**(Prerequisite:** To be taken as last or next to last general studies course.**)**

**COURSE DESCRIPTION**

The general education component capstone course is designed as a culminating and integrative review of a student’s learning experiences in the general education component. Students will demonstrate a mastery of core general education competencies to include communication, critical thinking, collaboration and quantitative reasoning.

**COURSE LEARNING OUTCOMES**

1. Evaluate the impacts of population growth and its negative impacts on global societies while considering multiple perspectives.
2. Propose a plan to address the issue of global food security in underdeveloped countries that considers the impact of prior solutions.
3. Assess the threats to the global environment and make suggestions for potential mitigation initiatives.

**INSTRUCTIONAL MATERIALS**

**Required Resource**

[Kristen A. Hite](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Kristen+A.+Hite&search-alias=books&field-author=Kristen+A.+Hite&sort=relevancerank), [John L. Seitz](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&text=John+L.+Seitz&search-alias=books&field-author=John+L.+Seitz&sort=relevancerank), *Global Issues: An Introduction* (5th Edition), (West Sussex, UK: John Wiley & Sons, 2016)

**WEEKLY COURSE SCHEDULE**

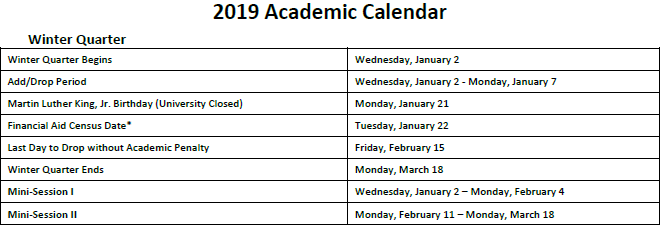
The standard requirement for a 4.5 credit hour course is for students to send 13.5 hours in weekly work. This includes preparation and activities regardless of delivery mode.

|  |  |
| --- | --- |
| **Theme 1: Societal Impacts of Population Growth** | |
| **Week** | **Activities, Assessments, Content, Outcomes and Resources** |
| 1 | **Population Growth**  **Learn**   * **Read:**   + Global Issues: An Introduction, Chapter 1: Population * **Watch:**   + Overpopulation: The Human Explosion Explained (6:39): https://www.youtube.com/watch?v=QsBT5EQt348   + Human Population Growth (10:53):   https://www.youtube.com/watch?v=E8dkWQVFAoA   * **Supplemental**   + Overpopulation Facts: The Problem No One Will Discuss (8:37):   https://www.youtube.com/watch?v=fNxctzyNxC0  **Graded Evaluation Activities**   * **Discussion:** Projecting the Future of World Population (30 points) |
| 2 | **Climate Change**  **Learn**   * **Read:**   + Global Issues, An Introduction, Chapter 5: Climate Change * **Watch**:   + Video lecture by David Battisti on Climate Change (1:05:57, start video at 8:30): https://www.youtube.com/watch?v=YToMoNPwTFc   **Graded Evaluation Activities**   * **Discussion:** Slowing Down Global Warming (30 points) |
| 3 | **Global Energy**  **Learn**   * **Read:**   + Global Issues: An Introduction, Chapter 4: Energy * **Listen**:   + Episode 93 of The Global Energy Leaders podcast on energy (26:36):   https://globalenergymedia.com/global-energy-leaders-podcast-episode-93/   * **Prepare**: Reminder that Assignment 1:   + The Impact of Population Growth is due in Week 4. Review the Case Study and start your research. If you have any questions about the assignment or the Strayer Writing Standards, now would be a good time to reach out to your instructor.   **Graded Evaluation Activities**   * **Discussion:** The Cost of Natural Resources (30 points) * **Quiz:** Knowledge Check Quiz 1 (100 points) |
| 4 | **Alternative Futures**  **Learn**   * **Read:**   + Global Issues: An Introduction, Chapter 9: Alternative Futures   **Graded Evaluation Activities**   * **Discussion:** Accessing Non-Renewable Resources (30 points) * **Assignment 1:** The Impact of Population Growth (110 points) |
| |  | | --- | | **Theme 2: Poverty and Food Security** | | |
| **Week** | **Activities, Assessments, Content, Outcomes and Resources** |
| 5 | **Food Security**  **Learn**   * **Read:**   + Global Issues: An Introduction, Chapter 2: Wealth and Poverty * **Listen:**   + The Poverty Podcast episode on Global Poverty (39:32): <http://hwcdn.libsyn.com/p/5/2/b/52bcba83a0a43ab1/PovPodEp2.mp3?c_id=7420393&cs_id=7420393&expiration=1539636622&hwt=1ded66a4b8d029f150d5dfca78973149> * **Prepare:**   + Begin working on Assignment 2: Poverty and Food Security.   **Graded Evaluation Activities**   * + **Discussion:** The Pledge to Eliminate Poverty (30 points) |
| 6 | **Food Security**    **Learn**   * **Read:**   + Global Issues: An Introduction, Chapter 3: Food * **Watch**:   + The Green Revolution (10:00):   <https://www.youtube.com/watch?v=HucSCNQ01X4>   * **Listen:**   + A short NPR Podcast, UN’s Aid for Global Food Shortages (3:38) https://www.npr.org/2018/01/06/576197696/the-u-n-s-food-aid-shortages   **Graded Evaluation Activities**   * + **Discussion:** Feeding the World (30 Points)   + **Quiz:** Knowledge Check Quiz 2 (100 points) |
| 7 | **Technology as a Global Resource**  **Learn**   * **Read:**   + Global Issues: An Introduction, Chapter 8: Technology * **Watch:**   + Rust Cleaning Laser:   <https://www.youtube.com/watch?v=g5WbXkTGvCA>   * **Supplemental**   + Video by Locogen, Wind Turbine Construction (3:58):   https://www.youtube.com/watch?v=SBbBh5xZ1gQ   * + Video by Machinary Magazine, Modern Paving Equipment (10:34):   <https://www.youtube.com/watch?v=BPz__XMq1eU>   * + Video by Global Technology, Inside Engine Factory (16.59):   <https://www.youtube.com/watch?v=Fy0B1jsUVFI>  **Graded Evaluation Activities**   * **Discussion:** The Evolution of a Technical Solution (30 points) * **Assignment 2:** Poverty and Food Security (110 Points) |
| 8 | **Technology as a Tool for the Future**  **Learn**   * **Read:**   + Technology and Food Security – Mixing and Matching Needs. <https://gci.uq.edu.au/technology-and-food-security-bryceson>.   + [‘Tech World: Welcome to the Digital Revolution,’ *Foreign Affairs*, July/August 2018, pp. 43-48.](https://search-ebscohost-com.libdatab.strayer.edu/login.aspx?direct=true&db=a9h&AN=131477895&site=ehost-live&scope=site)   **Graded Evaluation Activities**   * **Discussion:** Using Technology to Improve the Future (30 points) |
| **Theme 3: Threats to the Global Environment** | |
| **Week** | **Activities, Assessments, Content, Outcomes and Resources** |
| 9 | **Polluting the World**  **Learn**   * **Read:**   + Chapter 6: The Environment Part I * **Watch**:   + Global Air Pollution (19:06):   <https://www.youtube.com/watch?v=FKBVwX8dVhI>   * + Solid Waste Management (4:52): <https://www.youtube.com/watch?v=1CSm4GG2VrU>   + Pesticides and Food Production (26:10): https://www.youtube.com/watch?v=HWCREZ0UPIg   **Graded Evaluation Activities**   * **Discussion:** One Breath at a Time (30 points) * **Assignment 3a**: Threats to the Global Environment Part I (150 points) |
| 10 | **Environmental Issues**  **Learn**   * **Read:**   + Chapter 7: The Environment Part II   **Graded Evaluation Activities**   * **Discussion:** Getting Thirsty (30 points) * **Assignment 3b:** Threats to the Global Environment Counter Argument (100 points) |
| 11 | **Whose Responsibility?**  **Learn**   * **N/A**   **Graded Evaluation Activities**   * **Discussion:** Making It Personal (30 points) |

**GRADING SCALE – UNDERGRADUATE**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Total Points** | **Percent of**  **Grade** |
| Assignment 1: Case Study on the Impact of Population Growth | 110 | 11% |
| Assignment 2: Case Study on Food Security | 110 | 11% |
| Assignment 3a: Threats to the Global Environment | 150 | 15% |
| Assignment 3b: Threats Defense Argument | 100 | 10% |
| Quiz 1 (10 questions and 10 points each) | 100 | 10% |
| Quiz 2 (10 questions and 10 points each) | 100 | 10% |
| Participation (11 discussions worth 30 points each) | 330 | 33% |
| Totals | 1,000 | 100% |

|  |  |  |
| --- | --- | --- |
| **Points** | **Percentage** | **Grade** |
| 900 – 1,000 | 90% – 100% | A |
| 800 – 899 | 80% – 89% | B |
| 700 – 799 | 70% – 79% | C |
| 600 – 699 | 60% – 69% | D |
| Below 600 | Below 60% | F |



**ATTENDANCE POLICY**

Students must complete the other graded items by 11:59 pm on the last Sunday of each week for their attendance to be counted by the Blackboard system.

**Assignment 1 - Case Study: Social Impact of Population Growth (110 points)**

The United Nations has hired you to be a consultant on global issues. One of the challenges is assessing the impact of population growth. There is no question that the world population will grow dramatically in the next decade throughout many countries of the world. The members of the UN are working to understand the impact that population growth has on society, specifically in developing countries. Your first project with the UN is to develop a whitepaper on three issues related to the population growth faced by one of these countries. Read the Case Study in Blackboard and provide an assessment based on the questions below.

**Case Assessment**

The world’s population is expanding at such a rate that some natural resources are being stripped from the environment. This case study deals with how global institutions are working to prevent the loss of these resources, and in effect the consequences of not having access to them.

As the first section of your whitepaper for the UN, research the impact of population growth on society. Write a minimum of *four pages* assessing the impact, citing at least five credible sources in your research. As you compose the whitepaper, review the United Nations list of developing countries (available on the United Nations website). Select one country from the UN developing countries list to use as an example throughout your assessment. Please include:

* A cover page with your name, title of course, date, and the name of your instructor,
* A one-half page introduction,
* A middle section that is numbered and divided into three one-page sections. Each of these sections should answer one of the following questions:

1. What are greenhouse gases? How do they contribute to global warming?
2. What kinds of economic, security, political, and other challenges do these emissions pose to the people of the developing world, and who are the biggest offenders?
3. Is there any way to control the growth of population on a global level?

* A one-half page conclusion.
* Cite at least five credible sources excluding Wikipedia, dictionaries and encyclopedias for your assessment.
* For a brief list of resources for this assignment, please see the end of the course guide.

This course requires use of [Strayer Writing Standards (SWS)](https://blackboard.strayer.edu/bbcswebdav/institution/STANDARDIZED/StrayerWritingStandards/Strayer_Writing_Standards.pdf). The format is different compared to other Strayer University courses. Please take a moment to review ​the SWS documentation for details. (**Note:** You’ll be prompted to enter your Blackboard login credentials to view these standards.)

The specific course learning outcomes associated with this assignment are to evaluate the impacts of population growth and its negative impacts on global societies while considering multiple perspectives.

Grading for this assignment will be based on answer quality, logic/organization of the paper, and language and writing skills, using the following rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Points: 110** | **Assignment 1 - Case Study: Social Impact of Population Growth** | | | | |
| **Criteria** | **Exemplary**  **90**–**100% A** | **Proficient**  **80**–**89% B** | **Fair**  **70**–**79% C** | **Meets Minimum Expectations** **60**–**69% D** | **Unacceptable**  **Below 60% F** |
| **Defined greenhouse gases and their connection to global warming.**  Weight: 20% | Exceeded expectations in explaining the connection between greenhouse gases and global warming | Proficiently explained the connection between greenhouse gases and global warming | Defined greenhouse gases and global warming but did not fully explain the connection between the two | Defined greenhouse gases and global warming but did not explain sufficiently connection between the two | Did not define or connect greenhouse gases and global warming |
| **Explained economic, security and political challenges that emissions pose to the developing world. Listed the major offenders.**  Weight: 20% | Exceeded expectations in explaining challenges emissions pose to the economy, security and politics to those in the developing world | Proficiently explained challenges emissions pose to the economy, security and politics to those in the developing world | Explained the challenges emissions pose to the economy, security and politics to the people in the developing world | Did not sufficiently explain challenges emissions pose to the economy, security and politics to those in the developing world | Did not explain the challenges emissions pose to the economy, security and politics to those in the developing world |
| **Explored options to control the growth of the population on a global level.**  Weight: 20% | Exceeded expectations in explaining options to control population on a global level | Proficiently explained options to control population on a global level | Explained options to control population on a global level | Did not sufficiently explain options to control population on a global level | Did not explain options to control population on a global level |
| **Included an opening paragraph and a conclusion for this section of the whitepaper.**  Weight: 20% | Included a well thought out opening statement and a conclusion | Included a sufficient opening and conclusion. | Did not sufficiently include either the opening statement or conclusion | Missed writing either the opening statement or a conclusion | Both the opening paragraph and conclusion are missing |
| **Clarity, writing mechanics and formatting**  Weight: 15% | More than 8 errors present | 7-8 errors present | 5-6 errors present | 3-4 errors present | 0-2 errors present |
| **Meets five minimum reference/citation requirement**  Weight: 5% | Exceeds minimum reference requirement | Meets minimum reference requirement | Properly references citations used in the assessment but does not reference at least 5 citations. | Does not properly reference citations used in assessment. | Does not reference any citations in the assessment. |

**Assignment 2 - Case Study: Poverty and Food Security (110 points)**

The members of the United Nations appreciated the content you provided on population growth. Now they are asking you to expand the whitepaper to include global food security as it relates to population growth and poverty. Read the Case Study in Blackboard and provide an assessment based on the questions below.

**Case Assessment**

The issue is not the lack of food in the world, but the access to food. Simply put, food is not getting to where it needs in time. In developing countries, the food shortage is due to governmental control over food. These governments maintain their control and preference over certain groups by limiting access of nutritious food to certain groups, thereby weaponizing food.

In this second part of your whitepaper, research the impact of poverty on global food security and the technology available to potentially remedy this situation. Write a minimum of *four pages* assessing the impact, citing at least five credible sources in your research. Refer specifically to the role these issues have had in the developing country of your choice. In this assessment, please include:

* A cover page with your name, title of the course, date, and the name of your instructor,
* A one-half page introduction,
* A middle section that is numbered and divided into three one-page sections. Each of these sections should answer one of the following questions:

1. What is food insecurity and what role does population growth play in it?
2. What factors specifically interrupt the flow of food from the source to the people in the developing country you selected?
3. What forms of technology can be used to reduce hunger and improve food security? Explain how these technical solutions can do that.

* A one-half page conclusion.
* Cite at least five credible sources excluding Wikipedia, dictionaries, and encyclopedias for your assessment.
* For a brief list of resources for this assignment, please see the end of the course guide.

This course requires use of [Strayer Writing Standards (SWS)](https://blackboard.strayer.edu/bbcswebdav/institution/STANDARDIZED/StrayerWritingStandards/Strayer_Writing_Standards.pdf). The format is different compared to other Strayer University courses. Please take a moment to review ​the SWS documentation for details.

(**Note:** You’ll be prompted to enter your Blackboard login credentials to view these standards.)

The specific course learning outcomes associated with this assignment are:

* Propose a plan to address the issue of global food security in underdeveloped countries that considers the impact of prior solutions.

Grading for this assignment will be based on answer quality, logic/organization of the paper, and language and writing skills, using the following rubric:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Points: 110** | **Assignment 2: Case Study About Poverty and Food Security** | | | | | |
| **Criteria** | **Exemplary**  **90**–**100% A** | **Proficient**  **80**–**89% B** | **Fair**  **70**–**79% C** | **Meets Minimum Expectations** **60**–**69% D** | | **Unacceptable**  **Below 60% F** |
| **Defined food insecurity and addressed its connection to population growth.**  Weight: 20% | Exceeded expectations in explaining the connection between food insecurity and population growth. | Proficiently explained the connection between food insecurity and population growth. | Defined food security and population growth but did not sufficiently explain the connection between the two. | | Defined food security and population growth but did not explain the connection between the two. | Did not define or connect food security or population growth. |
| **Explained other issues that are responsible for food insecurity in a specific developing country.**  Weight: 20% | Exceeded expectations in explaining issues that are responsible for food insecurity in a specific developing country. | Proficiently explained issues that are responsible for food insecurity in a specific developing country. | Explained issues that are responsible for food insecurity but did not relate them to a specific developing country. | | Defined issues that are responsible for food insecurity but did not relate them to a specific developing country. | Did not explain issues related to food insecurity as it relates to a specific developing country. |
| **Explained the forms of technology that can be used to reduce hunger and improve food security.**  Weight: 20% | Exceeded expectations in explaining how technology can be used to reduce hunger and improve food security. | Proficiently explained how technology can be used to reduce hunger and improve food security. | Explained how technology can be used to reduce hunger and improve food security. | | Listed forms of technology that can be used to reduce hunger and improve food security, but did not explain how they can do so. | Did not list or explain how technology can be used to reduce hunger or improve food security. |
| **Included an opening paragraph and a conclusion for this section of the whitepaper.**  Weight: 20% | Included a well thought out opening statement and a conclusion. | Included a sufficient opening and conclusion. | Did not sufficiently include either the opening statement or conclusion. | | Missed writing either the opening statement or a conclusion. | Both the opening paragraph and conclusion are missing. |
| **Clarity, writing mechanics and formatting**  Weight: 15% | More than 8 errors present | 7-8 errors present | 5-6 errors present | | 3-4 errors present | 0-2 errors present |
| **Meets five minimum reference/citation requirement**  Weight: 5% | Exceeds minimum reference requirement | Meets minimum reference requirement | Properly references citations used in the assessment but does not reference at least 5 citations. | | Does not properly reference citations used in assessment. | Does not reference any citations in the assessment. |

**Assignment 3a: Threats to the Global Environment PowerPoint Deck (150 points)**

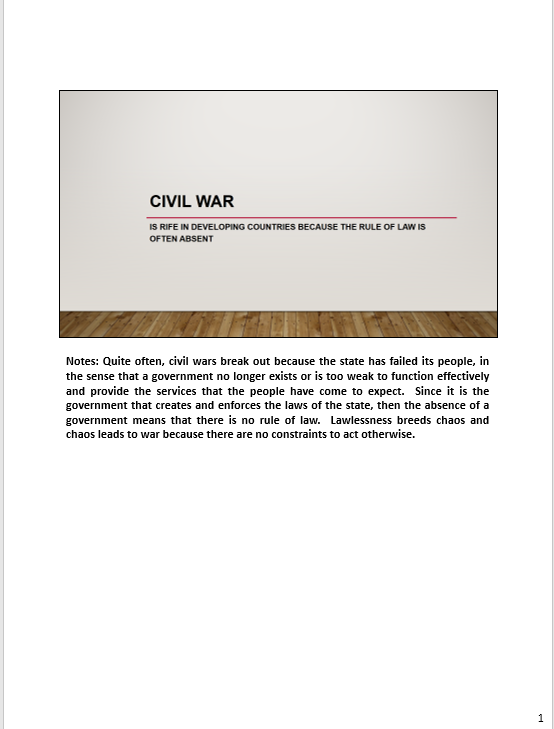
Congratulations! The United Nations has hired you as a consultant on global issues.

Many of the UN members are not satisfied with the progress of the Millennium Development Goals, and feel that the goals focus on the wrong issues. There is a disconnect between what issues the UN developed countries believe are priorities, and what many developing countries feel the prioritized issues should be. For example, the country of Burundi has asked that one of the goals be focused on food security. However, Austria is adamant that the major current global issue is to mediate ceasefires to countries in the midst of a civil war.

You have been asked to provide an unbiased perspective and identify the four issues you feel most impact the global environment. You will present your findings at the next UN General Assembly. Your goal is to provide a history of each issue, the number of countries affected, and the effects of this threat to the world population.

Of the eight major threats listed below, choose the four that you consider the most critical.

|  |  |
| --- | --- |
| **Energy sources** | **Civil war** |
| **Globalization** | **Poor health of entire populations** |
| **Lack of educational opportunities** | **Cultural taboos** |
| **Inappropriate uses of technology** | **Climate change** |

For your presentation to the United Nations:

1. Develop a minimum of four slides per issue for a minimum total of 16 slides.
2. Provide at least a paragraph on each slide (in the notes section) to explain the reason this information is relevant to the UN’s assessment.
   1. To review how to do any of the required assignment deliverables in PowerPoint, please refer to your Lynda.com account or reach out to your instructor ahead of time.
3. For each issue, create a graph or chart to analyze the data you have collected.
4. Cite at least five credible sources excluding Wikipedia, dictionaries, and encyclopedias.

This course requires use of [Strayer Writing Standards (SWS)](https://blackboard.strayer.edu/bbcswebdav/institution/STANDARDIZED/StrayerWritingStandards/Strayer_Writing_Standards.pdf). The format is different compared to other Strayer University courses. Please take a moment to review ​the SWS documentation for details.

(**Note:** You’ll be prompted to enter your Blackboard login credentials to view these standards.)

The specific course learning outcomes associated with this assignment are:

* Examine the factors that account for why the growth in the world’s population can negatively affect global society.

Grading for this assignment will be based on answer quality, logic/organization of the paper, and language and writing skills, using the following rubric:

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| --- | --- | --- | --- | --- | --- |
| **Points: 150** | **Assignment 3a: Threats to the Global Environment** | | | | |
| **Criteria** | **Exemplary**  **90**–**100% A** | **Proficient**  **80**–**89% B** | **Fair**  **70**–**79% C** | **Meets Minimum Expectations** **60**–**69% D** | **Unacceptable**  **Below 60% F** |
| **From the given list, prioritize four of the eight global issues to asses for the presentation.**  Weight: 20% | Selected four or more issues from the given list. | Selected only three issues from the given list. | Selected only two issues from the given list. | Selected only one issue from the given list. | Did not select any issues from the given list. |
| **Completed a minimum of four slides per issue for a minimum total of 16 slides.** Weight: 20% | Compiled four or more slides per issue. | Compiled only three slides per issue. | Compiled only two slides per issue. | Compiled only one slide per issue. | Compiled fewer than one slide per issue. |
| **Included a paragraph accurately and sufficiently explaining the reason this information is relevant to the UN’s assessment.**  Weight: 20% | Included a paragraph, and accurately and sufficiently explained the reason the information is relevant to the assessment. | Included less than a paragraph, or some information is inaccurate, insufficiently explained, or is irrelevant to the assessment. | Included less than a paragraph, and some information is inaccurate, insufficiently explained, and irrelevant to the assessment. | Either did not provide a full paragraph, or provided inaccurate, insufficient and irrelevant to the assessment. | Did not provide an explanation relevant to the assessment. |
| **Cited at least five credible references.**  Weight: 20% | Exceeded the number of required references; all were of high quality. | Met number of required references; all were of high quality. | Did not meet the required number of references; some were of poor quality. | Did not meet the required number of references; all were of  poor quality. | No references provided. |
| **Clarity, writing mechanics, and formatting.**  Weight: 15% | 0-2 errors present | 3-4 errors present | 5-6 errors present | 7-8 errors present | More than 8 errors present |
| **Meets five minimum reference/citation requirement**  Weight: 5% | Exceeds minimum reference requirement | Meets minimum reference requirement | Properly references citations used in the assessment but does not reference at least 5 citations. | Does not properly reference citations used in assessment. | Does not reference any citations in the assessment. |

**Assignment 3b: Threats to the Global Environment Counterargument (110 points)**

The members of the United Nations are impressed by your presentation. The information you provided has led to productive debates, and there are now questions about prioritizing the issues at hand. Some of the countries are challenging your recommendations and questioning your reasons for not including certain other issues they believe are priority.

There are four remaining threats in the list of major global issues. Review the topics and reflect on two that you chose **not** to use in last week’s assignment. Defend your reason for considering these topics lower on the priority of global issues than the ones in your presentation.

1. Choose two of these four major threats and write one paragraph on each threat that explains why these threats are less of a priority to the global environment than the four you selected in last week’s assignment.
2. Support your argument with at least three valid sources (per topic) that argue against it as a valid environmental threat.
3. Each counterargument should include:

* An opening statement describing the perception of threat,
* 3 key points against the validity of the threat,
* A conclusion.

1. Please cite at least three credible references in your argument.
2. For a brief list of resources for this assignment, please see the end of the course guide.

Grading for this assignment will be based on answer quality, logic/organization of the paper, and language and writing skills, using the following rubric:

The specific course learning outcomes associated with this assignment are:

* Examine the factors that account for why the growth in the world’s population can negatively affect global society.

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| **Points: 100** | **Assignment 3b: Threats to the Global Environment Counterargument** | | | | |
| **Criteria** | **Exemplary**  **90**–**100% A** | **Proficient**  **80**–**89% B** | **Fair**  **70**–**79% C** | **Meets Minimum Expectations** **60**–**69% D** | **Unacceptable**  **Below 60% F** |
| **Included a paragraph for each of the two threats.**  Weight: 20% | Provided a well written paragraph against two global threats of at least a paragraph each. | Provided sufficient argument against two global threats of at least a paragraph each. | Provided arguments of less than a paragraph for two threats. | Provided an argument against only one threat. | Did not provide any full paragraphs against at least one threat. |
| **Included three points against each threat.**  Weight: 20% | Included three or more points against each threat. | Included three points arguing against each threat. | Included two points arguing against each threat. | Included one point arguing against each threat. | Did not provide any arguments or only completed the assignment for one threat or none. |
| **Included an opening paragraph and a conclusion for each threat.**  Weight: 20% | Included a well thought out opening statement and a conclusion. | Included a sufficient opening and conclusion for each threat. | Did not fully include an opening statement, or a conclusion for one of the threat paragraphs. | Missed an opening statement and a conclusion for one of the threat paragraphs. | Did not provide an opening statement or conclusion for either paragraph. |
| **Cited at least three credible references.**  Weight: 20% | Exceeded the number of required references; all were of high quality. | Met the number of required references; all were of high quality. | Did not meet the required number of references; some were of poor quality. | Did not meet the required number of references; all were of  poor quality. | No references provided. |
| **Clarity, writing mechanics, and formatting**  Weight: 20% | 0-2 errors present | 3-4 errors present | 5-6 errors present | 7-8 errors present | More than 8 errors present |

**Resources for Case Studies**

**Web Pages, Articles, and Government Sources**

[Bryceson, Kim, ‘Technology and Food Security – Mixing and Matching Needs.’ Food Security Discussion Series, *The University of Queensland*, November 17, 2016](https://gci.uq.edu.au/technology-and-food-security-bryceson);

[Busby, J. (2018). ‘Warming World: Why Climate Change Matters More Than Anything Else,’ *Foreign Affairs*,97(4), 49–55.](https://search-ebscohost-com.libdatab.strayer.edu/login.aspx?direct=true&db=a9h&AN=131477896&site=ehost-live&scope=site)

[Cooper, R.N. (2013). ‘One Billion Hungry:](https://search-ebscohost-com.libdatab.strayer.edu/login.aspx?direct=true&db=a9h&AN=84474075&site=ehost-live&scope=site)[Can We Feed the World?’](https://search-ebscohost-com.libdatab.strayer.edu/login.aspx?direct=true&db=a9h&AN=84474075&site=ehost-live&scope=site) *[Foreign Affairs,](https://search-ebscohost-com.libdatab.strayer.edu/login.aspx?direct=true&db=a9h&AN=84474075&site=ehost-live&scope=site)* [92 (1), 184.](https://search-ebscohost-com.libdatab.strayer.edu/login.aspx?direct=true&db=a9h&AN=84474075&site=ehost-live&scope=site)

‘Does Population Growth Impact Climate Change?’ (n.d.). *Scientific American*. doi:https://www.scientificamerican.com/article/population-growth-climate-change/

Food and Agricultural Organization of the United States, ‘Food Security and Nutrition Around the World,’ or see <http://www.fao.org/state-of-food-security-nutrition/en/>

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