ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE  3/16/11

1. ACADEMIC UNIT: School of Human Evolution and Social Change

2. COURSE PROPOSED: SOS 394 Inequality and Sustainability 3
   (prefix)  (number)  (title)  (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth  Phone: 480-965-4628
   Mail Code: 2402       E-Mail: alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry–L ☑
   Mathematical Studies–MA ☑
   Humanities, Fine Arts and Design–HU ☑
   Social and Behavioral Sciences–SB ☑

   Awareness Areas
   Global Awareness–G ☑
   Historical Awareness–H ☑
   Cultural Diversity in the United States–C ☑
   Natural Sciences–SQ ☑

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☐ No  ☐ Yes; Please identify courses: ________________________________

   Is this a multisection course?: ☐ No  ☐ Yes; Is it governed by a common syllabus? ________

   Alexandra Brewis Slade ☑ ☑ Alexandra Brewis Slade
   Chair/Director (Print or Type)  Chair/Director (Signature)

   Date: __________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
MEMO
To: University General Studies Council
From: Alexandra Brewis Slade, Executive Director SHESC
Re: Retroactive General Studies Designation for SOS 394 Inequality and Sustainability
Date: March 16, 2011

Dear General Studies Council,

We are respectfully asking for that the SB/L/G general studies designation for SOS 394 Inequality and Sustainability be retroactive effective Spring 2011. We are currently teaching this class in spring 2011 and are scheduled to teach it for fall 2011. Furthermore, we expect to have a permanent course number for this course by Spring 2012.

Cordially,

Alexandra Brewis Slade, PhD
Executive Director
Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

## ASU-[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

4. Course illustrates use of social and behavioral science perspectives and data.

The following types of courses are excluded from the [SB] area even though they might give some consideration to social and behavioral science concerns:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tbody>
<tr>
<td>Sos</td>
<td>394</td>
<td>Inequality and Sustainability</td>
<td></td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</thead>
<tbody>
<tr>
<td>1 Advances basic understanding of human interaction</td>
<td>The course teaches students about fundamental aspects of social organization and change, particularly about inequalities, economic development, the emergence and impact of political institutions, and patterns of interaction and organization that transcend national boundaries (not only trade but also aid, peace-keeping, global and regional organizations, and the like.)</td>
<td>Relevant passages of the syllabus indicated in the margin.</td>
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<tr>
<td>2 Emphasizes the study of social behaviors</td>
<td>Apparent throughout the syllabus: we discuss social organization, economic organization and development, and cultural differences during the entire semester.</td>
<td>Syllabus</td>
</tr>
<tr>
<td>3 &amp; 4 Course emphasizes distinct knowledge of social and behavioral sciences and illustrates use of their perspectives and data</td>
<td>Readings are drawn from a spectrum of social science disciplines: economics, anthropology, sociology, political science, and geography are most prominent. These are shaped to develop an understanding of the social</td>
<td>Disciplinary emphasis of most readings has been indicated in the margins. In the books--particularly Sachs's books, and in many of the articles students are presented with primary data from a range of social sciences (chiefly</td>
</tr>
<tr>
<td>science foundations of sustainability and integrated with relevant contributions from other sciences. A critical perspective is emphasized throughout: we ask questions and consider values explicitly and persistently.</td>
<td>economic, social, demographic, and geographic). These are explored and explained in class discussions.</td>
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SOS 394 Inequality and Sustainability

Ed Hackett
ehackett@asu.edu
Office: SHESC 274
Phone: 965-6561
Office Hours: W 1-3 and by appt.

Course Overview: Efforts to shift human activities onto a sustainable trajectory confront profound challenge from the degree, dynamics, and distribution of global inequalities of income, wealth, and life chances. This course examines aspects of the entanglement of global inequalities with efforts to achieve sustainability. A distinguishing feature of the course will be its shifting critical stances toward the material we will study: that is, while we will certainly learn the material as it arises, we will also compare and evaluate contrasting perspectives, independently evaluate claims with other evidence, and, at times, try to stand apart from the entire discussion and ask, for example, about the deeper purposes of writings about sustainability, the prospects of sustainable development, or the limitations of science and technology as pathways to a sustainable future.

Course materials balance analytic explanation with normative evaluation, historical trends with contemporary concerns, global forces with local circumstances, structural conditions with human experiences, quantitative measures with qualitative understandings, continuities with disruptions, scholarly literatures with writings intended for the educated general public. By reading and discussing such diverse literatures we will develop an integrative understanding of the nature and dimensions of the challenge of attaining sustainability in the climate of global inequality, built upon a foundation of empirical evidence and theoretical explanation, and directed toward forming strategies for accomplishing transitions toward sustainability.

Pre-requisites: ENG 101 with grade C or better and a minimum of 45 credits hours.

Sustainability Literacy: All courses in the School of Sustainability are designed to build and deepen your understanding of the following key ideas:

- **System dynamics:** Human and natural systems are linked. Changes in one part of a system may have consequences elsewhere, and it may be difficult to anticipate the character and magnitude of those effects.

- **Tradeoffs:** Proposed solutions to problems of sustainability typically entail tradeoffs that benefit some (people, places, things, values) at the expense of others.

- **Cascading effects and unintended consequences:** In complex systems, human actions and decisions may have a cascading sequence of effects that may yield unexpected and undesired effects.
• **Scale and perspective:** Problems of sustainability exist at multiple scales, so solving a problem at a local scale, for example, may be a very different matter than solving the same problem at a national or global scale.

• **Integrative, interdisciplinary engagement:** Any reasonable solution to problems of sustainability will likely require the concerted intellectual effort of a range of people with diverse talents and perspectives: scientists and politicians, business leaders and social scientists, artists and activists, philosophers and farmers are all essential to the effort.

**Learning Outcomes for Inequality and Sustainability:**

- Knowledge of the degree, extent, character, and causes of global inequalities;
- Critical understanding of the concepts of sustainability, sustainability science, and sustainable development;
- Insight into how inequality influences the transition to environmental sustainability and the reciprocal ways that the quest for sustainability influences the depth and persistence of inequalities;
- Appreciation of the diverse national, regional, and global perspectives on inequality and sustainability;
- Understanding the concept, applications, possibilities, and challenges of sustainable development;
- Ability to engage public discourse on inequality and sustainability in an informed, critical, constructive manner;
- Familiarity with the ethics and values-based aspects of discourse about inequality and sustainability;
- Understanding of the possibilities and limitations of technology and science for achieving sustainability;
- Facility with shifting perspectives when critically examining an argument;
- Improved skills in oral and written communication

**Reading:**


Friedman, Thomas *Hot, Flat, and Crowded*, Farrar, Straus, Giroux, 2008


There will be a course reader available for purchase at Alternative Copy Shop, and additional required readings will be posted on Blackboard.
Please carefully read all assignments before class on the day they are assigned. The course will move fairly quickly, so it will be hard to recover if you fall behind in reading or do not ask for explanations as we go along.

**Course Assignments and Grading:** In this course you will be expected to read a lot, write a lot, and participate actively in class. In addition, the course engages issues that are inherently political and often sensitive: we will discuss the global distribution of income, wealth, power, and environmental conditions, and will consider some challenging potential remedies. People may have divergent and strongly held views on such matters. We will be tolerant of such views but in every instance evidence and reason will trump rhetoric and emotion. If these characteristics of the course do not appeal to you, or if you think such discussions will make you uncomfortable, please consider another course.

Your grade in this course will be based on (1) knowledge of course material; (2) ability to use ideas and evidence from the course; (3) ability to think critically and synthetically; (4) ability to make clear and well-formed arguments. There will be three components to your grade:

One fifth (20%) of your grade will be based upon one-page papers that will express your informed, critical reactions to one or two key issues the current week’s readings. These papers will be due roughly every Friday and will be “check-graded”—that is, they will be graded OK or not—and your grade for this component will be the fraction that is OK.

Three-fifths (60%) of your grade will be based upon three papers, of about five pages each, written on themes or questions drawn from course materials (not library research). They must be typed neatly and double-spaced, and will be due on the dates indicated. They should be well-written and checked for grammar and spelling. For writing advice please see Will Strunk and E.B. White, *The Elements of Style* (available at any bookstore or through Amazon) or the campus Writing Center. The first paper will be worth 10% of your grade, the second will be worth 20%, and the third (and final) paper will be worth 30%. Papers will be graded on the usual A-E schedule.

The final fifth of your grade will be based upon class attendance and informed, thoughtful, constructive participation.

Grades will range from A+ to E, with +s and −s.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tr>
<td>A-</td>
<td>89.5-92.4/92.5-97.4/97.5-100</td>
<td>Excellent</td>
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<tr>
<td>A</td>
<td>92.5-97.4</td>
<td>Good</td>
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<tr>
<td>A+</td>
<td>97.5-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4/82.5-87.4/87.5-89.4</td>
<td>Average</td>
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<tr>
<td>B</td>
<td>82.5-87.4</td>
<td>Good</td>
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<tr>
<td>B+</td>
<td>87.5-89.4</td>
<td>Average</td>
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<tr>
<td>C-</td>
<td>69.5-77.4/77.5-79.4</td>
<td>Passing</td>
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<tr>
<td>C</td>
<td>77.5-79.4</td>
<td>Average</td>
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<tr>
<td>C+</td>
<td>79.5-95.4</td>
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<td>D</td>
<td>59.5-69.4</td>
<td>Failure</td>
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<tr>
<td>E</td>
<td>&lt;60</td>
<td>Failure</td>
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<tr>
<td>XE</td>
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<td>Failure due to Academic Dishonesty</td>
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Incompletes
A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request).

Late Assignments.
Any policy on late assignments, e.g., “Unexcused late assignments will not be accepted. Excuses for an assignment must be made in advance of the due date of the assignment. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed. In order to get credit, with the late assignment you must turn in a copy of the email approval or signed written excuse.”

Grade Appeals
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

Attendance I expect you to come to every class prepared to discuss the readings. If other activities (sports, debate, job interviews, etc.) will interfere with your class attendance, we should talk about this during the first week of classes.

Course Schedule
Week by week (or day by day) outline of lectures/lab topics, readings and assignments or other landmark events.

Course Policies
List specific policies for the class (e.g., cell phone and laptop use in class), attendance, etc.

Student Standards
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Academic Integrity
All students are responsible for reviewing and following ASU’s policies on academic integrity: http://provost.asu.edu/academicintegrity. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other
students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Student Support and Disability Accommodations
ASU offers support services through Counseling (http://students.asu.edu/counseling), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1/19</td>
<td>Overview and orientation</td>
<td>Friedman, <em>Hot, Flat &amp; Crowded</em>, 3-52</td>
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<tr>
<td>1/26</td>
<td>The Big Picture</td>
<td>Reitan (Bb)</td>
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<td></td>
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<td>Crabbe (Bb)</td>
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<td>Kates and Parris (Bb)</td>
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<td>Sachs, <em>Common Wealth</em>, 3-56</td>
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<td>2/2</td>
<td>The Big Picture (continued), An example, and critical reading</td>
<td>Friedman, <em>Hot, Flat &amp; Crowded</em>, 53-199</td>
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<tr>
<td>2/9</td>
<td>Poverty: Character and Scope</td>
<td>Sachs, <em>To End Poverty</em>, Ch. 1 (Bb)</td>
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<td>Chen and Ravallion (Bb)</td>
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<td>Firebaugh (Bb)</td>
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<td>2/16</td>
<td>Sustainability: Concept and Challenges</td>
<td>Sachs, <em>Common Wealth</em>, 57-155</td>
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<td>Dasgupta (Bb)</td>
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<td>Sen, <em>Development as Freedom</em> (Bb)</td>
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<td>2/23</td>
<td>Into Africa: Analyses and Diagnoses</td>
<td>Collier, <em>Bottom Billion</em>, 3-98</td>
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<td>Kates and Dasgupta (Bb)</td>
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<td>Hyden (Bb)</td>
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<td>Collier (Bb)</td>
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<td>Okwi et al. (Bb)</td>
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<tr>
<td>3/2</td>
<td>Into Africa: Treatments and Remedies (II)</td>
<td>Sachs, <em>End of Poverty</em>, Chs. 11, 12, 16 (210-43; 309-28) (Bb)</td>
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<td>Collier, <em>Bottom Billion</em>, 99-192</td>
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<td>Sanchez et al. (Bb)</td>
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<td>Mabogunje (Bb)</td>
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<td>3/9</td>
<td>SPRING BREAK</td>
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<td>3/16</td>
<td>Into Africa: Treatments and Remedies (III)</td>
<td>Sachs, <em>Common Wealth</em>, 205-53</td>
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<td>Auer (Bb)</td>
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                  |                                                   | Pattanayak (Bb)  
                  |                                                   | Nagendra (Bb)  
|       | **SECOND PAPER DUE FRIDAY 3/25**                                      |         |
| 3/30  | Systems, Visions, and Ethics                                         | Forrester (Bb)  
                  |                                                   | Allenby (Bb)  
                  |                                                   | Fiksel (Bb)  
                  |                                                   | Brewer (Bb)  
                  |                                                   | Kemp and Martens (Bb) |
| 4/6   | Amazing Asia: Danger Ahead?                                          | Myers and Kent (Bb)  
                  |                                                   | Marcotullio (Bb)  
                  |                                                   | Savage (Bb)  
                  |                                                   | Friedman, *Hot, Flat & Crowded*, 297-316 |
| 4/13  | Science, Knowledge, and Technology: Possibilities and Limitations     | Sumi (Bb)  
                  |                                                   | Mulder (Bb)  
                  |                                                   | Cash et al. (Bb)  
                  |                                                   | Martens (Bb)  
                  |                                                   | Ostrom (Bb)  
                  |                                                   | Mentzen-Dick (Bb) |
| 4/20  | Women and Microcapital                                               | Yunus (Bb)  
                  |                                                   | Sen, Ch. 8 (Bb) |
                  |                                                   | Yes, we’re skipping 217-296—read it on your own for TF’s vision of our high-tech energy future. |
| 5/1   | Responsibility and Hope                                              | Sachs, *Common Wealth*, 255-339 |

Final paper will be due on Monday, May 9.
Bibliography


Friedman, Thomas F. Hot, Flat, and Crowded. NY; Farrar, Straus, and Giroux, 2008.


Suppose you have agreed to take part in a teach-in on the general topic of global justice and have decided to present a 10-minute talk (roughly 5 typed, double-spaced pages) about the consequences of global poverty and inequality for sustainability. You surely cannot tell everything you know, but will choose the most important dimensions of poverty and inequality, the most powerful social dynamics, the most important consequences. Please write that talk.

The challenge is to be selective enough to fashion a coherent and engaging talk, yet broad enough to do justice to the topic. I suggest aiming to make 2 or 3 major points that draw together a range of ideas and evidence from the course in an original way that reflects your distinctive perspective and understanding, yet is accurate in facts and in its representation of authors’ views.

I do not expect you to do original research for your paper, but you are welcome to use a limited amount of material from outside the course, if you wish, on two conditions: (1) it does not supplant material from the course and (2) it is accurately documented with author, title, and such. For course material just the author’s name, year (to distinguish the Sachs readings, for example), and page number will do as documentation.

Do not use others’ words or ideas as your own without proper attribution! In the limit, this becomes plagiary and plagiarism is a very serious academic offense. Natural language search engines have become very powerful, so it is really unwise to do anything other than hand in a paper that is all your own work, prepared for this course.

Grading criteria

As with Olympic figure skating, our assignment has both required elements and latitude for artistic expression (or, in our case, intellectual creativity). Both count in the grading, so understand that an adequate paper will only receive an adequate grade, and a paper that merely summarizes the argument of an author or two will disappoint both of us. Please use the essay instead to develop an integrative understanding of course material and to show the depth of your understanding, your facility with evidence, your ability to draw inferences, and your imagination. Writing quality matters a lot: I don’t expect flourishes but insist upon clarity and soundness. For writing advice I highly recommend Will Strunk and E.B. White, The Elements of Style.

This paper will be worth 10% of your final grade (and the next will be worth 20%, and the final paper will be worth 30%, so learning is available at a discount).
For the past several weeks our readings and discussions have focused on Sub-Saharan Africa, which is home to a large fraction of the poorest of the poor. The readings have been about evenly divided between analyses of the problems (traps, for example) and remedies for them (infrastructure, for example). We have read a lot, looked at some data, talked about possible solutions that derive from the analyses. One of the best ways to absorb and benefit from course material of this sort is to apply it yourself, making your own judgments about the nature of the problem and the best mix of remedies for it. I would like this to be the purpose of your paper.

Specifically, please pick a country in Sub-Saharan Africa (below the Sahara but not South Africa) that will be the focus of your paper. Please avoid, if you can, those that have been discussed a lot in the readings (Kenya, Nigeria, and Malawi come to mind). Look into the economic, social, cultural, and environmental circumstances of the country, thinking all the while about dimensions of inequality, challenges, to sustainability, and possible remedies. I do not expect much detail here—just use the web to find some reputable sources that will characterize the place for you. The UN, the World Bank, the Population Reference Bureau, and the Agency for International Development are all good places to look, and you don’t need to compare them and reconcile their differences. For the purposes of this paper, just spend an hour or two on the websites, getting a feel for the country you will discuss. The main work of your paper is to use ideas from the course to identify the needs of the nation and to propose appropriate strategies for nudging it along a path to sustainable development.

Please approach that challenge however you think best—for the nation as a whole, for regions, a city, a village—but please justify your choice in a sentence or two. Then present your analysis—what needs to be done—and outline some ideas of things to do. Give these about equal weight, about 1.5-2 pages each in your 5-page paper. (Yes, you’ll have to write efficiently, but that’s a good habit to acquire.)

Do not use others’ words or ideas in your paper without proper attribution! In the limit, this becomes plagiarism and plagiarism is a very serious academic offense.

Grading criteria

What matters most is demonstrating that you understand and can use the ideas presented in the course. Stronger papers will make informed choices about ideas and remedies, and will integrate ideas from different authors into a coherent whole. Recognize the limitations of ideas (that’s being critical), and try to propose something original. Writing quality still matters a lot: remember Will Strunk and E.B. White, The Elements of Style.

This paper will be worth 20% of your final grade (the final paper will be worth 30%).