

International Environmental Policy Course Objectives

In his 2015 State of the Union Address, President Obama asserted "No challenge poses a greater threat to future generations than climate change." In 2012, President Trump claimed, "The concept of global warming was created by and for the Chinese in order to make U.S. manufacturing non-competitive." Necessarily, an environmental threat like the one framed by President Obama suggests that countries should cooperate while President Trump's framing suggests environmental matters are used by countries to gain advantage over their competitors. This course will allow students to critically analyze present and historical international environmental concerns at an individual, group, and state level. In doing so, students will gain a more comprehensive understanding of environmental problems and develop skills to discern how and why state and non-state actors address these environmental concerns. At the end of this course the student will be able to address specific international environmental issues that interest them. They will be able to effectively explain and communicate what influences the actors involved, and define possible policies options these actors are likely to promote and the likely reactions to these policy options by other actors.

Course Readings, General Class Flow and Participation

- Most of the course's required and recommended readings, videos and online activities will be available for free on Blackboard.
- I will also recommend a few books and videos that are available in paper or electric form from the University library and online retailers, if you are interested in going above and beyond the required reading for this course.
- This may seem like a lot of reading, but we are packing a semester long class into six weeks, so the work is really the same, just packed into less time – **expect about 25 hours a week of work.**
- I assume that you have easy access to a computer and can obtain all the necessary readings, videos and activities – including VoiceThread from Blackboard. Please let me know if this assumption is incorrect as early as possible because the material will be critical to improving your ability to discuss and develop your ideas within the other constructs of the course.
- The readings, videos and activities are the necessary background information for the class activities and the final project, therefore you must invest the time to get through them within the first couple of days of each week's module.
- I will motivate you to do the readings, watch the videos and do the activities and use them to facilitate group discussion by giving you a quiz that you must take by Tuesday evening.
- Once you take this quiz you will be given permission to make your first discussion post. You will not be able to see other posts before you make yours so it behooves you to accomplish this early.
- You will be required to make at least two critical comments on other students' posts (can be approvingly critical) by Sunday evening. The idea is to have a real discussion about the concepts that were introduced and perhaps discuss some other concepts that are pertinent to the topic at hand.

- I will play the role of moderator, and often as a devil's advocate within these discussions, to help all of us dig deeper into these topics. By doing so, hopefully we can develop a more comprehensive and nuanced understanding of what is going on.

Attendance and Assignment Deadline Policy

- Since this is an online class the attendance policy is flexible. You will not be required to meet at specific times in cyberspace.
- However, you will need to meet the deadlines outlined in the syllabus and participate weekly, as previously described. If you are unable to do either because of technical or personal difficulties you need to contact me as soon as possible.
- I want you to succeed and will be much more sympathetic in dealing with you if you contact me with problems well before a deadline than right before a deadline or after the deadline has passed.

University Regulations

Accommodations: “Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations (<http://www.albany.edu/studentlife/dss/Accommodation.html>).”

If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor's attention as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

Plagiarism Please familiarize yourself with the description in the undergraduate bulletin http://www.albany.edu/undergraduate_bulletin/2003-2004/regulations.html . If you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. **In this one regard there are no second chances.** If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial <http://library.albany.edu/usered/plagiarism/index.html>

Week 1

The Global Commons – What is it and what should be done to preserve it?

Objectives: 1) Be able to define the global commons. 2) Be able to explain reasons why the global commons are perceived to be under threat of destruction. 3) Be able to explain different approaches to preserving the global commons. 4) Be able to critically analyze these different approaches and cogently argue, with logical supporting evidence, which approach is likely to work best under which circumstances.

Readings:

Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162(3859), 1243-1248. (Available on Blackboard). Why this reading? This reading reflects the burgeoning international environmental movement that started in the 1960s, and the policy prescriptions this movement provided for a world that it perceived was in peril of destroying itself.

Ostrom, Elinor. *Governing the commons: The Evolution of Institutions for Collective Action*. Cambridge

University Press, 1990, Chapter 1, pgs. 1-28. (Available on Blackboard). Why this reading? Explains the most significant models used to analyze common resource pools, highlights possible problems with using these models in the real world, and presents alternative ways to address common resource problems.

The Revenge of Malthus, *The Economist*. 6 August 2011. Accessed from <http://www.economist.com/node/21525472> Why this reading? Quick synopsis of how the bet from the above book below would have turned out in 2011. (Check the commodity prices today to see how things have even changed since 2011).

Additional Readings: (If you have the time and the inclination – available Albany Library System): Sabin, P. (2013). *The bet: Paul Ehrlich, Julian Simon, and our gamble over Earth's future*. Yale University Press. Why this reading? Chronicles the history of the American policy debate over what should be done to address the global commons.

Diamond, J. (2005). *Collapse: How societies choose to fail or succeed*. Penguin. Why this reading? Explains the environmental and social influences that caused societies to fail throughout human history.

Application:

- 1) Play the Tragedy of the Bunnies Game: <http://bunnies.learnliberty.org> or http://bunnies.learnliberty.org/game/BunnyGame_content.html.
- 2) Watch Videos on Jared Diamond's take on societal collapse, Paul Ehrlich's prognosis of collapse and Julian Simon's bet on human ingenuity.
- 3) Read the short article on the collapse of the Pacific Island Rainforests.
- 4) Take the individual quiz by Tuesday at 1159PM.

Comprehension: Please Note: You must first make a post of your own to see other students' posts. Write a 350-word (minimum) reflection on the readings, and how they apply to the application material by Tuesday 1159PM. Make a critical comment to at least five of your classmates' discussion posts by Sunday 1159PM.

In the reflection, with support from the readings and videos, you should address 1) what you think defines the "global common" 2) what you believe are the largest threats to the "global commons" and 3) you should identify ways states, non-state actors and international organizations can deal with those threats to the global commons.

Final Project Development: Choose a list of the ten entities in order that you would like to research and "represent" for your final project. Email this list to the instructor by 1159PM Saturday.

Week 2:

International Relations Theory and International Environmental Policy

Objectives: 1) Be able to explain the international relations' theories of realism and liberalism. 2) Be able to explain which types of countries can be expected to behave in a realist fashion in their environmental policies with other states. 2) Be able to explain which types of countries can be expected to behave in a liberal fashion in their environmental policies with other states. 3) Be able to apply the theories to specific cases.

Readings:

Mathai, M. (2013). Will the Environment Survive International Relations? *United Nations University*. <http://ourworld.unu.edu/en/will-the-environment-survive-international-relations> Why this reading? Explains how states are supposed to act in regards to the environment according to realist IR theory.

Payne, R. A. (1995). Freedom and the environment. *Journal of democracy*, 6(3), 41-55. (Available on Blackboard). Why this reading? Explains how the tenets of liberal internationalism are proposed to lead to more favorable environmental conditions and environmental cooperation between democracies.

Nina Tynkkynen (2010) A great ecological power in global climate policy? Framing climate change as a policy problem in Russian public discussion, *Environmental Politics*, 19:2, 179-195, DOI: 10.1080/09644010903574459 (Available of Blackboard). **You can skip the part that describes the methodology the author used to come up with her results.** Why this reading? Uses Russia an an example of how national interest and national image affect international environmental agreements.

Activities:

- 1) Watch the short videos in the application section.

Comprehension:

Note: You must make a post before you can see your classmates' posts. Write a 350-word minimum reflection on the readings explaining why states may adopt realist foreign policies towards the environment and why they might adopt liberal foreign politics towards the environment by Tuesday 1159PM. Make a critical comment to at least five of your classmates' discussion posts by Sunday 1159PM.

Final Project Development: Watch the abstract blitz video and fill in the abstract blitz outline. Make sure at least three of the minimum seven sources come from scholarly journals or books (i.e. are available from the library). Email the abstract blitz outline to the instructor by 1159PM Saturday.

Week 3:

The Developed World and the Developing World

Objectives: 1) Be able to differentiate the differing challenges and differing capacities states in the "developed world" and "developing world" have in regards to environmental change. 2) Be able to explain how the "developed world" and the "developing world" are tied together environmentally. 3) Be able to highlight different things leaders of the "developed world" and "developing world" want during negotiations on international environmental policy.

Readings:

Dalby, S. (2008). Environmental Change. In *Security Studies: An Introduction* (pp. 260–274). Ed. Williams, P. D. Oxon, UK: Routledge. Why this reading? Explains the origins of the contemporary debate on the suitability of the environment as a topic of international security and ties policies and concerns of the “global north” and “global south” together.

Kaplan, R. D. (1994). The Coming Anarchy: How Scarcity, Crime, Overpopulation, Tribalism, and Disease are Rapidly Destroying the Social Fabric of Our Planet. *The Atlantic*. Why this reading? One of the first and most influential journalistic accounts of how international environmental concerns in developing countries may lead to international security concerns for developed countries.

Guha, R. (1989). Radical American Environmentalism and Wilderness Preservation: A Third World Critique. *Environmental Ethics*, 11(1), 71–83. Why this reading? Critique of the developed world’s environmental policy by an author from the developing world.

Williams, M. (2005). The Third World and global environmental negotiations: interests, institutions and ideas. *Global Environmental Politics*, 5(3), 48-69. **You can skip the first part that discusses if the there should be a categorization of the third world, but read the rest.** Why this reading? Focuses on common “third world” (aka Global South or developing states) negotiating points and points of contention between developed and developing states.

Activities:

- 1) Watch the following videos: https://www.youtube.com/watch?v=TaVb9_P1AqE Video on Saudi Arabia at COP 21. <https://www.youtube.com/watch?v=EZUunoZtfC0> Video about Tuvalu on climate change. <https://www.youtube.com/watch?v=kLmpFHSsGD0> Video on the circular problem between poor governance, environmental problems and poverty in Haiti.

Comprehension: You will be assigned a role based on these videos and will discuss how environmental issues affect your role’s international relations. Start with a 350-word (minimum) post that defends your state’s position and then comment on at least five other classmate’s posts. Use information from the readings or other resources to understand the situation more comprehensively and to bolster your arguments.

Final Project Development: Outline of position paper that highlights the following basis for your role’s position. 1) Your role’s interest in the Arctic (i.e. environmental concerns, economic concerns, both). 2) Your role’s resources to influence policy in the Arctic (political backing, money, control over political decision making, power over discourse etc.) 3) Expected criticism of your role’s position in the Arctic from other actors. 4) Your planned response to expected criticism. Email this outline to the instructor by 1159PM Sunday.

Week 4

International Environmental Governance

Objectives: 1) Be able to identify key international organizations, non-governmental organizations, and conventions. 2) Be able to explain the strengths and weaknesses of these organizations to coordinate and enforce international environmental policy. 3) Identify sources of praise and criticism of these organizations and how they are funded.

Readings:

Karns, M. P., & Mingst, K. A. (2010). Protecting the Environment. In *International Organizations: The Politics and Processes of Global Governance* (2nd ed., pp. 497–534). Boulder, CO: Lynne Rienner, Publishers. Why this reading? It is noticeably a little dry, but this reading also very comprehensively explains how global governance has evolved, describes the big events, the major players and highlights why international organizations and non-governmental organizations are both lauded and criticized for their work on international environmental concerns.

Brundtland, Gro, Mansour Khalid, Susanna Agnelli, Sali Al-Athel, Bernard Chidzero, Lamina Fadika, Volker Hauff et al. "Our Common Future ('Brundtland report')." (1987). **Skim this reading, but make sure you read Part I: The Global Challenge.** Why this reading? UN commission report that coined the term sustainable development, highlighted a greater international recognition of shared environmental problems, and suggested steps the international community could take in the future to address common concerns.

Hildebrand, P. M. (1992). The European Community's Environmental Policy, 1957 to 1992: From Incidental Measure to an International Regime? *Environmental Politics*, 1(4), 13–44. **Skim the parts that talk about specific regulations that have evolved within the European Community, but focus on the underlying processes and influences that the author highlights.** Why this reading: Discusses a way in which international environmental policy has evolved as the result of the development of an international organization.

Holmes, G. (2011). Conservation's Friends in High Places: Neoliberalism, Networks, and the Transnational Conservation Elites. *Global Environmental Politics*, 11(4), 1–21. Why this reading? Expands on the module's previous readings and uncovers the mechanisms that powerful individuals can use in today's globalized world to affect international environmental policies.

Activities: 1) Class choice of role discussion on climate change or the XL Pipeline.

<https://www.youtube.com/watch?v=-FFYEw9dFek> Greenpeace spokesman at COP 21.

<https://www.youtube.com/watch?v=BWjFh50pf0A> Oxfam spokeswoman at COP 21.

<https://www.youtube.com/watch?v=80e1JG8GMkA> UN Environmental Programme Overview.

<https://www.youtube.com/watch?v=8gTkGjZpxPQ&list=PL08E2E12D6B0405AF> Climate Gate and Transparency

https://www.youtube.com/watch?v=kDIWj9_SiAE Climate Change Debate and Questions of Transparency

<https://www.youtube.com/watch?v=pK8KHiSLcH8> NYTimes Overview of XL debate.

<https://www.youtube.com/watch?v=HMXUSowJEtM> PBS Overview of XL debate.

<https://www.youtube.com/watch?v=UvkLNK6vIsU> Keystone XL debate.

<https://www.youtube.com/watch?v=56J4qKyXP5I> Keystone XL commercial.

https://www.youtube.com/watch?v=U0U2Pp9zGn0&ebc=ANyPxKpo53NKKxRQmk5MzoSo9WR5BHVW78CcrnIKVGpsIEBHYQe0EE2pSn3Ei7qXs_sJEy_0Cfwy51aRVXQPLu35-1ltj_ECPg Debate of Keystone XL covering Oil Producer, Worker's Union, Greenpeace, and American Federal bureaucratic roles in the debate.

Comprehension: Make a 3-5 minute VoiceThread presentation taking on the role of your choice of international organization or non-governmental organization to address **either** international climate change at the Paris COP 21 **OR** the decision on the Keystone XL pipeline by Wednesday 1159PM. Make a critical comment to at least five of your classmates' discussion posts **ON THE TOPIC YOU DID NOT WRITE ON** by Sunday 1159PM.

Additional resources - NGO Websites:

<http://www.greenpeace.org/international/en/news/Blogs/makingwaves/palm-oil-whos-still-trashing-forests/blog/55724/>

<http://www.fis.com/fis/worldnews/worldnews.asp?monthyear=&day=3&id=82751&l=e&special=&ndb=1%20target=>

<http://www.worldwildlife.org>

<http://www.sierraclub.org>

<http://www.foei.org>

Affluent individuals and their effect on environmental policy

Onegreenplanet.org. (n.d.). Ten celebrities that are doing great work for the environment:

<http://www.onegreenplanet.org/animalsandnature/celebrities-helping-environment/>

<http://news.bbc.co.uk/2/hi/programmes/newsnight/8390682.stm> Sting and Hydroelectric Dam in Brazil

<https://www.youtube.com/watch?v=AOoP56eXtzM> Leonardo at the Oscars

<https://www.youtube.com/watch?v=2w7LGIYKRTY> Gore on the Daily Show

<https://www.youtube.com/watch?v=u7E1v24DIlk> Gore on TED

<https://www.youtube.com/watch?v=JcQdNSPXDP> Bjorn Lomborg on the Letterman Show

<https://www.youtube.com/watch?v=Dtbn9zBfJSs> Bjorn Lomborg on TED

<https://www.youtube.com/watch?v=JaF-fq2Zn7I> Bill Gates on TED

Sites of notable environmental activists:

Rachel Carson: <http://www.rachelcarson.org>

Bill McKibben: <http://www.billmckibben.com>

Wangari Maathi: <http://www.greenbeltmovement.org/wangari-maathai/biography>

Leonardo DiCaprio: <http://leonardodicaprio.com>

Bjorn Lomborg: <http://www.lomborg.com>

Bill and Melinda Gates: https://www.gatesnotes.com/2016-Annual-Letter?WT.mc_id=02_22_2016_00_AL2016_GL-GN_&WT.tsrc=GLGN

Al Gore: <https://www.algore.com>

James Balog: <https://www.youtube.com/watch?v=6p8JPrDI2LU> Extreme Ice System Documentary

Nnimmo Bassey:

http://www.democracynow.org/2009/12/8/nigerian_environmentalist_nnimmo_bassey_the_global

Kumi Naidoo:

http://www.democracynow.org/2009/12/10/greenpeace_internationals_new_exec_director_kumi

Jacques Cousteau: <http://news.nationalgeographic.com/news/2010/06/100611-jacques-cousteau-100th-anniversary-birthday-legacy-google/>

John Muir: http://vault.sierraclub.org/john_muir_exhibit/life/muir_biography.aspx

Final Project Development: First draft of position paper. Email this draft to the instructor by 1159PM Sunday.

Week 5

Federalism and the Environment

Objectives: 1) Be able to explain how the federal systems can affect environmental policy. 2) Be able to highlight similarities and differences in state and federal approaches towards the environment and development. 3). Be able to explain how interstate environmental problems are tackled. 4) Explain how New York State institutions develop and implement environmental policy.

Readings:

Konisky, D. M., & Woods, N. D. (2016). Environmental Policy, Federalism, and the Obama Presidency. *Publius: The Journal of Federalism*. Why this reading? Explain how the federal structure of the United States governmental system affects environmental policy.

Rabe, B. (2011). Contested federalism and American climate policy. *Publius: The Journal of Federalism*, 41(3), 494-521. Why this reading? Shows the long-running debate on climate change policy between the American states and the federal government.

Holden, E. (18 January 2017). [How Scott Pruitt rode a wave of federalism to power](#). *Environment and Energy Publishing*. Why this reading? Explains how the new EPA administrator used federal system to gain influence.

Birkland, T.A. et al. (2005). Environmental Policy in New York State. Published in Jeffrey M. Stonecash and Robert F. Pecorella, *Governing New York State*, 5th edition. (Albany: SUNY Press, 2005). Why this reading? Explain the evolution of NYS environmental policy and the different influencers on NYS policy.

Application:

[Obama enacts the Clean Power Plan](#)

[Trump ends Clean Power Plan](#)

[McCarthy and EPA on Clean Power Plan](#)

[Pruitt on the Clean Power Plan](#)

[State Response to End of the Clean Power Plan](#)

[Supreme Court Stays the Clean Power Plan](#)

[Long Version on the SCOTUS Stay](#)

Comprehension: Note: You must make a post before you can see your classmates' posts. Write a 350-word (minimum) reflection, using support from the readings and videos, explaining whether you think the US federal system is conducive to creating balanced and inclusive environmental policy by Tuesday 1159PM. Make a critical comment to at least five of your classmates' discussion posts by Sunday 1159PM.

Final Project Development: Work on the second draft of your position paper. Email this draft to the instructor by 1159PM Sunday evening.

Week 6

Final Project Development: Email the final draft of your position paper to the instructor by 1159PM Tuesday evening. Make at least six comments, based on your assigned role, to other students' videos by Sunday 1159PM.

Final Project – Arctic Environmental Role Play

- The final assignments are:
 - 1) A 5-7 single-paged position paper for an assigned entity that you will represent at an imaginary Arctic environmental meeting.
 - 2) A 5 minute VoiceThread video that shows how you believe this meeting can be used to coordinate with other actors to meet your entity's main objectives in the Arctic.
- The position paper will require research that I will guide you through each week to ensure that you end up with quality products by the fifth week of the six-week course. There is a rubric below that will show how you will be graded on this paper.
- You will use your position paper to develop a video that will be uploaded to VoiceThread (computer program you will have access to through Blackboard). In this video you will take the role of your entity to forcefully describe the Arctic location and your entity's priorities in this location. How do you weigh economics versus human security versus environmental security? What do you think should be done to protect the Arctic environment and who do you think is responsible for this protection – if your entity believes the Arctic should be protected at all? How do you respond to expected criticism of your entity's position? Respond and "negotiate" with at least seven of your classmates' on VoiceThread within your assigned role. Are you able to find ways to cooperate with them or do you have incompatible objectives that will require more negotiations or trade-offs? Are you able to understand and logically argue for your entities' objectives and understand other entities objectives and their arguments using knowledge that you learned throughout the course?

Grading

Quizzes: 20% of total grade.

Discussion Boards: 40% of total grade. The following rubric will be used to evaluate each week's post (see the final presentation rubric to see how Module 4 will be graded):

Criteria	Levels of Achievement			
	Not acceptable	Needs a lot of work	Proficient	Exceptional
Critical Thinking  Weight 40.00%	0 % - No evidence of critical thinking whatsoever (or nothing posted).	50 % - Superficial posts - No valid connections made between content. - No analysis or insight. - Critical presentation of opinion not present.	80 % - Some connections made with real world problems, although all might not be valid. - Analysis of content is evident, although possibly not complete or supported. - Critical presentation of opinion is not complete or logically supported.	100 % - Valid connections made between the course content and real world problems. - Posts are complete with analysis and insight. - Opinions are insightful and supported with evidence and logic.
Quantity  Weight 20.00%	0 % - Quantity is completely unacceptable (or nothing posted).	50 % - Length of all required posts do not meet requirements. - One or more required postings are missing.	80 % - Length of all required posts meets the requirements but includes considerable "fluff" or "filler." - All required postings are made.	100 % - Length of all required posts meet requirements. - All required postings are made.
Grammar and	0 %	50 %	80 %	100 %

Citations  Weight 20.00%	- Content is illegible (or nothing posted).	- Many spelling or grammar errors - Content is difficult to understand. - Inappropriate language used. - Citations are not complete	- Few spelling or grammar mistakes - Content is generally easy to understand. - Citations are not complete	- No spelling or grammar mistakes. - Content easy to understand. - Citations are complete
Timelines  Weight 20.00%	0 % - Post is made after the deadline (or nothing posted).	50 % - Original posts are added at the last minute, leaving no time for classmates to respond.	80 % - Original posts are present, are posted during the last half of the discussion period. - Participation is infrequent during the discussion period.	100 % - Original posts are added during the first half of the discussion period. - Participation is evident throughout the entire discussion period.

Final Paper: 20% of the final grade. The following rubric will be used to evaluate the final paper:

Criteria	Levels of Achievement			
	Poor	Marginal	Proficient	Excellent
Introduction and background of topic, including position  Weight 10.00%	50 % Student does not introduce topic, or introduces topic with limited effectiveness	70 % Student introduces topic with some effectiveness	85 % Student introduces topic clearly and accurately	100 % Student introduces topic exceeds expectations
Assertion of thesis (student's opinion of their role's view)  Weight 10.00%	50 % Student does not assert his entity's view	70 % Student asserts his entity's view with some effectiveness	85 % Student asserts entity's view clearly and accurately	100 % Student asserts entity's view exceeds expectations
Arguments in	50 %	70 %	85 %	100 %

favor of role's view  Weight 30.00%	Student does not explain his assigned entity's environmental position in the Arctic, or does not support argument with anything other than opinion	Student supports his assigned entity's environmental position in the Arctic with some supporting information and evidence	Student supports his assigned entity's environmental position in the Arctic with adequate supporting information and evidence	Student supports his assigned environmental position in thorough and concise in
Expected arguments against role's view  Weight 20.00%	50 % Student does not address and/or refute any expected argument(s) against his/her position	70 % Student addresses and/or refutes expected argument(s) against his/her position with some effectiveness	85 % Student addresses and/or refutes expected argument(s) against his/her position clearly and accurately	100 % Student addresses and/or argument(s) against his/ and concisely and exceed
Format and Mechanics  Weight 20.00%	50 % Position paper is not in paragraph form	70 % Position paper is in paragraph form, but contains several writing errors affecting communication of meaning	85 % Position paper is written in clear and accurate paragraph form with few errors	100 % Position paper is written paragraph form with few expresses written though attention to detail which
Citation of sources  Weight 10.00%	50 % Student does not cite sources, or inaccurately cites sources	70 % Student cites sources with some accuracy	85 % Student cites sources clearly and accurately	100 % Student cites sources th complete attention to de

Final Presentation (and Module 4 Presentation): Final presentation is worth 20% of the final grade. The following rubric will be used to evaluate the final presentation:

Criteria 	Levels of Achievement			
	Poor	Marginal	Proficient	Excellent
Advocacy  Weight 17.00%	50 % Advocacy stated & supported by content	70 % Advocacy position stated, but not maintained. Some information presented	85 % Advocacy position is evident throughout entire presentation. Information presented supports advocacy position.	100 % Advocacy position is entire presentation. It convincingly supports (persuasive).

		supports advocacy position.		
Content / Research Data Content ∨ Weight 17.00%	50 % Most information/data presented is irrelevant, and does not support the advocacy position.	70 % Most information/data presented is relevant, but may not support the advocacy position	85 % Most information/data presented is relevant and supports the advocacy position.	100 % All information/data p and supports the adv
Organization ∨ Weight 17.00%	50 % Presentation lacks an introduction or conclusion	70 % Presentation attempts to have an introduction and conclusion.	85 % Presentation has an introduction and conclusion. Logical progression of ideas.	100 % Presentation has an e and conclusion. Logic
Props ∨ Weight 16.00%	50 % Visual does not address advocacy position. Uses no other media source.	70 % Visual is interesting, and attempts to enhance the advocacy position. Uses a single media source. Attempts to integrate through presentation	85 % Visual is interesting, and enhances the advocacy position. Uses varied media (power point, graphs, poster, etc.) Integrated through presentation.	100 % Visual is interesting, a advocacy position. Use power point, graphs, Well-integrated throug
Communication ∨ Weight 17.00%	50 % Attempts to speak, clearly, and audibly with some appropriate pacing and inflection. • Demonstrates little or no eye contact with audience	70 % Attempts to speak, clearly, and audibly with some appropriate pacing and inflection. Demonstrates some eye contact with audience.	85 % Speaks, clearly, and audibly and attempts appropriate pacing and inflection. Demonstrates eye contact with audience. Engages audience using effective strategies (humor, metaphors, rhetorical questions, colorful examples, etc.)	100 % Speaks, clearly, and i pacing and inflection. contact with audience using effective strateg metaphors, rhetorical examples, etc.)
Quantity and Quality of Replies ∨ Weight 16.00%	50 % Quantity is completely unacceptable (or nothing posted).	70 % Two or more required postings are missing or include considerable	85 % One required posting is missing or includes considerable “fluff” or “filler.”	100 % All required posts are requirement, and add

	"fluff" or "filler."		
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Extra Credit: Check out the Geo-Bee folder on Blackboard.