FYCS Diversity, Equity and Inclusion Statement

The UF/IFAS Department of Family, Youth and Community Sciences is committed to engaging positively in a global and diverse society through its teaching, extension, and research efforts. That commitment is demonstrated by creating an inclusive educational environment that fosters belonging as we mentor students, perform relevant scholarship, and conduct outreach for families, youth, and communities that is sensitive and responsive to the needs of diverse audiences. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond. (adopted April 30, 2021)

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Office 3026 McCarty Hall D

Classroom: 0117 Flint
Tuesday Periods 5 & 6 (11:45 AM – 1:40 PM)
Thursday Period 6 (12:50 PM – 1:40 PM)

Consultation Policy: Please contact me by phone or by e-mail to request an appointment any time that you have a question or want to discuss something. I will meet with you in person, by Zoom or by telephone as soon as possible. I try to respond quickly to e-mails, but I get many e-mails associated with my position at UF almost every day.
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Classroom Use of Phone & Computer. Turn off your phone and put it away while in class. Bring your computer to class but use it only during classroom activities where you need to use the computer to consult materials that you prepared for class or for class activities. ***If you are not using the computer for a class activity, close the computer.***

Course Description: This course examines the status of contemporary sustainable community development research, knowledge, policy and practice. I encourage students to examine the underlying premises and goals of sustainable community development. We will explore different approaches to development for sustainability including socio-ecological systems, natural step or social evolutionary theory, planetary boundaries or resource limitation, ecological economics, and socio-environmental perspectives. You will complete three analytic assignments in which you explore aspects of sustainable community development of specific interest to you.

Course Goals

- Critically assess the existing empirical data, assumptions, and theoretical approach to the scientific evidence relevant to sustainable community development
- Articulate scientific perspectives on and recommendations for addressing threats to the sustainabilityof communities; and
- Provide knowledgeable and well-reasoned leadership for students, professionals, and citizens concerned with sustainable community development.

Course Objectives: After completing this course, you will be able to:

- Understand how four critical anthropic processes affect global social, biological and economic systems
- Analyze how key functions such as food, water and energy availability depend upon and are affected by these global processes at the local (community) level
- Recognize the distinct and often contradictory premises that underlie contemporary research, policy,public discourse and practice of sustainability
- Appraise how these differences in premises lead to different approaches to creating sustainable solutions to problems, issues and needs in local communities

Class Schedule (Subject to Revision as Needed)

See the course web site for a weekly guide to our class. Click on the topics listed in the table at the course website to see the preparations you need to make for class each week. The web pages for each week include the required readings and any specific instructions for class preparation. The table at the website also provides a link to a description of each assignment and the due date. I update the course website regularly and you should assume that the content of the course website is the correct content. The table below provides a general schedule of topics and readings, subject to revision during the course if needed.

WEEK	DATE	TOPIC	ASSIGNMENT
1	Jan. 06	Introductions and Course Overview	
2	Jan. 11	Team Introductions & Sustainable Community Development: A Disputed Concept	
	Jan. 13	Review Instructions for Assignment 1 (Argumentative Analysis) and Annotations	Two Annotations – post to discussion board before class
3	Jan. 18	Population Growth, Urbanization & Sustainability	
	Jan. 20	Team Work on Argumentative Analysis	
4	Jan. 25	Globalization, Technology & Sustainability	
	Jan. 27	Team Work on Argumentative Analysis	
5	Feb. 01	The Anthropocene	
	Feb. 03	Present Argumentative Analysis	Argumentative Analysis. February 7, 11:59 PM
6	Feb.08	Challenges: Climate Change, Energy, Resource Depletion	
	Feb.10	Team Review of Concept Mapping	
7	Feb. 15	Challenges: Water, Environment, Agriculture	
	Feb. 17	Team Work on Concept Map -- First steps (no graphic yet)	

WEEK	DATE	TOPIC	ASSIGNMENT
8	Feb. 22	Challenges: Inequality, Poverty, Violence	
	Feb. 24	Making the Map	
9	Mar. 01	Presentation of Concept Maps	Concept Map, March 01, 11:59 PM
	Mar. 03	Complex, Self-Organizing, Hierarchical Systems	
10	Mar. 05-12	**SPRING BREAK – CHILL OUT**	
11	Mar. 15	Building Sustainability: Ecological Frameworks	
	Mar. 17	Develop Ecological Framework for Policy Brief	
12	Mar. 22	Building Sustainability: Economic Frameworks	
	Mar. 24	Select an Economic Approach: Degrowth, Circular Economies, Sustainable Consumption	
13	Mar. 29	Building Sustainability: Technological Frameworks	
	Mar. 31	Evaluate Technological Approaches to Sustainability to Incorporate into Your Policy Approach	
14	Apr. 05	Building Sustainability: Social Frameworks	
	Apr. 07	Identifying Policy Strategies to Foster Environmental Justice, Health Equity, and Supportive Urban Environments	Annotated Bibliography, April 08, 11:59 PM
15	Apr. 12	Develop the Concepts and Focus for Your Policy Brief	
	Apr. 14	Work on the Presentation	
16	Apr. 19	Presentation of Policy Briefs	Policy Briefs, April 19, 11:59 PM
WEEK	**DATE**	**TOPIC**	**ASSIGNMENT**
1	Jan. 06	Introductions and	
2	Jan. 11	Team Introductions & Sustainable Community Development: A Disputed Concept	
	Jan. 13	Review Requirements of Assignment 1 (Argumentative Analysis) Review & Assess Annotations	Two Annotations
3	Jan. 18	Population Growth, Urbanization & Sustainability	
	Jan. 20	Team Work on Argumentative Analysis	
4	Jan. 25	Globalization, Technology & Sustainability	
	Jan. 27	Team Work on Argumentative Analysis	

5	Feb. 01	The Anthropocene	
	Feb. 03	Present Argumentative Analysis	Argumentative Analysis
6	Feb.08	Challenges: Climate Change, Energy, Resource Depletion	
	Feb.10	Discuss Materials on Concept Mapping	
7	Feb. 15	Challenges: Water, Food & Agriculture	
	Feb. 17	Team Work on Concept Map	
8	Feb. 22	Challenges: Biodiversity,Conservation, Environmental Quality	
	Feb.24	Team Work on Concept Map	
9	Mar. 01	Challenges: Social Inequality, Poverty, Conflict	
	Mar. 03	Present Concept Maps	Concept Map
10	Mar. 05-12	**SPRING BREAK – CHILL OUT**	
11	Mar. 15	Complex, Self-Organizing, Hierarchical Systems	
	Mar.17	Develop Focus for Policy Brief	
12	Mar. 22	Building Sustainability: Ecological Frameworks	
	Mar. 24	Presentations: Urban Metabolism and Ecosystem Services	
13	Mar. 29	Building Sustainability: Economic Frameworks	
	Mar. 31	Class Discussion: Strengths & Weaknesses of the Degrowth and the Circular Economy Paradigms	
14	Apr. 05	Building Sustainability: Emerging Technologies	
	Apr. 07	Class Discussion:	
15	Apr. 12	Building Sustainability: Contrasting Pathways to Broad Social Sustainability	
	Apr. 14	Class Discussion:	Annotated Bibliography
16	Apr. 19	Presentation of Policy Briefs	Policy Briefs

Approach and Expectations

I base my assessment of your performance in this course on how well you can apply the concepts that we examine in the course readings in your assignments and class activities. I expect you to develop and apply analytical and critical thinking skills. I also base my evaluation on the degree to which you provide evidence that you have taken responsibility for your own learning experience by actively exploring the literature about each of the processes and concepts that we explore in this class.

Class Organization and Structure

Our class will meet for three periods each week, with two periods on Tuesday and one period on Thursday. The **Tuesday session** will require preparation on your part because we will discuss various aspects of sustainable development at the community scale (see Class Participation below). The **Thursday session** will occur through Zoom or in the classroom. You will be working with a team for each assignment and my intent is for you to have time to work together during almost every Thursday session. Attendance at the class meeting, whether in person or through Zoom, is mandatory and I will be present to answer any questions you may have and assist you with your assignments. There will be a breakout room for each team in the class if we meet by Zoom.

Grades & Grading

For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/ . More information on UF grading policy can be found at: UF Graduate Catalog and Grades and Grading Policies. I will post your total points accrued after you and I finish grading Assignments 1 and 2.

My goal is for every student to earn an A in this course. To earn an A, you will need to use higher-level cognitive skills. This means you move from repeating others' ideas and what you read to develop your own ideas. We will deal with complex ideas, processes, and systems in this course. I want you to be able to analyze and evaluate others' ideas *and to develop your own ideas about sustainable community development.* Bloom's Taxonomy has a long history in guiding higher-order thinking. I expect you to use the higher order skills in Bloom's hierarchy in all assignments and in our classroom activities.

Grading Scale

A	95 – 100%	**A-**	90-94%				
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%	**E**	<60%

Distribution of Grade

Component	Points
Class Preparation & Participation	200
Assignment 1: Argumentative Analysis	200*
Assignment 2: Concept Map	200*
Assignment 3: Policy Brief	200*
Team Member Assessment	75
Annotated Bibliography	125
TOTAL	1000

*150 points for the document you submit and 50 points for your presentation.

I will accept late submissions only under the conditions specified in the UF Catalog. All due dates are provided at the class web site. ***I list the specific criteria that I will use to grade each assignment at the end of the assignment***. Consult those criteria and ***complete the assignments based on the specific criteria given***. I use the following general kinds of criteria in evaluating your performance in this class as a whole.

(1) <u>Ability to apply the concepts learned in class.</u> You must demonstrate that you understand the key concepts and that you can use what you have learned. Concentrate on applying the concepts, not on repeating phrases from our discussions or from the literature.

(2) <u>Evidence that you search out and read additional materials about sustainable development beyondthe assigned materials.</u> The assigned readings are a place to **start** your exploration of the literature about sustainable development. Seek out and read additional material in those areas of interest to you. Retain the literature that you consult, use it to complete assignments, and make sure that you cite the literature. Share good materials with your colleagues.

(3) <u>Evidence that you can critically assess the contemporary research and practice in sustainable community development.</u> Demonstrate that you have explored multiple avenues for addressing problems and that you can identify appropriate criteria for assessing the outcomes of interventions and policy changes.

Class Preparation & Participation (200 Points, individual assessment)

Objectives: I want you to be able to:

- Gain a thorough understanding of key concepts, frameworks, issues and processes of sustainable community development
- Apply the higher cognitive skills associated with critical thinking to your academic and professional work in sustainable community development
- Develop your own ideas about how to engage in the processes critical to sustainable community development
- Engage in collaborative learning with other students to improve the quality of the learning experiencefor all students

In most weeks, I ask you to complete specific preparations for class. These are indicated at the webpage for each week. I will sometimes ask that you post preparatory materials on Canvas so that we can all share our contributions more quickly and fluidly in class. **I assess preparation primarily based on your leadership and participation in the classroom discussions each week.** I provide the specific kinds of evidence that I look for in the table below. I use these criteria to assess the degree to which your preparation has gone beyond simple "reading for general content" to include higher-level cognitive preparation. The latter provides evidence that you have read material in detail (reading for comprehension, analytic reading, critical reading) and that you have analyzed and synthesized the material. Think about how your area of interest is related to the required readings for each week and demonstrate that you have thought about critical linkages between the different components of a sustainable approach to community development. This is part of critical thinking – your ability to synthesize and see the connections between different concepts and approaches and to bring your own expertise and experience to bear.

I **also assess this portion of your grade based on the degree to which you play an active role in class activities, including discussions.** Class activities will build upon and extend your competence in each topical area, not cover the basics. My lectures will be limited to covering material or concepts that are **not** covered in the required readings. I will ask you to participate in several kinds of class activities, most requiring your active participation in class discussions. Each of you will probably have different kinds of interests and will explore different aspects of the literature about sustainable community development. I want you to share what you are learning through your

individual work with the class.

I will assess class preparation and participation throughout the semester providing guidance if I see a problem with your contributions. The scoring rubrics are provided below.

Points	Grading Criteria for Preparation
0	Fails to submit required preparations
5	Contributions consist mostly of repeating verbatim or paraphrasing information in the readingsContributions do not synthesize key concepts and ideas in the readings for the week (e.g. tends to be an "article by article" analysis rather than a synthesis) Contributions fail to demonstrate that the student has developed his/her own conclusions based on analysis of the concepts or findings in the readings
15	Contributions synthesize the key ideas and concepts in the readings for the week Contributions include a few of the student's own conclusions based on analysis of the concepts or findings in the readings, such as critiques of the author's ideas
25	Contributions consist largely of synthesis of the readings for the week, and draw upon the fullrange of materials covered at the time of the contribution, e.g., synthesize beyond the readings for the week Contributions challenge and/or extend upon the ideas presented in the required materials, compare and contrast key concepts, and when appropriate present alternative interpretationsor conclusions. Student develops his/her own concepts by extrapolating ideas and information beyond theexamples or applications covered in course materials and draws attention to other applications or related concepts from other classes

Points	Grading Criteria for Class Participation
0	Absent (no score awarded for class period)
5	Offers responses or contributions to activities primarily when asked, called on, or assigned toa group Participates sporadically, rather than throughout the activity or discussion. Provides little or no leadership for group processes in the classroom
15	Consistent, active involvement in all aspects of classroom activities Listens respectfully and responds to other students' points thoughtfully, makes substantivecomments, and questions others in a constructive way. Offers and supports suggestions that may be counter to the majority opinion in group workand discussions to stimulate discussion Helps identify goals and formats for group processes and helps keep groups on task duringgroup activities.
25	Consistent, active involvement throughout class activities without dominating the group Plays a leadership role for classroom activities by facilitating group processes, for example, encourages colleagues to participate and is alert to who wants to participate and helps themdo so Contributes to group's understanding of materials by encouraging higher level critical and creative thinking (examples could be suggesting alternative ways of analyzing a reading, summarizing ideas that emerge during discussions, and formulating questions that help the group move from simpler to more complex ideas)

Team Member Assessment Procedure

You will award a total of 75 points among your team members, 25 points each time you complete an assignment. You can distribute the points any way you want. For example, in a team of three, you could award 5 points to one member, 7 to another, and 8 to the third. Or, you could award 15 points to Member A, and 10 points to Member B, and 0 points to Member C. Assume that Team Member A was an excellent team member in your assessment, but both B and C were weak. You could then award all 25 points to Team Member A, 0 points to Team Member B, and 0 points to Member C. Do not award "half points" and do not award more than a total of 25 points for all team members.

I will reduce your grade by 25 points if you fail to follow the instructions. Submit the assessment under assignments on Canvas under Team Member Assessment 1,Team Member Assessment 2, or Team Member Assessment 3. List each member of your team (first and last name) and the number of points that you want to award to each member. ***Do NOT provide any other information*** – just the first and last name of the person and the number of points. ***Title the assignment yourlastname_team_assessment.***

Please consider the following questions as you decide how to distribute the points among your team members. **Do not** comment on these factors in your submission.

1. Did the teammate provide leadership for the group's work?

2. Did the teammate participate fully in group activities and tasks?

3. Did the teammate provide ideas and suggestions to improve your report for the assignment?

4. Was the teammate fully prepared (had read needed material, had clearly spent time thinking about the assignment, etc.) to participate in the group activities and tasks?

5. Did the teammate complete a fair share of the total work for the assignments?

6. Was the teammate professional in his/her interactions with other team members (timely,polite, responsive, etc.)?

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Annotated Bibliography (125 points, individual submission)

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I hope to provide you with an opportunity to explore a large body of literature relevant to sustainable community development during our course. As a professional you will need to identify, organize and maintain various bodies of literature that are relevant to your work. You need to be able to identify particularly valuable contributions to the literature, create a database of these contributions, and be able to find specific items without resorting to repeating the original search. Annotated bibliographies are one efficient way to do this.

An annotation is ***not the same thing as an abstract.*** The author(s) of a contribution create the abstract, which is a highly summarized statement of the content of a publication from the author's perspective. You, the user of the information, create an annotation which reflects *your perspectives*. Annotations can be descriptive (like a very abbreviated abstract) or evaluative. In this class you will submit an **evaluative annotation.**

You will submit a bibliography (extensive list) of annotations (minimum of 20 individual annotations) on April 07. However, I want to make sure you have a good grasp on how to write an annotation. Therefore, you will submit two individual annotations on January 13 so that I can alert you if there are problems. Use this title: YourLastName_AnnotateTest (e.g., Swisher_Annotate_Test.) I will not grade these two annotations and you can include them in the final annotated bibliography (perhaps with

revisions of course). For APA style go to https://guides.lib.uw.edu/c.php?g=345680&p=2331781

Submit the bibliography as a single-spaced Word document titled YourLastName_Annotated_Biblio. Do **not** fall behind in building your annotated bibliography. When that happens, the task becomes onerous and does not help you during this class. If you create annotations regularly, preferably every week, as part of your reading for class it helps your class preparation – turns two tasks into one to some degree. ***You may include a maximum of five required readings.*** All other annotations should be additional materials that you find or that I include in the lists of Additional Resources each week. Annotations should be **brief, written in a "bulleted point" style.** Your complete bibliography should consist of the four components listed below.

1. A complete citation in APA style.

2. A list of no more than three key words or phrases that reflect the content of most interest to you (example: organic agriculture, food elitism, racism)

3. A very brief summary of the topic and content of the item: no more than three sentences, **no more than 100 words.**

4. A brief summary of the value of the item *from your perspective*. No more than 150 words. The paragraph above is 144 words.

   Consider these factors as you make your evaluation. You will probably have to decide *which are most important* because you will probably not be able to address all five given the word limit.

   a. Does it provide pertinent information about what we already know about the topic?

   b. Does the item provide new information or ideas to you?

   c. Are the ideas expressed supported by data and other literature?

   d. Does the item encourage you to think about the topic in more depth or explore new ideas about the topic?

   e. Does the item make you reconsider or expand your own ideas about the topic?

Assignment 1: Argumentative Analysis (200 points)

Objective: Develop your ideas about the roles of population growth, urbanization, technology,and globalization in shaping planetary processes and systems.

Submit this assignment on Canvas under Assignment 1: Argumentative Analysis as a single-spaced Word document. Title the document with the last name of each team member in alphabetical order. End the document name with the phrase Argumentative_Analysis. The single spacing and format of the document name is important. If you do not follow these instructions is complicates the grading procedure for me – and takes up a lot of time. One member of the team should post each assignment under his/her name. Post ONLY once. Here is an example of the title: Anderson_Jiminez_Zhao_Argumentative_Analysis. The due date and time is posted on the course home page and on Canvas.

There are two basic types of analyses, explanatory and argument. An ***explanatory analysis*** provides the reader with a good understanding of the range of perspectives, explanations, viewpoints, kinds of research, research results, etc. about a topic. The purpose of the ***argumentative analysis***, on the

otherhand, is for you to present your own point of view, supported by relevant facts published in reliable sources. An argumentative analysis has a thesis that is debatable – that is, someone equally knowledgeable as the writer and using the same information could disagree with the writer's thesis and other experts could develop different, even opposing theses. ***In this assignment, you must develop an argumentative analysis.*** I strongly encourage you to read the material at the Purdue University On-Line Writing Lab. I think you will find this handout helpful in this assignment. (https://owl.english.purdue.edu/owl/resource/685/05/).

We will examine a number of perspectives about the role of population growth, urbanization, globalization and technological change on geophysical, biological and social systems. We will explore the idea that the combined effects of these processes have become planetary in scope, leading to global changes in planetary systems and processes and the emergence of a new epoch, the Anthropocene. There is a lot of discussion about what the Anthropocene *is* and many facets of this concept are hotly debated, but a majority of geoscientists and many scientists from the biological and social sciences do agree that human activities are having geologically significant impacts on the planet (e.g., impacts that will persist for very long periods of time, even if the activities that create the impacts end in the very near future). Your task in this assignment is to develop and support a thesis about the relative importance of population growth, urbanization, technology, or globalization as ***the critical driver of the Anthropocene.*** Your analysis should clearly argue for a dominant role for ***one*** of these processes and, more specifically, ***identify one or a few aspects*** of the phenomenon that are critical drivers of human planetary transformations. Use the required readings, additional materials, and materials that you find on your own to complete this assignment. Here are the required components for this assignment. Use the headings I provide below in your document.

Thesis

State a thesis -- Maximum 300 words. A thesis is a clear, unambiguous statement of your position with regard to a topic. The thesis ***cannot*** be a simple statement like "Population is the key driver of the Anthropocene Era." It shouldbe a substantive statement that shows that you have examined each of the four processes we have discussed in enough depth to formulate your own ideas about which specific aspects of ***one*** of these processes is critical in the Anthropocene Epoch. In other words, you have to select which driver -- population growth, urbanization, technology, or globalization – is the most critical to the Anthropocene. Be specific. For example, my thesis might be that the development of technologies that permitted large-scale transformation of natural systems, such as mechanical land clearing, is the single most important driver of the Anthropocene Epoch. You may and probably should identify more than one specific impact, but this should not be a compilation of a long list of potential critical impacts. Rather, you need to demonstrate that you have thought carefully about specific components of a general process like globalization or population growth that generate and sustain the Anthropocene. Good theses have three traits. They are concise, specific, and arguable. *Concise and clear* means the thesis is short and easy to understand. *Specific* means the thesis deals with a narrow and focused argument – as explained, not "population growth" in general but specific aspects of human population growth. *Arguable* means that someone else with access to the same information you have could disagree with you. E.g., your thesis is not just a statement of generally accepted fact. It is instead a carefully crafted conclusion that you have reached based on scientifically accepted evidence.

Arguments & Weaknesses

Develop three to five arguments to support your thesis. State each argument in a ***short paragraph (maximum 150 words for each)*** and ***number each argument (1-5)***. Arguments include **evidence** offered in support of your thesis ***and*** an explanation of the **logical connections** between the evidence

and your thesis. You must draw upon published research reports, research reviews, and analytic pieces to develop the basis of your arguments (evidence and logical linkages). I really hate to give numbers, but I would suggest that your analysis should be based on a minimum of 10-15 publications (including the required readings). We will discuss a complex set of phenomena in this course, and the mechanisms that have created the Anthropocene Epoch – or perhaps whether it even exists -- is subject to great uncertainty and large gaps in our knowledge base. I believe that 20 is a more likely number of sources of information and ideas that you need to examine to generate to a robust thesis that shows sophistication in your thinking. These should include publications *other than* the required readings for this class. Use APA format for all references. When you refer to or use ideas from a reference in the body of your essay, make sure to cite the source using APA style.

Identify weaknesses in the body of evidence or train of logic (premises) that could undermine your arguments. Make a numbered list (a, b, c…) of the weaknesses you identify for each argument – putting "none" if you did not identify a weakness. Maximum of 100 words per weakness. The ideas we discuss in this class rest upon incomplete evidence in almost every case. For example, very reputable scientists disagree about whether the Anthropocene is a very recent phenomena or, on the contrary, that it started long ago. The evidence is insufficient to establish the time of onset. My thesis that the development of technology that permits large-scale landscape transformation is based on the premise that the Anthropocene is of recent origin. This is a weakness in my argument. Do not be overly critical of your own ideas but do be honest about the weaknesses. Honesty about the weaknesses in one's own arguments is a key requirement for "substantive, deliberative civil debate," and one that is lacking in much of what you have experienced in the public domain in recent years.

Counterarguments

Identify the 2 or 3 strongest counterarguments to your own ideas and explain why you reject them. Maximum 150 words per counterargument. Number the counterarguments. For example, a strong counterargument to my thesis is that there is a growing body of evidence that pre-industrial societies in Central and South America produced discernible landscape level changes despite not having mechanical technology. It appears that these landscape level changes resulted from repeated small scale landscape changes. You should appreciate it when people point out strong counterarguments to your own conclusions.

Summary

Develop a 200 word summary of your analysis. Be prepared to share your summary briefly (10 minutes) in class.

I use a grading rubric for assignments that indicates characteristics of responses that range from excellent to unacceptable. The table immediately below provides the characteristics that I will use to assess the quality of the arguments you present in Assignment 1 – e.g., one component in the grade on the assignment. I give a score poor, satisfactory, or excellent to your responses. I have a rubric like this for every component of every assignment. I do not include all this in the syllabus to conserve room – to be honest I do not think most students read the detailed versions and that is very understandable. However, I thought you should see an example of the actual rubric I use for at least one component of this first assignment. In the syllabus, I provide only the standards that you need to meet to receive the full points for each assignment. The criteria listed in the table entitled **"Grading Criteria Assignment 1: Argumentative Analysis" on the next page** are the criteria that you need to meet to receive the full (200) points for this assignment. Here are some examples of factors used to evaluate the quality of arguments.

Excellent	Several arguments are offered and sequence of arguments is logical so that arguments build on and support each other One argument is presented in each paragraph and paragraphs are internally well-organized – lead sentence states argument, followed by supporting or explanatorysentences and ending with a concluding or summary sentence Writer provides relevant evidence from the published literature to support each argumentand cites the source of the evidence Writer explains how the argument supports the thesis and addresses how the arguments build on key concepts about the Anthropocene, population growth, urbanization, technological development & globalization
Satisfactory	Few arguments and/or sequence of arguments is not always consistent andlogical More than one argument is presented in each paragraph and/or the argument being madeis not clear or is poorly organized Writer provides relevant evidence from the published literature to support some arguments and cites the source of the evidence, but evidence relies primarily on asingle resource Writer's explanation of how the argument supports the thesis is weak or confusing and fails to incorporate key ideas about the Anthropocene, population growth,urbanization, technology and globalization
Poor	Writer provides little or no relevant evidence from the published literature to support arguments Few arguments and sequence of arguments is not logical Writer does not explain how the argument supports the thesis and does not tie arguments to population growth, urbanization and globalization

Grading Criteria Assignment 1: Argumentative Analysis

Criteria	Possible Points	Your Points
Quality of the Thesis Unambiguously states the writer's position The position is arguable (is not simply a statement of accepted fact) Is concise and clear Specifies a specific component or aspect of population growth, urbanization, technological development or globalization (not overly general) Reflects a thorough understanding of key concepts discussed in this class Demonstrates that the student has synthesized the information presented in the first four weeks of class by comparing and contrasting ideas and evidence from several of the topics, not just one (for example., synthesize information aboutpopulation growth and urbanization)	40	
Quality of the Arguments Several arguments are offered Sequence of arguments is logical so that arguments build on each other in some way (e.g., simple to complex, relatedpoints, etc.) One argument is presented in each paragraph and paragraphs are internally well-organized – lead sentence states argument, followed by supporting or explanatory sentences and ending with concluding or summary sentence Writer provides relevant evidence from the published literature to support each argument and cites the source of the evidence The arguments build on key features of the Anthropocene, populationgrowth, urbanization, technological development & globalization	60	
Weaknesses in Arguments and Counter Arguments Identification of weaknesses demonstrates that the student has gone beyond simply looking for evidence to support his/her arguments to examine the full range of evidence in support of and contrary to his/her arguments and thesis Can identify weaknesses in the underlying premises of his/her arguments (logicalfallacies or inadequate assumptions) Identified specific counter-arguments that are ***relevant to the validity of his/her thesis only*** (e.g., did not simply search out other general ideas)	50	
Use & Mastery of the Literature Exhibits mastery of concepts in the required readings for this course and can apply those concepts to the development of logical arguments Draws upon extensive relevant published literature beyond the required readings for this course to develop arguments and conclusions Draws upon literature from a number of perspectives, disciplines and viewpoints, including competing assessments of the role and impacts of population growth, urbanization, technological development and globalizationon on sustainability Writer correctly cites and references all literature used Writer makes clear how the concepts or information in the literature was used in the essay – does not just "toss in" citations	40	
Followed all instructions; correct use of APA style	10	
TOTAL	**200**	

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Assignment 2: Concept Map (200 points)

Objective: Develop your ability to analyze complex problems, issues or needs, assess the relativeimportance of inter-connected concepts and linkages, and organize your understanding of the different components of a complex problem issue or need into a holistic, internally consistent and logical presentation of key ideas.

In this assignment your target audience for the presentation of your concept map consists or professionals in government, academia, or advocacy groups whose members have expertise in community development. E.g., this is not a general public audience. This is important because you always need to match the language you use and the content of any visuals in your presentation to the audience. This presentation can be fairly detailed and specific and definitely can include technical terms that an "average citizen" might not know.

A concept map is a visual presentation of the relationships among a number of concepts, processes, or events. The map focuses on a single concept, process or event of interest – in your case one of the challenges to sustainability that we discuss in this class. Related concepts and/or processes are tied to the central focus of the map through a linkages represented by lines with a word or phrase that describes the nature of the relationship between two components. Concept maps start with broad, general relationships and build on them to create complex visual models of how many factors interact to produce a given outcome. Here are some resources about concept maps.

http://cmap.ihmc.us/docs/theory-of-concept-maps.php Good explanation. I think the company sells software for making concept maps.

https://www.youtube.com/watch?v=o2Js_9-ek7o I like this tutorial on concept mapping because it focuses on using the process to visually organize knowledge. This helps us systematizeand organize what we learn. This is what I want you to do in this assignment. It's about 15 minutes long and worth hearing because it gives a lot of good ideas about how to use colors and types of connectors to make a more explanatory and useful concept map.

https://www.youtube.com/watch?v=axZD1WMPRIo This is from a class at the University of Maine. Itshows how to use paper, Microsoft Word and Google Drive to create concept maps. It deals with the actual construction of the concept map. It is a good step by step procedure and also has good instructions on the use of the various programs to make one.

Your task in this assignment is to create a concept map, drawing upon the ideas we have discussed in class, required readings, and additional resource materials (research reports, other published articles, books, data, official statistics, etc.) that you find. *Your map should show how social, technological, environmental and economic factors interact to produce a challenge or threat to the sustainability of communities, factors like insufficient availability of water, violence, resource depletion.* Make sure you consider what we learned in the first part of the course about the role of population growth, urbanization, technology and globalization and how they are reflected in the challenges identified in the more recent weeks. Most people find it helps on this assignment to have a model of a specific community or type of community in mind for the exercise. This could be small rural communities or underserved communities in large metropolitan cities. Your entire team will have to share a common description of the kind of community. It may work best if you use an example of a community that at least one of you knows well.

You will present your concept map in class on the day presentations are indicated in the course schedule. Submit the map and a *single-spaced Word document (1,000 words maximum, about two pages of single-spaced print)* with the information requested in item 6 below. Submit the map as a PDF document with the title LastName1_LastName2_LastName3_Concept_Map. Title the two-page document LastName1_LastName2_LastName3_ Map_Explanation

Here is a general procedure for making a concept map.

1. State a challenge or threat to sustainability that will serve as the focus for your concept map. I suggest that you select a precisely defined (somewhat narrow) threat or challenge to sustainability in the community or type of community you have chosen. "Biodiversity loss" is too broad. "Decline in population of wild animals important in the local diet" would be better. Concept maps get complex quickly and the broader the focus of the map, the more complex the map becomes. One good way to get started on the map is to develop a focal question about the threat of interest. For my example, the question might be "What drives the local extinction or decline of wild food animals in this area?" The question will help you focus on relationships between processes, concepts and the threat.

2. List the 5 to 10 "large scale" factors that you can identify that drive the process of interest to you. These should be readily identifiable to you – probably even before you conduct a literature review. They will probably include some of the key drivers that we have discussed in the course and other drivers that you identify through your own expertise. These "major" or "large scale" factors form the first tier of your map. These large-scale factors must reflect the major challenges to sustainability that we will have discussed and incorporate examples of at least three of the processes driving the Anthropocene Epoch (globalization, population growth, technological development, urbanization). Your objective by the end of this process is to have articulated three to five major factors that contribute to the core issue of interest. Portray these as major "clusters" of related concepts that all affect the core issue directly.

3. Now elaborate each of these clusters. Add detail. Add secondary processes that contribute to the major factors or processes that you have already identified. For example, in my example of the disappearance of a wild food animals, poverty would be a major process in my map because poverty drives people to rely on hunting for food. In-migration to the area might be another because this increases the demand for "bushmeat". I might have unemployment and low-wage jobs as causes of poverty. Although these factors may not affect the decline in the food species directly, they are important social drivers of the phenomenon. Further, these factors interact with each other. Unemployment tends to grow as a result of in-migration of people with limited skills.

4. Continue to build your concept map with at least one more tier or layer of factors that explain the core challenge of interest. That is, your final map should have the core challenge or threat of interest, at least three major clusters of factors/processes that *directly* affect the core challenge, and at least two more "layers" or tiers of factors in each of those clusters. For example, in my example, the third tier might include things like "poor schools" because poor schools create poor job skills, which creates unemployment, which creates poverty – which finally directly affects hunting for food. You may include as many layers or tiers as you want, but three tiers are the minimum. You can have too many tiers. Ultimately, I suppose "everything is related to everything" and that makes for an incomprehensible concept map. So – stop when the relationships become too tenuous for you to be able to explain them clearly.

5. Think of your concept map as a visual explanation of a threat or challenge that has complex roots. Imagine that you are using your concept map to explain the challenge in a community meeting where many citizens have little or no knowledge of the processes and concepts that you want to explain or perhaps to a large class of freshmen in college in a course about sustainability. Your map should make the relationships clear to the audience. This kind of clarity – without losing detail and critical relationships – is what I want to see in your concept map.

6. The document accompanying the concept map has four components. (A) It states the focal challengeor threat (or question) you used as a starting point for the map. (B) It describes how/why you selectedthe concepts included in your concept map. (C) It explains the overall logic in the organization of yourmap (e.g., what constitutes the first level of concepts, second level, etc., the rationale). (D) It provides a description of the key points or arguments that you want to make with the map. Include a bibliography of all materials used to develop the concept map (not part of the 2-3 page explanation).

Assessment Criteria for the Concept Map (Including the material you submit to me and your oral presentation)

Criteria	Possible Points	Your Points
Concepts Identifies key concepts, both those that are directly related to the threat or challenge and especially important concepts that are indirectly related Includes concepts that reflect the range of challenges to sustainability that we have discussed (biological, social, technological, etc.) Provides a clear but succinct definition of each concept	30	
Structure Has a non-linear structure that provides a clear visual presentation of key ideas Includes multiple groupings of concepts and concepts included in each grouping are logically consistent[1] Both simple and complex connections between concepts are mapped Branching is complex and complete and more specific concepts are connected to more general concepts Linking words demonstrate conceptual understanding Links are precisely labeled	40	
Content Clearly identifies the main challenge or threat and subsidiary, embedded, or implicit aspects of the threat Shows how different aspects of the challenge or threat are related to each other. Demonstrates complex ideas and provides a good depiction of the relationships between concepts and linkages on the map Map makes clear the designers' overall arguments about the causes and relationships involved in generating the challenge Map provides insights into ways to go about addressing or solving the problem, issue or need	40	
Presentation Information is presented clearly and fosters understanding Uses techniques like color, diagrams, line style to facilitate understating complex concepts portrayed in map	30	

Explanation of Map Statement of threat or challenge is precise and focused Selection of concepts to include and emphasize in the map is well justified based on the published literature about the challenge and its potential causes There is a logical organization to the map that ties concepts together and avoids over-simplification of the processes involved Rationale is well explained and easy to understand The arguments illustrated in the concept map are clearly identified and explained	30	
Draws upon a wide variety of reputable and valid resources in developing the concept map Uses APA style for all references	30	
Total	**200**	

[1] Groupings are the ways concepts can be linked or joined together. There are three types of groupings: Point groupings: a number of single concepts emanating from one concept 2. Open groupings: threeor more concepts that are linked in a single chain 3. Closed groupings: concepts that form a closed system [a loop].

Assignment 3: Policy Brief (200 Points)

We all struggle to distinguish between personal opinions, ideologically based concepts, and science-based conclusions. It is hard to practice "critical thinking" and to distinguish critical thinking from criticizing. Students in this course have struggled with this in previous years, which is to be expected when dealing with a topic like "sustainable development" that has become in many regards an ideological statement rather than a concept used to stimulate public discourse about problems, issues and needs confronting contemporary societies. Public discourse by definition requires that you present your ideas, the logic that informs them, and the evidence on which you base your conclusions AND that you sincerely and systematically listen to and consider the ideas of others, especially those whose ideas are very different than your own. I hope these instructions will help you.

Please note that a policy brief is NOT the same thing as a lengthy policy analysis. A policy analysis is typically presented to an informed audience. The writer can assume that the readers will know the issues and be able to understand technical language and are well informed about and deeply involved in trying to solve the specific problem, issue or need. ***A policy brief is for an informed and active public audience – decision-makers and citizens who participate in the public sphere.*** The audience may not and often does not have technical expertise or extensive prior knowledge about the problem, issue or need. Many of these individuals are busy – elected officials, local citizens who take time from family and work to contribute to the public good, or professionals whose work in the public or private sphere makes enormous demands on their time. In short, policy briefs are for busy people with many responsibilities, little time to waste, and ***for whom the problem, issue or need of interest to you is only one of many they are trying to address.*** They have little time to devote to individuals who come to them "pushing" a particular perspective. If your objective is to win these individuals over to your own specific beliefs, values, norms, opinions, ideas, or passions, they will not want to devote much time to listening to you. That may work with specific individuals *who already share your beliefs or opinion,* but you will fail to become a sought-out resource person for a community as a whole because they all have individual ideas of their own. They do not need you as an expert to tell them what to think or inform their ideological or political stance. They *do need thoughtful evidence-based and accessible information* because these individuals form groups that have to reach enough consensus to make decisions. They will listen to you if you are useful in this way – that you synthesize a lot of ideas and information, present it cogently to them, include multiple perspectives, carefully delineate between alternatives, and provide a balanced set of recommendations that reflects the options most likely to succeed based on expertise and well-developed critical thinking skills. Policy briefs must therefore be easy to understand without extensive background knowledge, written clearly and succinctly without technical jargon, and lay out alternative options for actions or strategies in a way that allows decision-makers to select among the alternatives.

Assignment 3 builds on the first two assignments in this class. In Assignment 1, you presented an argumentative analysis about which of many activities we humans have created that you think affect planetary processes, ultimately focusing on the kinds of activities that you have concluded have the greatest impact in terms of creating the Anthropocene Epoch. In Assignment 2, you developed a concept map that shows the complex interactions between social, economic, technological and environmental factors that affect a problem issue or need. Since then, we have examined alternative frameworks – really theories of change -- that are proposed for creating the ecological, economic, technological and social changes needed to achieve sustainable community development. Your task in this assignment is to prepare a policy brief that would provide decision-makers **two contrasting strategies** to address a threat to sustainability or to

take advantage of opportunities to enhance sustainability, focusing on a problem, issue or need you want to address.

I am not sure that what you do in Assignment 2 always prepares you for this assignment. The PINs identified are often very broad and in some cases are more "causes" or contributing factors to PINs than PINs in and of themselves. Those kind of broad PINs will not work for this assignment. You need a PIN that is something that "real people in real communities experience every day," something that citizens in many places try to address in their communities. For example, "availability of clean drinking water" is a PIN that affects many communities. Traditionally considered primarily a problem in developing nations, we have now seen that this is a major problem in large cities in industrial nations as well (like Flint, Michigan). There is evidence that we should expect that more cities and towns will face this problem. Limited access to agricultural inputs is a problem that affects many agricultural communities in developing nations, while contamination from agricultural inputs has become a major problem in both developing and industrial nations. ***Provide evidence that the phenomenon of concern has been identified in government publications or similar sources of information.*** This PIN could be related to the challenge you identified in Assignment 2, but make it specific for this assignment. Otherwise, you will not be able to complete the assignment successfully.

Do not confuse the policy brief with a short-term plan or a planning process. Rather, you are trying to provide community leaders with alternative **strategies** that a community or a group of communities can pursue over the next two to three decades. Assume that the PIN you want to address is "urban expansion into prime farmland." This occurs all over the world – cities grow up where food can be raised, the good land for farming in many cases. Eventually the cities start to "take over" the farmland degrading or even destroying the resource. In this case, one strategy you might propose could be a "de-growth or no-growth" approach to infrastructural development in a region. That strategy would then guide the development of a much more specific action plan, such as deciding where to build, how much building to allow, land use restrictions to prevent sprawl, land taxes, etc.). However, **developing an action plan is NOT your objective**. **Your objective here is to provide community leaders with an assessment of alternative policy approaches, each of which would be necessary to implement one of two contrasting strategies.** Your task is to offer the two very different strategies and give citizens the information they need to reach conclusions about which strategy will "work best" for their communities.

In our case, I want you to consider strategies that grow out of the contrasting frameworks for understanding why and how threats to or opportunities for enhanced community sustainability arise. Keep these three components in mind. (1) A **framework** consists of those broad explanations of "how things work" that we discussed in the first and second modules of this, and that you presented in your concept map. Your map was "an explanation" of what causes or contributes to an identifiable, documented threat to sustainable communities – a sort of visualized explanation. (2) Each framework will foster several possible **strategies** for reducing a threat or taking advantage of an opportunity. Module 3 of the course focuses on such strategies, comparing at least two quite distinct strategies in each of the four discussion sessions, such as a "no growth" versus a "green economy" strategy for economic development. Your presentation must be balanced, science-based, and include at least two strategies that are clearly distinct. You must present both the positive and the negative aspects of each strategy*.* Expressing your personal opinions or ideas is **not** the goal. You are trying to inform people, not argue them into agreeing with you. (3) A **policy** is a set of rules or regulations that are put into place to favor or foster a specific strategy. These policies lay out the "rules of the game" that govern what individuals and organizations can and cannot do and that reward (perhaps through tax breaks) or punish (through higher costs for a public good) what individual decision-makers do. Policies are designed to achieve specific outcomes. If we triple the cost of water, a lot of people will try to use

less water which will achieve an outcome of reduced water use. So a public policy might be made to adjust the cost of water on a "sliding scale" instead of everyone paying the same – the more you use, the more each gallon costs, the farther the water has to go to get to you, the more each gallon costs, the older the water infrastructure in your community, the more each gallon costs (to cover repair costs), etc. The "policy" here is that we go from "one price for all" to "variable pricing." In particular, policy changes are usually the most effective way of changing **systems, and many of the PINs that we experience are due to systems, not things.** Global trade is not a "thing" that you can just eliminate. Global trade is a system that meets needs – like getting food to people because they want or need it or both. It is not a thing that you can like or dislike – it is a response system to human desires and needs. You can change it by making subtle or even drastic changes to the "rules" by which the system operates. That's what the WTO (World Trade Organization) does. It "makes rules" that then affect how global trade occurs. You are "nudging a system," not "killing a thing that you do not like" when you create policy changes.

Consult these resources. The description of a policy brief provided by the University of North Carolinaat Chapel Hill is excellent and provides a good example of what you need to include (http://writingcenter.unc.edu/policy-briefs/). Additional excellent resources that may help you with this assignment are available at https://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy- center/de/policy brief/index.html. The links at this site provide several materials including a lecture and explanations about how to improve a policy brief, how to translate a research article for use in a policy brief, and other helpful materials.

The primary audience (people you are trying to convince) for your policy brief are decision-makers, such as government officials at the state (province) or local level in the context that you describe in the introduction (see below) or other people who have decision-making power over the resources that your policy will address. For example, you would want to engage the construction and banking industries in any discussion dealing with policies that would affect infrastructural development. Whatever the PIN, the critical decision-makers are almost surely not scientists or experts in sustainable development, may know relatively little about the threat you have identified, and probably are people who have not been involved in discussions of the alternative approaches that we have studied. Write your brief in a way that is cogent and understandable to decision-makers who may have limited understanding of science, of technical terms and concepts, or of the scientific evidence pertinent to your ideas. Simply put – it has to be easy to read and easy to understand. Brevity, clarity, and a good visual presentation are critical. Use the resources you have consulted all semester, including required readings and the materials that you have found for yourself. Make sure you policy brief draws attention to the factors that contribute to the PIN (module 1 of the class); shows that the threat or challenge is well-documented in the scientific literature and in the public discourse and has serious potential implications for the future of the community (module 2 of the class); and can be addressed through highly divergent frameworks for addressing the threat (module 3 of the class).

Conclude each of the alternatives with one or more recommendations based on the material you presented throughout the document. Please do NOT make the mistake of deciding what you want to recommend BEFORE you explore and document the advantages and disadvantages of multiple alternatives. Avoid that trap of "my pre-determined idea that suits me and seems best to me is what I want to get people to do" in this assignment. You do not decide the best recommendation. That is not your role. It is critical that you include a good discussion of the different probable outcomes of putting into place the recommendations that flow from each of the three strategies you present. Then you put the decision of what constitutes the desired outcome in the hands of the decision-maker, **not you.** You are serving as an expert advisor. You are not the elected official, president of the company, or founder of the nonprofit organization. You are an expert advisor to the **body of decision-**

makers who will ultimately decide "what to do." Your job is to advise them about the probable *social, economic and environmental costs and outcomes of alternative strategies.* For example, a "no growth" strategy to reduce resource use may be likely to produce low environmental costs, but also likely to increase deprivation among the poor. Be realistic and do not try to pretend that there are no differences in costs and outcomes among strategies or that one strategy will be "super low cost and also have great outcomes for everyone and everything." Think critically, especially about your own favorite strategy. **Remember, these are not "laws we enact" or "programs to implement." We are talking about strategies or approaches – foster a green economy or foster a no growth economy.**

Maximum length **excluding** Title Page, Table of Contents, Executive Summary, and Bibliography is 4,000 words. This is actually a LONG policy brief – most are about 1,500 words long, but longer is actually easier so I decided to allow up to 4,000 words. One single-spaced page in Times New Roman 12-point font is about 500 words – or an 6-page body for this document. You can (and probably should) include graphics in the brief – they not included in the 3,000 word body of the document. Submit the document under Assignment 3 on Canvas. Use the name Student1Name_Student2Name_Student3Name_Policy_Brief.

Required Elements in the Policy Brief

Title. The title is the first part of a paper readers see and it begins the process of communicating the message contained in the policy paper. An effective title of a paper should give readers a quick overviewof the subject and problem addressed in the policy paper. A reader may use the title in deciding whether to read the paper or not. As a general rule, avoid titles of more than 10 words. (*Not included in word limit*.)

Table of Contents. The table of contents is a skeleton or overview of the structure of the policy paper. It shows the overall organization, the main sections and their sub-sections and page numbers to locate sections in the paper. (*Not included in word limit.*)

Executive Summary. The executive summary aims to interest readers in reading the whole paper. However, the main function of the executive summary is to satisfy the needs of readers who will not read the entire paper and readers whose main interest is in the key proposed policy recommendations. The executive summary provides a synopsis of all main parts and findings. (Maximum 250 words, *not included in word limit*.)

Background. The background sets the scene by presenting the **context** for the PIN. Describe the setting and the nature of the communities that are affected, e.g. make sure the reader can understand the "who,what, and where" of the PIN. The background demonstrates that the PIN exists. It is a very highly condensed, well organized and clearly written synthesis of the evidence you have amassed about the nature, extent, sources (causes), and probable effects of the PIN based on scientifically valid and reliable sources of information. Assume your readers are tired, busy, and address many problems every day. Your job is to wade through a mountain of information that describes and reduce it to an easy-to-read and understand statement. Be clear, precise, and succinct. Describe the *kinds of sources you used* briefly (two/three sentences) -- to show you are not just citing Joe Blow's blog about the world and everything wrong with it -- and cite the sources of data you used. This establishes you as someone worthlistening to.

Previous & Current Policies. This section tells the reader what *has and has not been done to address the PIN from a strategic perspective.* This is not a description of projects or specific interventions or programs. Focus on the policies that have been *implemented or not implemented.* Remember that failure to implement any strategy or policy is also a decision, often

the worst possible decision. This may include background information about the history of the threat, its causes, who is affected, descriptions of previous policies aimed at addressing the threat, and the outcomes of implementing those policies (positive and negative). It should also include a detailed and convincing description of the actual status ofthreat – the extent and impact of the problem now, who is affected now, the current policy and its successes and failures.

Strategic Approaches. This section presents each of the three strategies you chose as the basis for policy recommendations you will make (see below). You have to lay out the key aspects of you the threestrategic approaches briefly, in terms that will make sense to this body of "citizen decision-makers." This section provides a concise synthesis of major findings about the strategies. However,this is more than a summary of the main findings. You should explain how your strategy will lead to and inform policy recommendations relevant to the threat. Remember, you are focusing on overall strategic policy-making, not developing a plan of action. For this assignment, you must use at least two different strategies taken from the strategic approaches we cover in module 3 of this course (e.g., degrowth, greening the economy, payment for ecosystem services, etc.). Do **NOT** limit this to a discussion of the strategy you prefer. Presenting the full range of options helps you build a comprehensive and convincing case for specific policy changes. It strengthens your recommendations because it shows that you have carefully considered several key approaches to addressing the PIN.

Policy Options. For each of the three strategies reflected in the policy options you pose, identify one or more *types of policies* that could be used to address the PIN of interest (not specific policies that would be voted on by a governmental body. My example of increasing the cost of a scarce resource like water is one strategy for reducing water use. Then clearly identify the advantages and disadvantages of the proposed policy (policies). Evaluate how each option will **increase or decrease the root causes of the PIN** – the likelihood of success in addressing the PIN. Do not overwhelm the decision-makers. Offer distinct policy options based on the two strategies, not a long shopping list of possible policy alternatives and not specific regulations or rules to support or not. This document informs strategic planning.

Conclusions & Recommendations. This section presents the case for your preferred policy alternative(s) to decision makers. First, present the strategy you think is best (not your favorite strategy). Do not fall back into "advocacy mode" for a strategy that you personally find particularly attractive for reasons of your own, like your own values and beliefs. You are testifying as an expert, as a scientist. Finally, provide a list of **no more than three policy recommendations** that must be implemented as part of the strategy. These are general policy recommendations, not the specifics of what would go into some referendum or legal document. For this assignment, this does not have to be highly detailed. Focus on the ***key policies that are critical to the success of the strategy.***

Appearance counts – make good graphics for your presentation. NOT a Power Point slide full of a lot of words. I recommend the infographic type of presentation. You will present your brief in our last class session. You will have at most 20 minutes for this presentation (including questions and answers). Limit your presentation to 10 minutes. Allow 10 minutes for discussion. I will be tough on timing.

Grading Rubric for Brief

Component	Good	Satisfactory	Poor	Points
Overall Presentation	High visual appeal; avoids use of colors not recommend by ADA. Interesting title that conveys meaning Sections and sub-sections chosen to provide a clear overview of the paper and titles are descriptive of what is in each section Executive summary provides the "hasty" reader with the key points made, including key arguments	Moderate visual appeal, but follows some recommended practices for style andfonts Title is too wordy or too "cute" or frivolous Too few or too many sections and sub-sections Some titles provide information about content, but not all Executive summary is incomplete	Layout is unappealing Title does not convey information about what is in the document Subsections are poorly organized and titles for sections and subsections are not descriptive of the content Executive summary is essentially an outline	30
Introduction & Problem	States the specific PIN clearly – not a broad, vague pin like "overpopulation" or "insufficient resources." Provides a sound explanation of how the problem developed in the specific context of interest (e.g., large cities, rural farming areas) Provides credible evidence that the consequences of the threat are damaging to the environment, people, and the economy in the context Explains the linkages between economy, technology, people and dnvironment Describes what has been done to try to mitigate the threat (other policies and strategies tried) Offers explanations of why previous approacheshave failed	PIN is described, but is not well-enough defined to address at the community level Provides some evidence about the consequences of the problem, but fails to include a robust discussion of all three (social, economic or environmental) Offers only general explanations of how the problem developed – a sort of generic description that is not specific to the context Describes few of the linkages between economy, technology, people and environment Descriptions of previous attempts to reduce the threat arevague Offers weak or vague explanations of why previous strategies failed	Little description of context Little discussion of why the PIN arises Very little evidence about the consequences of the problem is offered Does not explain how the problem developed, or makes only very general statements Focuses on one or a few linkages between economy, technology, people and environment No descriptions of previous attempts t6o solve the problem Does not offer explanations of why previous strategies failed	50

Strategies and Recommen-dations	Includes at least two very different strategies for addressing the threat Explains the underlying assumptions of each strategy and offers an explanation of why the strategy can be expectedto address the threat Identifies the preferred strategy and justifies the preference based on the specific historical and current context of the communities at risk Clearly sates at least four explicit policy recommendations that flow directly from the strategic alternative proposed for adoption Provides several key reasons based on logic and evidence for making the recommendation	Strategies discussed are similar – not distinct approaches to addressing the threat Limited or no discussion of the assumptions of the strategies presented and provides weak arguments about the potential efficacy of the approaches Explanation of how alternatives were evaluated is vague – insufficient for someone else to follow the same procedure Recommendations are vague or incomplete The reasons for making the recommendations are hard to understand and do not clearly rest on logic and evidence	Does not state distinctly different strategy options Does not discuss the environmental, social and economic aspects of the strategy No explanation of how alternatives were evaluated Recommendations are not specific to the context (vague, ill defined) No compelling reasons for the recommendations are offered Key decisions are not explicit and specific (vague, undefined)	80
Style & References	Included at least 15 references that representa broad body of literature Credible sources in all cases Consistently used correct APA style both for embedded citations and inthe bibliography No errors in grammar, spelling or punctuation	Included at least 10 references that represent a fairly broad body of literature Occasional use of a questionable source Was fairly consistent in use of APA style both for embedded citations and in the bibliography Few errors in grammar, spelling or punctuation	Included fewer than 10 references References were not representative of the body of literature Many references were questionable Errors in APA style C Common errors in spelling, grammar and punctuation	40
Total				200

Attendance and Make-Up Work: Requirements for class attendance and make-up exams, assignments and other work are consistent withuniversity policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Online Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here

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/process/student-conduct-honor-code**

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.

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. Allother purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such aspatient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person

(or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by aperson injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Services for Students Requiring Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Student Privacy: There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights

Campus Resources: Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report aconcern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center websiteor call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find thecare you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website orcall 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Sexual Assault Recovery Services (SARS) at Student Health Care Center, 392-1161

University Policy Department 392-1111 (or 9-1-1 for emergencies or https://police.ufl.edu

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or by e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistanceand counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries orfinding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting,and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.