

**Evans School of Public Affairs, University of Washington**  
**Spring 2016 • PB AF 534–Food and Agricultural Policy in Developing Countries**  
**Monday & Wednesday 10:00 – 11:20**  
**Sieg Hall 226**

Draft Syllabus (4/8/16)

Instructor: Greg Traxler, [gtraxler@uw.edu](mailto:gtraxler@uw.edu), 408 Parrington Hall, 334-524-1233 (cell)

Office Hours: M & W 11:30 – 1:30. I am available to meet outside of office hours by appointment most days.

**Course description, framework and objectives:**

This course will examine the setting, key issues and challenges of food and agriculture in developing countries. The course will be taught from an economics perspective in a seminar style. It will necessarily be a survey course – no one quarter course can hope to provide a comprehensive treatment of the complexity of food and agricultural policy. I have chosen some key topics to be covered in the first part of the class and have left room for the class to decide on other topics to be examined. Most classes will be split between instructor-led lectures and class discussion of assigned readings. We will also have a few guest discussions. The final three class meetings will be led by student working groups as explained below.

Specific learning objectives:

1. Understand the economics of growth and improved living standards.
2. Understand models of agricultural development.
3. Build on analytical and communication skills developed in previous courses.

**Prerequisites**

This is an elective (2<sup>nd</sup> year) course in the Evans School Master of Public Administration program, open to UW students from other UW graduate programs. To get the most out of this course students should have a background in economics and statistics equivalent to PBAF 516 (Microeconomic Policy Analysis) and 527-528 (Quantitative Analysis I and II).

**CANVAS** – Consult the course website for announcements, class outline updates, access to assigned readings and lecture ppt presentations:

**Course Materials**

There is no textbook for this course. Required readings with will be posted to the class CANVAS page.

**Student Evaluation**

Assignment	Due dates	Weight in final grade
Class participation	All sessions	15%
<u>Annotated Bibliography</u>		
Readings from classes 2-7	<b>April 18</b> (Due in Canvas before class)	20%
Readings from classes 8-13	<b>May 9</b> (Due in Canvas before class)	20%
Term Paper	<b>May 13</b> (Due in Canvas end of day)	25%
<u>Group Projects</u>		20%
Suggested readings	<b>May 16</b> (pdf file submitted by email)	
PDF of presentation	<b>Day of presentation (May 23, 25, June 1).</b>	
Written summary	<b>June 1</b>	

**Late submission policy.** Work that is submitted after the due date will be docked 0.1 grade points per day, (for example, a 4.0 would fall to a 3.8 by the 2nd day).

**Class participation.** Reading and group discussions are key elements of a good graduate course, so it is vital that you each come to each class meeting ready to contribute. The goal is to have respectful, informed discussion in which we all learn from each other. You should notify me by email explaining justified class absences. Each unexcused absence will reduce your participation grade by 10%.

**Annotated Bibliography.** The reading assignments are central to this class. They form the basis for class discussion and you will be graded on your annotated bibliography. Most class meetings will have 1-4 required readings (approximately 50-100 pages). You are to write an annotation **for one of the assigned readings (your choice) per class**. Your annotation for each reading should do two things, each of about one paragraph. You should summarize the reading’s content, and then you should provide an interpretative comment containing your thoughts, analysis or opinion. Do you agree with

the author? Can you relate the article to other readings from class? How does the author's viewpoint align with your understanding of the topic? The entries should be between 100-200 words. Guides for annotated bibliographies are available from Cornell <http://guides.library.cornell.edu/c.php?g=32342&p=203789>, Purdue University <https://owl.english.purdue.edu/owl/resource/614/03/> and South Dakota State <https://www.youtube.com/watch?v=3rsNakv8PNY> provide guidance. An example annotated bibliography is contained in appendix C of:

Celeste, R. F., A. Griswold, M. L. Straf, National Research Council (US) Committee on Assessing the Value of Research in Advancing, National Goals, National Research Council (US) Division of Behavioral and Social Sciences, and Education, Research Council National, Richard F. Celeste, et al. 2014. *Furthering America's Research Enterprise*. Washington, D.C.: The National Academies Press. <http://www.nap.edu/catalog/18804/furthering-americas-research-enterprise>.

The grading rubric is included at the end of the syllabus.

**Group Project.** The last 3 classes will be devoted to topics identified by students. For this assignment, students will work in groups of four or five to research a food and agricultural policy topic of their choosing. Each group will have 40 minutes to present their main findings to the class and to lead a class discussion – the presentation should be no more than 25 minutes. Groups should provide one or two key readings (no more than 40 pages) in their topic area by **May 16**. Each group will also hand in a written summary of their project topic. I am available to meet with groups to discuss their topic at any time. The evaluation rubric is contained at the end of this syllabus.

Spring 2015 Working Group Topics:

- The Common Market for Eastern and Southern Africa (COMESA) and African agriculture
- Nutrition and agriculture
- Cash Transfers
- Farmer Organizations

**Term Paper.** An individual term paper will also be required. I will be the audience for the term paper. Choose a topic that interests you and write your paper in a way that I will learn something. Pay attention to formatting and the reference list. For the reference list you can use one of the citation management programs available through the UW library website, or follow a standard guide such as this one from the American Journal of Agricultural Economics. [http://www.oxfordjournals.org/our\\_journals/ajae/for\\_authors/guide.pdf](http://www.oxfordjournals.org/our_journals/ajae/for_authors/guide.pdf)

The evaluation rubric is contained at the end of this syllabus.

How do you decide on a good topic for the Group Project or individual Term Paper projects? I allow a great deal of flexibility for students to choose a topic that appeals to them. The audience for the Group project is the class (professor and students). Choose a topic that interests your group and put together a presentation and discussion so that we learn something interesting and worthwhile about your topic. The presentation is very short, so you will just be able to introduce the topic, present some context, introduce some interesting questions and summarize. The audience will have read your suggested reading, so will have a modest background on the topic. The goal of your minute session will be to stimulate discussion among your student peers.

The audience for the term paper is someone who is interested in agriculture and food policy issues, but who is not an expert on your specific topic. Identify a manageable agriculture or food policy question and assemble the background evidence to give me a feel for the importance of the problem. Why do you think this is an interesting or important topic? What does the literature say about the issue? What is the current state of understanding of the issue? What are the potential policy issues and proposed solutions? What do you think are the remaining areas of greatest uncertainty about the problem? Be sure to insert your views into the closing of the paper. Without this, it is hard for me to tell what you have learned from writing the paper. You should include at least 8-10 references in your paper.

### **Evans School Joint seminar in Development Economics**

The Evans School is the co-host of a joint seminar in development economics that will host six seminars this quarter. The Joint Seminar in Development Economics (JSDE) will meet 5-7 times each term, with presentations by a mix of local and visiting researchers. The seminar will run on Mondays from 11:00-12:30, in Savery 410. I encourage you to attend as many of the seminars as possible. You can sign up to receive announcements about seminars at the [JSDE mailing list](#). The complete listing of seminars is given at <http://www.jblumenstock.com/index.php?go=jsde>.

## Course Outline

**Dates are tentative and will change – Consult CANVAS for updates**

### **General Sources of literature and data on agricultural development**

Food and Agriculture Organization of the United Nations (FAO). <http://www.fao.org/home/en/>

International Food Policy Research Institute (IFPRI). <http://www.ifpri.org/>

International Fund for Agricultural Development (IFAD). <http://www.ifad.org/index.htm#>

Michigan State University Food Security Group (FSG) <http://fsg.afre.msu.edu/index.htm>

Stanford University Center on Food Security and the Environment. <http://fse.fsi.stanford.edu/>

Link to online lectures from Global Food Policy and Food Security Symposium Series:

[http://fse.fsi.stanford.edu/research/global\\_food\\_policy\\_series](http://fse.fsi.stanford.edu/research/global_food_policy_series)

World Bank; Multiple research and data sources.

<http://www.worldbank.org/en/region/afr/brief/office-of-chief-economist-in-the-africa-region-afrc>

<http://data.worldbank.org/topic/agriculture-and-rural-development>

<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/0,,contentMDK:20279993~menuPK:477172~pagePK:64165401~piPK:64165026~theSitePK:469372,00.html>

### **Background Reading**

Boserup, Ester. 1966. *The conditions of agricultural growth; the economics of agrarian change under population pressure*. Chicago: Aldine Pub. Co.

Easterly, William. 2001. *The elusive quest for growth: Economists' adventures and misadventures in the tropics*. Cambridge, Mass.: MIT Press.

Helpman, Elhanan, 2004. *The mystery of economic growth*. Cambridge, Mass.: Belknap Press of Harvard University Press.

International Food Policy Research Institute (IFPRI). 2016. 2016 Global Food Policy Report. Washington, D.C.:

International Food Policy Research Institute (IFPRI). <http://dx.doi.org/10.2499/9780896295827>

Kurz, H. D., and Salvadori, N. "New Growth Theory and Development Economics," in Dutt, Amitava Krishna, Jaime Ros, Amitava Krishna Dutt, and Jaime Ros. 2008. *International handbook of development economics*. Cheltenham, UK ; Northampton, Mass.: Cheltenham, UK ; Northampton, Mass. : Edward Elgar.

Norton, George W. 2014. *Hunger and hope: Escaping poverty and achieving food security in developing countries*. Long Grove, IL: Waveland Press.

Pingali, Prabhu. Chapter 74 Agriculture Renaissance: Making "Agriculture for development" work in the 21st century. In *Handbook of agricultural economics*. Vol. Volume 4, 3867-3894. Elsevier.

Schultz, Theodore W. 1964. *Transforming traditional agriculture*. New Haven: Yale University Press.

### **Monday March 28: Introductions, review of syllabus and framing of the class**

#### **Required Readings**

None

### **Wednesday March 30: Introduction to the setting and issues for Agricultural Development**

#### **Required Readings for class discussion**

World Bank. *World development report 2008: agriculture and development*. Washington, D.C.: World Bank, 2007. Overview, Chapters 1 & 2. pp. 1-68.

### **Monday April 4: Input and Output Growth, Productivity, and Food Security**

#### **Required Readings for class discussion**

Alston, J.M., Pardey, P.G. 2014. Agriculture in the global economy. *Journal of Economic Perspectives* 28 (1): 121-46.

Pardey, Philip G., Beintema, Nienke. *Slow magic: Agricultural R&D a century after Mendel*. Washington, D.C.:

Agricultural Science and Technology Indicators Initiative: International Food Policy Research Institute.

### **Wednesday April 6: Macroeconomic Growth Models**

Timmer, C. Peter. 2009. *A world without agriculture: The structural transformation in historical perspective*. Washington, D.C.: AEI Press.

Howitt, Peter and David N. Weil, "economic growth", "The New Palgrave Dictionary of Economics", Eds. Steven N.

Durlauf and Lawrence E. Blume, Palgrave Macmillan, 2008, The New Palgrave Dictionary of Economics Online,

Palgrave Macmillan. 25 March 2016, DOI:10.1057/9780230226203.0432

### **Monday April 11: Models of Agricultural Sector Growth**

Hayami, Yūjirō, Ruttan, Vernon W. 1985. *Agricultural development: An international perspective*. Baltimore: Johns Hopkins University Press. Chapters 2-3.

Norton, George W., Alwang, Jeffery and Masters, Will. 2010. In Economics of agricultural development 2nd edition. 2nd ed., 112-128. New York: Taylor & Francis. Chapter 6: Development theory and growth stages.

**Wednesday April 13 Urbanization and Food Policy** - Guest Speaker: Edgar Pieterse - Director of the African Centre for Cities at the University of Cape Town

**At least two of the following:**

Crush, Jonathan and Frayne, Bruce "Feeding African cities: the growing challenge of urban food insecurity" pp 110-128, Chapter 6 in eds. Susan Parnell and Edgar Pieterse *Africa's urban revolution*. Zed Books, London 2014.

Fox, Sean, "Urbanisation as a global historical process: theory and evidence from sub-Saharan Africa", pp. 257-283, Chapter 14 in eds. Susan Parnell and Edgar Pieterse *Africa's urban revolution*. Zed Books, London, 2014.

Battersby, J. (2012). Urban agriculture and race in South Africa, in, Slocum R, Saldhana A., Geographies of race and food fields, bodies, markets. Ashgate, pp.115-130.

**Monday April 18: From Development Models to Agricultural Strategies**

**Required Readings for discussion**

Byerlee, Derek; de Janvry, Alain; Sadoulet, Elisabeth. 2009. Agriculture for development: Toward a new paradigm. *Annual Review of Resource Economics* 1 (1): 15-31.

Dercon, Stefan and Gollin, Douglas. 2013. Agriculture in African development: Theories and strategies. *Annual Review of Resource Economics* 6 (1).

**Wednesday April 20: Food Security Policy Issues**

**Required Readings for discussion**

Swinnen J. 2011. The right price of food. *Development Policy Review* 29 (6): 667-88.

Anderson, K. 2014. The intersection of trade policy, price volatility, and food security. 6 (1): 513-32.

**Monday April 25: Women in Agriculture** – Guest speaker Laura Birx; Bill & Melinda Gates Foundation Readings (Tentative)

**At least two of the following:**

World Bank. Gender equality and development. World Bank, Washington D.C., 2011.

<http://elibrary.worldbank.org/doi/book/10.1596/978-0-8213-8810-5>

O'Sullivan, Michael, Arathi Rao, Raka Banerjee, Kajal Gulati, and Margaux Vinez. 2014. *Levelling the field: Improving opportunities for women farmers in Africa*. Washington DC: World Bank.

Buvinic, Mayra, and Rebecca Furst-Nichols. 2014. Promoting women's economic empowerment: What works? *The World Bank Research Observer* (November 20).

FAO. *The state of food and agriculture 2010-2011. women in agriculture: Closing the gender gap for development*. Rome: Food and Agriculture Organization of the United Nations, 2011. [http://www.fao.org/economic/es-home/sofa/en/#.VRH35\\_nF-d5](http://www.fao.org/economic/es-home/sofa/en/#.VRH35_nF-d5)

**Wednesday April 27: Input Subsidies**

**Required Readings for discussion**

Jayne, T.S., Rashid, Shahidur,. 2013. Input subsidy programs in sub-saharan africa: A synthesis of recent evidence. *AGEC Agricultural Economics* 44 (6): 547-62.

Read one more relevant article of your choosing. Some suggestions are below, but you are free to choose a reading not listed below.

**Potential Readings**

Morris, Michael L., V. A. Kelly, R. J. Kopicki, and D. Byerlee. 2007. *Fertilizer use in african agriculture : Lessons learned and good practice guidelines*. Washington, DC: World Bank.

Dorward, A. R., and E. W. Chirwa. "Crowding Out, Diversion, and Benefit/cost Assessments in Fertilizer Subsidy Programs in Sub-Saharan Africa: A Comment on Jayne, T.S., Mather, D., Mason, N., Ricker-Gilbert, J., 2013. How Do Fertilizer Subsidy Programs Affect Total Fertilizer Use in Sub-Saharan Africa? Crowding Out, Diversion, and Benefit/cost Assessments. *Agric. Econ.* 44(6), 687–703." *Agricultural Economics* 46, no. 6 (2015): 739-44.

Jayne, T. S., David Mather, Nicole M. Mason, Jacob Ricker-Gilbert, and Eric W. Crawford. "Rejoinder to the Comment by Andrew Dorward and Ephraim Chirwa on Jayne, T. S., D. Mather, N. Mason, and J. Ricker-Gilbert. 2013. How Do Fertilizer Subsidy Program Affect Total Fertilizer Use in Sub-Saharan Africa? Crowding Out, Diversion, and Benefit/cost Assessments. *Agricultural Economics*, 44(6), 687–703." *Agricultural Economics* 46, no. 6 (2015): 745-55

Awotide, Bola Amoke, Aziz Karimov, Aliou Diagne, and Tebila Nakelse. 2013. The impact of seed vouchers on poverty reduction among smallholder rice farmers in nigeria. *Agricultural Economics* 44 (6): 647-58.

- Hernandez, Manuel A., and Maximo Torero. 2013. Market concentration and pricing behavior in the fertilizer industry: A global approach. *Agricultural Economics* 44 (6): 723-34.
- Jayne, T. S., David Mather, Nicole Mason, and Jacob Ricker-Gilbert. 2013. How do fertilizer subsidy programs affect total fertilizer use in sub-saharan africa? crowding out, diversion, and benefit/cost assessments. *Agricultural Economics* 44 (6): 687-703.
- Liverpool-Tasie, Lenis Saweda O., and Hiroyuki Takeshima. 2013. Input promotion within a complex subsector: Fertilizer in nigeria. *Agricultural Economics* 44 (6): 581-94.
- Lunduka, Rodney, Jacob Ricker-Gilbert, and Monica Fisher. 2013. What are the farm-level impacts of malawi's farm input subsidy program? A critical review. *Agricultural Economics* 44 (6): 563-79.
- Mason, Nicole M., T. S. Jayne, and Rhoda Mofya-Mukuka. 2013. Zambia's input subsidy programs. *Agricultural Economics* 44 (6): 613-28.
- Mason, Nicole M., and Melinda Smale. 2013. Impacts of subsidized hybrid seed on indicators of economic well-being among smallholder maize growers in zambia. *Agricultural Economics* 44 (6): 659-70.
- Minten, Bart, Bethlehem Koru, and David Stifel. 2013. The last mile(s) in modern input distribution: Pricing, profitability, and adoption. *Agricultural Economics* 44 (6): 629-46.
- Rashid, Shahidur, Paul A. Dorosh, Mehrab Malek, and Solomon Lemma. 2013. Modern input promotion in sub-saharan africa: Insights from asian green revolution. *Agricultural Economics* 44 (6): 705-21.
- Rashid, Shahidur, Nigussie Tefera, Nicholas Minot, and Gezahegn Ayele. 2013. Can modern input use be promoted without subsidies? an analysis of fertilizer in ethiopia. *Agricultural Economics* 44 (6): 595-611.
- Ricker-Gilbert, Jacob, Nicole M. Mason, Francis A. Darko, and Solomon T. Tembo. 2013. What are the effects of input subsidy programs on maize prices? evidence from malawi and zambia. *Agricultural Economics* 44 (6): 671-86.

**Monday May 2:**

**Wednesday May 4: Land Policy Guest Speaker** - Beth Roberts, Attorney, Land Tenure Specialist, Landesa

**Read the following 2:**

Hannay, L., D. Bledsoe, and M. Manuchehri. 2016. "Realizing socially-responsible investments in land from a gender perspective: Unpacking "zero tolerance" to identify barriers and practical steps to Achieve Equitable and sustainable investments." Paper presented at 2016 World Bank Conference on Land and Poverty, March 14-18, 2016, Washington DC.

Landesa. "Responsible Investments In Property And Land (RIPL) Project", Project Brief, 2016.

**Plus at least one of the following:**

Byerlee, Derek, and Klaus Deininger. "Growing Resource Scarcity and Global Farmland Investment." *Annual Review of Resource Economics* 5 (2013): 13.

Jayne, T. S., Jordan Chamberlin, and Derek D. Headey. 2014. Land pressures, the evolution of farming systems, and development strategies in Africa: A synthesis. *Food Policy* 48 (0) (10): 1-17.

**Monday May 9: Development Assistance for Agriculture** – Bob Herdt by Skype for Q&A.

**Required Readings for discussion**

Herdt, Robert W. Chapter 63 development aid and agriculture. In Handbook of agricultural economics. Vol. Volume 4, 3253-3304. Elsevier.

**Wednesday May 11:** TBD – Class Interest

**Monday May 16: Climate Change/Ecosystem Assessment** – Guest speaker Stanley Wood, Bill & Melinda Gates Foundation

Readings (Tentative)

**At least two of the following:**

1. IPCC, 2014: Summary for policymakers. In: *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1-32.
2. Millennium Ecosystem Assessment, 2005. *Ecosystems and Human Well-being: Synthesis*. Island Press, Wash., DC.

3. Wood, et al. Chapter 3 & 4. Lessons Learned from International Assessments; and Main Messages, in eds. Ingram, J. S. I., Ericksen, Polly., Liverman, Diana M., in *Food security and global environmental change*. London; Washington, DC: Earthscan, 2010.
4. The Millennium Development Goals Report 2015, United Nations, New York, 2015.

**Wednesday May 18:** TBD – Class Interest

**May 23, 25, June 1: - Class Presentations**

Working Group Teams

**GMOs:** Nate, Lile, Katie Harris

**Nutrition:** Marion, Stephanie, Katie M.

**Aquaculture:** JaneLee, Claire, Anette

**Resilience:** Will, Amanda, Ben

**Food Security/Local Food/Other:** Harrison, Matt, Sofia, Liyuan

**Grading Rubrics**

<b><i>Annotated Bibliography Grading Rubric</i></b>	<b>Points</b>
<b><i>Total</i></b>	<b>10</b>
<b><i>Reading Summary:</i></b> Are the main objectives and conclusions of the reading captured?	<b>4</b>
<b><i>Assessment and Reflection</i></b> Do you find the reading credible and relevant overall? Why or why not? What did you find most interesting or important in the reading? How valuable did you find the reading for learning about Agricultural and Food policy?	<b>4</b>
<b><i>Writing</i></b> Your writing should be clear, grammatically correct and easy to understand.	<b>2</b>

## ***Group and Individual Project Evaluation***

For both the individual papers and the group projects, I would like you to identify a food or agricultural topic and ask an interesting question about it. Come up with a problem statement (thesis) about an important issue or policy question, summarize the literature, find relevant data to frame the question, summarize the literature and state your conclusions. If you feel there is sufficient evidence, make a policy suggestion based on your findings.

The scope of your study can be as broad or as narrow as you choose. I want you to show me that you have identified an important issue or policy question and that you have learned something by researching the topic. Try to teach me something within the tight time and page constraints that you have been given!

I am impressed by projects that use empirical evidence, draw from many sources, and use critical reasoning to make thoughtful conclusions. Clear writing impresses everyone, so be prepared to go through several drafts. You may draw on a range of literature such as academic, policy briefs, and data summaries. Popular press is often useful to frame the question and to establish the relevance of the topic. Your paper should be 7-12 pages of text and no more than 5 pages of tables and figures (you can have less). Please use single spacing with an extra line between paragraphs in 11 or 12 point.

The grading criteria are similar for the presentation and the papers. Your working group project grade will be weighted 80% on the class presentation and 20% on the written summary. The working group written executive summary should be 4-5 pages for the problem statement and main conclusions, plus a reference list. Please use single spacing with an extra line between paragraphs in 11 or 12 point.

<b><i>Individual Paper</i></b>	<b>Points</b>
<b><i>Total</i></b>	<b>100</b>
<b><i>Clarity: writing and organization.</i></b>	<b>50</b>
Is the problem or thesis statement clear? Is sufficient context given for the reader to understand the importance of the issue?	10
Are qualitative or quantitative indicators presented to frame the problem or is there a clear explanation of why they are lacking?	10
Is the narrative well structured, and does it have a logical flow?	30
Points will be deducted for grammar and spelling errors.	
<b><i>Analysis: substance and reasoning.</i></b>	<b>50</b>
Depth and breadth of analysis: Appropriate use and thoughtful synthesis of published literature. A minimum of 8-10 sources should be integrated into the paper.	30
Summary discussion: Do summary and conclusions flow from the body of the paper? Are follow up questions identified?	20

<b>Working Group Project (100 total points)</b>		<b>Points</b>
<b>Working Group Presentation Total</b>		<b>80</b>
<b>Clarity of the presentation: structure and organization.</b>		<b>40</b>
Is the problem or thesis statement clear? Is sufficient context given for the audience to understand the importance of the issue?		8
Are qualitative or quantitative indicators presented to frame the problem or is there a clear explanation of why they are lacking?		8
Is the presentation well structured, and does it have a logical flow?		24
Points deducted for grammar and spelling errors.		
<b>Analysis: substance and reasoning.</b>		<b>40</b>
Depth and breadth of analysis: Appropriate use and thoughtful synthesis of published literature.		24
Summary discussion: Do summary and conclusions flow from the main presentation? Are follow up questions identified? Are the main points logically summarized? Does the conclusion offer the working group's original thoughts and interpretation of their findings? Are there policy changes that you would recommend?		16
<b>Working Group Written Executive Summary Total</b>		<b>20</b>
<b>Problem Statement</b>		<b>4</b>
Is the problem or thesis statement clear? Is sufficient context given for the audience to understand the importance of the issue?		
<b>Summary &amp; Conclusions</b>		<b>12</b>
Are the main points logically summarized? Does the conclusion offer the working group's original thoughts and interpretation of their findings? Are gaps in the literature identified? Are suggestions for further work and additional related issues identified? What are the main policy changes that you would recommend?		
<b>References</b>		<b>4</b>
Are at least 10 references cited? Is there a mix of scholarly, policy and popular press references included? Is there a mix of recent and older references? Is a standard bibliographic format used?		