

CIVIC ENGAGEMENT: ENVIRONMENTAL JUSTICE

IDS 2935 Section 2SB2
Spring 2020
UF Quest 2/What Can We Do?



Instructor: Cynthia Barnett, UF Bob Graham Center & College of Journalism & Communications

Office & Hours: 234 Pugh Hall @ the Graham Center on Tuesdays, 10:30-2:30.

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Best to make an appointment in case I am traveling.

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Class meeting time and place: Tuesdays Period 3 (9:35 to 10:25) in Benton Hall room 328;

Thursdays period 3-4 (9:35 to 11:30) in Keene-Flint Hall room 117.

Gen Ed: Social & Behavioral Sciences (S); Diversity (D); Writing (2,000 words)

(Note: A minimum grade of C is required for General Education and Writing Requirement credit.)

On Twitter: @cynthiabarnett **Class hashtag:** #UFEngaged



COURSE DESCRIPTION

Civic Engagement, a Quest 2 course from UF's Bob Graham Center for Public Service, aims to strengthen the bridge between civic knowledge and civic agency, reaching beyond traditional civics curriculum to emphasize *participatory democracy* and *engaged citizenship*. The course is built around former Florida Governor Bob Graham's book *America: The Owner's Manual*, and includes special guest lectures by co-author Chris Hand. Using a social science framework to examine and engage in a civic issue critical to Gainesville and the globe, students will explore a pressing challenge in their university community within the national and international context; pursue qualitative and quantitative research questions across disciplines including political science, public policy, history, and economics; engage with local stakeholders; become keen listeners; propose solutions; and communicate those solutions in an op-ed, public testimony, viral video, a TED-like talk or other form of public engagement. **For Spring 2020, the course will examine and engage in the theme of Environmental Justice.**



QUEST 2 & GEN-ED COURSE OBJECTIVES

This is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences disciplines.

Further, in this Quest 2 course, students will encounter important real-world issues that cut across disciplines. Students will be introduced to scientific methods and discourse to become familiar with ways that data, methods, and tools from diverse fields can be brought to bear on pressing questions facing humanity and our Earth. What are the unintended consequences of technological progress, climate change, structural racism? How can academic inquiry and our various disciplines more tangibly contribute to improving the condition of humanity and all life?

Students will learn to identify, analyze, describe, and explain social institutions, structures, or processes. Gen-ed courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as evaluation of rhetoric, opinions, outcomes, and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions. These general education and Quest 2 objectives will be accomplished through:

- Evaluating historical, social, political, and economic factors that shape Civic Engagement;
- Critiquing how different institutions and people, including elected officials, public employees, NGOs, social entrepreneurs, private industry, residents, and community activists help and/or hinder meaningful policy.
- Engaging with diversity as a dynamic concept related to our differences and their intersections, including race, gender identity, class, ethnicity, religion, age, sexual orientation, (dis)abilities, and others.
- Carrying out qualitative and quantitative research including informal interviews and formal analysis of U.S. Census, housing, utility, and other databases.
- Analyzing the ethical facets of our semester's pressing topic.
- Communicating knowledge clearly, in ways that resonate with public audiences.
- Discovering students' own, unique interests in and capacity for Civic Engagement.



QUEST 2, GEN ED, & COURSE STUDENT LEARNING OUTCOMES

Reflecting the curricular structure of Quest 2 and the GenEd and Diversity designations, along with the specific theme of this course, by the end of the semester, you will be able to:

Generally:

- Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences incorporated into the course (Content).

- Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge (Critical Thinking).
- Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges (Communication).
- Connect course content with critical reflection on your intellectual, personal, and professional development at UF and beyond (Connection).

Specifically:

- Describe and explain the tenets of an engaged citizenry in a vibrant democracy and in workable solutions to community problems.
- Analyze the responsibilities of institutions to the communities they inhabit and share, including at the intersection of race, class, ethnicity, gender, (dis)abilities, and other identity categories.
- Identify historic drivers, current trends, and ethical facets of this year's Civic Engagement theme, Environmental Justice.
- Articulate what it means to be a civically responsible person, one who considers social problems to be collective problems that we can solve together.
- Define audiences and demonstrate ability to communicate civic solutions to them in compelling ways.



DIVERSITY DESCRIPTION

In Diversity courses, students also examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.



WRITING REQUIREMENT

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. **To receive writing credit, you must satisfactorily complete all the assigned written work (the field trip reflection; Civic Action Plan proposal; and Civic Action Plan; and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum course grade of C, so students should review their degree audit after receiving their grade to verify receipt of the writing credit. Your writing will be graded on content; organization and coherence; argument and support; style; and mechanics. You

will find the rubric for these in the “On Writing” section below. The handy document [Civic Action Plan—A How-To Guide](#), posted to Canvas, will also help with the course’s major assignment.



TEXTBOOK, READINGS, CLASS PREP Your textbook is *America: The Owner’s Manual* (Washington D.C.: CQ Press, 2017), by former U.S. Senator and Florida Governor Bob Graham and Chris Hand. **Please purchase this, updated edition.** Additional book chapters, journal articles and other readings/viewings will be posted to Canvas. Weekly readings/videos/guest speakers will also be updated on the syllabus, sometimes with timely news stories. So please, consider this a living document and double-check the Canvas version each week before you prepare for class.



COURSE DELIVERY Please read/view the weekly assignments prior to each Tuesday’s class. The one-period Tuesday classes will introduce core knowledge of the week’s topic and ensure timely achievement of course objectives. The two-period Thursday classes will discuss literature, case studies, and current problems, often with a guest speaker and sometimes in group activities. Cynthia Barnett is your instructor. We will host *Owner’s Manual* co-author Chris Hand for several guest lectures, as well as a special visit from Gov. Graham.



GRADE

- Class Presence 100
- Engagement: 100
- Field Trip Reflection: 100
- Exam 1: 150
- Proposal, Civic Action Plan: 100
- Civic Action Plan: 200
- Exam 2: 150
- Civic Outreach: 100

Total points possible: 1,000

Grading scale:

930-1,000 points: A

900-929: A-

880-899: B+

830-879: B

800-829: B-

780-799: C+

730-779: C

700-729: C-

680-699: D+
 630-679: D
 600-629: D-
 599 or below: E

More information on UF's grading policy is available here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>



ASSIGNMENT DETAILS & EXPECTATIONS

Class Presence {100 points}: Sign in when you arrive to class; attendance is required except in cases covered by UF policy as outlined in the policy section at the end of the syllabus. Class presence means more than just showing up, but that you came prepared and mindful. **Everyone gets one, no questions-asked absence. After that, absences 2 through 6 will dock 20 points each from your attendance grade. Upon missing the 7th class, you will fail the course.**

Engagement {100}: Expected and required in Civic Engagement course, this portion of your grade includes your engagement with me and your classmates and our guest speakers.

Our class time will consist of discussion, with each other and some terrific guest speakers, as we develop an understanding of engaged citizenship; our topic, Environmental Justice; possible solutions; and how best to advocate for them. So please, keep up with the readings, come to class prepared and participate: Ask questions, share your insights, challenge respectfully. **Please note this course includes a mandatory field trip in Week 7. If extenuating circumstances covered in the UF policy prevent you from joining, you'll design, with my help, an alternate experience.**

Students who **always** participate in class discussion will receive **all 100** engagement points; who **almost-always** do will receive **90**; who **usually** do **80**; who **sometimes** do **70**. **Any less effort will result in 0 Engagement points but I wouldn't expect that!** Also, for people who feel more comfortable at the keyboard than speaking in public (I am one), I've created a Twitter hashtag as an extra way of engaging. Twitter is not required. But the platform can help you make up for a week when you are feeling quiet or didn't get a chance to speak—or give you even more ways to engage if two classes a week just aren't enough for articulating all your thoughts and ideas! Use the hashtag **#UFEngaged** so I will see your input. Everyone can use this hashtag to share news articles or other interesting content, comment on our readings, quote speaker insights, etc.

Field Trip Reflection {100 points}: Our class field trip, organized with UF's Field & Fork program, will examine food in East Gainesville. We'll visit the Duval Community Gardens; Grow Hub, which works with special needs adults, many of whom are food insecure; and finally, Jordan Brown's farm in southeast Gainesville, the first in Florida to earn Food Justice Certification. Your 500- to 700-word reflection should blend observation, personal insights and reflections about the trip, critical analysis of diversity and/or social inequity issues; and relevant additional context from

our speakers and readings. (So listen for telling quotes, etc.) **Our field trip is tentatively scheduled for 8 a.m. to noon Thurs 2/20. Map, carpool and more details in class. Please let me know the first week of class if you need me to write a professor you have for Periods 1, 2, and/or 5 that day under UF's special curricular requirements policy. Reflection (500 to 700 words) due to Canvas the Monday after our field trip—Feb. 24th by midnight.**

Exam 1 {150 points}: Short-answer questions will assess your grasp of the readings, in-class lectures & guest speaker presentations from the first eight weeks. **Thursday Feb. 27th in class.**

Proposal, Civic Action Plan {100 points}: Your core work of the semester is a Civic Action Plan, a proposal for a policy change. (See below.) This 500-word proposal should include the policy change you hope to tackle; the need behind it and other qualities that draw your interest; and at least ten sources you plan to tap including at least two relevant databases (news articles OK, Wikipedia not). **Proposal (500 words) plus source list due to Canvas Mon March 16th midnight. Hint: The more time you put into thinking through this proposal, the easier the Civic Action Plan will be.**

Civic Action Plan {200 points}: A detailed plan focused on a policy change that would help solve a problem in the realm of Environmental Justice. This is your core work of the semester, and the Civic Outreach assignment spins off this one. The problem should be a local, regional, or state issue in Florida, but the policy change could be at any of those levels or federal. You will choose an injustice, such as a food desert, burdensome energy costs, unequal access to parks, discrimination in transit needs of low-income populations, unequal disaster recovery aid, or any number of other topics. You will research your issue, identify a policy solution you think would make a difference, then provide a detailed strategy of how to achieve this solution, including who your allies or opponents will be. The final plan should incorporate any feedback I gave you on your proposal; include both qualitative and quantitative analysis; and run 8-10 pages (minimum 2,000 words). **Due to Canvas Mon April 6th by midnight. You'll find a handy document: Civic Action Plan: A How-To Guide, on Canvas.**

Civic Outreach {100 points}: This is the most flexible assignment of the semester, in that I'd like you to choose the public-outreach form you find most comfortable for you, and most effective for communicating your Civic Action Plan. You will prepare either a 500-700-word op-ed; a 5-minute TED-like talk; a 3-minute "viral video" or something not listed here (with my approval). **Due the day you present it to the class, either in Week 13 or Week 14.**

Exam 2 {150 points}: Short-answer questions will assess your grasp of the readings, lectures & guest speakers, as well as student Civic Action Plan presentations from the second half of the semester. **April 21st in class {last day of class}.**



Writing Style: Our class will be comprised of a range of disciplines that may stress a preferred style guide: APA for the social sciences; MLA or Chicago Manual for the humanities; the AP style book in

my profession, journalism. You may use any of these as long as you achieve the clarity, credibility, and other goals for writing assignments detailed in the rubric below and in the Civic Action Plan How-To Guide we'll go over in class for your final paper. UF provides a terrific resource, the Writing Studio, for any undergraduate who needs support to become a better writer. The studio's online tutors, tutorials, and other resources are available to you: writing.ufl.edu/writing-studio/. I'll evaluate and provide feedback on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization, using the rubric below:

Writing Assignments Rubric:

	SATISFACTORY (Y)	UNSATISFACTORY (N)
Content	Assignments exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of credible sources . Wikipedia is not a credible source.	Assignments either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources. Papers cite Wikipedia.
Organization & Coherence	Assignments exhibit an identifiable structure for topics, including a clear thesis statement, and follow a logical progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
Argument & Support	Assignments use persuasive and confident presentation of ideas, strongly supported with evidence.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
Style	Assignments use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

Mechanics	Assignments will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points, but note for the purposes of your grade that I expect you to write professionally and I take points off for basic errors like these.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.
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CLASS SCHEDULE AND READINGS (Subject to revision)

MODULE 1: INTRODUCTION TO CIVIC ENGAGEMENT

Week 1, Jan. 7th and 9th: Introduction to the Course, to Each Other & to Civic Engagement

- Read the syllabus in its entirety, including each class policy at the end of the document.
- Be prepared to introduce yourself and talk about what drew you to the course, your ideas about Civic Engagement, and your hopes for the semester.

Week 2, Jan. 14th and 16th: History of Civic Engagement in American Democracy

- Guest speaker, Chris Hand (Thursday January 16th)
- *America the Owner's Manual: Prologue and Introduction*, pp xvii through 27.
- "Bowling Alone, America's Declining Social Capital," Robert Putnam, *Journal of Democracy*, January 1995.

Week 3, Jan 21st and 23rd Civics and the Well-Engaged Citizen: Credibly Informed, Compassionate, Hopeful & Willing to Listen.

- Rebecca Solnit, Prologue, "Grounds for Hope," excerpted from *Hope in the Dark: Untold Histories, Wild Possibilities* (Chicago: Haymarket Books, 2016).
- Vaclav Havel, "Politics and Conscience."
- TED talk: Ernesto Sirolli, "Want to Help Someone? Shut up and listen!" Nov. 2012.
- *America the Owners' Manual* Chapter 1, "What's Your Problem? Defining the Challenge that Active Citizenship Can Solve."

Week 4, Jan. 28th and 30th: The History of the University in its Host Community

- Guest speaker, James F. Lawrence, Director, GNV4ALL. (1/30)

- Chapter 6, “The Bigger Sort,” in Richard Florida, *The New Urban Crisis: How Our Cities are Increasing Inequality, Deepening Segregation, and Failing the Middle Class—and What We Can Do About It*. (New York: Basic Books, 2017).
- Jake Halpern, “The Mixing Magic of Halloween; I live in a city divided by race and class. But trick-or-treaters roam free, ignoring barriers.” (The relationship between New Haven, Conn., & Yale as seen through a dad’s eyes), *The Wall Street Journal*, October 2016.
- “Understanding Racial Inequity in Alachua County,” UF Bureau of Economic and Business Research, January 2018.

MODULE 2: DEFINING OUR CIVIC ENGAGEMENT CHALLENGE

Week 5, February 4th and 6th: Politics and Policy of Environmental Justice Gainesville to Global

- Grist, video, “What do racism and poverty have to do with pollution and climate change?” grist.org/cities/what-do-racism-and-poverty-have-to-do-with-pollution-and-climate-change/
- Letter from SouthWest Organizing Project to the president of the National Wildlife Federation, March 16th 1990: <http://www.ejnet.org/ej/swop.pdf>
- Jedediah Purdy, “Environmentalism Was Once a Social Justice Movement: It Can Be Again,” *The Atlantic*, December 7th 2016.
- Carla Campbell et. al, “A Case Study of Environmental Justice: The Failure in Flint,” *International Journal of Environmental Research and Public Health*, September 2016.
- Energy Burden, Part I, Energy comes at a much greater cost for Gainesville’s poor: <https://www.wuft.org/news/energy-burden/>

Week 6, Feb. 11th and 13th: Environmental Justice and Climate Change

- Guest speaker, NKwanda Jah, chair, Environmental and Climate Justice Committee, Alachua County NAACP. (2/13)
- Energy Burden Part II, the Power of Irma: www.wuft.org/news/energy-burden/the-storm/
- Solomon Hsiang et al., “Estimating economic damage from climate change in the United States,” *Science*, June 30th 2017.
- Brad Plumer and Nadja Popovich, “As Climate Changes, Southern States Will Suffer More Than Others,” the *New York Times*, June 29th 2017.
- Alexander Zaitchik, “After the Deluge: Building climate justice from the wreckage of Hurricane Katrina,” *The New Republic*, July/August 2015.
- Case Study: “East Biloxi, Bayou Restoration as Environmental Justice” and Vignette, “Fargo: Playing in the Sandbox in the Fargo Project,” p 29-58 in *Resilience for All*, B. Brown Wilson.

- Ivan Penn, “NAACP Tells Local Chapters: Don’t Let Energy Industry Manipulate You,” *The New York Times*, Jan. 5th 2010.

Week 7, Feb 18th and 20th: Environmental Justice and Food Security
{OUR FIELD TRIP IS TENTATIVELY SCHEDULED FOR THURS 2/20, 8 a.m. to noon.
Please let me know the first week of class if you need me to write a professor you have for
Periods 1, 2, and/or 5 that day under UF’s special curricular requirements policy.}

- Guest speakers, Anna Prizzia, director, UF Field & Fork Program, and board president, Working Food; Leah Cohen, director, Agricultural Justice Project; Jordan Brown, the Family Garden.
- Claire Kelloway, “Dollar Stores Are Taking Over the Grocery Business, and it’s Bad News for Public Health and Local Economies,” *Civil Eats*, December 17th 2018.
- Film: *Food Chains*, director Sanjay Rawal, 2014 (Full doc available on YouTube.)

Week 8, February 25th and 27th: Social Science Research: Environmental Justice Data
{Reminder: Field Trip Reflection due Mon Feb 24th @ midnight}

- Guest speaker, Hal S. Knowles III, UF Program in Sustainability and the Built Environment.
- *America the Owners’ Manual* Chapter 2, “Just the Facts, Ma’am: Gathering Information to Sway Decision-Makers,” and Chapter 3, “The Buck Stops Where? Defining Who in Government Can Fix Your Problem.”
- Relevant databases Part 1:
 - ❖ Alachua County Map Genius (includes and cross-links to property appraiser data and some US Census block and block group data)
<http://mapgenius.alachuacounty.us/>
 - ❖ Gainesville Green – GRU Consumption Mapping Tool: <http://gainesville-green.com/>
 - ❖ City of Gainesville – Open Data Portal for GRU:
<https://data.cityofgainesville.org/browse?tags=gru&utf8=%E2%9C%93>
 - ❖ Walk Score – Gainesville <https://www.walkscore.com/FL/Gainesville>

EXAM 1 in class Thursday, February 27th. Short answer exam based on readings, lectures and guest speakers from the first eight weeks. The databases will not be part of the test, but I expect you to analyze at least two databases for your Civic Action Plan.



HAVE A GREAT SPRING BREAK! Week of March 2nd



MODULE 3: BUILDING YOUR CIVIC ACTION PLAN

Week 9, March 10th & 12th: Building Support for Environmental Justice and Community Resilience

- Guest speaker Anne Ray, Florida Housing Data Clearinghouse Manager, UF Shimberg Center for Housing Studies.
- *America the Owners' Manual* Chapter 4, “Testing the Waters: Building Public Support for Your Cause,” and Chapter 5, “Winning Friends and Influence People: How to Persuade the Decision Maker.”
- Relevant databases Part 2:
 - ❖ Florida Housing Data Clearinghouse: <http://flhousingdata.shimberg.ufl.edu/>
 - ❖ Center for Neighborhood Technology (CNT): Housing & Transportation (H+T) Affordability Index: <http://htaindex.cnt.org/map/>
 - ❖ US HUD & US DOT: Location Affordability Index (LAI) Mapping Tool: www.locationaffordability.info/lai.aspx
 - ❖ US HUD: Affirmatively Furthering Fair Housing (AFFH) Mapping Tool: <https://egis.hud.gov/affht/>

Week 10, March 17th and 19th: All for One and One for All, Building Coalitions {Reminder: Civic Action Plan Proposal is due Mon March 16th @ midnight.}

- Guest speaker, Chris Hand (Thursday, March 19th)
- *America the Owners' Manual* Chapter 6, Timing is Everything, and Chapter 7, “All for One and One for All: Coalitions for Citizen Success.”
- Yavilah McCoy and Jonathan Greenblatt, “Different Modes of Ally-Ship,” *The Forward*, November 2018. McCoy, a diversity activist, and Greenblatt, director of the Anti-Defamation League, exchange a series of letters about the parameters and boundaries of allyship—and the roles that power and privilege play in building coalitions to fight injustice.

Week 11, March 24th and 26th: Communications: Telling Your Story (Turning Civic Action Plans into Outreach.)

- *America the Owners' Manual* Chapter 8, “All Your News is Fit to Print: Engaging with the Media.
- The OP-ED Project: [“Op-ed Writing: Tips and Tricks,”](#)
- TED talks: TED founder Chris Anderson, [“TED’s secret to great public speaking,”](#) AND, Chimamanda Adichie’s classic TED Talk, [“The Danger of a Single Story.”](#)
- Watch: Fritz Grobe and Stephen Voltz (aka the Mentos and Coke guys): [“Unlocking Viral Video for Social Good.”](#)

Week 12, March 31st and April 2nd: GoFundMe to Grants: Steps to Successful Fundraising

- *America the Owners' Manual* Chapter 9, “The Price of Progress: Finding the Resources to Support Your Initiative,” and Chapter 10, “You’ve Won! You’ve Lost: Preserving Victory and Learning from Defeat.”

Week 13, April 7th and 9th: Civic Outreach Presentations Due: First Batch
[Reminder: Civic Action Plan is due Mon April 6th @ midnight.]

Week 14, April 14th and 16th: Civic Outreach Presentations Due: Second Batch
{And in-class time for course-evaluations.}

Week 15, April 21st

EXAM 2 is scheduled for the last day of class, Tuesday, April 21st. Short-answers based on readings, lectures, guest speakers, and Civic Outreach Presentations, Weeks 9 through 14.



CIVIC ENGAGEMENT CLASS POLICIES

Academic Honesty and originality are expected at all times. As a UF student, you’ve agreed to comply with the University Honor Code. Please make sure you understand the code and consequences, which are here: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. Any violations of this code in Civic Engagement class will be reported to the Dean of Students.

Class presence, defined as prepared, mindful attendance, is 10% of your grade. Requirements for class attendance and other work fall under UF policies at the link below. Meanwhile when you are in class, please be all-in. <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Late assignments: Meeting deadline is crucial to your future success and relationship with bosses. On all assignments, your grade will drop one full letter grade for each day overdue with the exception of reasons acceptable under UF policies, including illness, serious family emergencies, and special curricular requirements. The full policy is here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Students with disabilities: All reasonable accommodations will be made. Should you need them, please register first with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/). Once registered, students will receive an accommodation letter you’ll present to me when requesting accommodation. Please follow this procedure as early as possible in the semester.

Class Sustainability Policy: Please, no bottled water or any beverages in throw-away bottles. Beverages in durable, reusable containers are fine. Starting with the syllabus, I will distribute all

course materials/hand-outs electronically, either through email or Canvas. All assignments should be turned in via Canvas. Regarding our textbook: As a reader and author, I do not consider printed books waste, especially if you enjoy keeping favorite books, hand-writing your impressions in them, or collecting author signatures/inscriptions. If this is you, feel good about buying a printed textbook to have Chris Hand and Governor Graham sign. Otherwise, e-readers or used copies are both great ways to read more sustainably and cut down on accumulations.

Course and instructor evaluations: Please, provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last weeks of the semester; you'll be given specific times when they are open. Summary results of these assessments are available for students at: <https://evaluations.ufl.edu/results/>

Your instructor: Cynthia Barnett is a Fellow at UF's Bob Graham Center for Public Service, where she works on environmental civics, ethics, and leadership, and Environmental Journalist in Residence at the College of Journalism and Communications, where she teaches environmental reporting. She is author of the water books *Mirage: Florida and the Vanishing Water of the Eastern U.S.* (2007); *Blue Revolution: Unmaking America's Water Crisis* (2011); and *Rain: A Natural and Cultural History* (2015), long-listed for the National Book Award. She's written on the environment for *National Geographic*, the *New York Times*, *Los Angeles Times*, *Wall Street Journal*, *the Atlantic*, *Discover*, *Salon*, *Politico* and many other publications. Her next book is a history of humanity and seashells, tapping a beloved icon of nature to help engage the public in our impacts to the oceans. Cynthia earned her bachelor's in journalism and master's in environmental history, both here at UF, and spent a year as a Knight-Wallace Fellow at the University of Michigan specializing in freshwater. She lives just north of campus with her husband Aaron and their two teenagers.

Special guest lecturer: Chris Hand is a Jacksonville native with a long record of public, civic, and legal service in Florida. In his Jacksonville law firm he helps clients anticipate challenges and opportunities working with government. He is a former speechwriter, campaign press secretary, and Senate press secretary for former U.S. Senator Bob Graham. Chris is the co-author of our textbook, *America, the Owner's Manual*. He also served as Chief of Staff for Jacksonville Mayor Alvin Brown. Hand graduated with honors from the Woodrow Wilson School of Public and International Affairs at Princeton University. He also graduated with honors from the Fredric G. Levin College of Law here at UF. He is a member of the Leadership Jacksonville Class of 2014 and was recently selected for membership in Leadership Florida Class XXXVI. An enthusiastic hiker, he loves to explore Florida off the beaten path. He roots for the Gators, Jacksonville Jaguars, and anything related to Ireland. The latter affection may explain Chris's family demographics. He is lucky to live with three redheads — his wife Heather and their two children.