**Teaching the Politics of Climate Change:**

**From the Classroom to the Community**

*Abstract*: This paper addresses transportation networks within Portland as a model for Orlando to at least partially replicate, highlighting the pedagogical benefits to teaching abut climate change across multiple disciplines while actively incorporating a community partner. Extending the classroom beyond a college campus builds on the merits to experiential education as espoused by those such as Jean-Jacques Rousseau and John Dewey, offering students unique opportunities to test theories surrounding their course readings, lectures and discussions. More specifically, this work details how students design creative solutions to minimize climate change within the context of Orlando’s recently revised Green Works sustainability plan, *2018 Community Action Plan*. That *Action Plan* addresses the seven categories of clean energy, green buildings, local food, livability, solid waste, transportation, and water, although this paper focuses expressly upon political issues surrounding contemporary transit debates by targeting pedestrian and bicycle access within central Florida.

Mike Gunter, Jr., Ph.D.

Director, Holt International Affairs

Professor, Political Science Department

1000 Holt Avenue – Box 2762

Rollins College

Winter Park, FL  32789

407-646-2263

mgunter@rollins.edu

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**Introduction**

This paper addresses transportation networks within Portland as a model for Orlando to at least partially replicate, highlighting the pedagogical benefits to teaching abut climate change across multiple disciplines while actively incorporating community partners. Extending the classroom beyond a college campus builds on the merits to experiential education as espoused by those such as Jean-Jacques Rousseau and John Dewey, offering students unique opportunities to test theories surrounding their course readings, lectures, and discussions. More specifically, this work details how students design creative solutions to minimize climate change within the context of Orlando’s recently revised Green Works sustainability plan, *2018 Community Action Plan*. That *Action Plan* addresses the seven categories of clean energy, green buildings, local food, livability, solid waste, transportation, and water, although this paper focuses expressly upon political issues surrounding contemporary transit debates by targeting pedestrian and bicycle access around central Florida.[[1]](#footnote-1)

Despite comparable greater metropolitan populations (Orlando tallied 2,509,454 in 2017 while Portland hosted 2,389,228), the two cities of Orlando and Portland display remarkably different approaches to density, transit-oriented development, and investment in public transportation, at least until recently. The shift began in 2007 when Orlando Mayor Buddy Dyer initiated a concerted effort to enhance sustainability and reduce the region’s carbon footprint. Rollins students benefit from witnessing the early stages of this attempted transformation while also enjoying the perks of their college campus being nestled next to a collection of historical neighborhoods prized for their pedestrian-friendly, mixed use development, albeit surrounded within a sea of decidedly sprawling central Florida growth.

Exploring these contrasting models is a powerful pedagogical tool, particularly as teaching the politics of climate change is no easy task. Indeed, when it comes to climate change, the classroom is a microcosm of the wider American public, one where confusion over fact and fiction muddy our discourse. It is true more Americans now better understand the threats from our changing climate, even as President Trump continues to cast doubt on its science. That said, Americans remain unwilling to invest in climate change mitigation, according to an early 2019 poll by the Associated Press and the University of Chicago. Indeed, almost 70% of Americans declare they would not pay as little as $10 a month to reduce global warming.[[2]](#footnote-2)

**Course Overview**

Rooted in the concept of sustainability, and tied expressly to community engagement work with the local nonprofit organization known as Bike/Walk Central Florida, this course analyzes the twists and turns of climate change politics in the United States, including an exploration of both why this complicated issue arose and how it might be solved. Students study governmental as well as non-governmental actors, and examine how institutions and the political process more generally alternatively foster and frustrate environmental activism.

To many, climate change stands out as the most challenging political issue of our time. Externalities from daily economic life (i.e. pollution from transportation, electricity, and economic production) on one side of the globe significantly impact communities thousands of miles away – and continue to do so years afterward. This course analyzes the political context of this complicated landscape, highlighting the role of citizen and place in the globalized, interdependent world of today.

At the beginning of the semester students look at the theoretical context in which the climate change debate is set, with an emphasis on its scientific underpinnings. That established, the class then outlines the specific actors involved in this debate, from states and international organizations to businesses and non-governmental organizations (NGOs). Here there is also an introduction to the legal apparatus addressing climate change. Having established these critical foundations, the course turns to first implications of climate change and then an analysis of alternative energy options to fossil fuels, including the role of nuclear energy as well as bio-fuel, solar, and wind power. The course concludes with a discussion of the effectiveness of political measures to date, noting the role of civil society, institutions, and markets in both contributing to problems and finding solutions.

As a 200-level course attached to the general education curriculum described in further detail in the next section, students target critical thinking as defined by the Association of American Colleges & Universities’ (AAC&U) essential learning outcomes program, Liberal Education and America’s Promise (LEAP).[[3]](#footnote-3) Namely, students will be able to perform a “comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion” as to the origin of climate change and complications surrounding efforts to address it. In addition, they will understand, “the historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of…issues, ideas, artifacts, and events” connected to climate change.[[4]](#footnote-4)

More specifically, my course learning objectives are:

1. Identify and investigate the interconnecting political relationships driving climate change.
2. Critique existing political actors and structures in their efforts to address climate change.
3. Design creative solutions, from the local to global level, to minimize climate change impacts.

*Rollins College & its General Education Program*

Founded in 1885 as the first recognized institution of higher education in Florida, Rollins College is a small, private liberal arts college located minutes from downtown Orlando in Winter Park, FL. Nestled among tropical palms and stately oak trees draped with Spanish moss along the shore of Lake Virginia, the 73-acre campus showcases a distinctive Spanish Mediterranean architecture and was rated by the Princeton Review as the nation’s most beautiful campus in 2015. Despite suburban sprawl throughout the area, and the worldwide tourism reputation the region holds, the college was established well before both these influences spread. In fact, the campus gates open northward to the commercial heart of old Winter Park, an oasis of pedestrian-friendly shopping and high-end restaurant destinations for both locals and tourists alike.

Out of the approximately 3,200 total students, roughly 2,000 enroll as full time undergraduates in the traditional day program where Rollins’ mission is to educate students for global citizenship and responsible leadership. Students choose among thirty different major options but also take eleven additional courses rooted in liberal arts education. The Rollins Foundations in the Liberal Arts (rFla) curriculum is specifically designed to help students develop communication and collaboration skills needed to address the 21st-century problems of today’s global environment. Starting with a freshmen seminar and five competency courses in foreign language, health and wellness, mathematical thinking, writing, and ethical reasoning, students also enroll in a total of five foundations seminars during their Rollins tenure. The course described in this analysis is one of these seminars, which fall under five general themes of cultural collision, enduring questions, environments, identities, and innovation.

In short, the Rollins Foundations in the Liberal Arts curriculum emphasizes four broad goals:

1. Introduce students to the liberal arts
2. Expose students to a broad array of disciplines and ways of thinking and understanding
3. Provide an academic and extracurricular community for the students
4. Teach students how to integrate knowledge and skills across disciplines and courses

*Community Engagement Partnership*

 Beyond its general education role within the “environments” theme, this Politics of Climate Change course also serves as a community engagement (CE) elective for Rollins students. A handful of courses each semester are approved for this CE designation, provided they meet certain characteristics. These include regular and direct engagement by individual students with a community partner as well as course assignments that assess both student learning and contributions to the community partner. Service learning, once operating on the peripheries of academia, has emerged today as a common component of coursework within a variety of disciplines across the country.[[5]](#footnote-5) Campuses both large and small take advantage of its pedagogical benefits, but liberal arts colleges like Rollins are uniquely suited to explore its advantages.

 Couched within Orlando’s recently revised (2018) sustainability plan, *Green Works Community Action Plan*, this course works extensively with the local non-profit Bike/Walk Central Florida as detailed below in the assignments section. After exploring a variety of transit options in central Florida, the class helps gather data for the nationwide Best Foot Forward program designed to enhance pedestrian safety by improving roadway behavior through driver compliance with Florida’s right-of-way regulations. Begun in June 2012, this “Triple-E” campaign emphasizes a combination of low-cost engineering, community education, and high-visibility enforcement to develop a more consistent culture of yielding to pedestrians in marked crosswalks.

The need here is significant as roughly three people a day are hit while crossing the street in Orange, Osceola, and Seminole counties. Indeed, Orlando ranked number one again in 2019 as the top rated city in the country for pedestrian deaths, according to Emiko Atherton, director of the National Complete Streets Coalition.[[6]](#footnote-6) This group is a program of Smart Growth America, a national, nonprofit group that advocates transportation improvements connected to community livability.

**Assignments**

This course purposely incorporates a mix of traditional and experiential learning assignments. Readings between 100 and 150 pages per week prompt daily lectures and discussion. Two essay exams, one a midterm and the other a comprehensive final, form another foundation for course assessment.[[7]](#footnote-7) And finally, a mix of papers and presentations round out student requirements. Four papers and one presentation, in particular, build upon several field trips and work with our community partner Bike/Walk Central Florida. These include the following:

1. SunRail excursion aboard light rail to Kissimmee, FL, for walking tour of transit-oriented development in Kissimmee with planning manager John Hambley and traffic and projects engineer Nabil Muhaisen.
2. Lynx bus ride to/from edge of Rollins campus to downtown Orlando for “Behind the Bus” tour and talk with Matt Friedman, Lynx Director of Marketing Communications*.*
3. Walking tour of Central Park and city of Winter Park emphasizing design around railroad stop with urban planning scholar Dr. Bruce Stephenson.[[8]](#footnote-8)
4. Data collection on automobile violations of pedestrian crossings at various intersections around cities of Winter Park, Orlando, and Orange County more generally in conjunction with Best Foot Forward Program run by Bike/Walk Central Florida. Data collected before, during, and after Enforcement Action where students work with undercover police officer to collect data.

As described in Appendix A, three short reflection papers, each of 500 to 600-words, represent the initial set of assignments here. The first of these three asks students to reflect on the Lynx bus service in Orlando region as a transit option, particularly as it compares with other options including SunRail. The next short reflection requires students to critique their experience working with an undercover police officer to collect data for the Best Foot Forward Program, which seeks to decrease violations of pedestrian crossings by automobile drivers as noted above.[[9]](#footnote-9) The third tasks students with comparing a transportation experience during their spring break with that available here near campus. These reflection papers mimic an Op-Ed while requiring students to integrate course readings and discussion with critical analysis of their experience. Bike/Walk Central Florida uses a handful of these on its website and newsletter for public relations purposes.

As described further in Appendix B, students also write an individual Transit Policy Proposal. Here students are asked to make a specific recommendation to enhance the pedestrian or biking focus to a neighborhood or intersection of their choice in central Florida, expressly linking transit and environmental issues studies in our class together. As such, students explain what they have learned to date about street design and safety, provide advice on how to continue advocating for low emission transit, and suggest creative strategies for how to reach their generation. Overlapping with this individual written assignment, students self-select into groups of three or four individuals to present together before the Bike/Walk Central Florida Board or the Orange County Community Traffic Safety Team (CTST).[[10]](#footnote-10) These presentations, as detailed in Appendix C, allow students to highlight key findings within their individual transit policy papers.

**Findings**

The pedagogical benefits to shaping a course rooted in experiential learning and integrating community engagement as a core component are many, although not without notable tradeoffs.[[11]](#footnote-11) Developing a close and continuous relationship with a knowledgeable community partner such as Bike/Walk Central Florida minimizes much potential negative here, but challenges may yet remain. Four findings, in particular, stand out in terms of limiting these obstacles. This course highlights these as best practices, building on an extensive service learning literature.[[12]](#footnote-12)

For one, all professors know and appreciate the value of flexibility. Experiential learning courses with community engagement components underscore this need all the more. To be effective, one must continually adjust to the needs of your community partner. This can take the simple form of changes in dates and times, which some students may misread as unorganized, or it might be more substantive by requiring a shift in content emphasis. Hopefully, the latter can be minimized by extensive pre-planning with your community partner, but this is not always the case. When adjustments are necessary, do your best to bring students into this decision-making process. Help them understand why it is necessary and how they can benefit. Of course, continuing to engage with your partner during the semester will help them better understand your pedagogical goals as well, likely minimizing the need for changes in the first place.

Related to this point on flexibility is the simple fact that extending teaching beyond the physical constraints of the classroom entails another sacrifice by the professor, a partial loss of control. Vetting a guest speaker, both in terms of expertise and presentation style, goes without saying, but the simple fact is you are introducing students to alternative sources of authority and ceding a degree of decision-making on how that “class” time will be spent. Even the act of travelling to the field study site can be problematic, with delays due to traffic accidents perhaps shortening your intended tour and talk time or postponing the class’s return to campus. On top of all this, merely planning meetings outside of class comes with its own set of scheduling headaches. Students have a lot going on in their lives, including other classes besides your own, and finding a time slot that works for as many as possible is not easy.

One solution is to build in a regular field study option into the course schedule before students even register. Then they know what they are committing to before the semester even begins. However, this usually means taking a time slot or two typically reserved for other classes, and “going off matrix” is often frowned upon from the registrar’s office. From the perspective of your community partner, furthermore, a consistent field trip day and time may not be practical. They have schedules of their own they must keep, and they do not always fall neatly within the academic calendar. Planning ahead and cultivating an understanding partner assuages some difficulty here, but most will likely need to incorporate a back-up plan for some subset of students with time conflicts. My strategy is to have the students interview those that did participate, perhaps taking their contact to lunch in exchange for this valued information, and then adding another requirement to the mix such as attendance and written reflection about another speaker event on campus.

A second finding is the continual need to negotiate tension between structure and creativity, from the overall course to specific assignments. Students abhor ambiguity. This generation, in particular, craves structure. They have been conditioned since an early age to seek it out, from pre-school play dates to regimented high school coursework. There is merit, to some degree, in replicating that philosophy in higher education. Guidelines are necessary – but not to the extent that they inhibit creativity. This is all the more true when it comes to experiential education and working with a community partner. The key is to provide structure without being overly prescriptive, to find the proverbial sweet spot. Admittedly, this is often a moving target each semester, and frankly, with each individual student. In this course, I took great care to craft assignments that did not dictate precisely what to write about, but rather, tasked students with questions to explore while connecting the complexities of climate change through the lens of transportation.

The City of Orlando’s Community Action Plan provides further structure here, including specific examples students may draw upon. In the five years since it started this program, for instance, the city built more than twenty-five miles of sidewalks and two new multi-use urban trails, not to mention expansion of the Downtown LYMNMO Bus Rapid Transit service and launch of SunRail commuter train as well as Juice Bike Share program, a short-term bicycle rental program designed for citizens and tourists alike.[[13]](#footnote-13) The 2018 update even better aligns with the United Nations’ Sustainable Development Goals (SDGs), incorporating initiatives that target social equity, climate resiliency, and smart technology and innovation. From the seventeen SDGs identified by the UN, some 169 targets and 236 indicators address the root causes of poverty. Together, they encompass the three core components to the complex and often contested term of sustainable development: economic growth, environmental protection, and social inclusion.

The third finding of this analysis centers around precisely this characteristic of complexity. Climate change is what many label a “wicked” problem. There are a vast number of variables intersecting as causal agents, not to mention imposing links between climate change and problems of global poverty, human health, social equity, terrorism, democratic erosion, fossil fuel dependency, and sustainable development. As such, climate change quickly becomes overwhelming. It’s too complicated to understand, at least for the non-scientists. And even if one does understand the basics behind climate change, it’s too complicated a problem to actually solve. Hopelessness frequently sets in. Students, like the general public, feel there is nothing they can do to make a difference. Partnering with a community organization allows students to confront such psychological obstacles head on, work through the many layers of climate change, and develop local level solutions where they as individuals have tangible impact.

This brings us to the fourth and final finding of this paper, the high significance of tangibility. That is not an earthshattering assertion by any means. Jean-Jacques Rousseau poetically championed the power of experiential learning in *Emile, or on Education* in 1762. John Dewey followed suit in the 20th century. The simple fact is that when students see poor urban design themselves, they directly experience its negative impacts on the surrounding community. Such experiences also help break through the common stereotype that sources of climate change, at least historically in the United States, are someone else’s problem. It may inspire them, sparking recognition that communities, perhaps even individuals like themselves, can make a difference. Applying traditional course readings and classroom discussion, students may regain faith in their own political power to develop solutions.

**Conclusion**

Next month, once the semester finishes, I plan to incorporate student feedback from course evaluations and reassess the findings above. From interactions with students during their field trips, data collection with the Best Foot Forward program run by Bike/Walk Central Florida, and consultation with student groups in their transport policy proposals, though, it is clear that four key findings stand out. Flexibility is required. Proper balance between structure and creativity is essential. Deconstructing the complexity of climate change, without understating the challenge it presents is also necessary. And finally, emphasizing the practical, tangible steps students themselves can take is paramount – while allowing them to design these steps themselves all the better. Altogether, incorporating these four characteristics highlights best practices to developing a course heavy on experiential learning while working with community partners, particularly when it comes to a politically-charged, interdisciplinary issue such as climate change.

**Appendix A**

**Bike/Walk Central Florida Reflection Papers**

These are three editorial assignments of 500 to 600 words -- and no more. Each assignment should be written with not only an eye to this class but also publication within Bike/Walk Central Florida’s online newsletter. Not merely opinion pieces, your task is to present a well-reasoned argument that highlights core beliefs, incorporates theoretical rationale, recognizes cross-cutting relationships, and addresses the political and economic ramifications of your position.

The first is a critical reflection on a talk and tour our class will have @ Lynx Headquarters in downtown Orlando, combined with an outing you will have on the #102 bus from Rollins to downtown Orlando.

The second is a critical reflection on your participation in the High Visibility Enforcement Action (including data collection in weeks before that enforcement action) as part of Best Foot Forward pedestrian safety program. Managed by Bike/Walk Central Florida, you will reflect on your assistance in data collection protocols established by the [National Highway Traffic and Safety Administration](https://www.nhtsa.gov/) as well as interviews with the undercover police officer that heads up this initiative.

The third is a reflection which asks you to combine our experiences to date with Bike/Walk Central Florida, your class reading of Jeff Speck’s *Walkable City*, and the biking and/or walking environment you observed while on Spring Break.

Keep in mind shorter writing assignments can often be just as difficult, if not more so, than longer works, in part because writers often need multiple drafts of editing to meet space constrictions. Grades will be based upon content, structure, and creativity. The A review meets all four criteria below, the B review three, etc. These criteria are:

1. Highlights an effective thesis statement.
2. Supports critical contentions with adequate evidence and specific examples.
3. Shows imagination and creativity in individual insights.
4. Is well-organized, stylistically effective, and mechanically sound (see Strunk and White’s *The Elements of Style*).

**Appendix B**

**Transit Policy Proposal (Critical Thinking artifact for** [**Foliotek**](http://social.rollins.edu/wpsites/idt/faqs-how-tos/student/foliotek-student/)**)**

As a final project, consult with Bike/Walk Central Florida (<http://bikewalkcentralflorida.org/>), a 501(c)(3) that promotes walkable and bikeable communities by raising public awareness about safe, active transportation. Students will develop educational initiatives and analyze issues of feasibility, health, and personal safety as well as climate change mitigation as they explore areas to enhance walking or biking, including analysis of paths like those here in Winter Park: <http://bikewalkcentralflorida.org/wp-content/uploads/2017/05/BWCF_Winter-Park-Map.pdf> .

Utilizing class readings, outline a set of concrete policy recommendations for addressing the threat of climate change, including your underlining theoretical rationale. As you think through the different aspects of this issue, be sure to pay attention to the concepts of citizenship and geographic place. Questions to guide you along this road are:

* What explains the origins of the problem?
* How is the problem exacerbated?
* What is being done to address it?
* Is this sufficient?
* What would you suggest differently?

Keep in mind this is a critical thinking exercise that requires a comprehensive exploration of issues, ideas, and events before carving out your conclusion. You will need to explain these issues, highlight evidence, evaluate relevant assumptions, and distinguish your perspective from others we have read.

In terms of the technical components, your paper should be 5 to 6 pages in length (in 12-point font) and is due at the end of the semester. A 300-word project description, including thesis statement and explanation of topic significance as well as preliminary bibliography of at a least a half dozen sources will be due earlier in the semester. You may choose between APA, Chicago, or MLA style for both assignments.

As usual, grades will be based upon content, structure, and creativity. The A review meets all four criteria below, the B review three, etc. These criteria are:

1. Highlights an effective thesis statement.
2. Supports critical contentions with adequate evidence and specific examples.
3. Shows imagination and creativity in individual insights.
4. Is well-organized, stylistically effective, and mechanically sound (see Strunk and White’s *The Elements of Style*).

**Appendix C**

**Bike/Walk Central Florida Group Presentation**

This 10 to 15-minute group presentation represents 10% of your final grade. Please note you will make this presentation before those outside our class, i.e. local elementary school, middle school, city or county planning staff, or the BWCF Board. Your task it to give a specific recommendation to enhance pedestrian or biking focus to a neighborhood or intersection in Central Florida, linking environment and transit together. In developing this recommendation consider:

* What you’ve learned so far about street design and safety
* Advice on how to continue to advocate for this issue
* Best way to publicize this message for your generation as well as those younger than you

Beyond the requirements outlined above, your scoring rubric follows below. The A report successfully employs each of these five components, whereas the B report incorporates four of the five, C report three of the five, etc. Remember to fill out the top five lines of the attached evaluation page, check out an attachment device (dongle) from Olin Circulation if you will present with a Mac, and arrive five minutes early to class to set up your presentation.

**Content**

1. Introduction

-- tell us why you think your topic is important AND interesting

2. Established knowledge base

-- fundamental facts rest of class needs in order to understand your topic

-- remember your time constraints demand a concise approach here

-- the five w’s of reporting may serve as your guide: who, what, when, where, and why/how

3. Conceptual orientation and cohesion

-- this is often the difference between an A and a B report

-- tell class how your current event report relates to a concept we have discussed

-- your event may either support or challenge an existing theory, but be explicit here

4. Critical analysis

-- here is your chance to shine and, again, this point also often distinguishes A from B work

-- what suggestions or predictions do you offer

5. Conclusions

-- brief summary of the situation…and the prospects for its resolution

-- highlight a couple discussion questions for the rest of class to consider

**Delivery Recommendations**

1. The tone of your voice literally and figuratively sets the tone for your topic.

2. Eye contact is important. Notes are a good guide, but avoid reading from your notes for prolonged periods.

3. Gestures and facial expressions can add further emphasis to the words you choose to convey your message.

4. Similarly, the use of silence can often have an important impact.

5. And finally, there is no substitute for enthusiasm. Why should the audience care if even the speaker does not feel this is an interesting topic?

1. City of Orlando. *2018 Community Action Plan*. <https://www.orlando.gov/NewsEventsInitiatives/Initiatives/2018-Community-Action-Plan>. [↑](#footnote-ref-1)
2. Meyer, Robinson. “The Unprecedented Surge in Fear about Climate Change,” *The* Atlantic, 23 Jan. 2019: <https://www.theatlantic.com/science/archive/2019/01/do-most-americans-believe-climate-change-polls-say-yes/580957/> . [↑](#footnote-ref-2)
3. Association of American Colleges & Universities. “Essential Learning Outcomes,” <https://www.aacu.org/leap/essential-learning-outcomes>. [↑](#footnote-ref-3)
4. LEAP learning outcomes value rubric definition of Critical Thinking used by Rollins Foundations in the Liberal Arts curriculum. [↑](#footnote-ref-4)
5. Bringle, Robert G., and Julie A. Hatcher. (2000). “Institutionalization of Service Learning in Higher Education.” *The Journal of Higher Education* 71.3: 273–90; Furco, Andrew. (2002). “Institutionalizing Service-Learning in Higher Education.” Supplement 1. *Journal of Public Affairs* 6: 39–67. [↑](#footnote-ref-5)
6. Spear, Kevin. “Orlando No. 1 Again for Pedestrian Deaths,” *Orlando Sentinel*, 23 Jan. 2019: <https://www.orlandosentinel.com/news/transportation/os-ne-orlando-deadliest-pedestrians-worsening-20190122-story.html>. [↑](#footnote-ref-6)
7. The complete grading distribution is: 6% Lynx Reflection Paper, 6% Best Foot Forward Enforcement Action Reflection Paper, 8% Bike/Walk Central Florida “News to Use” Newsletter or Website Editorial, 10%Bike/Walk Central Florida Group Presentation @local school or community organization, 10% Walkability Group Policy Proposal (rFla critical thinking artifact), 20% Daily Participation, 20% Midterm Exam, 2and 0% Final Exam. [↑](#footnote-ref-7)
8. Bruce Stephenson, “Rollins College and Winter Park: Exemplars of the American Renaissance, Precedents for the Future,” *Florida’s Golden Age, 188-1930: The Rollins College Colloquy.* Maurice O’Sullivan and Bruce Stephenson, eds. Florida Historical Society Press, 2017. [↑](#footnote-ref-8)
9. Bike Walk Central Florida. “Operation Best Foot Forward Works to Keep Pedestrians and Drivers Safe.” 21 March 2019: <https://bikewalkcentralflorida.org/2019/03/21/operation-best-foot-forward-works-to-keep-pedestrians-and-drivers-safe/>. [↑](#footnote-ref-9)
10. Most groups present in class to the Bike/Walk Central Florida Board, but one group presented off campus to the Orange County CTST: <https://www.communitytrafficsafety.org/orange>. [↑](#footnote-ref-10)
11. Butin, Dan W. (2006). “The Limits of Service-Learning in Higher Education.” *The Review of Higher Education* 29.4: 473–98. [↑](#footnote-ref-11)
12. Some examples here include: Ash, Sarah L., Clayton, Patti H., and Atkinson, Maxine P. (2005). “Integrating Reflection and Assessment to Capture and Improve Student Learning.” *Michigan Journal of Community Service Learning* 11.2: 49–60;Astin, Alexander W., Lori J. Vogelgesang, Elaine K. Ikeda, and Jennifer A. Yee. (2000). *How Service Learning Affects Students*. Los Angeles: U of California, Higher Education Research Institute; Bringle, Robert G., and Julie A. Hatcher. (1995). “A Service-Learning Curriculum for Faculty.” *Michigan Journal of Community Service Learning* 2.1: 112–22; Eyler, Janet, and Dwight E. Giles, Jr. (1999). *Where’s the Learning in Service-Learning?* San Francisco: Jossey-Bass; Fredericksen, Patricia J. (2000). “Does Service Learning Make a Difference in Student Performance?” *Journal of Experiential Education* 23.2: 64–74; Pribbenow, Dean A. (2005). “The Impact of Service-Learning Pedagogy on Faculty Teaching and Learning.” *Michigan Journal of Community Service-Learning* 11.2: 25–38; Scheibel, Jim, Erin M. Bowley, and Steven Jones. *The Promise of Partnerships: Tapping into the College as a Community Asset*. Providence: Campus Compact, 2005. [↑](#footnote-ref-12)
13. City of Orlando. “Transportation,” *2018 Community Action Plan*. <https://www.orlando.gov/NewsEventsInitiatives/Initiatives/2018-Community-Action-Plan#section-8>. [↑](#footnote-ref-13)