PUP 3203 - Environmental Politics

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2025
Class Meeting Days: TR
Class Meeting Time: 12:00PM - 01:20PM
Class Meeting Location: CB1 O122
Modality: P
Credit Hours: 3.00

Instructor Information

Daniel Marien
Title: Senior Lecturer
Office Location: Howard Philips Hall, room 311 H
Office Hours:
OFFICE HOURS. Howard Philips Hall, room 311 H (from 1/7/25 to 4/17/25).
Tuesdays, from 2 pm to 5 pm
Thursdays, from 2 pm to 6 pm.
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Teaching Assistants

Graduate Teaching Assistants: Allyson Monroe and Kassadi Smith.
Contact us via course email.

Course Description

PUP 3203 COS-POLS 3(3,0)Environmental Politics: PR: ENC 1102 or POS 2041 or C.I. An examination of politics and policy-making concerning issues of conservation, pollution and development of land, air, and water resources. Odd Fall.

> *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.

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?

[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).

We Use Two Electronic Platforms:

Webcourses for the weekly Quiz and for answering Part A reading comprehension questions. Webcourse is basically where you demonstrate you understood the week’s readings. The quizzes and Part A questions are always narrowly focused on the assigned materials and on nothing else. This is not the place to give your evaluation or discuss outside sources. **Discussion of outside sources will be penalized in Part A submissions.**

Yellowdig for Part B is where you evaluate the readings and make sense of it in conversation with other class participants. Here, you are invited to articulate your own reflection and (if useful) use outside sources. In Part B you:

1. answer the instructor’s evaluation question for that module.
2. formulate your own original evaluation concerning the week’s readings.

It is recommended that you do this before the last minute. This maximizes your chance of receiving comments from your classmates. In Yellowdig, you can receive points for attracting comments from other class participants.

Yellowdig is basically where you reflect on the reading's meaning in dialogue with class participants after you have demonstrated understanding of the material in the preceding quiz and Part A. More detail about how to post and earn points in Yellowdig is available in Files under B) Guide for Posting in Part A and Part B.

You access our Yellowdig community from Webcourses. Click on the Yellowdig button found on the left column of the Webcourses home page. Before submitting a post, you must click on the Create button and select the relevant topic from a list of topics defined by the instructor. (Only the instructor can create topics in Yellowdig.)

Why a Delayed Deadline for Part B?

The Part B (Yellowdig) window for submission opens on Thursday and closes on Wednesday at 11:30 PM. This is the Wednesday following Monday on which that week's quiz and Part A assignment were due.

For a given module, the Wednesday extension for Part B over the Monday deadline for quiz and 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. That leaves little time for critical thinking on the readings. The Wednesday deadline for Part B is meant to give time for critical thinking. **Note that extensions for Part B posts are not possible**. See course policies on **Make-up Exams and Assignments** for details.

Student Learning Outcomes

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

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.

LO-5: Students will be able to demonstrate sophisticated critical thinking in answers to Part B evaluation questions in Yellowdig.

LO-6: Students will exercise their abilities and develop their own voice as authors in the composition of Part A and Part B posts.

Course Materials and Resources

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.

Course Assessment and Grading Procedure

WHAT Description	WHEN Deadlines	WORTH Full Course Points	WHY Purpose

Before Course Perception of Enviro Issues	**Friday 1/10, 11:30 pm** Late submission accepted until 1/17. 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 48 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** 11:30 P.M. Bi-weekly and later weekly.	**20**	Verify mastery of subject matter on specific issues with a discursive answer.
Part B Posts in Yellowdig	**Selected Wednesday Evenings**	**20**	**CRITICAL EVALUATION** To make meaning of the assigned

Each assignment is worth 20 points. A semester average is used for calculating the course grade.	**Following Part A Monday Deadline**		materials through dialogue with class participants.
After Course Perception of Enviro Issues	**Friday 4/26 at 11:30 PM** Upload a file in Webcourses	**1**	**SYNTHESIS** To foster reflection on what you learned and to communicate this to the instructor.
Final Exam	**Thursday 4/24 in class, 10 am to 12:50 pm.**	**10**	Comprehensive final examination on all materials covered during the semester.
TOTAL		**100**	See the Grading Scale below.

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%

Letter Grade	Percentage
C+	77-79%
C	70-76%
D	60-69
F	0-59
There will be no rounding up.	

DETAILED CLASS SCHEDULE

PART 1
TAKING STOCK
OF THE GLOBAL ENVIRONMENT

Weeks 1-2: Societal Collapse and Planetary Boundaries I

Deadlines:
Quiz and Part A Post: exceptionally Tuesday 1/21 at 11:30 pm in Webcourses.
Part B Posts: Wednesday 1/22 at 11:30 pm in Yellowdig.

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 2/3 at 11:30 pm in Webcourses.
Part B Posts: Wednesday 2/5 at 11:30 pm in Yellowdig.

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 caused 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 2/17 at 11:30 pm in Webcourses.
Part B Posts: Wednesday 2/19 at 11:30 pm in Yellowdig.

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 2/24 at 11:30 pm in Webcourses.
Part B Posts: Wednesday 2/26 at 11:30 pm in Yellowdig.

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 3/3 at 11:30 pm in Webcourses.
Part B Posts: Wednesday 3/5 at 11:30 pm in Webcourses.

Biodiversity

View and Read: (all subjects to quiz)

The Sixth Extinction: The Human Role (51 minutes).
https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=33721

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

Week 9: Case Studies III: The Carbon Cycle

Quiz and Part A Post: Monday 3/10 at 11:30 pm in Webcourses.
Part B Posts: Wednesday 3/12 at 11:30 pm in Yellowdig.

Carbon Cycle (Climate Change)

Read: (all subject to quiz)

Layzer/Rinfret, ch. 11 Climate Change: The Crisis of Our Time

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 3/24 at 11:58 pm in Webcourses.
Part B Posts: Wednesday 3/26 at 11:58 pm in Yellowdig.

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: From 3-17 to 3-22.

Week 12: A Green Growth Policy Agenda

Deadlines:
Quiz and Part A Post: Monday 3/31 at 11:30 pm in Webcourses.
Part B: Wednesday 4/2 at 11:30 pm in Yellowdig.

Read:

Figueres and Rivett-Carnac, chapters 3-4 (pp. 20-40).

Daniel Fiorino, chapter 6 The Green Growth Policy Agenda (pp. 123-134).

Week 13: A Green Growth Policy Agenda

Deadlines:
Quiz and Part A post: Monday 4/7 at 11:30 pm in Webcourses.
Part B: Wednesday 4/9 at 11:30 pm in Yellowdig.

Read:

Figueres and Rivett-Carnac, chapters 5-7 (pp. 41-80).
Daniel Fiorino, chapter 6 The Green Growth Policy Agenda (pp. 134-149).

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

Deadlines:
Quiz and Part A post: Monday 4/14 at 11:30 pm in Webcourses.
Part B: Wednesday 4/16 at 11:30 pm in Yellowdig.

Read:

Figueres and Rivett-Carnac, selections of chapter 8 (pp. 81-156).
Daniel Fiorino, chapter 7: The Prospects and Politics in the U.S (pp. 150-178).
Policy options (readings TBA)

Week 15: Can Change Happen Here?

Deadlines:
Quiz and Part A post: Monday 4/21 at 11:30 pm in Webcourses.
Part B: Wednesday 4/23 at 11:30 pm in Yellowdig.

Read:

Daniel Fiorino, chapter 8: Can Change Happen? (pp. 179-203).
Figueres and Rivett-Carnac, Conclusion and what Can you do now (pp. 157-172).

FINAL EXAM:

Thursday 4.24, in person, from 10 am to 12:50 pm.

After Course submission: Friday 4/26 at 11:30 pm in Webcourses. This is the last assignment in this course!

Policies for Course Grade

Makeup Work Policy

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 regarding Part B: I cannot give extensions in Part B. Yellowdig is a platform for exchange between participants. There is no point in joining a conversation that happened last week, after other participants have already moved on to another topic. If you have a major impediment hindering you from completing your tasks in Yellowdig (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 Part B submission in the computation of your final course grade. Such exemptions will be limited to a maximum of two modules. Note also that Yellowdig has a built-in opportunity to catch up on missed submissions or week performance. For more detail, see the Guide for Posting in Part B.

Missed/Late Assignments

See above.

Attendance

Attendance is compulsory and regular attendance is expected. If you must miss class, submit a paper note with an explanation of the reasons for missing and the missed date. **DO NOT** send this note via email.

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 Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's

slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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 and Academic Integrity, 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.

Marien's addition to UCF academic integrity 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 AI to compose a post is strictly forbidden. I want you to develop your own abilities and voice as an author. Copying and pasting AI generated text will not accomplish that.
- The use of outside sources without proper citations is a breach of academic integrity.

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
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes

every report seriously. For more information see the Reporting an Incident or Issue Webpage.

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

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text

alerts, however, it's a good idea to frequently ensure your contact information is up to date.

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

Week	Topic
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