PUP 3204 - Sustainability

Section: CW60

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Summer 2024
Class Meeting Location:
Modality: WW
Credit Hours: 3.000000000000000

Instructor Information

Jacopo Baggio
Title: Dr.
Office Location: HPH 302 (ask the front desk)
Office Hours:
Via Zoom:

Tuesday 11 - 12.30pm and Wednesday 11 to 12.30pm

Zoom Link:

Join Zoom Meeting
https://ucf.zoom.us/j/91604785107?pwd=RVUxK0M5STlLejZreGtteWZUR3NUdz09

Meeting ID: 916 0478 5107
Passcode: 994393

Email: Jacopo.Baggio@ucf.edu

Course Description

PUP 3204 COS-POLS 3(3,0)Sustainability: PR: ENC 1102 or Junior standing. Environmental politics through the lens of sustainability. Attention devoted to the relationships of culture, economics, and ecology. Odd Fall.

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”.

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.

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 .

SYLLABUS DISCLAIMER:

This syllabus is NOT a contract. All parts of this syllabus can be amended in accordance with the students based on specific educational needs and non-foreseeable circumstances. Any change to the syllabus will be announced via Webcourses@UCF.

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.)

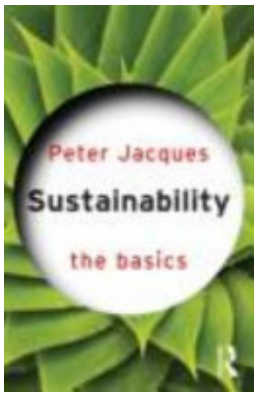
Finally, students will be evaluated via:

- 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

After successful completion of this course, students will be able to:

-

Course Materials and Resources



Sustainability
ISBN: 9780415608480
Authors: Peter Jacques
Publication Date: 2015-01-01
Edition: Either first or second

Sustaining the Commons
Authors: John M. Anderies, Marco A. Janssen
Publication Date: 2024-04-26
Online Access: http://sustainingthecommons.asu.edu

image not available

Course Assessment and Grading Procedure

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

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!

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 ones assigned. These article will need to be appropriately referenced (either APA or Chicago style referencing must be used).
- **No quotations are allowed,** you must paraphrase or summarize other people work. Essay with quotation will have at least 5 points deducted.

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)

Grading Scale

Summary of Assignment, points and due dates

Due Date	Assignment	Max Points	Submitting Assign
Weekly Discussions - Modules 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 boar module/week on Webcourses@Ucf
Sunday, June 11th at 11.59pm	1000 word First Essay or Video Presentation	15	Upload essay or vid presentation on Webcourses@Ucf

June 26th	Mid-Term Exam	15	On Webcourses@U
July 30th at 11.59pm	1000 word Essay	20	Upload essay on Webcourses@Ucf
Final Exam - Wednesday August 2nd.	Final-Exam	20	On Webcourses@U

Grade Conversion (Points -> Letter)

Grade Points Acquired	Grade
=>93	A
=>90	A-
=>87	B+
=>83	B
=>80	B-
=>70	C
=>60	D
< 60	F

Policies for Course Grade

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.

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 Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. 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 mans: The presentation of material which has not been studied or learned, but rather 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.
8. Soliciting assistance with academic coursework and/or degree requirements.

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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

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 Let's Be Clear and UCF Cares.

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

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Diversity and Inclusion Training and Events – Office of the VP for Diversity, Equity & Inclusion
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Deployed Active-Duty Military Students

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.

Campus 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 Safety

- 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 AED Locations.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to RAVE Mobile Safety and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- 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 from the UCF Police Department, You CAN Survive an Active Shooter.

Campus Safety Statement for Students in Online-Only Courses

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 RAVE Mobile Security and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

Financial Aid Accountability

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

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.

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
Module 0 and Module 1	Online	◦ Course Orientation ◦ Searching, reading and referencing appropriately peer-reviewed papers	Syllabus Quiz - academic engagement	Friday May 17th 2024	Check this blog out, grea writing papers: http://www.raulpa
Module 2	Online	◦ Sustainability Basics ◦ Sustainability Principles	Weekly Discussion	Sunday, May 19th 2024	◦ **Jacques,*Sustainabi*** ◦ Goodland, R. (1995). Sustainability. *Annua Systematics*, *26*(1), 1 24. http://doi.org/10.1 ◦ Dixon, J. A., & Fallon sustainability: Origins policy. *Society and N* 84. http://doi.org/10.1 ◦ Princen, T. (2003). Pr Cooperation and Effic *Environmental Politic* 50. http://doi.org/10.1

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
Module 3	Online	◦ What are the commons?	Weekly Discussion	Sunday, May 26th 2024	◦ **Anderies and Janss Chapter 1.1 to 1.4 (1** ◦ Hardin, G. (1968). Th Commons. *Science*, . 1248. http://doi.org/1(◦ Dietz, T. (2003). Stru Commons. *Science*, . 1912. http://doi.org/1(◦ Lambert, J., Epstein, Identifying Topics anc Resources Using Nat Processing. *Internatic* 206. https://doi.org/1(
Module 4	Online	◦ Design principles for Common Pool Resources	Weekly Discussion	Sunday, June 2nd 2024	◦ **Anderies and Janss Chapter 7** ◦ **Cox, M., Arnold, G., Design Principles fc Resource Managem** ◦ **Baggio, J. A., Barne Ratajczyk, E., Rollin Explaining success configural nature of principles. *Internati Commons*, *10*(2). ht** ◦ Barnett, A. J., Baggio Ibarra, I., Rubinos, C approach to case stu analysis of quantitativ *Journal of the Comm* 494. http://doi.org/10.

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
Module 5	Online	◦ Measuring Sustainability	Essay or Video Presentation Due	Sunday, June 9th 2024	◦ **Jacques,*Sustainabi*** ◦ Jacques,*Sustainabilit* ◦ Bradshaw, C. J. A., & population reduction problems. *Proceedin Sciences*, *111*(46), 1 http://doi.org/10.1073

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
Module 6	Online	◦ Planetary boundaries ◦ Overshoot and Collapse	Weekly discussion	Sunday, June 16th 2024	◦ **Steffen, W., Richard E., Fetzer, I., Bennet Planetary boundarie a changing planet. S 1259855. http://doi.c** ◦ **Jacques,*Sustainabi*** ◦ **Tainter, J. A. (2006). Collapse. *Annual Re* 74. http://doi.org/10. 136** ◦ Rockström, J., Steffe Chapin, F. S., Lambir Boundaries: Explorin Humanity Recommer *Society*, *14*(2), 472–4 ◦ Wackernagel, M., Scl C., Jenkins, M., Kapc the ecological oversh economy. *Proceedinc Sciences*, *99*(14), 92 9271. http://doi.org/1(◦ Arrow, K., Dasgupta, Heal, G., … Walker, E Much? *Journal of Ec* 172. http://doi.org/10.

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
Module 7	Online	◦ Ethics, justice and fairness	Weekly Discussion	Sunday, June 23th 2024	◦ **Jacques,*Sustainabi*** ◦ Adger, W. N., Brown, J., Rosendo, S., & Se sustainability: Towarc decisionmaking. *Envi* 1110. http://doi.org/1(
Module 8	Online	**Midterm Exam**	Mid-Term exam (online)	Monday, June 24th 2024	
Module 9	online	◦ Social Dilemmas	Weekly Discussion	Sunday, June 30th 2024	◦ **Anderies and Janss Chapter 4** (**Disclaim** introduced in chapter want to quickly skim t ◦ **Anderies and Janss Chapter 5, 6, 7 and 8** ◦ Janssen, M. A., Holal Lab experiments for t systems. *Science*,*328* http://doi.org/10.1126 ◦ Baggio, J. A., Rollins (2015). Irrigation exp environmental variab *Society*, *20*(4), 12. htt ◦ Janssen, M. A., Bous & Worrapimphong, K dilemmas. *Agricultura*

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
Module 10	Online	◦ Complex Adaptive Systems	Weekly Discussion	Sunday, July 7th 2024	◦ **Glouberman, S., & Z *and Complex Syste of Medicare Look Li Health Care in Cana 32778-0** ◦ **Baggio, J. A. (2017), Simulations and Ag *Methods in Tourism* 244. https://doi.org/l 5** ◦ Sellberg, M. M., Quin Peterson, G. D. (202 resilience practice. *E* ◦ Janssen, M. (1998). U modeling global chan 463. https://doi.org/1(◦ Lansing, J. S. (2003) *Reivew of Anthropolc* 204. https://doi.org/1(40

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
Module 11	Online	◦ Social-Ecological Systems	Weekly Discussion	Sunday, July 14th 2024	◦ **Anderies and Janss Chapter 12 and 13** ◦ **Folke, C., Polasky, S F., Lamont, M., … W *Anthropocene biosp* https://doi.org/10.10** ◦ Folke, C. (2006). Res perspective for social *Environmental Chang* http://doi.org/10.1016 ◦ Holling, C. S., Folke, (2000). *Resilience of Institutions - Final Re* ◦ Anderies, J. M., Jans framework to analyze systems from an insti *society*,*9*(1), 18.

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
Module 12	Online	◦ Resilience “principles” for ecosystem management	Weekly Discussion	Sunday, July 21rd 2024	◦ **Baggio, J. A., Brown Boundary object or network analysis of *Society*, *20*(2), 2.** ◦ **Biggs, R., Schlüter, BurnSilver, S., Cunc Principles for Enhar Services. *Annual Re Resources*, *37*(1), 42 http://doi.org/10.114** ◦ **Carpenter, S., Walke (2001). From Metapl What to What? *Ecos* 781. http://doi.org/1** ◦ Carpenter, S. R., Bro Scheffer, M. (2015). *A* operating space for e *the National Academy* 14389. http://doi.org/1 ◦ Anderies, J. M. (2015 challenges for the An *National Academy of* 14403. http://doi.org/1

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
Module 13	Online	◦ Politics, Resilience and Sustainability	Weekly Discussion	Sunday, July 28th 2024	◦ **Folke, C., Biggs, R., Rockström, J. (2016 biosphere-based su *Society*, *21*(3), art41 210341** ◦ **Jacques, Sustainab** ◦ **Schoon, M., & Cox, adaptation, and sca governance for sus *(Switzerland)*,*10*(3).** ◦ **Schoon, M., Robard C. L., & Biggs, R. (2 ecosystem services *Sustaining Ecosyst Systems*, 32–49. http://doi.org/10.101** ◦ Olsson, P., Galaz, V., Sustainability transfo perspective. *Ecology* http://doi.org/10.5751 ◦ Bahadur, A., & Tanne resilience thinking: Pu heart of urban climate *Urbanization*, *26*(1), 2 214. http://doi.org/10.
Module 14	Online	◦ Relating resilience, sustainability and common pool resources	Essay Due	Sunday, July 28th 2024	Optional readings on tipp interested: ◦ Otto, I. M., Donges, J Hewitt, R. J., Lucht, V Social tipping dynami

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
					2050. *Proceedings o* 201900577. https://d ◦ Milkoreit, M., Hodbod Calderón-Contreras, (2018, March 1). Defi systems scholarship review. *Environmenta* *Letters*. https://doi.or ◦ Lenton, T. M. (2020). *Transactions of the R* *Biological Sciences*, 20190123. https://doi ◦ Lade, S. J., Walker, E Resilience as pathwa and temporal perspe *Society*, *25*(3), 1–14. 250319 ◦ Abel, N., Wise, R. M. R. A., Ryan, P., … O' pathways to transforr charge”: Darling Basin. *Ecolog* art23. https://doi.org/ ◦ Moore, M. L., Olssor F. R. (2018). Navigati as key transformative Fellowship program. *Society*, *23*(2). https:/ ◦ Moore, M.-L., Tjornb J., Baggio, J. A., … E

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = manc
					complexity of change understanding delibe transformations. *Eco* art54. https://doi.org/
Module 15	Online	◦ Study Guide and Recap for Final Exam			
	Online	**Final Exam**		Wednesday, July 31st 2024	