site.) ○ **Jacques,*Sustainability:TheBasics*, Chapter 7** ○ **Tainter, J. A. (2006). Archaeology of Overshoot and Collapse. *Annual Review of Anthropology*, *35*(1), 59–74. http://doi.org/10.1146/annurev.anthro.35.081705.123136** (Links to an external site.) ○ Rockström, J., Steffen, W. L., Noone, K., Persson, Å., Chapin, F. S., Lambin, E., … Foley, J. (2009). Planetary Boundaries: Exploring the Safe Operating Space for Humanity Recommended Citation. *Ecology and Society*, *14*(2), 472–475. http://doi.org/10.1038/461472a ○ Wackernagel, M., Schulz, N. B., Deumling, D., Linares, A. C., Jenkins, M., Kapos, V., …

					Randers, J. (2002). Tracking the ecological overshoot of the human economy. *Proceedings of the National Academy of Sciences*, *99*(14), 9266–9271. http://doi.org/10.1073/pnas.142033699 (Links to an external site.) ○ Arrow, K., Dasgupta, P., Goulder, L., Daily, G., Ehrlich, P., Heal, G., … Walker, B. (2004). Are We Consuming Too Much? *Journal of Economic Perspectives*, *18*(3), 147–172. http://doi.org/10.1257/0895330042162377 (Links to an external site.)
Week 7	Online	○ Ethics, justice and fairness	Weekly Discussion	Sunday, February 23rd 2020	○ **Jacques,*Sustainability:TheBasics*, Chapter 5** ○ Adger, W. N., Brown, K., Fairbrass, J., Jordan, A., Paavola, J., Rosendo, S., & Seyfang, G. (2003). Governance for sustainability: Towards a "thick" analysis of environmental decisionmaking. *Environment and Planning A*, *35*(6), 1095–1110. http://doi.org/10.1068/a35289 (Links to an external site.)
Week 8	Online	**Midterm Exam**	Mid-Term exam (online)	Sunday, March 1st 2020	
Week 9	online	○ Social Dilemmas	Weekly Discussion	Sunday, March 8th 2020	○ **Anderies and Janssen, Sustaining the Commons, Chapter 4** (**Disclaimer**: some concepts presented here are introduced in chapter 2 and 3 of the same book, so you may want to quickly skim those chapters as well). ○ **Anderies and Janssen, Sustaining the Commons, Chapter 5, 6, 7 and 8** ○ Janssen, M. A., Holahan, R., Lee, A., & Ostrom, E. (2010). Lab experiments for the study of social-ecological systems. *Science*,*328*(5978), 613–617. http://doi.org/10.1126/science.1183532 ○ Baggio, J. A., Rollins, N. D., Pérez, I., & Janssen, M. A. (2015). Irrigation experiments in the lab: Trust, environmental variability, and collective action. *Ecology and Society*, *20*(4),

					12. http://doi.org/10.5751/ES-07772-200412 (Links to an external site.) ○ Janssen, M. A., Bousquet, F., Cardenas, J. C., Castillo, D., & Worrapimphong, K. (2012). Field experiments on irrigation dilemmas. *Agricultural Systems*, *109*, 65-75.
Week 10	Online	○ Complex Adaptive Systems	Weekly Discussion	Sunday, March 15th 2020	○ **Glouberman, S., & Zimmerman, B. (2002). *Complicated and Complex Systems: What Would Successful Reform of Medicare Look Like? Commission on the Future of Health Care in Canada* (Vol. 8). https://doi.org/0-662-32778-0** ○ **Baggio, J. A. (2017). Complex Adaptive Systems, Simulations and Agent-based Modeling. *Quantitative Methods in Tourism: A Handbook*, 223–244. https://doi.org/https://doi.org/10.21832/BAGGIO6195**
Week 11	Online	○ Social-Ecological Systems	Weekly Discussion	Sunday, March 22nd 2020	○ **Anderies and Janssen, Sustaining the Commons, Chapter 12 and 13** ○ Folke, C. (2006). Resilience: The emergence of a perspective for social-ecological systems analyses. *Global Environmental Change*, *16*(3), 253–267. http://doi.org/10.1016/j.gloenvcha.2006.04.002 ○ Holling, C. S., Folke, C., Gunderson, L., & Mäler, K.-G. (2000). *Resilience of Ecosystems, Economic Systems and Institutions - Final Report* ○ Anderies, J. M., Janssen, M. A., & Ostrom, E. (2004). A framework to analyze the robustness of social-ecological systems from an institutional perspective. *Ecology and society*,*9*(1), 18.
Week 12	Online	○ Resilience "principles" for ecosystem management	Weekly Discussion	Sunday, March 29th 2020	○ **Baggio, J. A., Brown, K., & Hellebrandt, D. (2015). Boundary object or bridging concept? A citation network analysis of resilience. *Ecology and Society*, *20*(2), 2.** ○ **Biggs, R., Schlüter, M., Biggs, D., Bohensky, E. L., BurnSilver, S., Cundill, G., … West, P. C. (2012). Toward Principles for Enhancing the Resilience of Ecosystem Services. *Annual Review of Environment and Resources*, *37*(1),**

					421–448. http://doi.org/10.1146/annurev-environ-051211-123836 ○ **Carpenter, S., Walker, B., Anderies, J. M., & Abel, N. (2001). From Metaphor to Measurement: Resilience of What to What? *Ecosystems*,*4*(8), 765–781. http://doi.org/10.1007/s10021-001-0045-9** (Links to an external site.) ○ Carpenter, S. R., Brock, W. A., Folke, C., van Nes, E. H., & Scheffer, M. (2015). Allowing variance may enlarge the safe operating space for exploited ecosystems. *Proceedings of the National Academy of Sciences*, *112*(46), 14384–14389. http://doi.org/10.1073/pnas.1511804112 (Links to an external site.) ○ Anderies, J. M. (2015). Managing variance: Key policy challenges for the Anthropocene. *Proceedings of the National Academy of Sciences*, *112*(46), 14402–14403. http://doi.org/10.1073/pnas.1519071112
Week 13	Online	○ Politics, Resilience and Sustainability	Weekly Discussion	Sunday, April 5th 2020	○ **Folke, C., Biggs, R., Norström, A. V., Reyers, B., & Rockström, J. (2016). Social-ecological resilience and biosphere-based sustainability science. *Ecology and Society*, *21*(3), art41. http://doi.org/10.5751/ES-08748-210341** (Links to an external site.) ○ **Jacques, Sustainability the Basics, Chapter 6** ○ **Schoon, M., & Cox, M. E. (2018). Collaboration, adaptation, and scaling: Perspectives on environmental governance for sustainability. *Sustainability (Switzerland)*,*10*(3). http://doi.org/10.3390/su10030679 (Links to an external site.)** ○ **Schoon, M., Robards, M. D., Brown, K., Engle, N., Meek, C. L., & Biggs, R. (2015). Politics and the resilience of ecosystem services. *Principles for Building Resilience: Sustaining Ecosystem Services in Social-Ecological Systems*, 32–49. http://doi.org/10.1017/CBO9781316014240.003** ○ Olsson, P., Galaz, V., & Boonstra, W. J. (2014). Sustainability transformations: A

					resilience perspective. *Ecology and Society*, *19*(4). http://doi.org/10.5751/ES-06799-190401 ○ Bahadur, A., & Tanner, T. (2014). Transformational resilience thinking: Putting people, power and politics at the heart of urban climate resilience. *Environment and Urbanization*, *26*(1), 200–214. http://doi.org/10.1177/0956247814522154
Week 14	Online	○ Relating resilience, sustainability and common pool resources	Essay Due	Sunday, April 12th 2020	○ Perrings, C. (1998). Introduction: Resilience and sustainability. *Environment and Development Economics*, *3*(2), 221–262. http://doi.org/10.1017/S1355770X98210126
Week 15	Online	○ Study Guide and Recap for Final Exam			
Week 16	Online	**Final Exam**		April 26th or May3rd 2020	

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Policy Statements

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.

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.

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.