

SYLLABUS

GEOG 3900.02

Global Climate Change: Researching Causes & Consequences
Autumn 2025 – Class# 28310 (recitation), 28309 (lecture)

COURSE OVERVIEW

Course information

- Lecture Days & Times (Room): Monday, Wednesday, Friday, 11:30 AM - 12:25 PM (Hitchcock Hall 031)
- Recitation Day & Time (Room): Thursday, 11:30 AM – 12:30 PM (Fontana Lab 2040)
- Credit hours: 4
- Prerequisites: None; not open to students with credit for 3900, 3900.02, 3901H
- Instruction Mode: In Person

Instructors

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

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- Office hours: DB 1136, Monday & Thursday, 10 - 11 AM, or by appointment

Graduate Teaching Assistant: Mariana Fontolan Littel

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- Office hours: DB 1070, Monday, 1 – 3PM, or by appointment

Graduate Teaching Assistant: Sam Porter

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Course description

This course is part of the **Sustainability theme** in the University's **General Education (GEN)** program. In addition, this is a **Research & Creative Inquiry** course, meaning that students can take this course to fulfill the entire Sustainability theme requirement. Two classes share the same title, "Global Climate Change: Causes & Consequences:"

1. GEOG 3900.01 (21405), a 3-credit-hour version of the class that is a general elective that also satisfies the GEN Sustainability Theme; and
2. GEOG 3900.02 (28309), a 4-credit-hour course that satisfies the GEN Sustainability Theme AND meets the requirements for High-Impact Practice (HIP): *Research & Creative Inquiry*. Students will attend the same lectures and complete all assignments as students in GEOG 3900.01, sharing the Carmen/Canvas pages (class #21405). They will also attend a 55-minute recitation period each week (class # 28310).

The class is open to all majors and will develop an advanced understanding of how Earth's climate functions and changes over different time scales both naturally and as a result of human activity. The climate system is vitally connected to **sustainability**. Students will critically examine the key evidence of how climate changes, gain experience with real climate data, and learn directly from climate researchers how they conduct their science. We will explore the diverse consequences and implications of our presently altered climate and how it will likely continue to change in the future. By the end of this class, students will be able to describe the fundamental processes of Earth's climate and the carbon cycle, be familiar with energy units used in everyday life, appreciate broader economic, policy and legal dimensions of climate change, and identify creative strategies to respond.

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

Goals and Expected Learning Outcomes (ELOs)

This is a sustainability GE course because understanding climate change requires analyzing and explaining how the natural climate system is now fundamentally connected to our social and economic systems. ***Ultimately, human caused climate change amplifies the sustainability challenges our society faces.*** Yet, because humans have agency in causing changes, we also have power to enact solutions. Therefore, students will link climate change and society's energy demands, sources and usage. They will research and work collaboratively to generate a scale-specific strategy to address climate change with practical actions or policies.

Course-based Goals

1. Students can articulate the scientific basis for, and consequences of, natural and human-produced climate change.
2. Students can describe how Earth's climate has changed over time, and how scientists have developed this knowledge.
3. Students can demonstrate literacy with concepts of energy and carbon cycling, including dimensional analyses, unit conversion, and usage in real-world case studies.
4. Students can propose compelling strategies to mitigate or adapt to climate change that critically acknowledge implications for different stakeholders and integrate quantitative reasoning.

GE Goals & ELOs for all themes:

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe and synthesize approaches or experiences as they apply to the theme.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

Sustainability Goals & ELOs:

Goal 3: Analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

ELO 3.1: Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.

ELO 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.

ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

How does this course address these goals & ELOs?

GE Goals 1 & 2: Climate change implicitly engages students in critical and logical thinking about sustainability because of the coupled ways in which society relies on climate but also impacts climate. Open to the full diversity of OSU undergraduate students, the class assumes no pre-requisite knowledge but does encourage self-assessment of developing new understanding.

- Students will critically engage in the hypothesis that human activities are altering the balance of radiative energy flow between the sun and Earth by altering the chemistry of the atmosphere but also reflect on the consequences and implications to future generations (see modules 1, 2).
- Students are challenged to go beyond mere descriptions of the greenhouse effect to derive a model from fundamental laws of radiation physics, and then critically examine observational data showing evidence of diverse effects to test if hypothesized forcings explain the evidence (see modules 3, 4, 5). Students will also access and cite peer-reviewed science literature about paleoclimatology (proxy short paper assignment) and substantiate their ideas for a final scale-specific solution to human caused climate change (final research project).
- Students engage in a combination of informed peer-group discussions and word problems as exercises on a weekly basis (see weekly modules) that provide opportunities to articulate connections to their broader academic knowledge and life experiences.
- Students complete an entrance and exit survey to assess knowledge and reflect on level of concern for issues, and compute and reflect on a personal “carbon footprint” calculations. Students engage in several interactive exercises culminating in a final project that will allow them to draw upon prior experiences to respond to new challenges.

Sustainability Goal 3: Students will develop an advanced understanding of how social and physical systems are coupled in driving the climate, linking energy to carbon and water cycles.

While essential for sustaining life, these are all impacted by human activity, and contribute to driving climate feedbacks.

- By connecting the composition of Earth's atmosphere to radiative balance, students will conceptually link fundamental physics to the resilience of the Earth system, as moderated by humans through energy conversion (fossil fuel combustion).
- Students will learn how human energy conversion technology has changed over time, resulting in an intensification of carbon dioxide emissions that is in the order of 10x more than natural fluxes (e.g. from volcanoes), causing climate alterations, impacting sustainability now and into the future. Students will study in detail how ideas and technology progressed to solve the problem of ice ages (module 9). Yet human activity also holds potential solutions; students critically evaluate alternative energy technologies, and even geoengineering solutions to cool global warming by radiation modification or carbon dioxide sequestration (modules 14, 15).
- Students will complete a final project involving identifying and formulating a "Scale-specific strategy" to address climate change in a particular context and present a compelling and quantitatively justified case. They will also conduct a formal evaluation of both their own and other group efforts.

Dimensions of Sustainability

Climate change touches on multiple dimensions of sustainability as defined at OSU: human and natural systems; earth and environmental systems; economy and governance; society and culture; engineering, technology and design; and health and well-being. We will focus primarily on the following four in this course:

- **Human and natural systems** are central ideas to the entire course, as we the processes and evidence for how human systems are capable of impacting climate change.
- **Earth and environmental systems** are given central focus as students learn fundamentals of how the atmosphere of Earth contains carbon and functions to alter flows of radiation that drives all climate. Properly assessing the causes and consequences of human impacts on climate is premised on understanding how the earth's environmental system works.
- **Economy and governance** are addressed with guest faculty experts on the economics of climate change and climate change law. Students appreciate that the impacts of climate change are not equal, and how more affluent lifestyles cause more warming, while those who suffer most are often the poorest. They will also critically evaluate the costs and benefits of certain strategies to address climate change.

- **Engineering, technology, and design** are central to the ways we convert energy to drive economies, and these concepts are likewise important as students critically evaluate all solutions to climate change.

Research-based objectives and expectations:

- 1. Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects).***

Students will undertake both a final group “Scale-specific strategy” (S-cubed) project and video presentation requiring them to conceptualize and research a strategy to address climate change, and an individual climate change consequence analysis paper (CCCAP). These projects will require students to identify their own problems and solutions, using critical thinking to frame appropriate and compelling ideas around specific factors related to the scale they identify.

- 2. Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work).***

The course requires an additional 45 hours of research-oriented work from students over the semester. This includes one 55-minute recitation with instructional in-class workshops and two hours per week of out-of-class assignments and activities. This work and additional instructor contact time will provide the scaffolding for the final group research paper. There are multiple scaffolding components that students will engage in to complete the project and acquire the necessary skills to conduct research and writing.

- 3. Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support.***

Central to the course is working collaboratively to create scale-based solutions to climate change. Working with faculty and peers is a crucial part of understanding the impacts of, and solutions to, climate change. Starting in module 1, the recitation will be established as a forum for students to position themselves as independent learners within a community of creative inquirers.

- 4. Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time.***

To provide practice with quantitative reasoning, exercises (homework) will expose students to dimensional analysis, energy units/conversion, and actual data on rate usage to scale. These

will all get graded and allow students to receive feedback. Office hour tutorials are also promoted, additional practice problems and answer keys, and asynchronous videos showing solutions step by step. Similarly, the CCCAP paper drafts and outline also include an annotated bibliography requiring students to not only properly locate peer-reviewed (and other) sources but express how they intend to use the source in their respective research papers. This critical thinking will be important to doing well, and this will permit prof/GTA to give valuable feedback and make corrections.

5. *Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work.*

Starting with instruction in module 5, students will engage in reflective integration and review at different stages of their research and writing. They will reflect on and respond to feedback with subsequent drafts of papers and the final presentation. In addition, recitations in modules 10 and 12 will focus on communication of research findings to different audiences and sharing with policy makers. This requires meaningful reflection and integrated syntheses. In modules 13 and 15, students will think about and practice responding to peer-reviewed criticisms about their research, which is an important process of integration and reflection in science. Students will conduct peer-reviews and responses in composing multiple drafts of their final research papers.

6. *Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework).*

The purpose of the S-cubed and CCCAP projects is for students to research scale specific strategies for addressing/adapting to climate change. Both require students to conceptualize a real-world application or consequence with specific scale and implications. Students are also expected to demonstrate literacy with concepts of energy and carbon cycling, including dimensional analyses. These word problems are real-world applications of climate change as they quantify the problems and necessary solutions. In addition to a dimensional analysis homework assignment that quantifies energy use and production, students are required to include relevant calculations as part of the S-Cubed project. Dimensional analysis is often used to quantify pay back periods for their proposed solutions. Payback periods can be financial, or emissions/energy based allowing students to conceptualize the feasibility of their proposed solution.

7. *Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration.*

As part of the S-Cubed project, students present an 'elevator pitch' of their research project, as well as produce a video. The elevator pitches occur during class time and will be open to the

public. These pitches are two minutes in length and include a brief overview of the project. Students are encouraged to invite relevant officials to class to see their pitch and initiate conversation regarding implementation of the proposed solution. Likewise, the group project videos will contain detailed information about the proposed solution including background research and quantitative analysis. These videos will be posted publicly online for viewing by anyone who is interested.

8. *Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.*

Students are assigned to final project groups and are given opportunities to do role-playing exercises to explore the differential impacts of climate change. In the Wedges game, student groups think critically and assign self-rated scores of how their portfolio of policy options to reduce carbon would be perceived by different stakeholders, including members of least developed countries. In the Climate Simulation game, students enact the differential access of wealth and privilege by positions in the room. In this case, the debriefing is key.

9. *Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy).*

The subject matter in this class on climate change exposes students to topics that often can raise personal levels of anxiety, even despair. Frankly, the political contention and dire prognosis of future warming with unjust outcomes can be discomforting. We thus take explicit and intentional efforts to facilitate and equip students to work through and process their emotions while also establishing the classroom to be a safe space to share concerns and engender a welcomed place of belonging regardless of political perspectives. Frequent communication is expected, and we ask students to self-rate and rate each other in terms of their level and nature of interaction with group mates. We also use expert guidance in the form of guided debriefing with professional outreach staff from Byrd Polar.

HOW THIS COURSE WORKS

Mode of delivery: This course will be delivered in person. Class periods will feature lectures, in-class exercises, discussions, and on-campus tours. Weekly recitation class periods will focus on further developing research related skills and scaffolding activities towards the final research project. Attendance is expected and will contribute to the successful completion of the course. All course materials will be accessible from OSU's **Carmen Canvas** interface.

NOTE: Given the overlap in lectures and class activities, students enrolled in GEOG 3900.02 will also be enrolled and have access to the GEOG 3900.01 class pages, where all common

course materials (e.g., lecture notes, exercises, discussions, announcements, quizzes, exams) will be accessed, and all assignments submitted.

Weekly activities and materials: This course is divided into **weekly modules** that are released on Carmen Canvas by the first scheduled class on Mondays. These will include variable combinations of discussions, exercises, readings, and quizzes covering content from lecture, recitation and assigned readings. Lecture slides will be posted to Carmen as pdfs after lectures. 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 **4-credit-hour course**. According to [Ohio State policy](#), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading, exercises, research and assignment preparation, for example) to receive a passing grade.

Attendance and participation requirements: Student attendance and participation will be tracked using **Top Hat**, 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: THREE PER WEEK.** Lectures will be delivered in person by the Professor as well as occasional guest experts and assistants during the scheduled class period in the assigned classroom. These lectures will be held in common with the 3-credit version of the class and provide regular venue to contact the Professor and GTA.
- **Recitations: ONCE PER WEEK.** Recitations sessions comprise interactive 55-minute in person class periods held in the assigned classroom, and participation is required for this 4-credit version. Activities will focus on building progressive knowledge and practice with research and creative inquiry skills, allowing instructors to provide feedback for scaffolding components of the final project.
- **Top Hat: RANDOM DURING LECTURES.** Regular assessment of understanding and participation will be evaluated and recorded via Top Hat during lectures. Student participation in these Top Hat exercises will be used to assess attendance in class and this, in turn, contributes to the participation category in calculating the final grade. Most value will be participation alone, but a percentage (up to 50%) will be on the correctness.

- **Group activities: PERIODIC.** There will be in-class group activities in addition to the S-cubed group project that will require active participation and a single group grade. Students will be allowed to provide an evaluation of their own and other group member participation effort in the S-cubed project, 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, 204) is listed as recommended with OSU Bookstore.

1. **Dessler, A. *Introduction to Modern Climate Change*.** Cambridge University Press. Three editions have been published (2012, 2014, 2021). ***While the third has the most up-to-date information, all editions are valid for the class.***

First edition (2012): ISBN 978-0-521-17315-5. This has been ordered in previous classes and used copies should be available; it is on AMAZON. It is also available in the OSU Library: https://search.library.osu.edu/permalink/01OHIOLINK_OSU/1oqfg3i/alma991024095609708507

Note that one copy (limited to 2 users at a time) is an electronic resource through eBook Central at the OSU LIBRARY (accessible when on OSU computers):

<https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/detail.action?pq-origsite=primo&docID=807187>

There is a second edition (2014): ISBN 9781107480674, and the most recent is the third edition (2021): ISBN 9781108793872. This newest version has been ordered and should be available at OSU Bookstore. It is also on online sites (e.g. Amazon, B&N as paperback or as an eBook on Amazon or Google).

The 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, 2018. Full open access online (pdf chapter downloads) is available when students log in through the library. ISBN 9780231547871: <https://www-degruyter-com.proxy.lib.ohio-state.edu/document/doi/10.7312/math17282/html>

Other readings, media:

Occasionally we will also assign readings from additional sources (scientific articles, news, web pages, book sections). When appropriate, we will direct students to important publicly available climate change information like the 5th National Climate Assessment Report (<https://repository.library.noaa.gov/view/noaa/61592>) and materials from the Intergovernmental Panel on Climate Change (<https://www.ipcc.ch/>). 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 valuable resource 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.

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. The IT Service Desk offers 24-hour support, seven days a week.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **Self Service and Chat Support:** <https://osuitsm.service-now.com/selfservice/>

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 virtual meetings](#)
- [Recording, editing, and uploading video](#)

REQUIRED EQUIPMENT

- Computer: current Mac (OS) or PC (Windows) 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 Copilot 365](#): All Ohio State students are now eligible for free Microsoft Office 365 through Microsoft's Student Advantage (BuckeyeMail) program. Full instructions for downloading and installation can be found at <https://it.osu.edu/microsoft-365>.
- [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](#)
- [Top Hat](#): We will use TopHat to deliver quizzes during lectures for synchronous student response.

CARMEN ACCESS

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect to Carmen, all OSU users must register.

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- There are multiple options for using BuckeyePass. Be sure to check them out!

If you need further assistance you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated (% breakdown)

ASSIGNMENT CATEGORY	% POINTS
Participation	5
Exercises & Discussions	10
Paleoclimate proxy short paper	10
Quizzes	10
Exams (2)	10
Group video presentation	15
Research Recitation/CCCAP	40
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 Friday lecture and due the following Tuesday.

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.

Group video presentation: The final project will comprise a group research project and video presentation. 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. Final project components will be scaffolded into the class schedule. Students will also conduct reviews of other group presentations and engage in Q&A with students from other groups.

Research recitation & CCCAP: Students will participate in a recitation class each week, developing progressive skills and receiving feedback on scaffolded assignments towards the culminating individual semester final project, the Climate Change Consequences Analysis Paper (CCCAP) (detailed in separate document with grading rubric). The topic will be self-identified, and both accessing and properly citing peer-reviewed literature selected from OSU library databases will be required.

Late assignments

Please refer to Carmen for due dates. Generally, modules will be completed by midnight on Sunday night before new modules begin on Mondays (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 them 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 "G3900.02" 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

Class Modules, Dates, Recitations, Assignments, Readings

There are two weekly components to this 4-credit class, each with regularly updated weekly schedules (contained in separate documents): 1. Lectures with associated assignments; and 2. Recitations with associated research activities and CCCAP project.

1. Lectures with associated exercises, projects, quizzes and exams are shared with GEOG 3900.01 (21405), so students will use the same class schedule as posted to the common Carmen/Canvas pages. Specific class content and readings are **subject to change** to accommodate guest speakers, so a separate document will be posted to Carmen/Canvas. Students will be advised of updates to the schedule and should follow the version with the most **current date** of this document:

G3900.02 AU25 Weekly Lecture & Recitation Schedule

2. Recitations are designed to provide additional time for research skills development and a separate recitation schedule will likewise be posted and updated regularly, along with a detailed description of the CCCAP project. Students should refer to the following documents:

3900.02 AU25 Project & Recitation Description

OTHER COURSE POLICIES

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for

citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **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:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **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:** You must complete the weekly quizzes and the midterm exam by yourself, without external help or communication from the internet or other people. Accessing personal notes from class material is permitted.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow a consistent citation style (e.g. MLA, APA, or AGU) to cite the ideas and words of your research sources. ***It will be essential that you use a proper citation style consistently in your proxy description and final paper (further explanation will be provided).*** You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited from working in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with us.
- **Falsifying research or results:** All the research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **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 you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. We have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let us know if you have any questions.

Academic Misconduct

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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they

request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances).

Copyright for instructional materials

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 educational purposes.

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's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

SLDS offers in-person exam proctoring services. Students who are registered with SLDS and whose accommodations include adjustments to exams (e.g., additional time) will only be able to schedule an exam in the SLDS database if there is a seat available. Early scheduling of your exams – within the first two weeks of class – is strongly encouraged. SLDS will collaborate with you to try to find a space, but it is your responsibility to contact them early in the semester to initiate the process. The scheduling deadline is 1 week in advance. SLDS will allow students to schedule their exams within a 3-day window (class exam day + 2 days after). Students are expected to schedule their exams as close as possible to the day and time the exam is given in class. Students are strongly encouraged to take the exam on the same day, and overlapping in time, as the other students.

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For policies on Artificial Intelligence and Academic Integrity; Grievances and Solving Problems; Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct see: <https://ugeducation.osu.edu/academics/standard-syllabus/standard-syllabus-statements>