

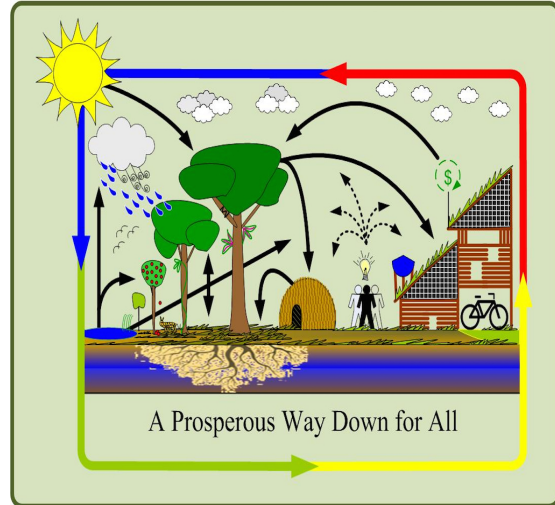
(Un)Common Read: A Prosperous Way Down

IDH 3931 (Section 07A9) – Fall 2015

Instructors:

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Contact:

- Class website (UF e-Learning): <https://lss.at.ufl.edu>
- Course e-mail: use e-Learning for **ALL** correspondence
- Office Hours: immediately after class and by appointment (6 Phelps Lab)

Time and Location:

- Thursday, 10:40 – 11:30 am (P4), 119 Little Hall

Course Objectives:

The goal of this course is for students to understand the physical bases for resource and energy limitations and to discuss the potential for human societies to incorporate this type of knowledge into future planning, economic, and legal frameworks. Critically, students will frame these ideas by researching relevant current events and discussing how they relate to the course. The course will use A Prosperous Way Down as a central text to understand the core ideas of energy and resource accounting and limitation, and discussion will focus on the book's approach as a foil to other dominant economic and environmental paradigms. By the end of this course, students should be able to:

1. Describe the way that human societies use (and reuse) material and energy resources;
2. Discuss the issue of human population sustainability based on resource use;
3. Compare different approaches to understanding the significance of resource scarcity;
4. Discuss the potential for human societies to achieve long-term sustainability without suffering through massive and catastrophic decline.
5. Understand and discuss important local- and global-scale environmental issues and events.

Course Supplies:

- Required Textbook: Odum, Howard T., and Elisabeth C. Odum. A prosperous way down: principles and policies. Boulder: University Press of Colorado, 2001.
- Additional readings may be posted on the course website, so it is important to regularly check the class homepage (<https://lss.at.ufl.edu>).

Course Expectations:

- Attend class and arrive on time. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- Complete assigned readings prior to the class for which they are assigned.
- Participate in class discussions, including your thoughts on the assigned readings and lectures. Learning is more than passive accumulation of information, and we will be asking a lot of questions in class to encourage discussion.

Grading Scale: A (≥93), A⁻ (≥90 & <93), B+ (≥87 & <90), B (≥83 & <87), B⁻ (≥80 & <83), C+ (≥77 & <80), C (≥73 & <77), C⁻ (≥70 & <73), D+ (≥67 & <70), D (≥63 & <67), D⁻ (≥60 & <63), E (<60). GPA information can be found: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Grading Scheme and Assignments:

Participation	15%
Weekly Current Event Posts/Replies	30%
Presentation 1 – State of the Planet	15%
Presentation 2 – Systems Model	15%
Final Paper	25%
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Total: 100%	

- **Participation:** You cannot receive an A in this course without actively participating. Students earn their participation grade by consistently attending class, asking and answering questions (**based on your reading assignments ahead of time**), and offering opinions on course topics and current events.
- **Current Events Posts:** Every other week students are required to seek out, post, and comment on one current event related to the environment, ecology, energy, human populations, and/or their interactions. Current events may come from any source (newspaper, magazine, journal article, internet resource) as long as they are **citable** (i.e., you are able to identify the author, publisher, and publication date) and **recent** (within the past month).

Each post (*worth up to 10 points*) will consist of a two-paragraph write-up. In the first paragraph students must identify the author, publisher, and publication date of the source material and briefly summarize the content (e.g., who, what, when, where, why?). In the second paragraph students should assess the validity of the information presented (is it backed up by scientific study and consensus?), discuss the event’s relevance/importance, and describe the connection between the event and course content.

In alternating weeks, students will be assigned one of their classmates’ write-ups to formally review. Each review (*also worth up to 10 points*) must assess: 1) Did the write-up adequately identify the source and sufficiently summarize the event? 2) Was it overly critical or not critical enough? 3) What (if any) elements of the event’s relevance and connection to the course were missed?

- **Presentations:** Working in small groups, students will research specific topics over several weeks and prepare two **in-class presentations**. Additional details will be presented in class.

- **Final Paper:** Students will write an original, well-written and thoroughly researched synthesis paper (≥6 pages, single spaced, 12-pt font, 1" margins), focused on an emerging topic or event in the broadly defined area of "sustainability." **A brief (2-paragraph) summary of your chosen topic is due to the instructors by September 24th.** Identify potential topics by drawing from your own experiences and interests, current event posts (yours *and* your classmates'), and material from the book and other relevant courses. Contact the instructors if you have a hard time identifying a topic of interest.

Course Topics and Schedule: This schedule is tentative and subject to change. It is the students' responsibility to check the e-Learning site frequently for syllabus updates.

Week	Date	Topic	Readings*	Assignments**
1	8/27/15	Course Overview, Syllabus Review	---	---
2	9/3/15	Introduction to PWD and the "State of the Planet"	Chapters 1-2	CE, Presentation 1 Topic Assigned
3	9/10/15	Visions of the Future	Chapter 3	CE Review
4	9/17/15	Introduction to Systems Ecology	Chapter 4	CE
5	9/24/15	IN-CLASS PRESENTATION 1	---	CE Review, Presentation 1 Due
6	10/1/15	Systems Review & the Pulsing Paradigm	Chapter 5	CE
7	10/8/15	It's All About the Money: Population, Economy, and Wealth	Chapters 6-8	CE Review, Presentation 2 Topic Assigned
8	10/15/15	Introduction to Policy & Global Networks	Chapter 9	CE
9	10/22/15	Energy Policy	Chapter 10	CE Review
10	10/29/15	National vs. Personal "Sustainability"	Chapter 11-12	CE
11	11/5/15	Transitioning: The Way Down	Chapters 13-14	CE Review
12	11/12/15	Undoing Damage: Ecological Restoration	Chapters 15-16	CE
13	11/19/15	IN-CLASS PRESENTATION 2	---	CE Review, Presentation 2 Due
14	11/26/15	Thanksgiving, no class	---	---
15	12/3/15	Get Ready! Sharing Knowledge and Preparing for Action	Chapters 17-19	Final Paper Due

*Readings refer to Odum and Odum (2000) chapters and/or readings posted to e-Learning. Complete assigned readings PRIOR to the class for which they are assigned.

**CE – Current events assignments/reviews

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida

community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. **It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.** Violations of the Honor Code at the University of Florida will not be tolerated. **Violations will be reported to the Dean of Students Office for consideration of disciplinary action.** For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance:

- *University Counseling & Wellness Center*, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
 - Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Training Programs, Community Provider Database
- *Career Resource Center*, First Floor, J. Wayne Reitz Union, 392-1601, www.crc.ufl.edu

Students with Disabilities Act: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.