



SYLLABUS

GEOG 3900

Global Climate Change: Causes & Consequences
Autumn 2023 – Course # 24476

COURSE OVERVIEW

Course information

- Class lecture periods: Tuesday, Thursday, 3:55 – 5:15 pm
- Classroom: Journalism Bldg 360
- Credit hours: 3
- Prerequisites: None
- Mode of delivery: In-Person

Instructors

Instructor: Dr. Bryan G. Mark (address as Professor Mark)

- Email address: mark.9@osu.edu
- Office: 1136 Derby Hall
- Office hours: Tuesdays, Thursdays 1 – 2 pm, or by appointment

Graduate Teaching Assistant: Emily Mazan

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- Office: 1070 Derby Hall
- Office hours: Tuesdays 11 am – 1 pm, or by appointment

Course description

Understanding the **causes** of **global climate change** requires knowledge of the **Earth system** – its climate, energy balance, and biogeochemical cycles – and both the natural and human-caused factors that drive climate change. The **consequences** of climate change are widespread and complex, so that effectively managing solutions involves first understanding

the diverse impacts throughout the Earth system and human society, then addressing political and economic dimensions related to development and **energy conversion technology**.

GEOG 3900 is a science class open to all majors. We will build upon fundamental concepts to understand Earth's changing climate over different time scales and engage the consequences of climate changes currently facing our planet. We will examine the key evidence of climate change and learn directly from climate researchers how they conduct their science. In addition, we will explore links between climate and society's energy demands, sources and usage. By the end of the class, students will be more energy literate, and able to **critically evaluate** divergent facts about climate presented in **media** sources.

There are no prerequisites for the class. We will use basic arithmetic and some algebra, but no calculus.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Understand the fundamentals of Earth's climate system and how the radiative energy balance is altered by both natural and human-induced changes in biogeochemistry;
- Appreciate how climate science has developed historically and how technology has permitted observations of climate, climatic changes and testing hypothesized forcing;
- Identify specific features, hypothesized causes and implications of Earth's historical climate changes, with a particular focus on ice ages;
- Demonstrate understanding and practical conversion of energy units related to societal needs and everyday personal use;
- Identify, locate and properly cite peer-reviewed scientific literature;
- Critically examine the options that human society faces for mitigating, adapting and geoengineering responses to the consequences of altered climate;
- Work with other students to identify a problem and use fact-based knowledge and quantitative evidence to describe a scale-specific solution; and
- Thoughtfully engage with current events and media presentations related to climate change by connecting to relevant scientific understanding and uncertainty.

This course meets **General Education (GE)** requirements in one area - **Natural Science, Physical Science** (i.e. <http://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes>). Specifically this means we aspire to the following goals: Students understand the principles, theories, and methods of modern science, the relationship between science and technology, the implications of scientific discoveries and the potential of science and technology to address problems of the contemporary world.

We aim to address the **expected learning outcomes** as follows:

1) Students understand the basic facts, principles, theories and methods of modern science.

In this class, a combination of lectures, readings, exercises, and exams will help students comprehend the basic facts of Earth's climate system, including fundamental principles of energy balance, radiative forcing, the greenhouse effect (natural and 'enhanced'), the carbon cycle, feedbacks, natural climate variability, climate extremes and climate modeling. Students will access climate data, practice analyses, and critically evaluate evidence.

2) Students understand key events in the development of science and recognize that science is an evolving body of knowledge.

In this class, students will study the history of climate change science, with a particular focus on how we have understood ice ages, and the way the atmosphere functions.

3) Students describe the inter-dependence of scientific and technological developments.

In this class, students will examine how technology has informed our understanding of climate, what measurements document climate change, and how technology continues to provide critical observations of these changes, from the laboratory to satellites in space. We will visit an actual ice core paleoclimatology lab, and see it in action.

4) Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

In this class, students will confront the evidence of climate change impacts to human and natural systems and consider the implications of these for policy makers; climate change is considered one of the leading problems facing the contemporary world. We will provide the basic facts and physical principles involved, and what processes drives climate to change over different time scales. Students will practice with discussion and interact with concepts collectively in online discussions and group exercises, and evaluate dimensions of climate change mitigation, adaptation and geo-engineering during their final project.

HOW THIS COURSE WORKS

Mode of delivery: This course will be delivered in lecture format, with mostly in-person classes. Class periods will also feature some in-class exercises, guest lectures (potentially via zoom), and on-campus tours. Attendance is expected and will contribute to successful completion of the course. Because we are still in the midst of a pandemic, we will make efforts to accommodate students who are restricted from attending lectures. All course materials will be accessible from OSU's **Carmen Canvas** interface. Lecture slides will be posted to Carmen as pdfs after lectures.

Pace of activities: This course is divided into **weekly modules** that are released by the first scheduled class on Tuesday. These will include variable combinations of discussions, exercises, readings, and quizzes on content from both lecture and assigned readings. Many weekly assignments are due the following Monday by 11:59 p.m. Other assignments will have longer due dates, like the proxy description, and final project. Students are expected to keep pace with all deadlines and participate in scheduled class activities, arranging their time to complete exercises and readings, and being prepared for in class quizzes. A **weekly class schedule** will be provided outlining content and assignments. The ***schedule is subject to change*** so students should be sure to retain most current version. All scheduling changes will be articulated clearly to class via Carmen Announcements.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a passing grade.

Attendance and participation requirements: Student attendance and participation will be tracked by use of **TopHat**, as well as completion of feedback and entrance/exit surveys. Students are expected therefore to be attentive regularly to the class Carmen page. In addition to regular exercises, quizzes and exams, the following is a summary of expected participation:

- **Lectures: TWICE PER WEEK.** Lectures will be delivered **in person** during scheduled class period (**T/R 9:35-10:55 am**) in the assigned classroom in **University Hall 014**. These lectures are your best option for keeping current with the class and resolving questions you might have regarding readings and lectures.
- **TopHat: RANDOM DURING LECTURES.** Regular assessment of understanding and participation will be evaluated and recorded via TopHat during lectures. Your participation in these TopHat exercises will be used to contribute to the participation category in calculating your final grade. Most of the value will be participation alone, but a percentage (up to 50%) will be on the correctness.
- **Group activities: PERIODIC.** There will be in-class activities and a final group project that will require active participation and a single group grade. These include an on-campus tour and interactive games. The final project grade will be modified to reflect individual participation effort, but active involvement is expected from all students.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

We will use sections from **two primary textbooks** for the class. Required weekly readings will help organize our inquiry into global climate change AND provide good reference to basic

principles. Because students can access them in different forms, we do not require purchase; the Dessler (2012, 2014, 2021) text is listed as recommended with OSU Bookstore.

1. **Dessler, A. *Introduction to Modern Climate Change*.** Cambridge University Press. A third edition has recently been published, but previous editions also valid for the class.

First edition (2012): ISBN 978-0-521-17315-5. There are used copies available; it is on AMAZON. But it is also available for limited (2 users at a time) electronic resource through the OSU LIBRARY via ProQuest (accessible when on OSU computers):

<https://library.ohio-state.edu/record=b7011024~S7>

Second edition (2014): ISBN 978-1-107-48067-4. This newer version has been ordered and should be available at OSU Bookstore. It is also on online sites (e.g. Amazon or B&N for ~\$40, or as an eBook on Amazon or Google ~\$30).

A second available text is Mathez and Smerdon (2018).

2. **Mathez, E. and J. Smerdon. *Climate Change: The Science of Global Warming and our Energy Future*.** Columbia University Press. Full open access version online (pdf chapter downloads): <https://doi.org/10.7312/math17282>. ISBN 9780231547871 (e-book).

Other readings, media:

Occasionally we will also assign readings from additional sources (scientific articles, news, web pages, book sections). These will be announced in lecture and posted as assignments the modules where we will provide relevant web links or pdfs on Carmen. We will indicate the relevant weekly readings by date.

Other information complementary to the class can be found in mixed media (e.g. videos, podcasts). These will all be provided as pdfs or URL links via Carmen and linked to the weekly modules. One of the valuable resources students will obtain in the class will be a repository of articles, web media, and more that will be archived in Carmen.

Because our class learning goals include becoming familiar with peer-reviewed scientific literature, and critically evaluating material from the internet, we will introduce students to many sources of information as well as tools to organize, cite and reference them. We will enlist the assistance of a course librarian from the OSU Libraries, Professor Danny Dotson.

GRADING AND FACULTY RESPONSE

How your grade is calculated (% breakdown)

ASSIGNMENT CATEGORY	% POINTS
Participation	5
Exercises & Discussions	20
Paleoclimate proxy short paper	10
Quizzes	15
Exams (2)	30
Group video presentation	20
Total	100

Assignment descriptions:

Participation: This will be assessed based on student TopHat participation, completion of entrance/exit questionnaires, and attendance taken selectively for in-class activities).

Exercises & Discussions: Students will conduct weekly exercises or discussions. Exercises will comprise homework problems or other activities related to material presented in class. Discussions will comprise short answer responses to prompts using Carmen Discussions. Expectations for what comprises full credit will be further articulated for each module. Due dates may extend beyond the end of weekly modules but will be specified in the assignment.

Paleoclimate proxy short paper: Students will research and complete a short critical description about a paleoclimate proxy of their choice, demonstrating proper citation of information, including at least two peer-reviewed sources. 3 pages.

Quizzes: Quizzes will be given using Carmen quizzes, and will be based on material presented in lectures, readings, videos and other online material from the respective module. Note that some material from previous modules may also be on quizzes. They are generally released after the Thursday lecture and due the following Monday.

Exams: Two exams will be given during the semester based on class content. Guidance will be given beforehand about the format and scope of each exam given.

Final project: The final project will comprise a group research and video presentation. The groups will be assigned early in the class, and students will be interacting throughout the semester to select a topic and complete a video presentation. Students will also conduct reviews of other group presentations and engage in Q&A with students from other groups.

Late assignments

Please refer to Carmen for due dates. Generally, modules will be completed by midnight on Monday night before new modules begin on Tuesdays (first class session of each week). Late assignments will be penalized by 10% per day late, and only accepted up to a maximum of 4 days late. If students anticipate having conflicts, they are expected to discuss with instructors ahead of time.

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Instructor feedback and response time

We provide the following list to give you an idea of our intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For regular assignments, you can generally expect feedback within 10 days. Some exercises and papers will take longer to grade.
- **Email:** We will generally reply to emails and Carmen messages within **24 hours on days when class is in session at the university**. Please add "G3900" to the subject in your email to identify yourself; we teach multiple classes.
- **Discussion board:** We will check and reply to messages in the Carmen discussion boards regularly.

COURSE SCHEDULE

See separate document (**Weekly Schedule**) that is updated regularly on Carmen and labeled with current version date. Class content is subject to change, so students should download most current version. Changes will also be communicated using Announcements on Carmen.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Students should use proper grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics in class discussion forums.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** Proper citations of your sources will be emphasized in this class. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link. See academic integrity policy below.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

- **Quizzes and exams:** Students must complete the weekly quizzes and exams by themselves, without external help or communication from the internet or other people. Accessing personal notes from class material is permitted unless indicated otherwise.
- **Written assignments:** Students' written assignments, including discussion posts, should be their own original work. In formal assignments, students should follow a consistent citation style (e.g. MLA, APA, or AGU) to cite the ideas, conclusions and words of their research sources. ***It is essential that students use a proper citation style consistently (further explanation will be provided on writing assignments).*** Students are encouraged to have material proofread before submitting them — but no one else should revise or rewrite student work.
- **Reusing past work:** In general, students are prohibited in university courses from turning in work from a past class, even if modified. Students should discuss the situation with instructors in advance if there is any doubt.
- **Collaboration and informal peer-review:** The course includes opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If a student is unsure about a particular situation, ask ahead of time.
- **Group projects:** This course includes a group project and group activities. It can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. Instructors have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but students should ask about any uncertainties or issues.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [*Code of Student Conduct*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as

soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Basic computer and web-browsing skills are expected, and navigating Carmen is an essential skill for this course. For questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom for virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

REQUIRED EQUIPMENT

- Computer: current PC (Windows 7+) or Mac (OS X) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).
- [Zoom](https://osu.zoom.us/) (<https://osu.zoom.us/>) is the academic audio web conferencing solution for Ohio State, and we will be using it for some guest lectures, possible office hour options, and interactive course elements.
 - [Getting started with CarmenZoom](#)
- [TopHat](#): We will use TopHat to deliver quizzes during lecture for synchronous student response.

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.