New Undergraduate Course Proposal Form

1. **Department and Contact Information**

   Tracking Number  Date & Time Submitted
   724  2008-02-28 14:18:39

   Department  College  Budget Account Number
   Anthropology  Arts & Sciences  120500000

   Contact Person  Phone  Email
   Elizabeth Bird  974-0802  ebird@cas.usf.edu

2. **Course Information**

   Prefix  Number  Full Title
   ANT  4261  Environmental Anthropology

   Is the course title variable?  N
   Is a permit required for registration?  N
   Are the credit hours variable?  N

   Credit Hours  Section Type  Grading Option
   3  Class Lecture (Primarily)  Regular

   Total Clock Hours  Abbreviated Title (30 characters maximum)
   45  Environmental Anthropology

   Prerequisites
   ANT 2410; Junior Standing or DPR

3. **Justification**

   A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

   Environmental Anthropology is a critical course for the Undergraduate Program
because it teaches undergraduates to critically evaluate pressing human-environmental issues from an anthropological perspective. In this respect, the course directly addresses several of the goals of USF's philosophy of a liberal arts education, in particular "Interpreting and understanding the natural world, the social world, and the human world;" "Finding and making a meaningful life; being responsible stewards of the earth and protecting its environment;" and "Interpreting and understanding ourselves: human nature, cultural diversity, and gender difference" (see Waugh, A University Education, http://www.ugs.usf.edu/gened/university%20education%20final.pdf). The course is not necessary for accreditation.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

The specific area of knowledge covered by this course, which is not covered by other courses currently listed, is the cultural, social, political, and economic roots of contemporary environmental problems. No other undergraduate course in the Department of Anthropology delves specifically into the intersection of people, power, and the environment. To my knowledge, no other undergraduate course outside the Department of Anthropology approaches the study of environmental problems from an anthropological perspective, emphasizing the cultural dimensions of these issues and their impact on local communities and/or indigenous populations.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

Because the topics and approach taken in the course are cross disciplinary and cross cultural, the course has drawn students from many different majors, particularly those in the environmental sciences, but also from the College of Business. Other programs that would be served by this course include Biology, Environmental Science and Policy, Geography, Geology, and Government and International Affairs.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

Yes, it was offered as a Selected Topics course in spring 2005 with an enrollment of 30 students, in spring 2006 with an enrollment of 24 students, and spring 2008 with an enrollment of 30 students. Class size is capped at 30 students.

E. How frequently will the course be offered? What is the anticipated enrollment?

The course will be offered every other spring with an anticipated enrollment of 30 students.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

No, we do not plan to drop another course in order to add this one.

G. What qualifications for training and/or experience are necessary to teach this course? (List
minimum qualifications for the instructor.)

PhD in anthropology and/or related field.

4. **Other Course Information**

   A. Objectives / Outcomes

   Analyze the cultural, social, political, and economic sources and ramifications of environmental problems from an anthropological perspective; Consider the cultural and social implications of conservation and development for local groups; and, Develop students’ analytical and communication skills. Upon successful completion of this course, students will be able to: Examine environmental problems from an anthropological perspective; Weigh the advantages and disadvantages of potential solutions to particular environmental conflicts; and, Explain and communicate the complexity of contemporary environmental problems and the role of environmental anthropologists in resolving those problems.

   B. Major Topics

   History of Environmental Anthropology Political Ecology Environmental Degradation and Social/Economic/Political Marginalization Environmental Conflicts Conservation and Control Environmental Identity and Social Movement

   C. Textbooks

   There is no required textbook. Readings are drawn from various journals and edited volumes in anthropology, geography, ecology, and other related disciplines. See syllabus for full listing.

5. **Syllabus**

   Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.
“He’s good with crops but slow to respond in an emergency.”

Instructor: Dr. Karla Davis-Salazar
Office: SOC 137
Office Hours: TR 3:30-5 pm
Phone: 974-6339
Email: kDavis@cas.usf.edu

Course Description
This upper-level undergraduate course introduces students from all majors to the field of environmental anthropology. Environmental anthropology uses anthropological methods and theories to understand local and global environmental problems, often with the goal of assisting local communities and other stakeholders (e.g., government officials, developers, policy makers, etc.) in coming to joint resolutions. In this course, we will explore some of the social, political, and economic dimensions of contemporary environmental problems from an anthropological perspective and the important role that environmental anthropologists can play in resolving these conflicts.

Course Objectives and Student Learning Outcomes
After a brief introduction to environmental anthropology as a field of study, we explore four case studies in depth. Each case study illustrates common themes and issues associated with contemporary environmental problems, including the cultural construction of “nature,” the challenges of “sustainable development,” and the power struggles underlying environmental conflicts. Because of the complexity of these issues, we will take our time pulling the case studies apart, focusing on the stakeholders, their interests and motivations, and the outside forces impacting them. Our goal is to identify sources of conflict, impediments to communication, and areas of common ground in order to explore possible solutions. In this way, we take on the role of environmental anthropologists.

The course objectives therefore are to:

1. Analyze the social, political, and economic sources and ramifications of environmental problems from an anthropological perspective;
2. Consider the social and cultural implications of conservation and development for local groups; and,
3. Develop your analytical and communication skills.

Upon successful completion of this course, you will be able to:

1. Examine environmental problems from an anthropological perspective;
2. Weigh the advantages and disadvantages of potential solutions to particular environmental conflicts; and,
3. Explain and communicate the complexity of contemporary environmental problems and the role of environmental anthropologists in resolving those problems.

Course Format

The first three weeks of the course are devoted to understanding what environmental anthropology is, what environmental anthropologists do, and how environmental anthropology developed as a field of study. The remainder of the course is divided into four sections corresponding to general themes in environmental anthropology: Environmental Conflict, Degradation and Marginalization, Conservation and Control, and Environmental Identity and Social Movement. For each theme/section, we will examine in-depth one case study that exemplifies that theme.

Each theme/section will follow the same format. On day 1 of the section, I will give an introductory lecture on the general theme (e.g., Environmental Conflict). On day 2, we will watch a film about the particular case study that illustrates the general theme. On day 3, you will work in groups to complete a stakeholder worksheet that asks important questions about the case study and the people involved. On day 4, your group will work together to create a flow chart, or “chain of explanation”, that depicts the relationships among the various factors contributing to the environmental problem. The class as a whole will then discuss possible resolutions to the environmental problem. The last class of each section (day 5) will be devoted to your individual research projects (see Course Requirements below).
Course Requirements
Course requirements are organized into two categories: in-class group work related to the case studies, and individual research on a topic of your choosing. There will be no exams. All assignments are designed to be mutually reinforcing, that is, they give you the opportunity to explore the important concepts of the course from multiple perspectives, in increasing detail, and with feedback from your instructor and your peers. Below is a breakdown and descriptions of the course requirements.

In-class and/or Group Work (totals 35% of final course grade)
- Reaction Paragraphs (5%)
- Stakeholder Worksheets (12%)
- Flowcharts (12%)
- Peer-evaluated Participation in Group Work (6%)

Individual Research (totals 65% of final course grade)
- Successful completion of plagiarism tutorial
- Paragraph on Environmental Problem (1%)
- Drafts of the Writing Assignments (4%)
- Writing Assignment #1 (15%)
- Writing Assignment #2 (15%)
- Writing Assignment #3 (15%)
- Writing Assignment #4 (15%)

In-class and/or Group Work
Much of our class time will be devoted to group work. The assignments to be completed in class and/or in groups are the following:

Reaction Paragraphs (Day 2 of Case Study sections): Immediately following each video we watch, you will write a paragraph about your reactions to the situation depicted in the video. Reaction paragraphs are due at the end of class on the day of the video. Each reaction paragraph is worth 1 point for a total possible of 5 points (5 videos/reaction paragraphs x 1 point). In the event that you miss class the day a video is shown, you may watch the video outside of class and turn in your reaction paragraph late. Reaction paragraphs will be accepted late for half credit (0.5 point).

Stakeholder Worksheets (Day 3 of Case Study sections): For each case study, you will work in your group to complete a stakeholder worksheet. Stakeholder worksheets ask a series of questions based on the video and related readings for each case study and are designed to assist you in analyzing the problem at hand. You can earn between 0 and 3 points (0, check minus, check, check plus) for each worksheet for a total possible of 12 points (4 stakeholder worksheets x 3 points). You can find blank stakeholder worksheets on Blackboard under Assignments.
Flow Charts (Day 4 of Case Study sections): The last question of the stakeholder worksheet asks you to list four things that you would want or need to know in order to resolve and/or more fully understand the case we’ve been studying. Your group will research those four things and use that information (plus the stakeholder worksheets) to create a flow chart that depicts the relationships among the various factors/stakeholders you investigated. You can earn between 0 and 3 points (0, check minus, check, check plus) for each flow chart for a total possible of 12 points (4 flowcharts x 3 points).

Peer-evaluated Participation in Group Work: Although attendance will not be taken, it is important that you come to class and participate fully in group activities because much of this course is based on group work. At the end of the semester, group members will evaluate each other based on their participation in the group (including Peer Review days – see below) throughout the semester. Each group member will fill out and turn in one evaluation form per group member. The peer-evaluated participation grade is based on the average evaluation score awarded by fellow group members. These evaluations will be kept completely confidential and will be returned to the evaluator. Blank peer evaluation forms can be found on Blackboard under Assignments. You can earn up to 6 points for peer-evaluated participation.

Individual Research Projects
Outside of class you will conduct your own research on a human-environmental topic of your choosing. The following assignments are related to your individual research project:

Plagiarism Tutorial: As a student enrolled in this course, you are required to successfully complete an on-line tutorial on plagiarism offered by the Center for 21st Century Teaching Excellence. The tutorial can be found at the following website: www.cte.usf.edu/plagiarism/plag.html. You will need FlashPlayer to complete the tutorial. If you do not have FlashPlayer on your computer, it can be downloaded for free by clicking on the appropriate link at the following website www.cte.usf.edu/plagiarism/plagindex.html or you can use a university computer that already has it. You must score 100% on this tutorial (retake it as many times as you need to) and provide your instructor with a certificate of completion by Jan. 17 in order to take this course for a grade.

Paragraph on Environmental Problem: For your individual research project, you will become an environmental anthropologist investigating a current environmental issue of your choosing anywhere in the world. For your first assignment related to this research, you will choose the environmental problem you want to study and explain, in one paragraph, why you chose this problem. Is it something that you have been interested in for a long time? If so, why does it interest you? What do you already know about this problem? Limit your paragraph to a half page, single spaced, using Times New Roman 12-point font and 1-inch margins. The paragraph is worth 1 point.

Writing Assignments: Sixty percent of your grade in this course will be determined by four short papers, which deal with different dimensions of the specific human-environmental problem you
chose to study in your paragraph assignment. The first 3 papers are 2-3 pages in length. The 4th paper is 4-6 pages in length. The topics for the four papers are as follows:

Writing Assignment #1: The Environmental Problem
Writing Assignment #2: Stakeholders at Local and Regional Scales
Writing Assignment #3: Stakeholders at National and International Scales
Writing Assignment #4: How It All Fits Together

You can find guidelines for each writing assignment on Blackboard under Assignments (for an example, see guidelines for Writing Assignment #1 at the end of this syllabus). All papers must be typed, double spaced, with 1-inch margins, and Times New Roman 12-point font. Information sources (as well as direct quotes) must be acknowledged by citations in the text using AAA Citation Style (look on Blackboard under Assignments for citation guidelines). A list of references cited (not a general bibliography) must also be included for each paper.

Readings
You are required to have completed all assigned readings by the date indicated on the course schedule. Readings are available on Blackboard under the Course Documents button. Bring the day’s assigned readings and your notes from the readings to class, so that you will be prepared for class discussion and related activities. You should also keep the questions from the case study worksheet in mind as you do the readings. There is no required textbook.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>100%</td>
<td>A+ = 100%</td>
</tr>
<tr>
<td>93-100%</td>
<td>A = 95%</td>
</tr>
<tr>
<td>90-93%</td>
<td>A- = 91.5%</td>
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<tr>
<td>87-90%</td>
<td>B+ = 88.5%</td>
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<tr>
<td>83-87%</td>
<td>B = 85%</td>
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<tr>
<td>80-83%</td>
<td>B- = 81.5%</td>
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<tr>
<td>77-80%</td>
<td>C+ = 78.5%</td>
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<tr>
<td>73-77%</td>
<td>C = 75%</td>
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<tr>
<td>70-73%</td>
<td>C- = 71.5%</td>
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<tr>
<td>67-70%</td>
<td>D+ = 68.5%</td>
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<tr>
<td>63-67%</td>
<td>D = 65%</td>
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<tr>
<td>60-63%</td>
<td>D- = 61.5%</td>
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<tr>
<td>below 60%</td>
<td>F</td>
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</tbody>
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*** A range of 90% to 93% includes all grades from 90% up to, but not including, 93%. This grading system will not be changed. Do NOT ask the instructor to “bump your grade up.”

Course Policies

1. ACCOMMODATIONS: Any student with a disability documented with the Office of Student Disability Services, who feels s/he may need an accommodation based on the
impact of a disability, should meet with the instructor privately during the first week of class to discuss accommodations. A letter from the Office of Student Disability Services must accompany any request for accommodations. It is the student’s responsibility to contact the Office of Student Disability Services to document disabilities and coordinate reasonable accommodations. The Office of Student Disability Services is located in SVC 1133. Their phone is (813) 974-4309 -- TTY: (813) 974-5651 or 974-1585. The office’s website address is <www.sds.usf.edu>. (Once you give me the letter that states the kind of accommodations you need, I'll arrange the accommodations, no questions asked.)

2. S/U GRADING: Request for S/U grading must be received by the instructor no later than the third class session. An S grade will be considered the equivalent of an A, B, or C, including C-. A grade of U will be equivalent to a D or F (including D+).

3. INCOMPLETES: Incomplete grades (I) will be granted only if the student negotiates a contract with the instructor BEFORE the last day of class to complete the missing work. Incompletes will not be granted if the student fails to negotiate this before this date.

4. In the event that you miss turning in an assignment because of an absence, you may turn in that assignment for credit if you were absent because of one of the following reasons: i) a documented medical emergency requiring hospitalization; and ii) major religious observances that necessitate absence from class. In the case of the latter, you must present notice in writing to the instructor by the second class meeting of the semester. The assignment must be turned in to the instructor within one week of the date of the absence in order to receive credit.

5. ACADEMIC DISHONESTY and PLAGIARISM: Cheating of any form is absolutely not tolerated. It is your responsibility to read and understand the university’s policy on academic dishonesty (http://www.ugs.usf.edu/catalogs/0708/adadap.htm). By enrolling in this course, you agree to follow university policy on this matter. Any student caught cheating will receive an automatic grade of “FF” for the course. IMPORTANT: USF has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. I, the instructor, reserve the right to submit assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to <www.safeassignment.com>. Any student who plagiarizes will receive an automatic grade of “FF” for the course.

6. ACADEMIC DISRUPTION: Academic disruption is defined as “acts or works of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety, or well being of the faculty member or students” (http://www.ugs.usf.edu/catalogs/0708/adadap.htm). Policies regarding disruption are covered in the University catalogue and the Student Code of Conduct. The instructor will follow these policies.
7. EXTRA CREDIT: There are no opportunities for extra credit.
8. NOTES AND TAPES: The sale of notes or tapes from this class is prohibited.
9. The instructor reserves the right to make changes to course content and schedule.
## Course Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T</strong></td>
<td>8-Jan</td>
<td>Getting to Know You</td>
<td></td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>17-Jan</td>
<td>Intellectual Roots of Environmental Anthropology</td>
<td>Rappaport 1969 Netting 2007</td>
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<tr>
<td><strong>T</strong></td>
<td>22-Jan</td>
<td>The Tragedy of the Commons</td>
<td>Hardin 1968 Research Paragraph</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>24-Jan</td>
<td>Population Growth &amp; Environmental Degradation</td>
<td>Stonich &amp; DeWalt 2006 Case Studies</td>
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<tr>
<td><strong>T</strong></td>
<td>29-Jan</td>
<td>Environmental Conflict</td>
<td>Robbins, Ch. 9 (rec.)</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>31-Jan</td>
<td>Oil Drilling in the Amazon</td>
<td>Rival 2000 reaction paragraph Trinkets and Beads</td>
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<tr>
<td><strong>T</strong></td>
<td>5-Feb</td>
<td>Analysis of the Case Study</td>
<td>Rival 1997 stakeholder worksheet Fabra 1996</td>
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<tr>
<td><strong>R</strong></td>
<td>7-Feb</td>
<td>Flow Charts &amp; Class Discussion</td>
<td><a href="http://www.beyondesthemovie.com">www.beyondesthemovie.com</a> flow chart <a href="http://www.peopleofthepath.com">www.peopleofthepath.com</a></td>
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<td><strong>T</strong></td>
<td>12-Feb</td>
<td>Peer Review session</td>
<td>Draft of Paper #1</td>
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<tr>
<td><strong>R</strong></td>
<td>14-Feb</td>
<td>Degradation &amp; Marginalization</td>
<td>Robbins, Ch. 7 (rec.) Paper #1</td>
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<td><strong>T</strong></td>
<td>19-Feb</td>
<td>Hydroelectric Dams in the Amazon</td>
<td>Posey 1996 reaction paragraph Kayapo: Out of the Forest</td>
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<td><strong>R</strong></td>
<td>21-Feb</td>
<td>Gold Mines in the Amazon</td>
<td>Turner &amp; Fajans-Turner 2006 reaction paragraph The Kayapo Sponsel 1997</td>
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<tr>
<td><strong>T</strong></td>
<td>26-Feb</td>
<td>Analysis of the Case Study</td>
<td>Zimmerman et al. 2001 stakeholder worksheet</td>
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<tr>
<td><strong>R</strong></td>
<td>28-Feb</td>
<td>Flow Charts &amp; Class Discussion</td>
<td>Turner 1995 (rec.) flow chart Kaplan 2006 (rec.)</td>
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<tr>
<td><strong>T</strong></td>
<td>4-Mar</td>
<td>Peer Review session</td>
<td>Draft of Paper #2</td>
</tr>
</tbody>
</table>
Course Schedule (cont’d)
Course Bibliography

Colburn, J.

Fa, J. E., D. Currie, and J. Meeuwig

Fabra, A.

Gow, D. D.

Hardin, G.

Johnston, B. R.

Kormos, R., M. Bakarr, L. Bonnehin, and R. Hanson-Alp

Lafer, S. and S. Tchudi

Netting, R.

Posey, D.
Puntenney, P. J.

Rappaport, R. A.

Rival, L.

Rival, L.

Russell, C. L.

Speth, L. K.

Sponsel, L.

Stonich, S. C. and B. R. DeWalt

Turner, T. and V. Fajans-Turner
Vitousek, P. M., H. A. Mooney, J. Lubchenco and J. M. Melillo

Walsh, P. D. et al.

Wilson, E. O.

Zimmerman, B., C. A. Peres, J. R. Malcom, and T. Turner

**Recommended (but not required) Readings**

Kaplan, Caren

Knack, Martha C. and Omer C. Stewart
1984 *As Long as the River Shall Run: An Ethnohistory of Pyramid Lake Indian Reservation*. Berkeley, University of California Press.

Robbins, Paul

Turner, Terence

**Videos**

*The Kayapo* (F2520.1.C45 K38 1989)
There are more than 2000 Kayapo Indians living in the Amazonian jungle in Brazil. Gold was found in the area and their land was invaded by miners. The program documents life among this fiercely independent tribe, who were forced to become "businessmen" or see their traditional way of life destroyed. (58 min.)

The destruction of Brazil’s Amazonian rain forest now threatens the existence of its native peoples. The Kayapo Indians have gained international recognition for their bold political resistance and for the reassertion of their traditional cultural identity. (52 min.)
Trinkets and Beads (HD9574 .E22 T75 1996)
Documents the lives of the Huaorani, a small tribe of Ecuadorian Indians who, after 20 years of pressure from foreign oil companies, agreed to allow oil drilling on their land. Focuses on the introduction of massive environmental pollution and cultural change, and the tribe's subsequent efforts to regain control of their lives and lands. (60 min.)

Return to Gombe (instructor’s personal copy)
World-renowned primatologist Jane Goodall makes her annual "Return To Gombe" in this exciting and somewhat heartbreaking visit to the chimpanzee research station she made famous. It seems a revolution has broken out among her favorite group of chimps and its brutal and bullying leader, Frodo, has been overthrown. With a power struggle imminent among the other chimps, Jane searches for Frodo and reminisces about the groundbreaking research, thoughts, beliefs and emotions she has invested in these wild chimpanzees and protecting primates around the world. "Return To Gombe" makes for a fascinating and unforgettable journey. (49 min.)

Water is for Fighting Over (http://www.learner.org/resources/series85.html)
Along the parched California-Nevada border, various groups with compelling yet competing interests claim the water of the Truckee River Basin. The burgeoning Reno-Sparks area needs water to sustain the community, but high levels in a local reservoir are destroying the cui-ui fish of a local Paiute tribe. Farmers need irrigated water for crops, but the government seeks water further downstream for a wetlands area. These conflicts illustrate how scarce natural resources can shape a community. (28 min.)

YAKOANA is the authorized documentary of The First World Conference of Indigenous Peoples held in the jungles of Brazil the week prior to the United Nations Earth Summit. Attended by nearly 1000 Tribal leaders from every continent on earth, YAKOANA captures the stories, music, ceremony, and dance of this historic gathering. YAKOANA tells the story of Native cultures, of their struggle for recognition and human rights, and of their ancient ways of living sustainably and in harmony with the earth. It presents the Indigenous Peoples’ worldview which sees humanity as part of the sacred web of Nature. (60 min.)
Writing Assignment #1 Guidelines:
The Environmental Problem

The objective of this paper is to describe the human-environmental problem that you will be studying throughout the rest of the semester. Don’t get too into who is causing the problem; you’ll write about that in the next two papers. Instead focus on the environmental aspects of the problem. This means that you should discuss the geographic location where the problem is occurring; the environmental setting, including climate conditions, water sources, landforms, vegetation, etc.; the natural resources being impacted (e.g., soils, water, plants, etc.); the ways in which and the extent to which they are being impacted, including the human activities that are causing the environmental degradation; how this degradation may be having a domino effect on other natural resources in the area; and finally, the specific community/group of people that you will be studying. Below is a suggested (although not required) format for this writing assignment:

I. Introduction
   a. What the problem is
   b. Why the problem is important to study

II. Geographic and Environmental Setting
   a. Location (e.g., northeastern Honduras)
   b. Land Biome (e.g., tropical rainforest, grassland, desert, etc.)
   c. Climate
   d. Topography (e.g., mountainous, coastal plain, etc.)
   e. Water Sources
   f. Flora and Fauna (plants and animals)

III. Environmental Degradation of the Area
   a. Impacted Natural Resources, nature of the impact, extent of impact, etc.
   b. Human Activities
   c. Domino Effect (if any)

IV. Conclusion
   a. Community or group of people within this area that you plan to focus on
   b. Your ideas about how this may be impacting local communities in the area

V. References Cited

IMPORTANT: Use 1-inch margins on all sides, 12-point Times New Roman font, double spacing (but do not use extra spaces between paragraphs), and page numbers centered in the footer. However, do not double space your References Cited. Do not justify the text either. Use AAA Citation Style Guide for the references (see Style Guide posted on Blackboard under Assignments). Include a title page with your name, date, and title of paper. Do not put your name on any other page. STAPLE your entire paper together. EMAIL me a copy of your paper and BRING a hard copy to class on the due date.