COURSE OUTLINE

PUP 3203 0W61(13852)
Spring 2024
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.

Graduate Teaching Assistant: Angelica Yeboah. Contact via course email.

CLASS TIME AND LOCATION: Online, asynchronous.

OFFICE HOURS. Howard Philips Hall, room 302.

Tuesdays and Thursdays from 10 am to 1pm.
Or by special appointments setup via email. I am flexible. Do not skip class or work to make an appointment for consultation. Appointments on weekends are possible as well. If you cannot show up at an appointment, please email me ahead of time to reschedule.

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 the impact of economic and technological development is dangerously pushing against bio-physical limits we will call planetary boundaries. Planetary boundaries demarcate safe operating spaces for humanity in relation to the Earth's biological and physical subsystems and processes. By pushing beyond these boundaries, human activities in their present forms threaten life-supporting equilibria and social breakdown. To avoid severe degradation in human well-being, the tension between environmental integrity and economic growth must be lessened through transformative government policies and collective action. Our civilization, like any other civilization, is a gamble played with nature. It is vital that we win this gamble.

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

PART ONE: We begin the semester by taking stock of the state of the global environment. The three most stressed planetary boundaries are found in relation to the carbon cycle (think climate change), the nitrogen cycle (think saturation of pesticides in water, ocean dead zones, red tides in Florida), and the rapid decline of biodiversity.

PART TWO: We pursue by examining concrete case studies of environmental politics and policy in the United States. These case studies illustrate the typical anatomy of political conflicts about the environment. This features the value conflict between environmentalist and cornucopian viewpoints; the role of problem definition, institutional fragmentation, and the tension between economic growth as we practice it today and environmental integrity.

PART THREE: The third phase of the course examines a broad argument for transitioning to green growth. We will examine questions such as: What is "green growth" and how is it different from "brown growth"? What intellectual, social, and political conditions can facilitate or hinder a transition towards green growth? What policy tools can facilitate a transition to a green economy? Which political actors can be mobilized to work for green growth? What can *you* do to help? Is change at all possible?

II. Books to Buy and Other Materials We Will Consult

You need to secure access to these two books:

Judith Layzer and Sara Rinfret, *The Environmental Case: Translating Values into Policy*. 2020, **Sixth edition only**, CQ Press. ISBN: 978-1071870235. **AVOID PREVIOUS EDITION.**

Christiana Figueres and Tom Rivett-Carnac, *The Future We Choose: The Stubborn Optimist's Guide to the Climate Crisis*. Vintage Books, 2020. ISBN: 978-0-593-08093-1.

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) always have a working connection to the internet; (2) to promptly procure the textbooks and access to a supplemental electronic platform (Packback); (3) to take quizzes and submit Part A and Part B answers in due time in normal circumstances; (4) to respect the rules of academic honesty, in particular never

to present text not their own as their own wording. (5) In most cases to paraphrase contents from the textbook rather than use direct quotes. (6) to avoid using Artificial Intelligence to generate their submissions.

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 likely 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 viewpoints.

LO-3: Students will be able to describe with a high degree of accuracy how environmental policy in the United States is impacted by social values, tensions between traditional forms and norms of economic growth and environmental integrity, problem definition and framing of issues, and institutional fragmentation.

LO-4: Students will be able to describe with a high degree of accuracy the policy tools and societal changes needed to reduce the tension between environmental integrity and economic growth.

V. Assessment Overview

NOTE ON ASSIGNMENTS AND SCHEDULE:

The semester unfolds in 16 weeks (including spring break).
Week 1 starts on Monday 1/8 and ends on Monday 1/15.
Week 2 starts on Monday 1/15 and ends on Monday 1/22 and so on for the rest of the semester.

Before Course Perception of environmental issues **is due on Friday 1/12** (activity verification to free up your financial aid).

Early semester modules extend over two weeks. Later semester modules extend over one week.

For any given module, the Quiz and Part A Questions are due on Monday nights in Webcourses.
For the same module, Part B posts are due in Packback on Thursday nights following the related Part A and Quiz deadline.

We Use Two Electronic Platforms:

Webcourses for the weekly quiz and for answering Part A questions. The quiz is where you demonstrate your understanding of the assigned material. Part A questions provide an opportunity for you:

1. Signal to the instructor an aspect of the reading you may find confusing or unclear. The instructor will clarify the issue in a subsequent email.
2. To articulate in your own words a meaningful idea from the readings and explain why you found it meaningful. This is conceived as a starting point for the more searching tasks executed in Part B in Packback.

Packback is where you "make meaning" out of the materials by:

(1) answering the instructor's evaluation question, and
(2) formulating your own original critical thinking question concerning the week's readings, and
(3) answering one other student's critical thinking question.

Packback is basically where you reflect on the reading's meaning in dialogue with class participants. You must upload three separate posts in Packback, each one addressing one of the tasks listed above.

The Thursday extension for Part B over the Monday deadline for Part A is meant to give you time to reflect critically in the issues. My experience as an instructor at UCF suggests that many students will take the quiz and answers Part A questions at the last minute on Monday evening.

Why Packback?
Packback facilitates student's engagement with other students and instructor's monitoring of class progress by (1) generating curiosity scores; (2) evaluating posts for grammatical correctness, and (3) alerting students that their questions have been answered by another students, inviting dialogue. **Webcourses cannot do these functions.**

Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Full Course Points	WHY Purpose
Before Course Perception of Enviro Issues	**Friday 1/12, 11:58pm** Late submission accepted until 1/19. Upload a file in Webcourses	**1**	**SPEED UP THE MONEY** To free up your financial aid and to prepare your After-Course Statement due at the end of the semester.
Quizzes In Webcourses Each quiz is over 43 points. A semester average is used for calculating the course grade.	**Selected Monday Evenings** (Bi-weekly or weekly)	**48**	**UNDERSTANDING** To verify understanding of assigned materials with multiple choice questions.
Weekly Discussion Post Average **Part A** Each assignment is over 20 points. A semester average is used for calculating the course grade.	**Selected Monday Evenings** 11:58 P.M. Weekly or Bi-Weekly.	**20**	Articulates a personal response to the readings.
Part B Posts in Packback Each assignment is over 30 points. A semester average is used for calculating the course grade.	**Selected Thursday Evenings Following the Part A Monday Deadline**	**30**	**CRITICAL EVALUATION** To make meaning of the assigned materials through dialogue with class participants.

After Course Perception of Enviro Issues	**Friday 4/26 at 11:58 PM** Upload a file in Webcourses	**1**	**SYNTHESIS** To foster reflection on what was learned and to communicate this to the instructor.
TOTAL		**100**	See the Grading Scale below.

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

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. Updates would be stated in the description of the new module (Part A in Webcourses).

PART 1
TAKING STOCK
OF THE GLOBAL ENVIRONMENT

Weeks 1-2: Societal Collapse and Planetary Boundaries I

Deadlines:
Quiz and Part A Post: Monday 1/22 at 11:58 pm in Webcourses.
Part B Posts: Thursday 1/25 at 11:58 pm in Packback.

Read and Watch: (preferably in this order)

Jared Diamond, *Why Societies Collapse*, a 20-minute Ted Talk Available at:
https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=48374
A transcript is also available at the same address.

Johan Rockstroem et al., *A Safe Operating Space for Humanity*. This is a brief article explaining the concept of planetary boundaries, published in *Nature*, 24 September 2009. A longer version of this article is available in Files in D) Suggested Readings for students wishing to learn more about the data supporting the conclusions.

Pandemics and Environment. This pdf file contains a few media articles from various sources 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.

Weeks 3-4: Societal Collapse and Planetary Boundaries II

Deadlines:
Quiz and Part A Post: Monday 2/5 at 11:58 pm in Webcourses.
Part B Posts: Thursday 2/8 at 11:58 pm in Packback.

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. In Files under Assigned Materials.

The Nature Conservancy, *Gulf of Mexico Dead Zone*. This is one example of pollution by excessive concentration of nitrogen. The nitrogen cycle is a third area where planetary boundaries are overstretched. Avalable 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/

PART 2
ENVIRONMENTAL POLITICS AND POLICY IN THE UNITED STATES

Weeks 5-6:
Frameworks for Analyzing Environmental Policy in the U.S.

Deadlines:
Quiz and Part A Post: Monday 2/19 at 11:58 pm in Webcourses.
Part B Posts: Thursday 2/22 at 11:58 pm in Packback.

Read:
Suzuki, Declaration of Interdependence. In Files under Assigned Materials.

Layzer/Rinfret, chapter 1: A Policy-Making Framework.

Layzer/Rinfret, chapter 2: The Nation Tackles Air and Water Pollution.

Excerpts on the National Environmental Policy Act and the Endangered Species Act. Available in Files under Assigned Materials. Focus on the segments bolded in black or red.

Week 7: Case Studies I: The Nitrogen Cycle

Quiz and Part A Post: Monday 2/26 at 11:58 pm in Webcourses.
Part B Posts: Thursday 2/29 at 11:58 pm in Packback.

Nitrogen Cycle (Water Quality)
Read: (all subject to quiz)

Understanding red tides in Florida (in Files).

WP_Red_Tide_Florida_Summer_2023 (in Files).

Layzer/Rinfret, chapter 4: Ecosystem-Based Management in the Chesapeake Bay

Water's Way: Thinking Like a Watershed (2021), 44 minutes, on YouTube, at:
https://www.youtube.com/watch?v=9STjoQM7ee0

Week 8: Case Studies II: Biodiversity

Quiz and Part A Post: Monday 3/4 at 11:58 pm in Webcourses.
Part B Posts: Thursday 3/7 at 11:58 pm in Packback.

Biodiversity
Read: (all subject to quiz)

Layzer/Rinfret, chapter 6: Oil Versus Wilderness in the Arctic National Wildlife Refuge.

Media Dossier Updating the Subject (in Files). The underlined passages are the most important.

Video documentary on the controversy about drilling for oil in the Arctic National Wildlife Refuge titled *Oil on Ice* (one hour, available for streaming from the UCF Library).
https://video-alexanderstreet-com.eu1.proxy.openathens.net/watch/oil-on-ice?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver

You will need to provide your UCF credentials.

Week 9: Case Studies II: The Carbon Cycle

Quiz and Part A Post: Monday 3/11 at 11:58 pm in Webcourses.
Part B Posts: Thursday 3/14 at 11:58 pm in Packback.

Carbon Cycle (Climate Change)
Read: (all subject to quiz)
Layzer/Rinfret, ch. 12 Climate Change: The Crisis of Our Time

Media Dossier Updating the Subject (in Files). The underlined passages are the most important.

Video documentary on the controversy about drilling for oil in the Arctic National Wildlife Refuge titled *Oil on Ice* (one hour, available for streaming from the UCF Library).
https://video-alexanderstreet-com.eu1.proxy.openathens.net/watch/oil-on-ice?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver

You will need to provide your UCF credentials.

PART 3
ACHIEVING A GOOD LIFE ON A FINITE EARTH

Week 10: New Values for Our Time

Deadlines (after we return from Spring Break)
Quiz and Part A Post: Monday 3/25 at 11:58 pm in Webcourses.
Part B Posts: Thursday 3/28 at 11:58 pm in Packback.

Read:
Layzer and Rinfret, chapter 16: Conclusions
Figueres and Rivett-Carnac, Authors' Note and Introduction (pp. ix-xxv)
Figueres and Rivett-Carnac, chapters 1-2 (pp. 3-19).

Week 11: Spring Break

Week 12:
Deadlines:
Quiz and Part A Post: Monday 4/1 at 11:58 pm in Webcourses.

Part B 3 separate posts: Thursday 4/4 at 11:58 pm in Packback.

Read:

Figueres and Rivett-Carnac, chapters 3-4 (pp. 20-40).
Daniel Fiorino, The Green Growth Policy Agenda (pp. 123-134).
Policy options (TBA)

Week 13: A Green Growth Policy Agenda

Deadlines:
Quiz and Part A post: Monday 4/8 at 11:58 pm in Webcourses.
Part B 3 separate posts: Thursday 4/11 at 11:58 pm in Packback.

Read:

Figueres and Rivett-Carnac, chapters 5-7 (pp. 41-80).
Daniel Fiorino, The Green Growth Policy Agenda (pp. 134-149).
Policy options (readings TBA)

Week 14: Prospects and Politics in the U.S.

Deadlines:
Quiz and Part A post: Monday 4/15 at 11:58 pm in Webcourses.
Part B 3 separate posts: Thursday 4/18 at 11:58 pm in Packback.

Read:

Figueres and Rivett-Carnac, chapters 8 (pp. 81-156).
Daniel Fiorino, The Prospects and Politics in the U.S (pp. 150-162).
Policy options (readings TBA)

Week 15: Can Change Happen?

Deadlines:
Quiz and Part A post: Monday 4/22 at 11:58 pm in Webcourses.
Part B 3 separate posts: Thursday 4/25 at 11:58 pm in Packback.

Read:

Figueres and Rivett-Carnac, Conclusion and what Can you do now (pp. 157-170).
Daniel Fiorino, The Prospects and Politics in the U.S (pp. 162-178).
Policy options (readings TBA)

After Course Submission

After Course submission: Friday 4/26 at 11:58 pm in Webcourses.
This is the last assignment in this course!

X. Course Policies

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
Accommodation 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 accommodation 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. I cannot accept open-ended extension requests. Note also that my flexibility on deadlines vanishes with the approach of the end of the semester.

NOTE: I do not control the schedule for Part B. I cannot give extensions in Packback, nor would it make sense since Packback is a platform for exchange between participants. There is no point in joining a conversation that happened last week, since participants have already moved on to another theme.

If you have a major impediment hindering you from completing your tasks in Packback (such as surgery, illness, accident, bereavement, etc.), you need to email me with an explanation and documentation. The best I can do for you then is to not count that missing Packback submission in the computation of your final course grade. Your non-submission will be excused in Webcourses' language the mention "Excused" will appear in the Webcourses Grade Book. Such exemptions will be limited in number to one time over 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.
- The use of ChatGPT and other AI programs for the composition of your posts is forbidden.

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. Students found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

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 accommodation 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 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.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services
- Diversity and Inclusion Training and Events
- UCF Compliance and Ethics Office & complianceandethics@ucf.edu
- Ombuds Office