



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit CLAS Department SGSUP

Subject GPH Number 381 Title Geography of Natural Resources Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____
Course description: _____

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SO/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name John Duncan Shaeffer Phone 480-965-3652

Mail code 5302 E-mail: shaeffer@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Elizabeth A. Wentz Date: 1/26/15

Chair/Director (Signature):

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	See yellow highlighting on the 1 st 4 pages of the syllabus
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	See yellow highlighting on the 1 st 4 pages of the syllabus
<input type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	

Course Prefix	Number	Title	Designation
GPH	381	Geography of Natural Resources	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1 & 2c. The first of the three major learning goals for GPH 381 is to study the locational aspects of various natural resources around the globe. Resources covered in the course are all viewed in terms of their worldwide distributions. See yellow highlighting on pages 1 and 2 of the syllabus.</p>	<p>See yellow highlighting on the 1st 4 pages of the syllabus-- especially in regards to the first of the three major learning goals of the course, but also in part of the third learning goal. All learning goals are listed on the second page of the syllabus. Knowing the major locations and distributional aspects of these resources is very, very important to understanding natural resource use in general. Close to 3/4 of the course or perhaps even up to 80% deals with locational aspects and resource principles outside of the U.S. Again, see the the yellow highlighting on the 1st 4 pages of the syllabus.</p>	<p>In the syllabus listing of each of the topics covered within the course's six major units (water, soils and agricultural resources, livestock and forest resources, metals, energy resources, and other resources and resource conflicts), you will find (on yellow highlighting in pages 2 through 4 of the syllabus), numerous, numerous instances of global distributions being highlighted. There are 10 topics listed for each unit. In the first 4 units (water, soils and agricultural resources, livestock and forest resources, and metals), 8 of the 10 topics deal with places outside of the U.S. In the last 2 topics (energy resources and other resources and resource conflicts), 6 of 10 and 7 of 10 topics, respectively, are concerned with understanding the distributions and principles of natural resources outside of the U.S. Again see the yellow highlighting on pages 2 through 4 of the syllabus.</p>

GPH 381	<u>Geography of Natural Resources</u>	3 G
Nature and distribution of natural resources and the problems and principles associated with their use.		
Allow multiple enrollments: No		Primary course component: Lecture
Repeatable for credit: No		Grading method: Student Option
Offered by: College of Liberal Arts and Sciences -- School of Geographical Sciences and Urban Planning		

GPH 381 GEOGRAPHY OF NATURAL RESOURCES

ASU--3 credits Fall 2014—Session C

iCourse 81235

Read this syllabus carefully & thoroughly, as there is a mandatory quiz on it.

Instructor: Dr. Shaeffer
Email: use the “Send Email” function on Blackboard
Office Hours: M 1:30-4pm; COOR 5650 Tempe

ASU Service: <http://my.asu.edu/service>

Textbook: Craig, James, et al. 2011. *Earth Resources and the Environment*, 4th ed. Boston, MA: Pearson Prentice Hall. Print or ebook.
The book is available at the ASU Bookstore or you may also order it online. The ISBN for the book is 0321676483. For more information from the ASU bookstore, go to: <http://sundevilbookstores.com>. You may also purchase an ebook version from coursesmart.com

Atlas: Veregin, Howard (editor). 2010. *Goode’s World Atlas*, 22nd ed. Chicago, IL: Rand McNally (distributed by Pearson Prentice Hall). Print.
The atlas is available at the ASU Bookstore or you may also order it online. The ISBN for the atlas is 0321652002. For more information from the ASU bookstore, go to: <http://sundevilbookstores.com>

Online Lectures: All course lectures are online and available through the class Blackboard site. The online lectures are in the Presentation format (using Adobe Presenter software) and are narrated (with audio) Powerpoint files.

Course Description and Requirements Met: GPH 381’s catalog description is “Nature and **distribution of natural resources** and the problems and principles associated with their use.” This course fulfills one of the two “Science and Society” course requirements for the College of Liberal Arts and Sciences (to fulfill the entire requirement, a second “Science & Society” course must also be completed). GPH 381 also covers the Global Awareness (or “G”) for ASU General Studies.

Learning Goals: Natural resources are a highly important part of our world and their importance is only growing through time. In this course, through diligent effort and study on your part, you will come to understand the following (which are my objectives for you in this course):

- 1 The main locational aspects of the primary resources of the earth. While the course will not cover every detail of resource location, you will get a good overview and become familiar (in general) where natural resources are located. Location, as well as numerous other aspects related to location, is a major geographic theme, and these aspects are heavily emphasized in the course.
- 2 You will become familiar with the importance of natural resources to us, our dependence on them, and how this importance is growing through time (rather than diminishing as some scholars had previously predicted). How we use those resources, how we impact our environment to obtain them, and problems of resource overuse (and even underuse in some cases) will be stressed and you will come to understand these issues.
- 3 A number of scientific principles (primarily from environmental and sustainability sciences) will be discussed and understood within the context of resource distribution and use and you will grow to be familiar with these principles. These will be discussed in numerous settings (as examples abound--globally as well as in the U.S.) in terms of both proper use and application of these principles as well as in terms of misapplication and abuse, and you will become knowledgeable of these examples.

Course Units: There are 6 units for the course, listed here with the major topics covered but not all topics are listed here).

Unit Topic

1 Water

- global-scale fresh water distribution
- threat from floods and droughts
- global agricultural use vs. other uses
- scarcity & stress issues and locations
- western U.S. case studies (including Arizona)
- use/conservation issues with Asian case studies
- quantity vs. quality and locations with India case studies
- global pollution issues, including oceanic pollution
- global fishing resources--natural catch & aquaculture
- the “tragedy of the commons” with North Atlantic case studies

2 Soils and Agricultural Resources

- ubiquitous nature/ingredients needed for good agriculture
- basics of soil science/soil fertility issues
- soil fertility and population density with SE Asia case studies
- world’s most important agricultural areas

- subsistence vs. market-agriculture & resource relation to those
- world's most important crops for animals/indirect consumption
- U.S. agricultural zones/exports
- plantation zones and illegal drug crop areas--similar principles
- biofuels with South America case studies
- global agricultural threats to biodiversity

3 Livestock and Forest Resources

- cows in India--multiple issues
- Asian nomadic pastoralism and transhumance
- carrying capacity--worldwide application and "mis"application
- desertification--African and Asian case studies
- concentrated "animal farms" in Europe and the U.S.
- types of forests & their worldwide distributions
- timber harvesting--major locations globally
- advantages and disadvantages of clearcutting
- deforestation issues with focus on Africa and South America
- sustainable timber harvesting/reforestation

4 Metals

- iron ore--issues & global locations
- bauxite/aluminum--issues & global locations
- ferroalloys & the importance of South Africa
- issues in less developed world regions
- issues in more advanced world regions
- South Africa & Australia comparisons & contrasts
- western U.S. case studies (including Arizona)
- strategic and rare earth minerals (South Africa focus again)
- mining complexes in Russia and Australia
- the future of metals

5 Energy Resources

- North American energy consumption issues
- coal--globally plentiful but problematic
- coal's lingering important influence globally
- petroleum distribution--esp. Middle East & North America
- natural gas--Russian & Middle Eastern issues
- "fracking" & American (and Canadian) energy resurgence
- nuclear power--past problems & current renaissance
- hydropower--developed vs. less-developed countries
- solar and wind--European and Californian examples
- tidal/wave/biomass/algae/hydrogen--to the future

6 Other Resources and Resource Conflicts

- scenic/tourist resource issues in major world regions
- wildlife as a resource (Indian and African case studies)

- developers vs. environmentalists
- government agencies vs. government agencies
- urban resource issues--landfills, sewage, water, open space, etc.
- influential countries without large resource bases
- resource wars--multiple issues
- “blood diamonds” (and other “blood” minerals)
- polar resources--future development?
- seafloor resources—future development?

Grading:

Top 5 Lecture Quizzes (60 points each)	300 points
Top 5 Reading Quizzes (30 points each)	150 points
Top 5 Map Quizzes (20 points each)	100 points
Final Exam	<u>30 points</u>
TOTAL POSSIBLE:	580 points

<u>GRADE</u>	<u>POINTS*</u>	<u>GPA Calculation</u>
A	551	4.0
A-	522	3.67
B+	493	3.33
B	464	3.0
B-	435	2.67
C+	406	2.33
C	377	2.0
D	290	1.0

(*minimum points needed for the grade)

Note: There is no C-, D+, or D- in the ASU grading system. An E grade (failing) is for students who earn less than 290 points. There is no extra credit.

Lecture Quizzes: There are 6 lecture quizzes (1 per unit) worth 60 points each, with the top 5 scores counting towards the final grade. If you take all 6 lecture quizzes, the lowest score will be dropped, which also means you may miss 1 without a penalty. **Make-ups are not allowed.**

All lecture quizzes will cover material from the online lectures. Take ample notes over the online lectures, and extensively review those notes, before each lecture quiz. Each lecture quiz will be taken online through Blackboard (via the “Units” link) and has **30 multiple-choice questions** (worth 2 points each)--and you will have **30 minutes to complete it.**

Plan ahead & give yourself ample time to go through the lectures before taking the quizzes. It is difficult to go through all of the lectures for a unit in a single day, especially if that is the day for taking a lecture quiz.

To succeed on the lecture quizzes, you will need to be well prepared before downloading the questions, because you will not have much time to look up answers in your notes within the 30-minute time limit. **Prepare as if you were taking the lecture quiz in an in-person class environment--where you wouldn't be able to use your notes (even though you may use your notes in this iCourse)--but think of your preparation in those terms.**

Make sure to complete each lecture quiz the first time you download it **as the timer starts ticking the first time you start a quiz, and the timer doesn't stop if you take any "breaks."** All lecture quizzes are open for 19 hours, from 5 AM until **11:59 PM** (Tempe, AZ time), on the following Tuesdays:

<u>Lecture Quiz Dates</u>	<u>Topic Covered</u>
1--T September 9	Water
2--T September 23	Soils; Agriculture
3--T October 7	Livestock; Forestry
4--T October 28	Metals
5--T November 18	Energy
6--T December 2	Others; Resource Conflicts

Reading Quizzes: There are 6 reading quizzes (1 per unit) worth 30 points each, with the top 5 scores counting towards the final grade. If you take all 6 reading quizzes, the lowest score will be dropped, which also means you may miss 1 without a penalty. **Make-ups are not allowed.**

All reading quizzes will cover textual material from the textbook (**2 chapters per quiz**). There are no questions over photos, photo captions, maps, tables, charts, graphs, or other figures. Nor are there any questions over the "focal points" section at the beginning of each chapter, the "introduction" section at the beginning of 9 of the 12 assigned chapters (chapters 1, 7, and 8 have no "introduction" section), and the grayed-out "box" stories. Questions are over text only, not including the above-stated material.

Each reading quiz will be taken online through Blackboard (via the "Units" link) and has **30 multiple-choice questions** (worth 1 point each)--and you will have **60 minutes to complete it**. To succeed on the reading quizzes, you will need to be well prepared before downloading them, because you will not have much time to look up answers within the 60-minute time limit.

Make sure to read and be thoroughly familiar with the textual content of the chapters before taking the reading quizzes. Do not jump into the

quizzes “cold” (without strong prior preparation)--as that will almost ensure getting a poor reading quiz score. Mark the text, use tabs or “post it” notes, or otherwise delineate the text at key locations in the chapters--do what it takes to get good scores on the reading quizzes.

Make sure to complete each reading quiz the first time you download it **as the timer starts ticking the first time you start a quiz, and the timer doesn’t stop if you take any “breaks.”** All reading quizzes are open for 19 hours, from 5 AM until **11:59 PM** (Tempe, AZ time), on the following Wednesdays:

<u>Reading Quiz Dates</u>	<u>Text Chapters</u>
1--W September 10	1 & 11
2--W September 24	3 & 12
3--W October 8	4 & 9
4--W October 29	7 & 8
5--W November 19	5 & 6
6--W December 3	10 & 13

Map Quizzes:

There are 6 map quizzes (1 per unit) worth 20 points each, with the top 5 scores counting towards the final grade. If you take all 6 map quizzes, the lowest score will be dropped, which also means you may miss 1 without a penalty. **Make-ups are not allowed.**

Each map quiz will be drawn from the document entitled “Map Quiz Study Questions” (in the “Units” link). Prepare for the quiz by using the atlas to answer those study questions.

Each map quiz will be taken online through Blackboard (via the “Units” link) and has **10 multiple-choice questions** (worth 2 points each), and you have **10 minutes to complete it**. To succeed on the map quizzes, you will need to be very prepared by having the map quiz study questions completely and accurately answered--and well-studied--before downloading the quiz, because you have very little time for the questions within the 10-minute time limit. This will greatly help you to have good map quiz scores, even within the short 10-minute time frame of the quiz.

Make sure to complete each map quiz the first time you download it **as the timer starts ticking the first time you start a quiz, and the timer doesn’t stop if you take any “breaks.”** All map quizzes are open for 19 hours, from 5 AM until **11:59 PM** (Tempe, AZ time) on the following Thursdays:

<u>Map Quiz Dates</u>	<u>Map Content</u>
1--TH September 11	Water
2--TH September 25	Soils; Agriculture

3--TH October 9	Livestock; Forestry
4--TH October 30	Metals
5--TH November 20	Energy
6--TH December 4	Others; Resource Conflicts

Final Exam:

The Final Exam is worth 30 points and is comprised of **30 multiple-choice questions from the textbook**. The Final Exam questions are based on the following selected reading material from the textbook: pages 1-4, 41-43, 117-121, 229-231, 315-316, 381-382, the “focal points” section at the beginning of all 13 chapters, the “introduction” section at the beginning of 10 of the 13 chapters (chapters 1, 7, and 8 have no “introduction” section), and the grayed-out “box” stories from the entire textbook. There are no questions over photos, photo captions, maps, tables, charts, graphs, or other figures. Questions are over text only. No other material from the textbook will be on the Final Exam.

The Final Exam is taken online through Blackboard and has **30 multiple-choice questions** (worth 1 point each), and you have **60 minutes to complete it**. To succeed on the Final Exam, you will need to be well prepared before downloading it, because you will not have much time to look up answers within the 60-minute time limit.

Make sure to complete the Final Exam the first time you download it **as the timer starts ticking the first time you start the exam, and the timer doesn’t stop if you take any “breaks.”** The Final Exam is open anytime starting on November 24, but it expires at **11:59 PM** (Tempe, AZ time) on Saturday December 13.

Blackboard Quizzes

READ, and RE-READ the 12 points of this section VERY CAREFULLY. These 12 points are very important to your grade!

- 1 When taking the lecture quizzes, reading quizzes, and map quizzes on Blackboard (as well as the Final Exam) you are not allowed any “retakes” and you will need to complete a quiz the first time you download the questions--**as the timer starts ticking the first time you start a quiz, and the timer doesn’t stop if you take any “breaks.”** You are not allowed to “check out” or look at the questions ahead of time.
- 2 Do not open additional windows on your computer while taking your quizzes, as that may cause a technical glitch. When you finish your quiz, click “**save and submit**.” After you do so, your score is recorded automatically. **Check under “Grades” right away to make sure your score was posted.** If something seems amiss, email me within 30 minutes of your quiz attempt (see below).

- 3 You will be penalized if you take more than the 30 minutes allowed for the lecture quizzes, the 60 minutes allowed for the reading quizzes and the Final Exam, or the 10 minutes allowed for the map quizzes. Note that Blackboard quizzes do NOT automatically stop when you reach the time limit--they just keep on going. Usually Blackboard quizzes give you a 1-minute warning, but do not rely on this warning, as various browser and “pop-up blocker” issues sometimes prevent this warning from appearing.
- 4 Have your browser “status bar” ON to see your elapsed time. For backup, keep track of your elapsed time with a watch or a clock not dependent on your computer. *Not having the 1-minute warning or not being able to see the elapsed time on your computer is no excuse for going over the time limit.* Again, **use a watch or clock for backup.**
- 5 Do NOT stop a quiz after you have started it (thinking you’ll resume it later), as **the timer starts ticking the very first time you start a quiz and does not stop if you take any “breaks.”** As mentioned above, you will need to complete all quizzes the first time you download the questions.
- 6 To avoid going overtime on your quizzes, make sure to submit your quiz at least 10 seconds ahead of time, as the submission process for Blackboard quizzes normally takes 6-8 seconds. Even going 1 second overtime on your quiz will result in a penalty, so make sure to submit your quiz with plenty of time to spare.
- 7 **The penalty for going overtime on your quizzes is 2 points per minute.** Your quiz score will be deducted 2 points per minute (and a pro-rated deduction for a partial minute) for going overtime on your quizzes.
- 8 If you exceed the allowed time, an exclamation point (!) will show up under “Grades.” I will later replace that exclamation point with a score that reflects the late penalty. **If technical problems beyond your control cause you to go overtime on your quizzes, email me within 30 minutes of your quiz attempt.** Not being penalized for going overtime--due to technical problems beyond your control--counts as a “reset” for you (see below for explanations of “resets”).
- 9 **If you have any technical problems with the quizzes (or the Final Exam), email me within 30 minutes of your quiz attempt.** Most technical problems occur with weak internet signals, or not having high-speed internet, or by trying to open up other windows on your computer while taking the quizzes. A strong signal and a fast internet connection are needed for quiz submission. As mentioned above, check under “Grades” right away to make sure your quiz score was recorded.

- 10 **Occasionally, due to technical problems**, such as using a weak signal, or having a poor internet connection when submitting a quiz, or by opening up additional computer windows, or if you click on the quizzes before you are ready to take them--either accidentally or intentionally--you may see an “in progress” symbol in “Grades.” If you see this symbol, you may need a “**reset**” for your quiz. **Email me within 30 minutes of your quiz attempt to obtain the reset.** Only I can reset quizzes. While helpful with other matters, the support staff at <http://my.asu.edu/service> cannot reset quizzes.
- 11 3 “free” resets are allowed during the course for technical problems. The 4th reset, and every reset thereafter, will “cost” you a 5-point deduction on your quiz score. Resets may only be used for technical problems. **Again, all requests for resets must come within 30 minutes of the quiz or Final Exam attempt.** As mentioned above, also counting as “resets” are occasions when going over the time limit--due to a technical problem beyond your control--does not result in a late penalty.
- 12 For quiz feedback, each Monday--and on Mondays only--you may view (only from the quizzes that were due the previous week) your quiz questions and answers, including correct answers on the ones you missed.

Keys for Success: Going through the lectures--Go through every single lecture (your biggest key to success). Going through each lecture in this iCourse is equivalent to attendance in an in-person class.
Notetaking--Take numerous notes during the lectures in preparation for the lecture quizzes.
Reviewing--Review your notes **extensively** before each lecture quiz.
Reading--Read the textbook thoroughly, mark it accordingly, and review it in preparation for the reading quizzes and the Final Exam.
Map Studying--Answer all of the “map quiz study questions” out of the atlas & study those questions & answers carefully before taking the map quizzes.
Get extra help--If you need help, please contact me by email (using the “Send Email” function on Blackboard).

Notes and Policies: Email--Use the “Send Email” function on Blackboard to send me a message. When sending emails, subject lines should be clear and specific. Blank subject lines, or subject lines with words such as “hey,” are unclear and easily mistaken for spam.

If you use a non-ASU email address, you must connect that to your @asu.edu address, as all email communication from me will go to your @asu.edu address. Make sure your @asu.edu address is active & working. You are responsible for following up if you are concerned you missed a message due to your @asu.edu address not working correctly.

Other Technical Issues--Make sure you have the latest version of the Adobe Acrobat Reader (it's a free download) so that you can view all PDF files. Make sure that all "pop-up blockers" on your computer are turned OFF, as files in Blackboard may appear in new windows, and "pop-up blockers" may prevent you from viewing those files. In this, as in all other other computer/technical issues, please direct all inquiries to <http://my.asu.edu/service>

If the computer and/or internet connection you normally use are not working, then use a different computer and/or a different internet connection. There are computers available with internet at all ASU campuses (in libraries and at specific computing facilities). Public libraries, other public offices, coffee shops, and internet cafes, have computers and internet connections available for your use. In short, there is no excuse for missing quizzes because of computer and/or internet issues.

Network Outages--To see the current operating status of ASU's network of servers, go to the following link: <http://syshealth.asu.edu/> The status of unscheduled outages, for whatever reason, may also be viewed using the above link. In addition to using the service website at <http://my.asu.edu/service> you may also call them at 1-855-278-5080.

Honors Contracts--Students that are members of Barrett, The Honors College, have the opportunity to earn credit for an Honors Contract for GPH 381. Email me for further details.

Disability Accommodations--I will make accommodations for students with limitations due to disability, including learning disabilities. In order to be accommodated for disabilities, students **must** be registered with the Disability Resource Center (DRC) at ASU. If you fall into this category, I must be contacted by the DRC office no later than September 5, and it is your responsibility to make sure the DRC office contacts me by that date.

Academic Integrity--Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Syllabus Modifications--I reserve the right to modify the contents of this syllabus. Any changes will be announced on the course Blackboard site

and sent through class-wide emails, and students are responsible for being aware of any such announced changes.

Agreement Policy--Students agree to accept and comply with these requirements by choosing to remain enrolled after learning of these course conditions.

Calendar:

All quizzes (as well as the Final Exam) must be submitted by 11:59 PM (Tempe, AZ time) on the dates specified. You are encouraged to view all lectures well before the lecture quiz dates.

<u>Date</u>	<u>Date for</u>
TH August 28	the Syllabus Quiz deadline (opens August 21)
T September 9	Lecture Quiz 1
W September 10	Reading Quiz 1
TH September 11	Map Quiz 1
T September 23	Lecture Quiz 2
W September 24	Reading Quiz 2
TH September 25	Map Quiz 2
T October 7	Lecture Quiz 3
W October 8	Reading Quiz 3
TH October 9	Map Quiz 3
T October 28	Lecture Quiz 4
W October 29	Reading Quiz 4
TH October 30	Map Quiz 4
T November 18	Lecture Quiz 5
W November 19	Reading Quiz 5
TH November 20	Map Quiz 5
T December 2	Lecture Quiz 6
W December 3	Reading Quiz 6
TH December 4	Map Quiz 6
SA December 13	the FINAL EXAM deadline (opens November 24)

Other dates:

November 5--course withdrawal deadline (the deadline to withdraw from a single course)

December 5--complete withdrawal deadline (the deadline to withdraw from all courses)

Syllabus Quiz:

The 20-question syllabus quiz has no impact on your grade; however, it is mandatory to take it, as it serves as a “practice” quiz. The syllabus quiz is open until TH August 28, expiring at 11:59 PM (Tempe, AZ time), and is available under the “Syllabus” link. You must receive a 20/20 on the syllabus quiz (and it can be attempted multiple times, unlike the regular quizzes in the course). None of your other quiz grades in the course will be valid unless you receive a 20/20 on the syllabus quiz.

Fourth Edition

EARTH RESOURCES AND THE ENVIRONMENT

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Goode's World Atlas

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Cover Image

Top half. Blue Marble Next Generation monthly composite image for August. Blue Marble Next Generation images are derived from MODIS data at a spatial resolution of 500 meters. MODIS (Moderate Resolution Imaging Spectroradiometer) sensors on board the Terra and Aqua satellites provide global coverage every one to two days in 36 spectral bands. Source: NASA Visible Earth program (<http://visibleearth.nasa.gov>).

Bottom half. Map of humid tropical forest loss for the period 2000-2005, derived from MODIS and Landsat imagery. Humid tropical forest loss is estimated to be over 27 million hectares for this period. Source: Hansen, M.C., Stehman, S.V., Potapov, P.V., Loveland, T.R., Townshend, J.R.G., DeFries, R.S., Pittman, K.W., Stolle, F., Steininger, M.K., Carroll, M., and Dimiceli, C. (2008). Humid tropical forest clearing from 2000 to 2005 quantified using multi-temporal and multi-resolution remotely sensed data. *PNAS*, 105(27), 9439-9444. (<http://globalmonitoring.sdsu.edu/projects/gfm/humidtropics/data.html>).

The cover image illustrates how remote sensing data, coupled with geographic information systems for analysis and display, are increasingly being used to map and monitor changes in the global environment.