

Mid-Quarter Presentation & Report Guidelines

Tuesday 5/5

This is your opportunity to reflect on your states and region, and synthesize the scientific and real-world knowledge that you have been accumulating throughout the first half of the quarter. We want to see you make connections between these types of knowledge, and further, to begin telling the larger narrative of your region. This will be a great opportunity to receive feedback from the instructors and your peers, and help you contextualize your region.

In place of a midterm exam, you will submit a group midterm report about your region and deliver a group presentation to the class for peer- and self-evaluation. You have already been working on these components throughout the quarter and in your group work sessions, so you are likely already close to finishing this assignment! There will be time to consult instructors during our group work sessions (Tuesday April 28, Thursday April 30).

We want you to consider the following:

- What makes your region predisposed to different forces of global change? What is the overall interaction of biotic (human and non-human) and abiotic predispositions?
- How do geologic history, ecology, and geography interact to shape the way global change manifests?
- Overlaid onto these environmental features is the human component – what economic, demographic, cultural/political, and industrial factors magnify or buffer the impacts of global change in your region? Are there communities that are more vulnerable?
- Are the articles you have collected reflective of these predispositions you have identified? Have you noticed any disconnect?
- Can you identify which key problem of global change is strongest in your region? Or, are they equally powerful?
- In the case of your region, do science and non-science perspectives agree? Is the science rapid enough to keep pace with global change manifestations?

Directions for presentation: deliver in class Tuesday 5/5

Your region group will deliver a powerpoint presentation of 15 minutes, followed by ~3-5 minutes for questions and discussion.

Part 1. Introduce us to your region. What states are in it? Where is it on a map?

Part 2. Have slides with information that specifically includes: the geologic history, climate, geographic features (major mountains or rivers?), ecology/biomes, economy, demography, and industries. Key agricultural crops in your region. Are there any endangered species? Interesting environmental policies/ politics?

Part 3. Synthesize the scientific information you've collected. What are some of the studies you've found in your scientific literature searches?

Have slides with information that specifically includes: the scientific studies you've found for pollution, climate disruption, biodiversity loss, human population change, and invasives/diseases.

Part 4. Make specific reference to the interactions of Part 2 and 3 – how do the scientific studies you have researched relate to the predispositions you identified in Part 2?

Part 5. *Show a histogram of the total number of articles you have per key problem and per state.* Present a subset of the news articles you have collected as a region. Select a few to tell a good story. Make specific reference to how the articles interact with each other, with the 5 key problems in general, and with the scientific studies that you have collected in Part 3.

Part 6. Who are the key stakeholders in your region, based on the news articles you have collected? Identify how global change is impacting diverse communities in your region.

Our main goal is to see you form connections between the science of global change and its real-world manifestations (remember, the class is all about the scientific AND human dimensions).

Directions for your report: email to Alexis by 11:59pm Tuesday 5/5

From the notes you've taken during our group work sessions, please compile the following sections. These can be in outline form (bullet points/ no full sentences required), BUT they must be your own writing (cannot be copied directly from another source). You must be comprehensive regarding the information of all states in your region – be careful not to be biased towards one subset. *Please also include relevant figures and images where appropriate.* Use the California paper on Lacuna Stories as a guide.

You will add to and polish this document for your Final Presentation/Report at the end of the quarter; for now, consider this a working draft. We are mostly looking to see what your progress is, what types of connections you are making, and where we can best help you find additional articles/resources.

Natural Features (~1.5-2 pages total)
Geography, Geology, Ecology

Human Features (~1.5-2 pages total)
Economy, Demography, Agriculture

Global Change - Scientific Knowledge (~0.5-1 page per problem)
Pollution, Climate Disruption, Human Population Change, Biodiversity Loss, Invasives/Diseases

Global Change - Popular Media & Human Perspectives (~0.5-1 page per problem)
Pollution, Climate Disruption, Human Population Change, Biodiversity Loss, Invasives/Diseases

Brief Group Reflection (~0.5 pages)

What do you feel like your group is missing? Are there any particular sections of this report that the instructors can help you with? What more do you want to learn about your region?