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**Institute on Project Based Learning 2019**  
**PBL AS A FIRST-YEAR AND GENERAL-EDUCATION STRATEGY**

Worcester Polytechnic Institute  
Worcester, Massachusetts

CONTENTS:

<b>Sample Syllabi</b>	<b>2</b>
SYLLABUS #1	2
SYLLABUS #2	8
SYLLABUS #3	15
<b>Assignment Examples</b>	<b>18</b>
#1 Energy Sources project and Research Notebook Assignments	18
#2 Water Problems Micro Project	20
#3 Land Use Change Assignment	25
#4 Ethnic Markets Food Budget Assignment	27
#5 Peer Review Assignment: Annotated Bibliography	29
#6 Project Proposal Peer Review	30
#7 Contact assignment	33
#8 Written Project Report	34
#9 Arab Spring Project Assignment	36
#10 General Project Seminars Assignment	40

# Sample Syllabi

## SYLLABUS #1

FY1100 C04 Great Problems Seminar: Power the World  
Worcester Polytechnic Institute  
Course Syllabus - C and D terms

### Course Goals and Learning Objectives (Student Learning Outcomes)

#### Overview and Course Goals

Every generation in every community has experienced an "energy crisis." People have found ways to proceed, but solutions have always involved positive and negative consequences. This course investigates the depth and breadth of awareness of these issues. It explores the challenges and effects of power generation from technical, philosophical, ethical, social, political, and ecological perspectives. This is the key to becoming not only effective engineers, but also effective citizens of the 21st century.

In this class, students will work to accomplish the following:

- a. Identify critical energy issues of local, regional, and/or global importance
- b. Understand the opportunities and risks of energy production, transmission and use
- c. Understand and be aware of critical energy issues.
- d. Know the key energy stakeholders including scientists, political leaders, business leaders, government officials, philanthropists, and citizens.

#### Learning Objectives (Student Learning Outcomes)

While energy is the content focus of this Great Problems Seminar our learning objectives are as follows:

1. **TEAM WORK** Collaborate effectively on a team.
2. **RESEARCH** Find varied, credible sources, assess their claims and relevance, and use them appropriately.
3. **WRITING** Produce clear, effective, evidence-based writing.
4. **PRESENTING** Prepare and confidently deliver engaging and effective presentations.
5. **APPROACH TO PROBLEMS** When confronted with complex, open-ended problems, be able to identify answerable questions, and select and evaluate suitable solutions through the application of multiple perspectives and disciplines.
6. **CULTURAL AWARENESS** Articulate the differences in experiences of the "great problem" for stakeholders essential to development and acceptance of the proposed solution.

7. VALUES: Describe your values and those of others as they relate to addressing the great problem.

By the end of this course you are required to demonstrate the ability to work effectively on a group project aimed at identifying, understanding, and proposing strategies for tackling a critical energy challenge. To do well in this course you will need to develop and display the above learning objectives.

## Information on Readings and Required Course Materials

### Required Course Textbook

1. Wolfe, Joanna. *Team Writing: A Guide to Working in groups*. Boston: Bedford/St. Martin's Press, 2010.
2. Supplemental readings will be posted on the course myWPI page

## B-Term Course Schedule

Session 1 (Friday, Jan 16) Course Overview and Introductions

Video: <http://www.pbs.org/america-revealed/episode/3/>

Assign: A1 Personal Energy Use Log

Teams for Energy Source Types Project (details on myWPI)  
Course Wiki Page

Session 2 (Tuesday, Jan 20) Research Workshop with Class Librarian - *bring laptops!*

Reading: Posted on myWPI

- *Team Writing* Chapter 1 and 2

Wiki video <https://www.youtube.com/watch?v=-dnL00TdmLY>

Assign: Energy Source (ES) Project

A2 Research Notebook

\*Session 3 (Friday, Jan 23) Sustainability in Action

Reading: Posted on MyWPI

Assign: A3 Energy Log Analysis and A4 Reflection  
Wiki Entry

**A1: Personal Energy Log Due**

Session 4 (Tuesday Jan 27) Energy Source Presentations (with peer feedback)

Reading: None

Assign: A5 Energy Source Reflection

**Energy Source Wiki Pages and Presentations Due**

**A2: ES Research Notebook Entry Due**

Session 5 (Friday, Jan 30) Energy, Society, and Technology (EST)

Reading: Posted on MyWPI

Assign: A6 ES Essay

Wiki Entry

**A3: Energy Log Analysis (team) DUE**

**A4: Energy Log Reflection (individual) DUE**

Session 6 (Tuesday, Feb 3) Energy, Society, and Technology

Readings: posted on MyWPI

Assign: Energy Issues (EI) Project teams/topics

A7 EI Research Notebook Entry

Wiki Entry

**A5: Energy Source Reflection Due**

Session 7 (Friday Feb 6) Energy, Society, and Technology

Readings: posted on MyWPI

Assign: Wiki Entry

**A6: Energy Society and Technology Essay Due**

Session 8 (Tuesday Feb 10) Energy, Society, and Technology/Begin Energy Issues Presentations

Readings: posted on MyWPI

Assign: Wiki Entry

**EI Wiki Entries/Presentations Due**

Session 9 (Friday, Feb 13) Energy Issues Presentations

Readings: posted on myWPI

Assign: Wiki Entry

**EI Wiki Entries/Presentations Due**

Session 10 ( Tuesday, Feb 17) Energy Issues Presentations (problems that exist and those that are caused by technology)

Readings: posted on myWPI

**EI Wiki Entries/Presentations Due**

**A7: EI Research Notebook Entry Due**

\*Session 11(Friday, Feb 20) Team/Project Selection - Guest Speakers

Readings Posted on myWPI

Assign: PTW Project Proposal Presentations

A8 PP Research Notebook Entry

Session 12 (Tuesday, Feb 24) Team/Project Selection - Guest Speakers

Readings: posted to myWPI

Session 13 (Friday, Feb 27) Project Work Day

**A8: PP Research Notebook Entry Due**

Session 14 (Tuesday, March 3) PTW Project Proposal Presentations

### Written Proposal Due March 4th

#### D-Term Course Schedule

Session 1 (T 3-18)

Readings: *The Upcycle* (All)

Assignment: Upcycle Reflection paper

Session 2 (F 3-21)– Project Process p.68

Assignment: First Journal Entry of Research Notebook

First Entry DUE by end of day

Session 3 (T 3-25) Workday – Consult with each group

Readings: On myWPI

Assignment: Project Plan assignment p. 68

*The Upcycle* Reflection paper due.

Session 4 (F 3-28) Teamwork/group problem solving

Assignment:

2<sup>nd</sup> Research Notebook Entry DUE

Session 5 (T 4-1) Project Progress Presentation

Assignment : Revised Proposal Due. In addition to this, you should turn in a separate document that includes:

1. Problem statement including Proposed Solution
2. Group Presentation: *Each group will present an update on their research progress, any challenges they have encountered and questions they are exploring along with their problem statement, proposed solution, commentary on how their team is functioning*

Session 6 (F 4-4) Technology and Society Discussion

Readings: On myWPI

Assignment: Discussion Board

3<sup>rd</sup> Research Notebook Entry DUE

Session 7 (T 4-8) Solutions (assessment) Work on projects

Readings: on myWPI

Assignment: Discussion Board - *Post questions and responses before class*

4<sup>th</sup> Research Notebook Entry DUE

Session 8 (F 4-11) Project Progress Presentation

Readings: None

Assignment: Group Presentation: *Each group will present an update on their research progress, any challenges they have encountered and questions they are exploring along with their problem statement, proposed solution, commentary on how their team is functioning.*

Session 9 (T- 4-15) ATC Talk on Posters/Work on Projects

Readings: None.

Session 10 (F 4-18) *Work on Projects*

Readings: None

5<sup>th</sup> Research Notebook Entry DUE

(Draft poster DUE)

Session 11 (F 4-25) Present Draft Poster (Derren Away)

Assignment: Present poster to class

### **Research Notebook Due**

Session 12 (T 4-29) Poster Practice Session

(T 4-29) Submit final poster to ATC by noon

Session 13 (F 5-02) Poster Session

Session 14 (T 5-6) Last day of class - Awards and feedback session

**Final Project Report Due by 5pm**

## **Teaching Methodology**

This course is hands-on and application oriented. By its design, you will have the opportunity to explore, clarify and strengthen your problem solving skills and group interpersonal dynamics. Please be aware that it is expected that you will experience a certain level of ambiguity and perhaps even a feeling of being overwhelmed at times in this Great Problem Seminar. We will explore things that will be unclear and uncharted. You will be expected to deal with the ambiguity and have the courage to explore different ideas without knowing the answers. This course will be presented through a combination of chapter materials, structured group discussions and activities, self-reflection assignments, and group presentations/projects.

Please be aware that it is strongly expected that each student will invest a minimum average of 12 hours per week engaged in outside work for this GPS course. This is consistent with the standard of working three (3) hours outside of class for every one (1) hour of classroom time. You will need to work in groups so you must make yourself available to your group members outside of the scheduled classroom time. To be successful in this GPS course, you must use effective time management tools and project planning tools.

## **Grading Policy**

### **Grading Summary D term**

1. 8 weekly assignments- 40% (5% each)

2. Energy Sources (ES) Project- 5%
3. Energy Issues (EI) Project- 10%
4. Blog- 10%
5. Wiki- 5%
6. PTW Project Proposal- 15%
7. PTW Project Proposal Presentation- 15%

### **Grading Summary D term**

1. Poster and Presentations -35%
2. Research Notebook - 25%
3. Discussion boards (x3) - 15%
4. Final Written Report - 10%
5. ePortfolio - 5%
6. Revised Proposal - 5%
7. Proposed Solution - 5%

*Weekly Assignments:* These assignments will occur throughout the term. Although we may spend some time working or presenting results of the assignments in class, much of the work needed to complete each assignment will be expected outside of class. Assignments are typically an extension of class discussion or reading material that was covered recently.

*PTW Project Proposal:* This will be due at the end of A term and will consist of a statement of the problem your project group will seek to address, background research of the problem, and initial thoughts on few possible ways you might seek to address the problem as well as avenues for future research (the proposal is typically 9-11 pages in length). More info will be given about this once you begin working on it.

*PTW Project Proposal Presentation:* This will consist of a formal 10 minute group presentation wherein your group will introduce your proposed project to the class. More information will be given about this as we get closer to the due date.

*Attendance and Participation:* Your individual participation consists of your effort in the classroom and your effort in your group work outside of the classroom. We expect that you will be prepared for every class. At the beginning of each class session, we may start by asking someone to summarize parts of the readings or group assignments. With a reading, you should be able to outline the key points and offer your view. If you miss more than 1 class you will lose 5% of your final grade per each class missed.

*Blog:* You will be required to write at least four blog entries based on energy related activities that you will engage in outside of class time throughout the term. These entries must be spaced at least a week apart (so only one per week) and should describe the activity that you engaged in, why it is related to the course, and how it helped inform your understanding of the issues/ideas that arise in the class. You will also have to comment on at least four blog posts that your colleagues make throughout the term (again, spaced a week apart and each comment must be on different student blogs). You must choose at least one activity from each of these categories as a part of this:



- Go to an energy related talk on campus or in the Worcester community.
- Watch an energy related documentary/movie
- Read three short or two long form energy related articles from current news sources

*Wiki:* Each student will be responsible for researching and adding one topic to the class wiki and also acting as a reviewer for another topic (more specific information on this will be given in class)

## SYLLABUS #2

FY1100 Great Problems Seminar: The World's Water  
Worcester Polytechnic Institute  
Course Syllabus - A and B terms

### 1. Instructor Information

### 2. Information about Course Support Staff

### 3. Course Goals and Learning Objectives

We are in the midst of a global water crisis. The quantity of freshwater on earth is declining, and much of the freshwater that is available is threatened by pollution. With a changing climate and growing global population, the rising global demand for water has led to higher water costs. This has made the global water crisis an issue of affordability for some. Others lack access to water due to absent or failing water infrastructure due to poverty, mismanagement, and/or devastating wars. This class examines the depth and breadth of these water issues from technical, ethical, political, economic, social, and ecological perspectives. Understanding the diversity and complexity of water issues is the key to becoming effective engineers and effective global citizens of the 21<sup>st</sup> century.

In this class, students will work to accomplish the following:

- Identify and critically analyze local, regional, and global water problems
- Identify and analyze established and innovative water technologies
- Identify and analyze different approaches to solving water problems via water governance, market-based solutions, and technological-based solutions.
- Identify and critically analyze your own role as a water user, polluter, and sustainer; and examine your ability to make positive changes as an individual and as an engineer.
- Identify and critically analyze the key stakeholders involved in water, including citizens, business owners, policy makers, non-profit organizations, scientists, plants, and animals.

### Learning Objectives (Student Learning Outcomes)

While water is the content focus on this Great Problem Seminar, our learning objectives are as follows:

1. **TEAMWORK:** Collaborate effectively on a team
2. **RESEARCH:** Find a diversity of credible sources, assess their claims and relevance, and use them appropriately
3. **WRITING:** Produce clear, effective, evidence-based writing
4. **PRESENTING:** Prepare and confidently deliver engaging and effective presentations
5. **APPROACH TO PROBLEMS:** When working on complex, open-ended problems, be able to identify answerable questions, and select and evaluate suitable solutions through the application of multiple perspectives and disciplines.
6. **CULTURAL AWARENESS:** Articulate the differences in experiences of the “great problem” for various stakeholders. This is essential to the development and acceptance of the proposed solution.
7. **VALUES:** Describe your values and those of others as they relate to addressing the great problem.

#### **4. Information on Readings and Required Course Materials**

##### **Required Course Textbooks**

1. Wolfe, Joanna. 2010. *Team Writing: a Guide to Working in Groups*. Boston: Bedford/St. Martin's. You can find this at the bookstore, on Amazon for \$18 (used are cheaper), and it is available at the library on reserve.
2. The rest of the texts for the class will be available on our MyWPI page.

#### **5. Teaching Methodology**

This course is hands-on and application oriented. By its design, you will have the opportunity to explore, clarify, and strengthen your problem solving skills and group interpersonal dynamics. Please be aware that it is expected that you will experience a certain level of ambiguity and, perhaps, even a feeling of being overwhelmed at times in this Great Problem Seminar. You will be expected to deal with the ambiguity and explore different ideas without knowing the answers. This, according to poet and environmental activist Wendell Berry, is when we get *real work* done -- when we struggle to find answers. Challenges and frustration can lead to innovation and discovery.

This course will be presented through a combination of articles, structured group discussions and activities, self-reflection assignments, and group presentations and projects. Please be aware that it is strongly expected that each student will invest a minimum average of 12 hours per week engaged in outside work for this GPS course. This is consistent with the standard of working three hours outside of

class for every one hour of classroom time. You will need to work in groups, so you must make yourself available to your group members outside of the scheduled classroom time. To be successful in this GPS course, you must use effective time management and planning tools.

## 6. Grading Summary

1. Controversial Water Use Essay (5%)
2. Personal Water Use Log Part and Analysis (10%)
3. Water Infrastructure Micro Project Presentation (10%)
4. Annotated Bibliographies for Three Projects (15%)
5. Two Peer Review Assignments (10%)
6. Water Problems Micro Project Presentation (15%)
7. Water Ethics Documentary Reflection (5%)
8. Problem Proposal Presentation (15%)
9. Problem Proposal (15%)

## 7. Course Schedule

*The schedule is subject to change. Our MyWPI page will have the most up to date daily assignments, readings, and announcements. Students will submit assignments via MyWPI. The specific time and date each assignment is due will be noted on MyWPI under the “Daily Course Schedule”.*

### Course Schedule

Date	Topic	Readings/Assignments DUE
Session 1: What is water security?		
Thurs 8/27	<ol style="list-style-type: none"> <li>1. Course Introduction</li> <li>2. Water security and Sustainability</li> </ol>	None
Session 2 & 3: Where does our water come from and where does it go?		
Mon 8/31	<ol style="list-style-type: none"> <li>1. Team Collaboration Methods</li> <li>2. Research workshop</li> <li>3. Tutorial on presenting projects</li> </ol>	<ol style="list-style-type: none"> <li>1. Wolfe, 2010, Ch. 1 Planning Your Collaboration, in Team Writing: a Guide to Working in Groups</li> <li>2. <b>Controversial Water Use Essay due</b></li> </ol>
Thurs 9/3	<ol style="list-style-type: none"> <li>1. Students present Water Infrastructure Micro Projects in class</li> <li>2. Water Sources and Ecosystems</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Annotated Bibliographies from Water Infrastructure Project Due Wednesday, 9/2 by 11pm</b></li> <li>2. <b>Water Infrastructure Micro Projects due in class.</b></li> </ol>
Session 4: How do we use water, and why is water scarce?		

Mon 9/7	<b>No class</b>	<ol style="list-style-type: none"> <li>1. Read Wolfe, 2010, Ch. 1,2, and 3 in Team Writing: a Guide to Working in Groups</li> <li>2. <b>Team Charter, Task Schedule and Team manager Due Tuesday 9/8 by 11pm.</b> Use instructions from chapters 1,2, and 3 to choose a team manager and to construct a team charter and task schedule.</li> </ol>
Thurs 9/10	<ol style="list-style-type: none"> <li>1. Types of water scarcity</li> <li>2. Water Taste Test</li> <li>3. Discuss personal water use logs</li> </ol>	<ol style="list-style-type: none"> <li>1. Read Robbins et al, 2010, Chapter 13: “Bottled Water” in <i>Environment and Society: a Critical Introduction</i>. Chapter is available on our MyWPI page.</li> <li>2. Read Feldman, 2012, Chapter 4, Section: “The Bottled Water Fetish”: pages 109-115 ONLY in <i>Water</i>. Chapter is available on our MyWPI page.</li> <li>3. <b>Personal Water Use Log. Due Wednesday, 9/9 by 11pm.</b></li> </ol>
Session 5 & 6: How do we use water, and why is water scarce?		
Mon 9/14	<ol style="list-style-type: none"> <li>1. Water scarcity and climate change</li> <li>2. <b>Water Problems Micro Projects for ½ the class</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Readings TBA (will be posted on MyWPI)</li> <li>2. <b>Water Problems Micro Projects for 1/2 of class.</b></li> <li>3. <b>Annotated bibliographies for those teams due Sunday, 9/13, by 11pm.</b></li> </ol>
Thurs 9/17	<ol style="list-style-type: none"> <li>1. Water, food, energy nexus</li> <li>2. <b>Water Problems Micro Projects for ½ the class</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Readings TBA (will be posted on MyWPI)</li> <li>2. <b>Water Problems Micro Projects for 1/2 of class.</b></li> <li>3. <b>Annotated bibliographies for those teams due Wednesday, 9/16, by 11pm.</b></li> </ol>
Sessions 7&8: How do we use water, and why is water scarce?		
Mon 9/21	<ol style="list-style-type: none"> <li>1. Water conflicts, ethics, and environmental justice</li> <li>2. Ethical case study in class</li> </ol>	<ol style="list-style-type: none"> <li>1. Readings TBA (will be posted on MyWPI)</li> <li>2. <b>Personal Water Use Log Analysis. Due Sunday, 9/20 by 11pm.</b></li> </ol>
Thurs 9/24	<ol style="list-style-type: none"> <li>1. Water pollution and Environmental justice</li> <li>2. Visit to Coe’s Pond</li> </ol>	<ol style="list-style-type: none"> <li>1. Documentary TBA (will be posted on MyWPI)</li> <li>2. <b>Water Ethics Documentary Reflection. Due Wednesday, 9/23 by 11pm.</b></li> </ol>
Sessions 9&10: How is water managed?		
Mon 9/28	Water equity and water governance	Readings TBA (will be posted on MyWPI)
Thurs 10/1	<ol style="list-style-type: none"> <li>1. Group Project Selection</li> <li>2. Diagramming successful project proposals</li> <li>3. Visit from project sponsors</li> </ol>	Read and evaluate previous problem proposal (will be posted on MyWPI)
Sessions 11&12: Group Project Selection and Work Day		

Mon 10/5	1. Library Session 2. Work Day	<ol style="list-style-type: none"> <li>1. <b>Use instructions from chapters 1,2, and 3 to choose a team manager and to construct a team charter and task schedule. Team Charter and Task Schedule and Team manager Due Sunday 10/4 by 11pm</b></li> <li>2. Work on first draft of Problem Proposal</li> </ol>
Thurs 10/8	Work Day	<ol style="list-style-type: none"> <li>1. Problem Proposal first draft due Friday, 10/9, at 11pm.</li> <li>2. Annotated bibliographies for Problem proposal first draft due Friday, 10/9, by 11:59pm.</li> </ol>
Sessions 13&14: Work Day and Project Problem Proposal Presentations		
Mon 10/12	<ol style="list-style-type: none"> <li>1. Peer Discussion of Problem Proposal Peer Reviews</li> <li>2. Group Discussion of Problem Proposal Peer Reviews</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Peer review due Sunday, 10/11, by 11pm</b></li> <li>2. Wolfe, 2010, Ch. 6 Revising with Others, in Team Writing: a Guide to Working in Groups</li> </ol>
Thurs 10/15	<b>Project Problem Proposal Presentations</b>	<ol style="list-style-type: none"> <li>1. <b>Project Proposal Presentations due in class.</b></li> <li>2. <b>Project Proposals due Friday, 10/16, by 11pm.</b></li> </ol>

## B Term

Date	Topic	Readings/Assignments DUE
Sessions 1&2: Introduction to B term & Market and Policy Based Solutions to Water Problems		
Tues 10/2 7	<ol style="list-style-type: none"> <li>1) Introduction to B Term</li> <li>2) Go over assignments due</li> <li>3) Market based solutions to water problems</li> </ol>	None
Fri 10/3 0	<ol style="list-style-type: none"> <li>1) Policy solutions to water problems</li> <li>2) Project goals and objectives (SMART goals)</li> <li>3) Workshop on Interviews</li> </ol>	<p><b>Interview Contact Assignment PART 1 due Thursday,10/29, by 11pm:</b> List of three potential interview participants, with a rationale of why an interview with them will benefit your project. Speculate about how they might help you think about the problem or potential solutions? SPONSORS DO NOT COUNT. Post list and rationale to MyWPI.</p> <p><b>Problem and Goal Statement Assignment due Thursday 10/29 by 11pm</b></p> <p><b>Second Interview Contact Assignment PART 2:</b> Based on our feedback, send an introductory email to two people your group would like to interview. You must cc Prof. Stoddard and Rosbach on the emails in order to get credit for the assignment.</p>

		Send by 11pm on Friday, 10/30. A sample email has been posted to “Course Resources” on our MyWPI page.
Sessions 3&4: Technology Presentations, Data collection and Analysis		
Tues 11/3	<b>Technology and Policy Solutions Presentations</b>	<b>Research Notebook Entry #1 due Sunday, 11/1, by 11pm</b> <b>Technology and Policy Solutions Presentations due in class</b>
Fri 11/6	<ol style="list-style-type: none"> <li>1) Workshop on data collection and analysis</li> <li>2) Final Report Expectations</li> <li>3) Peer review of interview questions and revise questions as a team.</li> </ol>	<b>First draft of interview questions due in class</b>
Sessions 5&6: Project Progress and Team Conflict		
Tues 11/10	<b>Progress Presentations</b>	<b>Final draft of interview questions due Monday, 11/9, by 11pm</b> <b>Progress Presentations due in class</b> <b>Research Notebook Entry #2 due Wednesday, 11/11, by 11pm</b>
Fri 11/13	<ol style="list-style-type: none"> <li>1) Workshop on team conflict with Charlie Morse</li> <li>2) Workshop on data and interview analysis with Prof. Ingrid Shockey</li> </ol>	<b>Read chapter on team conflict in <i>Team Writing</i> for class</b> <b>Second draft of proposal/report due Friday, 11/13, by 11pm</b> <b>Interviews should be complete by Friday 11/13</b>
Sessions 7&8: Ethics in research and progress presentations		
Tues 11/17	<ol style="list-style-type: none"> <li>1) Individual team meetings to discuss progress, questions, problems</li> <li>2) Ethical considerations in research <ol style="list-style-type: none"> <li>a) Who does your solution benefit and potentially harm?</li> <li>b) Is it culturally appropriate?</li> </ol> </li> </ol>	<b>Interview Transcribing and Analysis Assignment Due on Tuesday, 11/17, by 11pm</b>

Fri 11/2 0	<b>Progress Presentations</b>	<b>Research Notebook Entry #3 due Thursday, 11/19, by 11pm</b> <b>Progress Presentations due in class</b>
Sessions 9&10: Poster Design and Revised Report sections		
Tues 11/2 4	ATC workshop on poster design	<b>Third draft of report due Tuesday, 11/25, by 11pm</b>
Fri 11/2 7	<b>No class!</b>	<b>None</b>
Sessions 11&12: Working and Drafting Poster		
Tues 12/1	Project Work Day	Project Work Day
Fri 12/4	Present Draft Poster	Present Draft Poster
Sessions 13&14: Mock Poster Presentations		
Tues 12/8	Work Day	<b>Tuesday, 12/9 submit final poster to ATC.</b> Your poster should be in Power Point, and it should be saved to a thumb drive/USB and delivered to the main office at Fuller Labs. You must drop off the USB in person before 12pm. The ATC staff will review the poster with you before you go.
Fri 12/1 1	Mock Poster Presentations	Prepare for Mock Poster Presentation
Poster Day, Session 15, and Final Report Due		
Mon 12/1 4	<b>Poster Day</b>	<b>Poster Day</b>
Tue 12/1 5	1) Last day of class: awards and feedback session	Work on Final Report
Fri 12/1 7	<b>Final Project Report due by 11:59pm</b>	<b>Final Project Report due by 11:59pm</b>

## SYLLABUS #3

**Hi/Hu 2341: Contemporary World Issues in Historical Perspective**

**Mondays/Thursdays 10--11:50**

**Fuller Labs PH--LWR**

**Instructor: Geoff Pfeifer**

**Office Hours Mondays/Thursdays 12--1pm**

**Email: gpfeifer@wpi.edu**

**Course Description:** In this Course we look at the events in three countries that make up a portion of what we currently call the “Arab Spring” and attempt to both make sense of these events and understand them in their specific historical contexts. Specifically we will look at the revolutions in Tunisia, Egypt, and Syria. At the end of the course we should expect to have gained more knowledge of both these events themselves and the sometimes shared, sometimes differing histories within which each of these events have taken place. Further, we will have some sense for how historians engage with and work through such events.

### **Required Texts:**

Gelvin, James. *The Modern Middle East: A History 3<sup>rd</sup> Edition*. Oxford: Oxford University Press, 2011.

Gelvin, James. *The Arab Uprisings: What Everyone Needs to Know*. Oxford: Oxford University Press, 2012.

Lesch, David. *Syria: The Fall of the House of Assad*. New Haven: Yale University Press, 2012.

Perkins, Kenneth. *A History of Modern Tunisia 2<sup>nd</sup> Edition*. Cambridge: Cambridge University Press, 2014.

Other readings posted to MyWPI

**Course Requirements:** Willingness to read between 30 and 75 pages a week.

Readings for a particular date should be done prior to that date and you should be willing and able to discuss the main points of the readings. There will be three team based assignments each of which will be worth 15% of your final grade, 3 individual papers that will be worth 10% each of your final grade, a discussion board component that will be worth 10% of your final grade (this includes the jigsaw discussion, and finally 15% of your final grade will be determined by a combination of attendance and participation. Further requirements outlined in the ‘Student Responsibilities’ section at the end of the syllabus.



*Discussion Board:* You must post at least 4 articles (no more than one per week- no duplicate articles) throughout the term, give a brief (1-2 sentence) summary, explain why important/ how it connects to the material for the course, and give your opinion of it. You must also comment on at least 5 other submissions throughout the term (again- these must be distributed weekly though you can continue conversation on one thread in a given week).

### **Course Schedule**

Note: The course schedule is not set in stone. I reserve the right to change dates and readings/assignments based on our progress.

Session 1 (3/17): Introduction to the Course

Reading: None.

Session 2 (3/20) Background

Reading: *Modern Middle East* pp. 233--282

Assignments: Tunisia Research Project Assigned (Due 3/26)

Session 3 (3/24) Background continued and Tunisia: The Jasmine Revolution/In Class Project work time (bring laptop)

Reading: Recommended: *The Arab Uprisings* pp. 1--32

Required: *A History of Modern Tunisia* pp. 214--259

Assignments: None

Session 4 (3/27) Tunisia Research Project Presentations

Reading: None.

Assignments: Tunisia Research Project Due.

Paper 1 Assigned (due 4/3)

Session 5 (3/31) Tunisia Continued and begin Egypt: The Revolution of 25 January

Reading: *The Arab Uprisings* pp. 34--66

Supplemental Readings: MyWPI

Assignments: Egypt Research Project Assigned (due 4/7)

Session 6 (4/3) Egypt Continued/In class Project work time (bring Laptop) Readings:

MyWPI

Assignments: None

Session 7 (4/7) Egypt Research Project Presentations

Reading: None

Assignments: Egypt Research Project Due

Paper 2 Assigned (due 4/14)

Session 8 (4/10) Film: The Square

Reading:

Assignments: Film discussion/Philosophy of Technology jigsaw project assigned

(Due 4/14)

Session 10 (4/14) Interlude: Technology and the Internet as Revolutionary

Weapon? Jigsaw discussion

Readings: MyWPI

Assignments: Paper 2 Due AND Jigsaw assignment due

Session 11 (4/17) Syria

Reading: *The Arab Uprisings* pp. 93--117

*Syria: The Fall of the House of Assad* pp. 1--54

Assignments: Syria Research Project Assigned (due 4/28)

Session 12 (4/22) Syria Continued/In class research project time (bring Laptop) Reading:

*Syria: The Fall of the House of Assad* pp. 55--87

Assignments: None

Session 13 (4/28) Syria Research Project Presentations

Reading:

Assignments: Syria Research Project Due

Paper 3 Assigned (due 5/5)

Session 14 (5/1) Syria research project presentations Continued

Reading: *Syria: The Fall of the House of Assad* pp. 87--121, 206--241

Assignments: None

Session 15 (5/5) To Be Announced Reading: To  
Be Announced Assignments: Paper 3 Due

## Assignment Examples

### #1 Energy Sources project and Research Notebook Assignments

For this assignment you have been split up into teams. Each team will research one of the types of energy on the list below (your group number corresponds to the number next to the energy type) and then you will share what you learn with your classmates in a short (5 minute) presentation. You will also submit a written response to the research questions as a team. In addition to this you will also create and turn in an individually produced research notebook entry. All of this will be due on Tuesday January 26<sup>th</sup> (which will also be the day that you present your work to others in the class). You will need to find at least two **legitimate** sources (at least one from each category of legitimate sources listed below) **PER PERSON** in your group; these will be included with your written response for the WIKI and will help inform your knowledge of the energy type that you have been assigned.

You will turn in a hardcopy of the assignment on the 26<sup>th</sup> (both the team written essay and the individual research notebook).

Legitimate sources include the following:

1. Scholarly Journal Articles
2. Books
3. Technical or professional reports
4. Government/University/Professional Association websites

Research questions to be answered both in writing and when in presentation:

1. Where is this energy source produced (both where geographically, in general and where is the majority of it produced)?
2. How is this energy extracted, manufactured, and/or produced?
3. How is it used?
4. What percentage of the total energy used in the U.S. comes from this source?
5. What percentage of the total energy used in the world comes from it?
6. What are its advantages (economic, social, environmental, and/or political)?
7. What are some of the drawbacks in using this energy source (are there, identifiable economic, environmental, social, and/or political impacts that are negative- if yes to any of these, what are some of these negative impacts)?

Instructions for the written portion of this assignment:

1. Your responses to the questions should take the form of a short essay.
2. You should make sure that your team's answers to the questions are written in a uniform style.

3. You should make sure that you have edited your response, that it is grammatically correct and free of spelling errors.
4. All citations should be done in APA style.
5. You should be sure to cite (in text) anything that you use directly from your sources or that you paraphrase.
6. Your bibliography should include all references used in gathering your information.
7. When complete, you should create a WIKI entry for this on our WIKI and upload your text/citations to that page.

**Guidelines for the Research Notebook entry:**

***Overview of Research Notebook***

Scientists commonly use research notebooks to record, organize and analyze information and data. For this part of the assignment you will create the first entry to your course research notebook. Your first entry will consist of 3 sections: Research Log, Reading Notes, and Research Reflection.

- 1) **Research log:** Record your weekly research activities. Include the date, time, and details about the activity. Primarily this will include what type of information you were looking for, what search terms you used, where you were looking, and what you found. For example, Google Scholar, Science Direct, WPI Library, etc.
- 2) **Reading notes:** Provide a citation for each of the sources you read in APA format. Summarize each article.
  - You must summarize at least 1 articles from peer reviewed scholarly journals
  - You must summarize at least 1 technical or professional report, or “legitimate” newspaper, magazine, or website. We will discuss in class what constitutes a “legitimate” source. If in doubt, ask your PLAs, Professors, or class Librarian.
- 3) **Research Reflection:** Reflect on your research activities to explain why did you do what you did, and what you accomplished.
  1. What questions led you to these sources and which were answered?
  2. How did your research activities shape your understanding of the issue you are interested in?
  3. In what ways is the information you read related to your topic?
  4. What did you learn that was new, surprising, or contradicted your previous thoughts or knowledge?
  5. What new questions were raised?

**Energy Source Types by Team Number:**

- Team 1: Biomass/Biofuels/biogas
- Team 2: Hydropower (Including Wave and Tidal)
- Team 3: Wind (onshore and offshore)
- Team 4: Solar (passive and photovoltaic)
- Team 5: Storage
- Team 6: Nuclear
- Team 7: Natural Gas
- Team 8: Oil
- Team 9: Coal

## #2 Water Problems Micro Project

GPS: The World's Water

A Term 2015

Worcester Polytechnic Institute

**Assigned:** Week 4/14, given 1.5 weeks to complete

### **Goals of this assignment:**

- 1) To continue to build research, teamwork, and presentation skills.
- 2) To become knowledgeable about some of the most significant, contemporary issues surrounding water scarcity, use, and pollution.

### **Instructions**

For this assignment you will be placed on a team of three or four students (we will have six teams total). You will then, as a team, choose a first, second, and third choice topic from the list below.

In this project, you and your team will:

- 1) Define, explain, and discuss the particular water issue that your team is focused on.
- 2) Discuss the context in which this problem exists. For example:
  - a. Where does this problem exist? Is it a local, regional, or global water problem?
  - b. Who or what is causing this issue?
- 3) Who does this problem impact? Consider both humans and nonhumans (plants, animals).
- 4) Discuss at least 3 of the following dimensions of the problem: technological, social, economic, and environmental.
- 5) Discuss how this problem is connected to at least one of the root causes of sustainability (see MyWPI resources page for access to the sustainability videos from the first day of class).
- 6) Conclusion: identify 1-2 potential solutions. **You will not analyze these solutions this point. This will be your focus in B term.**
- 7) Present your problem analysis to the class in an exciting and captivating 8-minute presentation.

### **Student Teams**

Your teams will be posted to MyWPI on September 3.

### **Topics and Due Dates**

Three teams will present on the following topics on Monday, 9/14

- 1) Ocean acidification (some of the focus should be on the impacts to humans and nonhumans)
- 2) Drought in California (some of the focus should be on the impacts on agriculture and fish loss)
- 3) Sea level rise (some of the focus should be on the impacts for global cities, see:

<http://www.businessinsider.com/cities-exposed-to-rising-sea-levels-2014-4>

Three teams will present on the following topics on Thursday, 9/17

- 1) Dams (some of the focus should be on mass relocation and pollution)
- 2) Agricultural water pollution (some of the focus should be on large scale industrial livestock production and/or crop production in developed countries)
- 3) Industrial water pollution (some of the focus should be on health impacts in less developed countries)

### ***Presentation Requirements***

#### *1) Length of Presentation and Number of Slides*

- The presentation should be 8 minutes long (2 minutes per team member). Presentations that are significantly shorter will have points deducted. Presentations that are longer will be stopped and points will be deducted. **Practice, practice, practice.** Presentations that have not been practiced at least once are ALWAYS disjointed, poorly timed, and have clearly not been practiced. Don't make this mistake.
- You must have at least 7 slides and no more than 12 slides in your presentation. The general rule in good presentations is no more than one slide per minute.
- Your slides should be primarily images and graphics. It should not be all words (makes presentations boring).

#### *2) Presentation Components*

- Your presentation must have the following components
  - i. Introduction: walk us through, in brief bullet points, what you are going to talk about.
  - ii. Define and Describe the problem: Discuss the context in which this problem exists. Where does this problem exist? Is it a local, regional, or global water problem? Who or what is causing this issue? Discuss at least three of the following dimensions of the problem: technological, social, economic, and environmental.
  - iii. Identify the stakeholders in the case: Who does this problem impact? Consider both human and nonhuman (plants, animals). Are particular groups of people more affected by this water problem than others (e.g. low income, ethnic minorities, certain genders or ages, etc.)? Does anyone benefit from this problem?
  - iv. Discuss how this problem is connected to at least one of the root causes of sustainability (see MyWPI resources page for access to the sustainability videos from the first day of class).
  - v. Conclusion: identify 1-2 potential solutions. **You will not analyze these solutions this point. This will be your focus in B term.**
  - vi. References: at least 12 (3 per team member); APA Style

#### *3) Presentation Style*

- Be persuasive! Use clear reason and evidence to explain the problem and make your case. These are problems that currently impact people's and animals lives! Help us to see what life is like from their point of view.

- Try to discuss the issue with us, instead of reading off of cards. However, if you feel most comfortable reading off of cards, make sure to read with a lively voice and make eye contact.
- YOU MUST practice your presentation as a group at least once before your presentation. We are here to learn from you. Give yourselves and us the respect of doing a great job presenting your problem and pleading your case on issues that impact people's lives from around the world.

4) Sources

- You must have at least 12 different reliable sources: 3 sources per team member (for what are reliable sources, refer to your notes from the library tutorial).
- These sources must be listed on the last page of your presentation. They must be cited properly. Please use the APA style. For image sources, please provide links only.

5) Work must be Shared Equally by Group Members

- Divide tasks and follow the task schedule
- Make time to work together as a group
- Make time to practice at least once together

Questions

- Contact your professors any time via email with questions or concerns: eastoddard@wpi.edu and drosbach@wpi.edu
- Make an appointment to meet with your professors during office hours or by appointment.

Presentation Rubric

Possible Grades for each dimension

	A	B	C	D
Dimension	Excellent	Good	Fair	Needs Substantial Improvement
Completeness	<i>Required Components</i> <ul style="list-style-type: none"> <li>• All six presentation components are covered</li> </ul>	<ul style="list-style-type: none"> <li>• Missing one required component</li> </ul>	<ul style="list-style-type: none"> <li>• Missing two required components</li> </ul>	<ul style="list-style-type: none"> <li>• Missing three or more required components</li> </ul>
Sources	<ul style="list-style-type: none"> <li>• There are at least 3 cited sources in the presentation PER TEAM MEMBER</li> <li>• Sources are cited properly</li> </ul>	<ul style="list-style-type: none"> <li>• Missing one source</li> <li>• Some citation errors; moderate need for editing</li> </ul>	<ul style="list-style-type: none"> <li>• Missing two sources</li> <li>• Citation errors distract readers; significant need for editing</li> </ul>	<ul style="list-style-type: none"> <li>• Missing three or more sources</li> <li>• Citation errors interfere with readability</li> </ul>
Group Presentation Style	<ul style="list-style-type: none"> <li>• There are between 7 and 12 slides</li> </ul>	<ul style="list-style-type: none"> <li>• There are 6 or 13 slides</li> </ul>	<ul style="list-style-type: none"> <li>• There are 5 or 14 slides</li> </ul>	<ul style="list-style-type: none"> <li>• There are 4 or 15 slides</li> </ul>

	<ul style="list-style-type: none"> <li>• Slides are primarily images and graphics, not words</li> <li>• Group presents information with smooth transitions from one team member to the next</li> <li>• Presentation seems well practiced</li> </ul>	<ul style="list-style-type: none"> <li>• Slides have equal amounts of graphics and words</li> <li>• Group transitions generally well, a few stumbles; still able to follow case study</li> <li>• Presentation seems moderately practiced, but still a little bit rough</li> </ul>	<ul style="list-style-type: none"> <li>• Slides have more words than graphics</li> <li>• Group transitions are distracting; hard to follow case study</li> <li>• Presentation seems barely practiced and quite rough</li> </ul>	<ul style="list-style-type: none"> <li>• Slides are primarily words</li> <li>• Group presentation and transitions are disjointed; difficult to impossible to follow case study</li> <li>• Presentation seems unpracticed and is disjointed</li> </ul>
<b>Individual Presentation Style</b>	<ul style="list-style-type: none"> <li>• Presenter discusses case with us in a clear and compelling manner. OR if presenter is using cards, she or he reads in a clear and lively voice and makes eye contact during natural pauses</li> <li>• Presenter presents for at about 2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter is generally clear, but could be more compelling and lively</li> <li>• Presenter makes moderate eye contact, but tends to look at cards</li> <li>• Presenter presents for 1 or 3 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter is often unclear, and lacks a compelling presentation style</li> <li>• Presenter only makes eye contact occasionally</li> <li>• Presenter presents for less than 1 minute or for 4 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter is generally unclear and not compelling</li> <li>• Presenter does not make eye contact</li> <li>• Presenter presents for less than one minute or for more than 5 minutes</li> </ul>
<b>Ideas and Content</b>	<ul style="list-style-type: none"> <li>• Ideas and themes are clear and straight-forward</li> <li>• Ideas are well elaborated</li> <li>• Details are effective, specific, and relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas and themes are generally clear and straight-forward</li> <li>• Ideas and details usually effective, specific, and relevant but may be limited in depth</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas and themes are vague</li> <li>• Ideas are thinly developed; details, when provided, may be irrelevant, unfocused, or too general</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas and themes are not clear or straight forward</li> <li>• Ideas or details very limited, unclear, or difficult to follow</li> <li>• Discussion seems off topic, disconnected, or random</li> </ul>

Comments and Grade:



### #3 Land Use Change Assignment

FY1100 Biosphere, Atmosphere, and Human Fears

Learning Outcomes: research, writing, presenting, team work, cultural awareness

Assigned week 1 of 14 and given 1 week to complete

This assignment involves conducting research on a location, the land changes occurring at that location, and a species of interest in/near that location. This assignment will have 2 components: an *individual* component where each student completes their own, unique work, and a *group* component where group members work together to complete one product.

#### **Individual Component:** Annotated Bibliography

It is expected that you use scholarly sources of information to research your topic, and you must cite your sources. You will need to find and annotate at least **three (3) legitimate** sources PER PERSON in your group. You must use APA citation format and you must **BE CONSISTENT** when citing sources. The Research Librarian will come to class and provide assistance but you are **STRONGLY ENCOURAGED** to meet with or contact her for this and future assignments.

Legitimate sources include the following:

1. Scholarly Journal Articles
2. Books
3. Government/University/Professional Association websites
4. Popular press such as newspapers or magazines

Guidelines for annotated bibliography:

- 1. Proper Article Citation:** At the top of each entry, you should cite the article according to proper APA style.
- 2. Annotation:** The annotation should be given in paragraph form and should do three things. First, it should *summarize* the main point or argument that the source offers (and briefly discuss the support offered for it). Second it should *assess/evaluate* the source (How useful/important do you think the source is? Is it biased? How strong is the evidence presented for the main point? Does it seem objective or biased?). Finally, you should say something about how this source does or would *fit* in to a research project on the topic you have chosen- in what way is it helpful? Does it lend support to your own view of the topic? Does it challenge or change your view? How and why?

For further instructions/information on writing annotated bibliographies (including examples) take a look at

<http://owl.english.purdue.edu/owl/resource/614/01/http://owl.english.purdue.edu/owl/resource/614/01/http://owl.english.purdue.edu/owl/resource/614/01/>

**Group Component:** You will submit a written response to the research questions **as a group (one response per team)** and then you will share what you learn with your classmates through a class presentation. Each group will have about 5 minutes to highlight some of their most interesting findings.

Instructions for the written portion of this assignment:

1. Your responses to the questions should take the form of a short essay.
2. You should make sure that your team's answers to the questions are written in a uniform style.
3. You should make sure that you have edited your response, that it is grammatically correct and free of spelling errors.
4. All citations should be done in APA style.
5. You should cite (in text) anything that you use directly from your sources or that you paraphrase.
6. Your bibliography should include all references used in gathering your information.
7. In addition to your regular bibliography, each individual must turn in an annotated bibliography (that is the individual component of the assignment).

Instructions: Using an Internet browser, go to <http://changematters.esri.com> and click on the **Viewer** tab. Now you will see three images next to one another. Enter the location of your site and compare the images from 1975 to 2010. You can see what land uses are represented by the different thumbnails in the Legend under the first two images. Also, under the right image you can click on how to interpret a change image.

Hint: Don't try to study all of the two images at one time. Choose one small geographic area to look at, and compare it with the same area in the more current image. Then choose another area and continue to compare.

#### Assignment Questions:

1. Provide some basic information about the location. For example: Where is it located? How many people live there? What is the biological/environmental significance of your general location? You need to cite your sources.
2. How would you quantify changes in land cover between the time periods? Give a specific methodology to do this.
3. What are the top two land cover types? What uses might be associated with the dominant land cover types? Which land cover /land use types have increased? Which have decreased?
4. Predict how and why land use/land cover will change in the future at this location.
5. List and explain 3 potential causes of the land use/land cover change at this location.
6. List and explain 3 specific ecological effects or problems associated with the land use/land cover change in this location. What data would we need to investigate these specific ecological effects?
7. Based on previous readings or other sources, explain how 2 solutions could be used to mitigate land change in your location.

8. With the species we gave you, research how the change in land cover in the area may be affecting that species. Explain.

## #4 Ethnic Markets Food Budget Assignment

### FY1100 Food Sustainability

#### Part A

Assigned week 2.

Time to complete: 1 week

70 pts.

**Purpose:** By the end of the assignment you will know several people in the class, a bit more about Worcester and you will have a broader awareness of the constraints on food choices imposed by budgets, geographic location and cultural preferences, as well as the impact on nutrition. (Plus you might have a greater appreciation for whomever it was in your family that did the shopping and meal prep in your household!)

**Learning Outcomes Involved:** Teamwork, Problem solving, cultural awareness, nutrition

#### Part 1: 40 pts

You have been divided into groups and assigned 2 amounts of money, either \$80 and \$100, or \$80 and \$150. Each group has also been assigned a local market. Go to your assigned market and determine what you would buy to feed a family of four for a week if you only had \$80. Then decide what you would do differently if you could spend the larger amount of money (either \$100 or \$150 depending on your group). Assume your cupboards and fridge are empty. You must buy **everything** they are going to eat or drink (except water) for that entire week and you may spend no more than the amounts of money that you were assigned. **Your primary consideration is to keep your family from being hungry;** this means meeting the caloric needs of the family for the week. Do the best you can to include a variety of foods; an all ice cream diet is not acceptable.

1. Make a list of each item that you would buy, the amount and the price. Try to keep this on one page.
2. You also need to calculate for both shopping lists (the \$80 and greater amount) using either labels or your other resources, the totals for the number of calories and % calories from each category: fat, protein and carbohydrates. Create a summary table that compares the daily per person averages of these for both the lesser and greater amounts of money. Only turn in the summary table! Use the layout below:

	\$80 Budget		Bigger Budget	
	Cal/person	% Calories	Calories	% Calories
Carbohydrates				
Protein				
Fat				
Total				

3. Be prepared to give this information to the class on Thursday, September 12.
4. Write a one page (max) description of the process, answering the following questions.
  1. How did you decide what to select?
  2. How well did you do in meeting the family's caloric needs? How nutritious is this diet?
  3. What effect did the larger budget have on the nutritional value of the foods you selected?

**Grading for Part 1:**

Items that will be turned in (40 pts): NOTE: One per group!

1. List (10 pts): Food items should total required amount of money. It should be clear how many of each item would have been purchased. There should be a reasonable variety of food items.
2. Table of total **per person average** calories, calories and % calories from fat, protein and carbohydrates for each diet:
  - Layout (5 pts): 5 columns, appearance, labels
  - Content (10 pts): required nutrients listed, all data present
3. Description (15 pts): Questions answered clearly, appropriate mechanics, demonstration of some creativity in approach to solving the problem

**Part B:**

You will be using the book **What I Eat** by Menzel and D'Aluisia (on reserve at the library). This book has pictures and short descriptions of one day's food intake of individuals around the world. There is also an associated [website](#) but it has only a few of the individuals in the book. For your country (assigned in class) compare the diets of two individuals. Many of you have only two people representing that country; others have more. For those of you with more, select the two most different (and be prepared to tell us why these were the most different).

The caloric intake is listed for each individual. Please break down the total calories into amount and % of calories in each of the following categories: protein, carbohydrate and fat, as you did above. Put the overall calories, and the calories and % calories from fat, carbs and protein for both individuals into a single table, modifying the layout on the previous page appropriately. Add a column with the adult RDA in terms of % calories that will allow comparisons.

Answer the following questions about each of these diets.

1. Does the diet follow USDA guidelines for total calories and for the major categories of foods (fat, protein, carbohydrate)? If not, where and how does it differ?
2. Is this individual in danger of being malnourished if this diet is truly representative of her/his daily intake? Justify your answer. Note that malnourished describes both excessive intake of nutrients as well as deficiencies in nutrients.

In comparing the two diets:

3. Can you identify any differences in life circumstances that might play a big role in the types and amounts of food eaten by your two individuals? Please describe what these differences in circumstances might be and hypothesize why they have the impact you suspect.

**Grading for Part 2: 30 total points. Note: One per group**

1. Table: Layout (5 pts): appearance, labels

Content (10 pts): required nutrients listed, all data present, RDAs present

2. Answers to questions – fully explained. 5 pts each.

## #5 Peer Review Assignment: Annotated Bibliography

The World's Water

GPS: A 2015

**Assigned:** Week 8/14, given 0.5 weeks to complete, finish completion in class

### *Instructions*

Email your annotated bibliography to your assigned partner. Review your partner's annotated bibliography based on the criteria below.

### *Goal of the Assignment*

The goal of this assignment is to help you practice evaluating the quality of research practices. This annotated bibliography will be reviewed by us, your professors, as well as by one of your peers. The goal of the peer review is to get you all used to providing productive feedback to your peers and for you to develop your skills as editors. This is a skill you will need when writing your proposal and major report together for your term project.

### *Review Criteria*

Use these criteria to comment on your partners Annotated bibliography. Make note of what aspects of the assignment are done well and what aspects could be done more effectively.

1. Research Activities: Are the research activities described in enough detail that you could follow the instructions and get the same results? Is the logic clear as to why certain sources were chosen and others were discarded?
2. Citations: Are the citations properly cited in APA format? Is at least one source from a peer reviewed scholarly journal or academic book?
3. Annotations:
  - a.) Does the summary of the article identify the authors main point or main argument? Does the summary facts and information from the source?
  - b.) Did the student evaluate the evidence provided by the author? Did the student evaluate the source for its credibility (Currency, Reliability/Evidence, Authority, Potential bias)?
  - c.) Is it clear how the source relates to the research topic?

## #6 Project Proposal Peer Review

The World's Water

GPS: A 2015

**Assigned:** Week 13/14, given 0.5 weeks to complete, finish completion in class

### ***Goal of the Assignment***

The goal of this assignment is to help you 1) practice evaluating the quality of evidence based writing, 2) for you to continue developing your skills as editors, and 3) to identify what was done well and what needs work in other team's writing in order to identify similar issues in your own report.

### ***Instructions***

Download your partner's team's project proposal from your group site on MyWPI. Review the proposal based on the criteria below. Submit your comments to the "10-11 Peer Review of Proposal" assignment and email it to your individual partner (see the table on MyWPI).

### ***Review Criteria***

Use these criteria to comment on the proposal. Make note of what aspects of the assignment are done well and what aspects could be done more effectively.

There are different types of comments one can give as an editor. One can give EVALUATIVE comments (e.g. "I like this first paragraph"; "You did a really good job describing the problem"; "the writing is really good"; "I didn't like the part where you talk about stakeholders) or one can give DESCRIPTIVE comments ("I was confused in the first paragraph"; "After reading your account of the problem, I don't feel convinced that it's that big of a problem"; "One suggestion would be to discuss how the problem specifically impacts people's lives"). Descriptive comments are more effective in pointing out parts that need revision. Evaluative comments--both positive and negative--tend not to contribute much to a writer's specific sense of what to do. So, do your best to give your partner as many descriptive comments as possible.

### **Introduction**

1. Does the introduction summarize the problem by clearly identifying what the problem is, where it is taking place, and why it is important?
2. Do they indicate what we can expect to read in the rest of the paper, similar to the way you introduce your presentations?
3. Are you convinced that this is indeed a serious problem that needs to be addressed?

### **Define and Describe the problem**

4. Is it clear exactly what the problem is and where it exists? Are other examples provided from places where this problem has been studied more thoroughly and is better understood? (For example, runoff and pollution from Higher Ground Farm has not yet been studied but the problem of agricultural pollution and runoff at other farms is well documented. These other studies provide information that can help better understand Higher Ground Farm's situation.)

5. Is the context of the problem well established, including the history of the place or type of problem, the people involved, the technology, land use or human behaviors that are causing the problem.
6. Are the following dimensions addressed: social, economic, technical, and environmental?

#### Stakeholders

7. Are the stakeholders identified?
8. Are the impacts on stakeholders explained? Including who may be impacted more or who may benefit from current conditions?

#### Two Concepts

9. Are two concepts from different categories defined and used accurately? Was the concept used in a way that helped you better understand the problem?

#### Conclusion

10. Does the conclusion clearly and concisely summarize the problem?
11. Is a primary cause of the problem identified and explained?

#### Citations

12. Are the facts and claims about the problem and stakeholders backed up with properly cited evidence?

## #7 Contact assignment

Power the World  
D term 2015

#### Individual Part

1. Strategically choose and contact at one organization that could give you information about your project topic. List the name of the organization and your contact's information. Give a brief description of why and how you chose this contact.
2. Generate and provide several questions that will help you understand the problem you are attempting to address. Make an appointment to ask these questions on the phone, through Skype (or similar media), or in person (preferred method) that works both for the organization and your other team members.

#### Team Part

1. Take detailed notes about the answers you get as well as any questions that arise as a result of your conversation.
2. Write up a short summary of the information gained from the interview and a reflection. In the reflection answer these questions:
  - What did you learn from the interview?
  - How does what you learned affect your project?
  - How does it reshape or refocus the project?
  - What areas for further research did the interview give you?

## #8 Written Project Report

**Written Project Report II Format:** 15 25 pages double spaced, 12 pt. Times New Roman font, 1” margins.

**Title Page:** This includes: title of the report, your names, date, course name and institutional affiliation. Also, indicate the format you use (e.g., APA format) and follow it consistently throughout the report.

**Project Summary:** The summary begins with introductory material including the problem or issues your project addresses, your project goal, objectives, and approach to problem. The bulk of this section should be Findings, Conclusions, and Recommendations.

**Problem Statement:** State the problem your project addresses. Provide the primary question that guides your research about the problem.

**Background:** This section should clearly describe the problem and the underlying causes of the problem. It should be fully referenced (that means that every statement of fact should have a citation associated with it. No making stuff up, or producing broad proclamations with no evidence to support them.)

**Methodology:** Short section that describes your problem solving approach. Did you collect and analyze data, design a prototype, compare previous studies etc.?

**Proposed Solution(s):** Here is where you state your proposed solutions to the problem (at least two). You need to fully address how the solution you chose will either remove the underlying cause, or ameliorate the effects of the problem (and why it is better than the one you decided to reject). Again, statements of fact need citations.

**Results/Mechanism for Implementation:** In this section you will need to provide the details of how the solution would be implemented. You should be as specific as possible. Try and address issues such as much will it cost, who will do the work, what barriers might be encountered.

**Assessment Plans:** Explain how success will be determined. Who, how, when, what? These all need to be addressed.

**Conclusion/Summary:** One or two paragraphs, recapping the problem, solution, and measures of success.

**Ethical Considerations:** You were tasked with identifying a particular problem and proposing a potential solution. While doing so, what ethical considerations guided your choices? Write a short reflection about the ethical issues of both the problem you identified and potential impacts of your solution. Will your solution favor some people over other? Were there potential negative outcomes that you attempted to avoid?



**Statement of Learning:** Summarize the key learning obtained while working on this project and connections between your project and coursework. This is not just content knowledge, but rather what you learned about yourself and your capacity to do quality work (i.e. dealing with ambiguity, working as a team, identifying goals and objectives, time management, critical thinking, dealing with conflict, leadership etc.

**Citations:** As many as necessary and should include a good balance between the differing types of legitimate sources. Be consistent in the formatting that you identified on the title page.

**Appendices:** Any supporting evidence that you produced (data, charts or designs) and are referenced in your report

## #9 Arab Spring Project Assignment

HI/HU 2341

Assignment One: Tunisia Research Project

**DUE 3/27**

For this assignment you have been split up into teams. Each team will research a portion of the events surrounding the Jasmine Revolution and you will give a formal presentation to the class describing what you have found. You will also submit a written response to the research questions **as a group (one response per team)** along with a bibliography of sources on Thursday March 27<sup>th</sup> (which will also be the day that you present your work to others in the class). There is some information for most of these topics in the texts assigned for this portion of the course so this is a good place to start. In addition to this, however, you'll need to find at least two more **legitimate** sources (at least one from each category of legitimate sources listed below), **PER PERSON** in your group these will be included with your written response and will help inform your knowledge of the topic.

Legitimate sources include the following:

1. Scholarly Journal Articles
2. Books
3. Primary sources (Newspaper articles/personal accounts/video/ etc.)
4. Government/University/Professional Association websites\_

Instructions for the written portion of this assignment:

1. Your responses to the questions should take the form of a short essay.

2. You should make sure that your team's answers to the questions are written in a uniform style.
3. You should make sure that you have edited your response, that it is grammatically correct and free of spelling errors.
4. All citations should be done in Chicago style.
5. You should be sure to cite (in text) anything that you use directly from your sources or that you paraphrase.
6. Your bibliography should include all references used in gathering your information.

#### Instructions for the Presentation portion of the assignment:

1. You should have some visuals (this can be a power--point or Prezi presentation, picture series, or short video content that helps back up your presentation).
2. Everyone on the team should contribute equally to the content of the presentation.
3. Presentations should run between 15 and 20 minutes.

#### Teams and research questions:

##### Team One: The Government

1. Give a brief overview of the history of the government in the last 20 years
2. What type of government was in place in Tunisia leading up to the revolution?
3. Who was in charge? Who was he? What part of Tunisian society did he come from?
4. What types of governmental policies played a role in fomenting the revolution (here you should offer one or two specific examples using source material to back up your claims)?
5. What governmental structure was put in place after the revolution? How is it doing? What are some of its challenges?
6. What are some of the most interesting/important things you found in your research?

##### Team Two: The Economy

1. What was Tunisia's main source(s) of economic prosperity in the 20 years before the revolution?

2. What do the numbers look like in terms of overall distribution of wealth in Tunisia during this period? Do they change in the few years leading up to the revolution (if so how)?
3. What kinds of economic pressures does your research suggest played a role in the revolution (be specific here--are there particular things that you found that might help explain the economic troubles that helped contribute to this)?
4. How has the post--revolutionary economy fared? What challenges does it currently face?
5. What were some of the most interesting/important things that you found in your research?

### Team Three: Social Structure

1. What is the ethnic make-up in contemporary Tunisia? What broad historical patterns contributed to this?
2. What does wealth and class distribution look like in Tunisia for the 20 years leading up to the revolution?
3. What is the educational structure in Tunisia? What percentage of Tunisian society is highly educated (meaning has more than a basic education)?
4. What are the main religions practiced in Tunisia? What percent of the population identifies with each of them (and as non--religious)?
5. What was the role was played by different social sectors in the revolution? What were some of the demands?
6. How has the revolution impacted these sectors?
7. What were the most interesting/important things that you found in your research?

### Team Four: The Jasmine Revolution

1. Give a timeline of the revolution.
2. Describe the role of technology/media in the revolution.
3. What was the government response to people in the streets and how did the people counter this?
4. Pick 4 or 5 revolutionary milestones (major shifting points) in the revolution and describe them.
5. Look for first person accounts of the revolution, pick at least two (it would be good to pick one account from a man and one from a woman) and give a brief description of the events as they saw them. Are there differences in their

- experiences? What about the outcomes of the revolution? Are there differences in the way these outcomes have impacted men and women?
6. What about the overall impact of the revolution? What has changed?
  7. What were the most interesting/important things that you discovered in your research?

#### Team Five: The External Viewpoint/Analysis/Impacts

1. Look at news published in different regions in the world from during the revolution. Are there differences in the ways that they view the uprisings? If so describe some of these differences(using examples).
2. Look also at how the story develops from the beginning to the end. Are their shifts in the way the reports understand what happened? What are these?
3. What is the role that external perceptions of the revolution played in the revolution itself?
4. We know that the Jasmine Revolution was influential. What kind of lasting influences of the revolution can we point to (in the region? In the world more broadly? Etc.).
5. Look at a few different ways researchers have tried to understand this influence and explain reasons that they give for this. Are there conflicting accounts here? If so, what is the conflict over?
6. What were the most interesting/important things that you discovered in your research?

### **#10 General Project Seminars Assignment**

You'll find a folder on Canvas with a collection of four journal articles. Your team will read through each of the essays in your collection and lead a seminar style session on the issues that arise in relation to the topic. You should choose 2 essays from the collection that you would like us to read (audience will read one of the two) PLUS one short background article that you select from among your team's research. This can be a popular news article that helps understand the issues present in your seminar, another article from a peer reviewed journal, a chapter from another scholarly book on the topic, or a government or university web page that contains information about your topic (audience will read this also).

You will start off your discussion of the topics by giving us a 15-20 minute presentation of the issues. Your presentation should:

1. Offer an introduction to the issues explored in the chapter by giving us some background- is there some history of the issues that would be helpful for us to know? How is this topic connected to what we

have already talked about in the course? What are the most interesting/salient features of the topic?  
Etc...

2. Give us a brief overview of the various positions taken by authors in the readings (here you should tell us what the main arguments of each of the articles/readings is and how those arguments are made- that is, what are their various reasons for the views given in the pieces?). Pay particular attention to those that you had us read.
3. Lay out some questions for discussion.

You should think about ways to get the audience involved during your short presentation. Are there active learning techniques you can employ here? Here are some resources for helping you think about leading discussions:

<https://apps.carleton.edu/curricular/history/resources/study/leaddiscussion/>

<https://evolution.berkeley.edu/evolibrary/teach/journal/journaltips.php>

Your team will also turn in a written document. This should be between 6 and 8 pages long (double spaced, 12pt font, 1 inch margins, etc..) and should do the following things:

Introduce the reader to the problems and issues that your collection deals with (here you can rely both of the readings in collection themselves and also the further research your team does), Explain the various positions taken in the pieces and their reasons for taking those positions (here you should also talk a bit about differences between the views if there are any). What connections are there between your topic and the discussions we have had collectively thus far in the course? What do your readings add to this discussion? Finally, you should talk a bit about what each of the team members think about the articles in the chapter. Is there consensus on the team as to which views are correct or what should be done about problems that arise in the readings? Are there differences of opinion? Explain these briefly.

Intermediary Deliverables:

1<sup>st</sup> Project component (Individual): 1-2 page summary of one of the articles in your collection

Your team should choose one article per member to read (each member should read a difference article if possible). Each member should write up a brief article summary where in the main points/arguments/views of the author should be summarized. Here you should begin by explaining the overall topic of the article and any position(s) that the author takes on the issues and then explain the various reasons the author gives for her/his views. Finally you should offer some analysis of the article- do you think that the author is right if they take a position? Why or why not? If no position is taken, is there a connection here between this article and other things we have discussed in class?

2<sup>nd</sup> Project Component (Team): Outline of presentation

Your team should create and upload a draft presentation outline. Here you should think about how you want to present your information and lay it out in outline form. The more detailed you can be the better. You can estimate time for each component, talk a bit about how you'll present- will you use active

techniques at times? Where? How? Who will present what? What questions do you think you'll ask us to discuss? Etc.. This is a draft, so no need to stick to it completely in your final presentation, but it will offer a starting point.

### 3<sup>rd</sup> Project Component (individual): Research 'notebook' entry

Each individual will upload a notebook style research entry that will detail some of the research that you have done for the project beyond the book chapters (since you are being asked to do this). Each individual on the team should find at least one popular news article about issues that come up in your topic (different for each team member) and one scholarly source (book chapter or peer reviewed journal article). Record what you find here and talk a bit about these source's relevance to your topic. See below for an example of the notebook.

### 4<sup>th</sup> Project Component: Draft Presentation

Upload a draft of your presentation here (this does not have to be the final presentation, but the more fully developed the better it will be).