



Climate Change Politics - CE

Spring 2019- CSS 226

TR 9:30 to 10:45 am

Mysteries & Marvels
Social Science Division

Professor: Dr. Mike Gunter

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Neighborhood Description: Mysteries and Marvels

Jack the Ripper, climate change, Bigfoot, crime scenes, suicide bombers, peace building, pirates, the Third Reich, American politics, and one hit wonders: *If you are drawn to big questions that do not have simple answers, Mysteries and Marvels is the neighborhood for you.* As we find comfort in what we hold to be true, we remain fascinated by that which eludes us. This neighborhood invites students to explore what we may not know about our world, our community, our friends and families, and ourselves. Through a diverse array of courses, students will examine all kinds of mysteries— ranging from artistic marvels and scientific wonders to political and cultural blind spots—in order to acquire the skills necessary to unlock the enduring mysteries of the universe... or at least of contemporary college life. This course fulfills the 200 level Neighborhood requirement and the social science requirement. Students must receive a C- or higher to fulfill the above requirements.

COURSE DESCRIPTION

Rooted in the concept of sustainability, and tied expressly to community engagement work with Bike/Walk Central Florida, this course analyzes the twists and turns of climate change politics in the United States, including an exploration of both why this complicated issue arose and how it might be solved. We will study governmental as well as non-governmental actors, and examine how institutions and the political process more generally alternatively foster and frustrate environmental activism.

To many, climate change stands out as the most challenging political issue of our time. Externalities from daily economic life (i.e. pollution from transportation, electricity, and economic production) on one side of the globe significantly impact communities thousands of miles away – and continue to do so years afterward. Our course analyzes the political context of this complicated landscape, highlighting the role of citizen and place in the globalized, interdependent world of today.

At the beginning of the semester we look at the theoretical context in which the climate change debate is set, with an emphasis on its scientific underpinnings. That established, we outline the specific actors involved in this debate, from states and international organizations to businesses and non-governmental organizations (NGOs). Here there is also an introduction to the legal apparatus addressing climate change. Having established these critical foundations, the course turns to first implications of climate change and then an analysis of alternative energy options to

fossil fuels, including the role of nuclear energy as well as bio-fuel, solar, and wind power. The course concludes with a discussion of the effectiveness of political measures to date, noting the role of civil society, institutions, and markets in both contributing to problems and finding solutions.

COURSE GOALS

As you know, the Rollins Foundations in the Liberal Arts curriculum emphasizes broad goals of:

- Introduce students to the liberal arts
- Expose students to a broad array of disciplines and ways of thinking and understanding
- Provide an academic and extracurricular community for the students
- Teach students how to integrate knowledge and skills across disciplines and courses

Beyond this, as a 200-level course, we will specifically target critical thinking whereby:

Students will be able to perform a “comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion” as to the origin of climate change and complications surrounding efforts to address it. In addition, they will understand “The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of...issues, ideas, artifacts, and events” connected to climate change.¹

LEARNING OBJECTIVES

Finally, while our overarching course goals are to develop critical thinking and ethical reasoning skills as they connect to the issue of climate change politics, our specific learning objectives are to:

1. Identify and investigate the interconnecting political relationships driving climate change.
2. Critique existing political actors and structures in their efforts to address climate change.
3. Design creative solutions, from the local to global level, to minimize climate change impacts.

REQUIRED READINGS

The following required texts and materials are available at the Rollins College Bookstore or the reserve desk at Olin Library as well as online booksellers:

1. Gunter, Mike. [*Tales of an Ecotourist: What Travel to Wild Places Can Teach Us about Climate Change*](#). Albany: Excelsior Editions/State University of New York Press, 2018.
2. McKibben, Bill (ed.) [*The Global Warming Reader: A Century of Writing about Climate Change*](#). Penguin Books, 2012.
3. Speck, Jeff. [*Walkable City: How Downtown Can Save America, One Step at a Time*](#). North Point Press, 2013.

ADDITIONAL REQUIRED READING

¹ LEAP learning outcomes value rubric definition of Critical Thinking used by Rollins Foundations in the Liberal Arts curriculum.

Beyond readings listed specifically in our syllabus schedule below, you should also monitor climate change stories 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.

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 include:

[Yale Environment 360](#) broad, rich analysis from Yale’s Forestry and Env. Studies School
[Mother Jones Blue Marble](#) breaking environmental policy and a little muckraking on the side

[The New York Times’ Dot Earth](#) Andrew Revkin on human impacts from suburbia to Siberia

[The Cleanest Line](#) clothing company Patagonia on adventure destinations with backstories
High Country News [Blogs](#) non-profit media organization on changing American west
Discovery News’s [Earth](#) offers science heavy but laymen friendly analysis of academic work

[OnEarth Blog](#) wide range topics from env. NGO Natural Resources Defense Council

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

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

The Guardian’s [Environmental Blog](#) 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](#) urban planning w/RC’s Dr. Stephenson

COURSE EXPECTATIONS

Active participation is critical in this course, especially since we have the luxury of a small seminar environment. Please be advised that the reading load is heavy at times and requires substantial time commitments. As Rollins suggests, you should anticipate spending an average of three hours outside of class for every hour spent in class. Be sure to come to class prepared to actively participate with this in mind. Several exercises throughout the semester are intended to foster active learning and provide further structure to your participation grade. Please note that participation entails more than mere attendance. It requires active and meaningful engagement in the class.

There will also be several writing 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 and document them. For general guidance on writing style, we will read the age-old pamphlet by William Strunk and E.B. White, entitled *The Elements of Style*. It is also available online at: <http://www.bartleby.com/141/index.html>.

Finally, you should be familiar with the term plagiarism. Remember, any work that borrows wording, ideas, or even organization from another source without appropriate acknowledgment is defined as plagiarism – and treated as a serious violation with severe penalties. A general rule of thumb is to cite any phrase that is not common knowledge and longer than four words (see elaboration later in this syllabus).

GRADING POLICY:

Feel free to consult me about any of your work and grades during the semester, i.e. papers, participation, quizzes, exams, etc. Due to privacy concerns, however, grades will *not* be discussed electronically at any time during *or* after the semester. 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 < 60

You are responsible for turning in assignments on time, before class starts. This responsibility comes in three parts. For one, you must turn in a hard copy of your paper to me. For another, you must submit electronic copies to www.turnitin.com and the Rollins Foliotek [webpage](#) per rFLA course requirements. Our class ID is “14196518” and the class password is “honor.” Let me know if you need any help with this but do be sure to complete this requirement if you wish to receive credit for your paper. Failure to complete all steps, the paper and two electronic ones, by the assigned due date will result in a grade of zero for that assignment.

After class begins, assignments will be considered late so do not skip class just to finish an assignment. Late assignments will be accepted until 4 p.m. that day with one letter grade penalty – including both the hard copy and electronic submissions. After that, late 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 either by email or in class.

GRADING DISTRIBUTION:

- 6% Lynx Reflection Paper
- 6% Best Foot Forward Enforcement Action Reflection Paper
- 8% Bike/Walk Central Florida “News to Use” Newsletter or Website Editorial
- 10% Bike/Walk Central Florida Group Presentation @local school or community organization
- 10% Walkability Group Policy Proposal (rFla critical thinking artifact)
- 20% Daily Participation
- 20% Midterm Exam
- 20% Final Exam

COURSE SCHEDULE

Part I – Science & Theoretical Context

Week 1: Jan. 15/17

What is Politics? What is International Affairs?

Carbon Footprint Exercise: <http://www.carbonfootprint.com/calculator.aspx>

Sustainable Development and the Limits to Growth

View/Discuss (in class) Carl Sagan’s “[A Pale Blue Dot](#)” and Population Connection film [clip Summary](#) of Brundtland Report (full 318-page [document](#) for future reference only)

The Aldo Leopold Foundation, excerpt from “[The Land Ethic](#),” *A Sand County Almanac*.
Skim [The Founex Report](#), June 1971

Week 2: Jan. 22/24

Tragedy of the Commons, Our Common Future? & Prisoner’s Dilemma Simulation

Garrett Hardin, “[The Tragedy of the Commons](#),” *Science*, 162 (1968), pp.1243-1248.

McKibben: Intro, Keeling

Speck: Prologue & Part I: Why Walkability

Visit with Amanda Day, Executive Director of Bike/Walk Central Florida

Gunter: Intro, 1

Speck: Step 1: Put Cars in Their Place

Energy and Local Food with John Rife

Thursday Night 7 pm @Bieberbach Reed Conference Room, Cornell Campus Center

Week 3: Jan. 29/31

Tuesday 9 am discussion “Education for a Global Era: The Role of the Humanities”²

² The world faces immense problems, from global warming and economic inequality to the resurgence of racism and xenophobia. How can the humanities (literature, poetry, history, religious studies, philosophy, etc.) help us understand and address these issues? What can the humanities contribute to an education for global citizenship? This event is part of the Global Conversations conference, hosted by Rollins College on January 29-30, 2019, in conjunction with the annual ZORA! Festival of the Arts and Humanities. More information about the conference and festival can be found here: <https://zorafestival.org/>.

@ SunTrust Auditorium with panelists:

- Grant Cornwell, president of Rollins College
- Dr. José Fernández, longtime Dean of Arts & Humanities, University of Central Florida
- Zienzi Dillon, CEO, Carmel Global Capital/Marketplace Calling International, founder

OR Lessons from Hurricane Irma

McKibben: Hertsgaard, Inhofe, Crichton

Gunter, Mike Jr. "[Confront climate change or count on ever crueller hurricanes and Septembers.](#)" USA Today, 4 Oct. 2017

Gunter: 8, 9

Word Association Exercise @Social Innovation Hub

The Anthropocene and Scientific Consensus on Climate Change

McKibben: Crutzen & Stoermer, IPCC Working Group I, Oreskes

Pielke, Jr. Roger. "My Unhappy Life as a Climate Heretic," *The Wall Street Journal*, 3-4 Dec. 2016, p. A9. (use Olin database)

Susan Stamper Brown: "[Phony Prophets Painting Fake Pictures to Produce an Alternate Global Warming Reality?](#)"

Behind the Bus Tour @Lynx Headquarters (Friday afternoon Feb. 1 @3 pm)

Weekend Assignment: Take #102 from Rollins (begins in Casselberry) to downtown Orlando (departs from every 15 min. from 5 am to 2 am – weekends also?)

Part II – Political Actors & International Framework

Week 4: Feb. 5/7

[Merchants of Doubt](#), Dec. 2014 (96 min.)

See also Frontline's [Climate of Doubt](#), Oct. 23, 2012, 53 min. and earlier [Hot Politics](#)

McKibben: Svante Arrhenius, G.S. Callendar, Revelle & Suess, Hansen

Shannon Hall, "[Exxon knew about climate change almost 40 years ago,](#)" *Scientific American*, 26 Oct. 2015.

Gunter: 4, 5

Bike/Walk Central Florida Reflection Paper #1 due (Lynx)

Problems Concept Map Design @Social Innovation Hub

McKibben: Gore, Gelbspan, and Gore again (Remarks at the Kyoto)

Skim C-SPAN coverage of Gov. Arnold Schwarzenegger. Governor's [Remarks](#), Georgetown University Environmental Conference, 11 April 2007.

Gunter: 6, 7

How Democracies Die 3 pm Thursday lecture w/Professor Steven Levitsky @Bieberbach Reed

URBANISM: How Real Estate Developers Think w/Craig Ustler and Peter Hendee-Brown

Thursday Night 7 pm @ Suntrust Auditorium, Crummer Hall

Friday afternoon Bike/Walk Central Florida Enforcement Action data collection training (or R?)

Week 5: Feb. 12/14

Global Environmental Affairs: From Stockholm to [Paris](#)...and Beyond

Skim Intergovernmental Panel on Climate Change [webpages](#)

6-Gunter/*Politics of Climate Change*

Keith Bradsher, "[The Paris Deal on Climate Change is Official. Now What?](#)," *The New York Times*, 3 Nov. 2016, p. B3.

Gunter: 2, 3

Speck: Step 2: Mix the Uses

US Climate Change Policy - Beyond the Government Sector: From Markets to Civil Society

Kurtzman, Joel. "[The Low Carbon Diet: How the Market Can Curb Climate Change](#)," *Foreign Affairs*, Sept./Oct. 2009, pp.114-122.

Joseph Nye, "The Rising Power of NGO's," *The Daily Times* (Pakistan), 31 Aug. 2004.

Gunter: 10

Friday afternoon Field trip Talk & Tour Kissimmee (on Osceola County Mobility Tax)

Week 6: Feb. 19/21

[An Inconvenient Truth](#), 2006, 96 min.

McKibben: Gore #3, Jones, Parish, Tidwell, Klein

Gunter: 11

Optional McKibben: Hansen et al, Masters

Bike/Walk Central Florida Reflection Paper #2 due (Best Foot Forward Enforcement Act)

Transportation & Livability w/Rick Geller and Katie Shannon

7 pm Tuesday Night @Bieberbach Reed Conference Room, Cornell Campus Center

Lessons from Montreal: US Leadership on Ozone Depletion

Michael Gunter, Jr. "[U.S. is Behind the Curve](#)," *South Florida Sun-Sentinel*, 28 Feb. 2005.

Skim United Nations Environment Programme Ozone Secretariat [webpage](#)

Gunter: 12

Speck: Step 3: Get the Parking Right

Bike/Walk Central Florida Enforcement Action data collection (group 1)

Part III – Climate Change Impacts

Week 7: Feb. 26/28

[Before the Flood](#), 2016, 1 hr 36 min. (see also [The 11th Hour](#), 2007, 92 min.)

McKibben: McKibben, Brown, Monbiot, Hansen, Nasheed

Speck: Step 4: Let the Transit Work

Oil Addiction: Energy Security & Terrorism

McKibben: McKibben, Bingham, The Evangelical Climate Initiative

Optional [Extreme Oil](#) (3-pt. 2004 series) or [American Experience: The Alaska Pipeline](#)

Gunter: 13

Bike/Walk Central Florida Enforcement Action data collection (group 2)

Week 8: March 5/7

Midterm Design Exercise @ Social Innovation Hub

McKibben: Schwartz and Randall, Roy, Breashears and Wheeler

Gunter: 14

Schedule Bike/Walk Central Florida Presentation @ local school or community org.

Midterm

Week 9: Spring Break

Part IV – Beyond Carbon: Alternative Energy Options

Week 10: March 19/21

Public Transit and Urban Design

?*Tour Rollins campus and Park Avenue with Dr. Bruce Stephenson, Environmental Studies*

Bruce Stephenson, “Rollins College and Winter Park: Exemplars of the American Renaissance, Precedents for the Future,” *Florida’s Golden Age, 188-1930*

Gunter: 16

Speck: Step 6: Welcome Bikes

Bike/Walk Central Florida Editorials due

[*YERT \(Your Environmental Road Trip\)*](#), 2012 (113 min.)

McKibben: Shiva, Braasch, Kolbert, Vidal

Paper proposals with preliminary bibliographies due

Speck: Step 7: Shape the Spaces

Speck: Step 8: Plant Trees

Bike/Walk Central Florida Enforcement Action data collection (group 3)

Week 11: March 26/28

Group Presentation #1:

The Story of Love Canal

Eckhardt C. Beck. “[The Love Canal Tragedy](#)” US Environmental Protection Agency.

Ronnie Greene. “[From homemaker to hell-raiser in Love Canal](#),” The Center for Public Integrity, 16 April 2013.

Gunter: 15

Speck: Step 5: Protect the Pedestrian

Group Presentation #2:

Wind & Solar as Alternative Energy Options

Komanoff, Charles. “[Whither Wind?: A Journey through Heated Debate over Wind Power](#),” *Mother Earth News*, Feb./March 2007.

Skim webpages of: [Nova: The Big Energy Gamble](#)

Skit characters assigned

Gunter: 17

Bike/Walk Central Florida Enforcement Action data collection (group 4)

Week 12: April 2/4

Group Presentation #3:

Non-renewable group discussion w/ *Improvised Group Skit*

Totty, Michael. "[The Case for – and Against Nuclear Power](#)," *The Wall Street Journal*, 30 June 2008, p.R-1.

Group Presentation #4:

Speck Discussion

Speck: Step 9: Make Friendly and Unique Faces

Speck: Step 10: Pick Your Winners

Grant Proposal Pitch Assigned

Week 13: April 9/11

Group Presentation #5:

Carbon Capture & Sequestration (CCS): Can King Coal Be Clean Coal

US Environmental Protection Agency, [Carbon Dioxide Capture and Sequestration](#)

Gunter: 18, 19

Group Presentation #6:

One Scenario: The Aral Sea

Sandra Akmansoy & Daene C. McKinney, Center for Research in Water Resources, "[Aral Sea Water Rights](#)."

Part V – Conclusions

Week 14: April 16/18

Grant Proposal Pitches @Social Innovation Hub

Group Presentation #7 (if necessary)

Building More Sustainable Cities & [10 Towns that Changed America](#), 19 April 2016 (56 min.)

T.D. Allman "[The Theme-Parking, Megachurching, Franchising, Exurbing, McMansioining of America: How Walt Disney Changed Everything](#)," *National Geographic*, March 2007.

Gunter: 20

Walkability Policy papers due

Week 15: April 23/25

Consumption Habits & Climate Change Impacts in the United States

Skim US Global Change Research Program's [Fourth National Climate Assessment](#), 2018

Optional: [Affluenza](#), 1997/2005, c. 60 min. (see also [The Age of Stupid](#), 2009, 89 min.)

Gunter: 21

Solutions Concept Map Design @Social Innovation Hub

A Global Marshall Plan: Redefining Security?

Michael Shellenberger and Ted Nordhaus, "[The Death of Environmentalism: Global Warming Politics in a Post-Environmental World](#)," *Grist Magazine*, 13 Jan. 2005.

Kofi Annan, "[Nobel Lecture](#)," 10 Dec. 2001.

Gunter: 22

Friday Afternoon rFla Foundations Summit from 2-3:30 pm
Deadline for off campus Bike/Walk Central Florida Group Presentation

Week 16: April 30

Jeopardy Semester Review

Review questions & answers *due midnight before class (no attachments please)*

Gunter: Conclusions

Final Exam: May 3 @ 11 am

* Please note changes in this schedule may be necessary during the semester, particularly after Fox Day on April 11☺.

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. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of 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.

DOCUMENTATION & PLAGIARISM

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

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 of Arts & Sciences, as per our college policies.

DISABILITY SERVICES STATEMENT

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely

arrangements by disclosing this disability in writing to the Disability Services Office at (box 2764) 1000 Holt Ave., Winter Park, FL, 37289 or call 407-646-2345 for an appointment.

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 our small-group projects.

POLITICAL SCIENCE DEPT. STATEMENT OF STUDENT RESPONSIBILITY

The Political Science Department of Rollins College is committed to the principle of active learning. For us, this means that learning cannot take place without students' active involvement in, commitment to, and responsibility for, their own education. Hence it is important that students conduct themselves in ways that indicate respect for the learning community and the learning process. While it is difficult to specify precisely what this means in all cases, at the very least it entails coming to class *on time* and being prepared to remain in one's seat *for the duration of the class period*. Respect for the learning community and the learning process *excludes* persistent lateness, leaving the classroom during class time, and/or falling asleep in class. We also ask that you turn off all mobile phones while in the classroom. Finally, we consider being habitually unprepared for class to be a violation of the learning community and a form of academic dishonesty.

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 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. In addition, 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 any reason, i.e. illness, athletic competition, job interview, let me know in advance. That means *before* class starts. If you meet this requirement, you are allowed two such excused absences.

**1 Bike/Walk Central Florida Editorial
and 2 Bike/Walk Central Florida CE Reflection Papers**

These are three total editorial assignments of 500 to 600 words -- and no more. Not merely opinion pieces, your task is to present a well-reasoned argument that highlights core beliefs, incorporates theoretical rationale, recognizes cross-cutting relationships, and addresses the political and economic ramifications of your position.

The first is a critical reflection on a talk and tour our class will have @ Lynx Headquarters in downtown Orlando, combined with an outing you will have on the #102 bus from Rollins to downtown Orlando. The second is a critical reflection on your participation in the High Visibility Enforcement Action (including data collection in weeks before that enforcement action) as part of Best Foot Forward Pedestrian Safety program, managed by Bike/Walk Central Florida, particularly your assistance in data collection protocols established by the [National Highway Traffic and Safety Administration](#) as well as interviews with the undercover police officer that heads up this initiative. The third is a reflection which asks you to combine our experiences to date with Bike/Walk Central Florida, your class reading of Jeff Speck's *Walkable City*, and the biking and/or walking environment you observed while on Spring Break. Each assignment will appear in the BWCF Newsletter or the Bike/Walk Central Florida website.

Keep in mind shorter writing assignments can often be just as difficult, if not more so, than longer works, in part because writers often need multiple drafts of editing to meet space constrictions. Grades 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. Highlights an effective thesis statement.
2. Supports critical contentions with adequate evidence and specific examples.
3. Shows imagination and creativity in individual insights.
4. Is well-organized, stylistically effective, and mechanically sound (see Strunk and White's *The Elements of Style*).

Walkability Policy Proposal (Critical Thinking artifact for [Foliotek](#))

For their final project students will consult with Bike/Walk Central Florida (<http://bikewalkcentralflorida.org/>), a 501(c)(3) that promotes walkable and bikeable communities by raising public awareness about safe, active transportation. Students will develop educational initiatives and analyze issues of feasibility, health, and personal safety as well as climate change mitigation as they explore areas to enhance walking or biking, including analysis of paths like those here in Winter Park: http://bikewalkcentralflorida.org/wp-content/uploads/2017/05/BWCF_Winter-Park-Map.pdf.

Utilizing class readings, outline a set of concrete policy recommendations for addressing the threat of climate change, including your underlining theoretical rationale. As you think through

the different aspects of this issue, be sure to pay attention to the concepts of citizenship and geographic place. Questions to guide you along this road are: What explains the origins of the problem? How is the problem exacerbated? What is being done to address it? Is this sufficient? What would you suggest differently?

Keep in mind this is a critical thinking exercise that requires a comprehensive exploration of issues, ideas, and events before carving out your conclusion. You will need to explain these issues, highlight evidence, evaluate relevant assumptions, and distinguish your perspective from others we have read.

In terms of the technical components, your paper should be 5 to 6 pages in length (in 12-point font) and is due at the end of the semester. A 300-word project description, including thesis statement and explanation of topic significance as well as preliminary bibliography of at least a half dozen sources will be due earlier in the semester. You may choose between APA, Chicago, or MLA style for both assignments.

As usual, grades 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. Highlights an effective thesis statement.
2. Supports critical contentions with adequate evidence and specific examples.
3. Shows imagination and creativity in individual insights.
4. Is well-organized, stylistically effective, and mechanically sound (see Strunk and White's *The Elements of Style*).

Bike/Walk Central Florida Group Presentation

This 15 to 30-minute presentation represents 10% of your final grade. Using PowerPoint (emailed to me the day of your dry run presentation in class) explain how your work with Bike/Walk Central Florida (see me for approval) relates to climate change. See me at least a couple days before your presentation to discuss ideas here. Notably, you will make this presentation twice, one to our class and a second time to a local elementary school, middle school, city or county planning staff, or the BWCF Board.

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 five lines of the following page, submit that grading sheet the day of your presentation, 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?

Oral Current Events Report – fill out top 5 lines yourself

Name:

Topic:

Points of emphasis:

Presentation date:

Emailed to class date:

Content

1. Competence in factual background information

/5

2. Relevance to class, including conceptual orientation and cohesion

/25

3. Critical analysis

/25

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

/25

/20

Total Grade: