



Environmental Activism - CE
Rollins College Fall 2018
229 Cornell Hall - MWF 9 to 9:50

Professor: Dr. Mike Gunter
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*Never doubt that a small group of thoughtful, committed citizens can change the world.
Indeed, it's the only thing that ever has.*

- Margaret Mead

COURSE OBJECTIVES

Are you a change maker? Eager to mix seminal environmental readings, time tested political strategies, and practical activism experience? This Community Engagement-designated course analyzes environmental politics in the United States. Targeting an array of case studies such as climate change, air and water pollution, endangered species protection, energy consumption, garbage disposal, and suburban sprawl, we ask both why environmental problems develop and how they might be solved. We will study governmental as well as non-governmental actors, and examine how both institutions and the political process more generally alternatively foster and frustrate environmental activism.

More specifically, by the end of this course you will be able to:

1. Describe the strengths and weaknesses of the key actors in environmental politics.
2. Explain what constitutes effective environmental policymaking and whether that changes over time.
3. Critique different theoretical explanations for why specific environmental problems emerge.
4. Predict challenges within environmental politics over the next several decades.

Beyond traditional class time (MWF 9 to 9:50), we will work closely with Clayton Louis Ferrara, Executive Director/CEO of IDEAS For Us (and Rollins alum!) and Sharon Hammond, Hive Director. This means active participation in meetings outside of class the 1st Wednesday evening each month off campus (at The Hive¹ within East End Market: <https://www.facebook.com/thehiveideas/>) to brainstorm with local community members and leadership of environmental nonprofit [IDEAS For Us](#) and then again the last Saturday each month (at least in September and October) to translate ideas from that discussion into an actionable project. Students will gain direct, practical experience in environmental activism as well as constructive feedback from a highly successful local non-profit with increasing numbers of international

¹ Per the IDEAS For Us website: “The Hive is an interdisciplinary, intergenerational community Think + Do Tank designed to educate the public about sustainability and **develop** their ideas into local action projects. The Hive meets in communities to grow stakeholders and educate them around the 17 Sustainable Development Goals (SDGs). Through seminars, field trips, action projects, and film screenings, The Hive is designed to transform communities to advance positive change.”

affiliates (over 20 at last count), not to mention the added benefit of learning about local needs and powerful success stories within the greater Central Florida community.

REQUIRED READINGS

Texts are available at the Rollins College Bookstore and/or through [Amazon](#) and other online booksellers:

Layzer, Judith A. *The Environmental Case: Translating Values into Policy*, Fourth Ed. Washington: CQ Press, 2016.

Rosenbaum, Walter A. *Environmental Politics and Policy*. Washington: CQ Press, 2017.

Kline, Benjamin. *First Along the River: A Brief History of the U.S. Environmental Movement*. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2011.

Strunk, William Jr. (and E.B. White). *The Elements of Style*. New York: Tribeca Books, 2012.

ADDITIONAL REQUIRED READING

Beyond readings listed specifically in our syllabus schedule below, you should also monitor environmental issues as they develop over the course of the semester. I recommend regular reading of national daily newspaper such as [The New York Times](#), [The Washington Post](#), or [The Wall Street Journal](#) as solid resources. You are not required to read the entire paper each day, simply skim through it and stop to read more carefully articles that catch your interest and/or relate to our class. *The New York Times*, for example, offers its “Science Times” section in its Tuesday editions. A few other recommended national US papers you may wish to consult are: [The Christian Science Monitor](#), [The Boston Globe](#), [The Chicago Tribune](#), [The Miami Herald](#), and [The Los Angeles Times](#). See also [World-Newspapers.com](#) for links to English-language newspapers and magazines around the globe.

Finally, non-traditional sources *can* be a good source of news as well. Along these lines, and borrowing heavily from recommendations by [Outside Magazine](#), some well-established blogs of note are:

[Yale Environment 360](#) broad scope with rich analysis from Yale’s Forestry and Env. Studies [school](#)
[Mother Jones Blue Marble](#) for breaking environmental policy and a little muckraking on the side
The New York Times’ [Dot Earth](#) with Andrew Revkin targets human impacts from suburbia to Siberia

Clothing company Patagonia’s [The Cleanest Line](#) targets adventure destinations and their backstories

High Country News [Blogs](#) non-profit media organization focuses on changing American west

Discovery News’s [Earth](#) offers science heavy but laymen friendly analysis of academic work

[OnEarth Blog](#) wide ranging topics from environmental NGO Natural Resources Defense Council

[Grist](#) mixes what *Outside* labels snarky commentary with creative reporting

[Treehugger](#) states mission as driving sustainability into the mainstream, complete with product info

The Guardian’s [Environmental Blog](#) for international stories from famous British liberal daily

Time’s [Ecocentric](#) with particular business and energy focus from noted American magazine

[RealClimate](#) leading source on climate science from climate scientists themselves

[Civil Eats](#) for food buffs

[Streetsblog NYC](#) on reducing auto dependence and urban planning with focus on New York

[Living New Urbanism: Stepping into Sustainability](#) on urban planning by our own Dr. Stephenson

COURSE EXPECTATIONS

There will be a mix of written and oral assignments as well as essay exams in this course. Of all that you learn in college, writing is one of the most important. Regardless of your career goal, you will need to develop the skill of writing well. Writing also helps us learn. It focuses our thoughts and forces us to organize them. Of course, to develop as a writer you must not only practice the craft of writing but also read a healthy amount, picking up new styles, new approaches, and new words.

Along these lines, as college students, you should be familiar with the term plagiarism. Any work that borrows wording, ideas, or even organization from another source without appropriate acknowledgment is defined as plagiarism. A general rule of thumb is to cite any phrase that is not common knowledge and longer than four words. Please see the attached Honor Code Policy at the end of this syllabus for more documentation here.

From my experience – a long, long time ago – one of the most difficult tasks in college is managing your time, particularly when it comes to varying reading loads in different courses. I cannot emphasize enough the need to keep on schedule with your reading. Many classes will be conducted in a seminar fashion where the quality of discussion will depend on your level of preparation. As noted later in this syllabus, participation grades go beyond mere attendance to incorporate both the quantity and quality of your contributions to our class sessions.

Finally, and most importantly, I think of a course as being a contract between teacher and student. My job is to do my best to help you learn. Your side of the agreement is to do your best to learn. Coming to class prepared (reading *before* class *and* taking notes) goes a long way in this regard. You are also encouraged to not only ask questions in class but take advantage of my office hours. Of course, our peer mentors are also available to help if you have questions or need advice.

GRADING POLICY:

Per the Rollins College Catalogue, the grade report is based on the following definitions:

A is reserved for work that is exceptional in quality and shows keen insight, understanding, and initiative.

B is given for work that is consistently superior and shows interest, effort, or originality.

C is a respectable grade required for graduation; it reflects consistent daily preparation and satisfactory completion of all work required.

D- is the lowest passing grade; it is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

F is failing.

Grading is based upon percentages that equate to the standard +/- system below:

A = 93 % and above	A- = 90-92		
B+ = 87-89	B = 83-86	B- = 80-82	
C+ = 77-79	C = 73-76	C- = 70-72	
D+ = 67-69	D = 63-66	D- = 60-62	F = 59 and below

Unless another due date is announced in class, you are responsible for turning in assignments on time before class starts. This responsibility comes in two parts for the final draft of your two papers (and only the final draft). For one, you must turn in a hard copy of your professor draft paper to me. For another, you must submit an electronic copy to www.turnitin.com. Our class ID is “9938240” and the class password is “honor.” Let me know if you need any help with this but do be sure to complete this requirement by the due date if you wish to receive credit for your paper. After class begins, assignments will be considered late so do not skip class just to finish an assignment. Late assignments will be accepted until 5 p.m. that day with one letter grade penalty. After the due date, papers will not be accepted. Make-up tests are not given, except under extenuating circumstances, i.e. illness, death in the family, religious holiday. In these cases the professor *must be informed prior to the exam or assignment due date*. Do this in-person, by email, or telephone.

GRADING DISTRIBUTION:

5%	Hive Reflection #1 Initial & Revised Drafts
10%	Hive Reflection #1 Final
5%	Hive Reflection #2 Initial & Revised Drafts
10%	Hive Reflection #2 Final
10%	Case Study PowerPoint Presentation
20%	Midterm Exam
20%	Daily Participation
20%	Final Exam

TENTATIVE COURSE SCHEDULE

Orientation Week: Aug. 23/25 (meet in Sullivan House Orientation Week)

Thursday: 9 am Environmental Activism version of “[Inside the Actors Studio](#)” w/Shelby & Raul
Assignment: interview another Rollins student on climate change (typed ~10 question list along with 250-word analysis of answers due Aug. 31)

10 -3 Individual advising appointments

Saturday: 8 am Pre-Reflection to SPARC Day of Service in Sullivan House (dress for heat, etc.)
 - Fill out Qualtrics form: https://rollins.co1.qualtrics.com/jfe/form/SV_e3OCcpsyMDWUB1b

8:30am @Beal-Maltbie Building (short presentation, then Jump Bus to Genius Preserve)
 The Genius Preserve in Winter Park is a historical landscape, a remaining tie to the romantic "Old Florida" Marjorie Rawlings revealed in Cross Creek. Owned by the Genius/Morse Foundation of Winter Park, Rollins students have been conducting research projects, class field work and also received land stewardship scholarships while interning on the property for more than 10 years with Dr. Bruce Stephenson of the Department of Environmental Studies.

Week 1: Aug. 27/29/31

Convocation (*meet @8:40 am* on 2nd floor in McKean Gymnasium)

IU plagiarism tutorial: <https://www.ius.edu/writing-center/first-%20year-seminar/plagiarism-workshop.php>

Begin Strunk (first half)

Tuesday night lecture by Majora Carter, 7 pm @Bush Auditorium

View her TED talk here: https://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal

Discussion about The Hive & IDEAS For Us w/ Clayton Louis Ferrara & Sharon Hammond (@CSS 229)

Review webpages here: <https://www.ideasforus.org/thehive/>

Kline 1, 2

Thursday 12-2 pm R-Community Fair @ Alford Sports Center

Peer Draft Review Demo w/TJ's Resource Center Director Mary Tripp

The Evolution of Environmentalism

Rosenbaum 1

Interview assignment due in class

Week 2: Sept. 3/5/7

Labor Day Holiday

Exploring Your Ecological Footprint: UC Berkley's Cool Climate Network Carbon Footprint [Calculator](#)

See also Carbon Footprint [Calculator](#) & The Nature Conservancy's "[What's My Carbon Footprint?](#)"

Yoder, Kate. "[In defense of using "the new normal" to describe climate change.](#)" *Grist*, 6 Aug. 2018

Finish Strunk

Wednesday evening meeting with The HIVE 6:45 pm @East End Market

The Policy Process

Rosenbaum 2

Hive Reflection #1 initial draft due

Week 3: Sept. 10/12/14

Executive Oversight

Rosenbaum 3 section on Presidency

The US Constitution, [Article II](#)

Hive Reflection #1 revised draft due

Congressional Consensus and Gridlock

The US Constitution, [Article I](#)

Rosenbaum 3 section on Congress

The Role of the Courts

The US Constitution, [Article III](#)

Sierra Club v. Morton [405 U.S. 727](#) (1972)

Rosenbaum 3 section on Courts

Hive Reflection #1 final draft due

LLC Saturday morning tubing @Rock Springs [Kelly Park](#) (Alford lot @9:30 am)

Week 4: Sept. 17/19/21

The EPA: Clean Air and Clean Water Acts

Rosenbaum 3 section on Bureaucracy

Layzer 2

See website for options on films from [Global Peace Film Festival](#) (Sept. 18-23, 2018)

Begin *American Experience - Rachel Carson's Silent Spring*, 57 min.

Risk Assessment and Environmental Justice

Rosenbaum 4

Group Presentation assignments made (roughly 2 per group, 8 total)

Finish *American Experience - Rachel Carson's Silent Spring*, 57 min.

Love Canal & its Legacy – PM Demo group: Shelby Pickar-Dennis & Raul Tavarez Ramirez

Skim Center for Health, Environment, and Justice [website](#)

Layzer 3

Week 5: Sept. 24/26/28

Introducing the Liberal Arts @Bush Auditorium

Kline 3, 4

[Global Peace Film Festival](#) Discussion (extra participation credit for 500-word critical reflection papers)

Kline 5, 6

Environmental Activism in China w/Prof. Li Wei's RCC on Ancient Chinese Thought in Modern American Life

"The Dalian Chemical Plant Protest, Environmental Activism, and China's Developing Civil Society," *NIMBY is Beautiful: Cases of Local Activism and Environmental Innovation Around the World*, Carol Hager and Mary Alice Haddad (eds.), New York: [Berghahn](#) Press, 2015/2017.

**Saturday morning Umuganda Action Day*

Week 6: Oct. 1/3/5

Command & Control Regulation: Examples in Air and Water Pollution

Rosenbaum 6

Acid Rain Case Study – Group 1:

Layzer 5

Wednesday evening [IDEAS For Us](#) meeting at East End Market

Cost-Benefit Debate

Rosenbaum 5

Hive Reflection #2 initial draft due

Week 7: Oct. 8/10/12

Toxic and Hazardous Waste

Rosenbaum 7

Hive Reflection #2 revised draft due

Fracking – Group 2:

Layzer Chpt. 14

Thursday afternoon RCompass Fair 12:30-1:45

Begin *Gasland: Can You Light Your Water on Fire?*, (106 min.)
Hive Reflection #2 final draft due

Week 8: Oct. 15/17/19

Fall Break Holiday

“Connecting Interests, Values, and Skills to Careers,” w/Liz Bernstein, Career & Life Planning Office
Kline 7, 8

Finish *Gasland: Can You Light Your Water on Fire?*, (106 min.)
Kline 9

Week 9: Oct. 22/24/26

Common Reading Discussion on Global Citizenship

Review Summer Common Readings² with focus upon:

Eric Liu, “Why There’s No Such Thing as Global Citizenship,” *The Atlantic* (2012) excerpt
from Hierocles (2nd century CE)

Monday evening conversation “Fear, Anger, and Hope: Democracy in Peril”

7 pm @Alfond Arena w/Dr. Grant Cornwell and Dr. Martha Nussbaum (Find Your Anchor event)

Tuesday evening book talk on *Tales of an Ecotourist*, 7 pm @REI Winter Park (optional)

Wednesday Midterm Exam in class

Friday film *A Fierce Green Fire: The Battle for a Living Planet*, 101 min.

*Saturday Umuganda Action Day!

Week 10: Oct. 29/31 & Nov. 2

Public Lands

Rosenbaum 9

Snowmobiles in Yellowstone – Group 3:

Layzer 9

Friday film *Monumental: David Brower’s Fight for Wild America*, 80 min. +35 min. bonus
WF Deadline

² Madeleine Green, “Global Citizenship: What Are We Talking About And Why Does It Matter?,” *Inside Higher Ed* (2012); Elizabeth Bishop, “Questions of Travel” (1956); Martha Nussbaum, “Patriotism and Cosmopolitanism,” *For Love of Country?* (1996); Benjamin Barber, “Constitutional Faith,” *For Love of Country?* (1996); excerpt from Walt Whitman, “Crossing Brooklyn Ferry” (1860); Langston Hughes, “Let America Be America Again” (1938); Nathan Glazer, “Limits of Loyalty,” *For Love of Country?* (1996); “Kwame Anthony Appiah on Cosmopolitanism,” *The Ezra Klein Show* (podcast, 2017).

Week 11: Nov. 5/7/9

Registration Advising Sessions
Kline 10

Cape Wind – Group 4:
Layzer Chpt. 13

Wednesday evening [IDEAS For Us](#) meeting at East End Market

Friday film *Windfall*, 83 min.
US EPA, [Yucca Mountain Standards](#)

Week 12: Nov. 12/14/16

Registration Windows Open
Nuclear Energy....and Waste

Gretchen Gavett. "[Map: US Nuclear Power Plants](#)," *Frontline: Nuclear Aftershocks*, 17 January 2012

Growth Management in Portland – Group 5:
Layzer Chpt. 15

Friday film [Frederick Law Olmsted: Designing America](#)
National Association for Olmsted Parks, Biography on [Frederick Law Olmsted](#)
Rosenbaum 8

Week 13: Nov. 19/21/23

Make up from *Umuganda Action Days*
Kline 11

Thanksgiving Holidays

Week 14: Nov. 26/28/30

US Climate Change Policy: The Good, the Bad, & the Ugly
Rosenbaum 10
Sarah Childress. "[Timeline: The Politics of Climate Change](#)"

Deepwater Horizon – Group 6:
Layzer Chpt. 11

[Frontline: Climate of Doubt](#) (23 Oct. 2012, 53:47)...[Frontline: Hot Politics](#) (24 April 2007, 55:19)
Skim pages of [Intergovernmental Panel on Climate Change](#) (see also Stoll 16)

Week 15: Dec. 3/5/7

Hurricane Katrina – Group 7:

Layzer 16

Frontline: [The Storm](#) (22 Nov. 2005, 54 min.)
Kline Conclusion

Wednesday evening [IDEAS For Us](#) meeting at East End Market

Semester Jeopardy Review

Layzer 18

Review Questions/Answers due midnight before class via email (no attachments please)

Final Exam: See online schedule

* Please note changes in this schedule may be necessary as we progress through the semester. Any such changes will be announced in class. Check also on updates on the course website, particularly the online version of the syllabus. Rollins required syllabi statements may be found here: <https://rpublic.rollins.edu/sites/ASCPS/SitePages/Syllabi%20Statements.aspx>.

Credit Hour Statement

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations involve research and experiential education connected to the Global Peace Film Festival and other Find Your Anchor RCC activities.

GOALS FOR ROLLINS COLLEGE CONFERENCE COURSES

The objective of RCC courses is to facilitate first-year students in becoming engaged and integrated members of the Rollins community of learners.

1. Engaged Learning

- seminar courses that may serve as a venue for curricular experimentation
- class size limited to 15-17 students
- content and workload commensurate with introductory-level course in relevant discipline
- focus on development of learning skills and research skills
- faculty serve as first-year advisors
- introduce and encourage use of Thomas P. Johnson Student Resource Center
- introduce mission of Rollins College: responsible leadership and global citizenship
- introduce concept of liberal arts education and values of College of A&S: community of learners committed to a tradition of innovation, academic excellence, and lifelong learning and service
- introduce and explain General Education Curriculum

2. Integrated Learning

- Peer Mentors serve as academic and social role models to help integrate students into academic and campus life
- integrated co-curricular and extra-curricular activities coordinated by faculty and peer mentors to forge links between classroom and campus life
- activities focused around key dimensions of Personal and Social Responsibility (from AAC&U LEAP Learning Outcomes):
 - striving for excellence

- cultivating personal and academic integrity
- contributing to a larger community
- taking seriously the perspectives of others
- developing competence in ethical and moral reasoning

Recording Device Use

To protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge. As per the Academic Honor Code, plagiarism is defined as "Offering the words, facts, or ideas of another person as your own in any academic exercise." In order to avoid plagiarism, all students are expected to use proper citation norms. For our course, all assignments will use MLA, Chicago, or APA citation style.

DOCUMENTATION & PLAGIARISM

Plagiarized work will result *at the very least* in a grade of "0" on the paper assignment, and such an event will be reported to the Dean, as per our college policies. Here are a few simple rules about quotations, paraphrases, and plagiarism. Learn and practice them:

1. "When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote."
2. "When you paraphrase another's words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea."
3. "A plagiarist often merely changes a few words or simply rearranges the words in the source."

- Source: *Harbrace College Handbook*, p. 407

Accessibility Services Statement

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible. If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

Title IX Statement

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator (TitleIX@rollins.edu or 407-691-1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>.

Absences – religious holidays and/or campus business

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College’s policy on excused absences (http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student’s class participation grade in the course, though, may still be affected.

Participation Grades

Strong daily participation is critical to the success of this course. This is the reason participation counts as such a significant percentage of your final grade. Emphasizing participation in this course also demonstrates the extent to which classroom time should build on our readings. And it reflects my belief that you will learn from one another in this class, just as you will learn from me.

To receive a good participation grade one must come to class well prepared, completing all readings and assignments before our meeting time. You may find it helpful to make a rough outline of the day's readings and/or jot down an intriguing question or two that arose from the readings.

Each day I will assign a possible 10 points for your participation. Be aware that quality counts more than quantity in this calculation. You do not need to dominate the conversation. In fact doing so will detract from your grade (don't worry I will let you know before this happens). Students earn points in the following manner:

- 5 points for attending class
- 1 more point for being on time
- And 1-4 more points for quality of participation
 - A level participation gets 3 or 4 points
 - B level gets 2 points
 - C level gets 1 point

Finally, let me outline the absence policy for this course. If you must miss class for some reason, i.e. illness, athletic competition, job interview, please let me know in advance. That means *before* class starts. As long as you meet this requirement you are allowed two such excused absences.

Critical Reflection Writing Assignments

There are two paper assignments in this class, each rooted in our community engagement work this semester with The Hive. Since writing is an iterative process, you will submit three drafts of each assignment. The first draft is one you will submit in class to fellow students for critique. The second draft (stapled to the first draft with your peer comments) is submitted to me and incorporates the critique of your peers. The third draft is your final edit, offering a chance to improve still further upon earlier versions of your work. Extra credit is offered to those that publish this last version in the *Orlando Sentinel's* "[New Voices](#)" Saturday editorial forum for readers under thirty, [The Sandspur](#), or your hometown newspaper.

These assignments are to range between 600 and 750 words. Assessment of your papers will be based upon content, structure, and creativity. The A review meets all four criteria below, the B review three, etc. These criteria are:

1. Well-organized, stylistically effective, and mechanically sound (see Strunk and White's *The Elements of Style*)
2. States the main points of the current events/input section and critically analyzes these points.
3. Supports critical contentions in the reflective/output with specific examples.
4. Shows imagination and creativity in individual insights.

Case Study PowerPoint Report

This presentation of an environmental case study from our Layzer text represents 10% of your final grade. Using PowerPoint (emailed to me before your presentation) explain how your assigned case study relates to a particular part of our course readings. See me at least a couple days before your presentation to discuss ideas.

In terms of your grade, beyond the requirements outlined above, the details below are the scoring rubric I will use. The A report successfully employs each of these five components, whereas the B report incorporates four of the five, and the C report three of the five, etc. Finally, remember to fill out the top three lines of the following page, submit that grading sheet the day of your presentation (one per group), check out an attachment device (dongle) from Olin Circulation if you will present with a Mac, and arrive five minutes early to class to set up your presentation.

Content

1. Introduction

-- tell us why you think your topic is important AND interesting

2. Established knowledge base

-- what are the fundamental facts the rest of the class needs in order to understand your topic
-- remember your time constraints demand a concise approach here
-- the five w's of reporting may serve as your guide: who, what, when, where, and why/how

3. Conceptual orientation and cohesion

-- this is often the difference between an A and a B report
-- tell the class how your current event report relates to a concept we have discussed in class
-- your event may either support or challenge an existing theory, but be explicit here

4. Critical analysis

-- here is your chance to shine and, again, this point also often distinguishes A from B work
-- what suggestions or predictions do you offer

5. Conclusions

-- brief summary of the situation...and the prospects for its resolution
-- highlight a couple discussion questions for the rest of class to consider

Delivery

I encourage you to incorporate the following delivery suggestions as you prepare your presentation. They will not make a letter grade difference, but instead factor into the +/- scale, i.e. separate an A from an A-. In addition to simply improving your message (because delivery really does count in politics), addressing these items should also make you more comfortable during the actual presentation.

1. The tone of your voice literally and figuratively sets the tone for your topic.
2. Eye contact is important. Notes are a good guide, but avoid reading from your notes for prolonged periods.
3. Gestures and facial expressions can add further emphasis to the words you choose to convey your message.
4. Similarly, the use of silence can often have an important impact.
5. And finally, there is no substitute for enthusiasm. Why should the audience care if even the speaker does not feel this is an interesting topic?

Case Study PowerPoint Report (fill out top 2 lines yourself to receive full credit)

Names:

Topic:

Presentation date:

Quality of preparation during professor consultation at least a day before presentation:

/15

Content

1. Competence in factual background information

/20

2. Relevance to class, including conceptual orientation and cohesion

/25

3. Critical analysis

/25

4. Presentation effectiveness (introduction/conclusion/delivery/supplementary materials)

/15

Final Grade: