



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School (Select One) Department School for the Future of Innovation in Society
Prefix FIS Number 394 Title Antarctica: Humans & the Environment Units: 6
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

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials (Required) [Signature]

Course description:

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: Yes
Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

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 (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Jameson Wetmore E-mail wetmore@asu.edu Phone 480-727-0750

Department Chair/Director approval: (Required)

Chair/Director name (Typed): David Guston Date: 3/17/17

Chair/Director (Signature): [Signature]

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted).</p> </div> <p style="text-align: center;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted).</p> </div> <p style="text-align: center;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted).</p> </div> <p style="text-align: center;">C-3</p>		

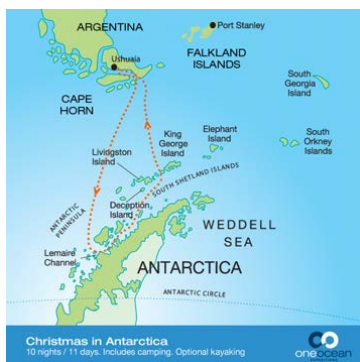
## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted)</p> </div> <p style="margin-top: 20px;">C-4</p>			

Course Prefix	Number	Title	General Studies Designation
FIS	394	Antarctica: Humans and the Environment Study Abroad Program	L

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	55% of the grade of the first 3 credits of this course are focused on two iterative writing assignments: a short essay assignment and a longer research paper.	This gets a little confusing as this is a 6 credit course and we are applying for 3 credit hours worth of "L" designation. In the 3 credits that will be carried out in the US students must write (5%) and rewrite (10%) a short essay based on the readings. They must also complete an independent research project through a series of steps: proposal (5%); outline (5%); first version of project (10%); final revised version of project (20%).
2	The students will be challenged to engage critically with material throughout the course.	The two writing assignments help to train the students to engage with material critically. The first essay requires that they gather evidence beyond the course in the form of two articles that help them to contextualize and grapple with the key ideas being presented. The research paper offers the students a chance to do a deep dive on a topic of their own choosing. The feedback the students get throughout the semester will be designed to both help students refine their thought process and better articulate that thought process.
3	There will be two primary writing assignments for the course.	This course requires two writing assignments - an essay inspired by the course readings and an independent research project of the student's own devising.
4	Students will get written feedback on both major writing assignments at each stage of the process.	The first essay assignment is in part designed to let students know the quality of writing expected in the course. They will get written comments on their first version and then have to submit a revised version that take those comments into account. For the research paper, students will get written feedback at every stage. They will get comments on their proposal, comments on their outline, the first written version of their project, and the final version of their project.



## FIS 394 ANTARCTICA: HUMANS AND THE ENVIRONMENT

6 CREDIT HOUR  
2018 STUDY ABROAD PROGRAM



**Study Abroad Antarctica** includes a fall online course and a two week field excursion to Antarctica via Ushuaia, Argentina over winter break. The course is a collaboration among SUNY Brockport, Virginia Tech, The Ohio State University, and Arizona State University as well as American Universities International Programs (AUIP), University of Canterbury, New Zealand, and Gateway Antarctica: Centre for Antarctic Studies and Research.

Jamie Spiller, Ph.D.  
History/ Graduate School  
SUNY Brockport  
jspiller@brockport.edu

Larry Krissek, Ph.D.  
School of Earth Sciences  
Ohio State University  
krissek.1@osu.edu

Lori Blanc, Ph.D.  
Biological Sciences  
Virginia Tech  
lblanc@vt.edu

Jameson Wetmore, Ph.D.  
Innovation in Society  
Arizona State University  
Wetmore@asu.edu

**Course Description:** Antarctica is a wondrous place – the “coldest, windiest, driest, highest, quietest, most remote, and least understood continent on earth.” It has been an object of human speculation for millennia and a prize for explorers, sealers and whalers, scientists, and geostrategists for more than two hundred years. The course examines this unique corner of the world and provides a broad overview of its human and natural history. Special attention is given to Antarctica’s physical and ecological systems as well as human activity in the region, sustainable tourism, and use of south polar resources.

During the fall online course, students “attend” weekly online lectures **webcast in real-time Wednesdays at 6-7:30 pm Eastern Time from August 29 – December 5** [Note that because of Daylight Savings Time, the time will change for those of us in Arizona. Students should contact Prof. Wetmore if accommodations need to be made for this change.] During the fall students will write and rewrite a short essay, complete a midterm project and final essay exam, prepare an independent research paper in their area of interest, and submit an annotated bibliography of their field course readings. During the two-week Antarctic excursion via Ushuaia, Argentina, students work on one-of-two group field studies (with ship-board presentation and post-trip group paper submission), and submit journal entries (during the trip) and a post-trip synthesis essay and a media outreach assignment. The field course begins with a group overnight flight from Miami, FL on December 16 and culminates with an overnight flight landing in Miami early morning on December 31. When students return from the trip they will submit a revised version of the research paper, a Group Field Study Report, a Course Synthesis Paper, and a Retrospective Media Outreach Project.

**Course Objectives-** Students will:

1. Develop, through lectures and assigned readings, an interdisciplinary understanding of the biophysical and human dimensions of life in Antarctica, as well as its history and potential future.
2. Develop specialized knowledge, through independent study, of the issues in a specific, chosen area of Antarctic inquiry (e.g., history of science/exploration, environmental ethics, geology and global climate change, marine bird or southern forest conservation, etc.).
3. Develop, through field study, critical appreciation of issues in exploration, exploitation, conservation, and sustainable tourism in the Antarctic region.
4. Enhance intellectual maturity and confidence through teamwork, cross-cultural engagement, and self-reflection.

**Fall Online Lecture Attendance:** Viewing all online lectures (live or archived) and active participation in online discussions is required. It is **expected** that students view the online lectures “live” (unless they receive prior approval from course instructor to watch taped version) so that they can write in questions for the presenters and stay on top of coursework.

**Field Course Attendance:** Punctual attendance and active engagement is required for all scheduled, program–related activities (e.g. group meetings, field excursions, lectures and student presentations) unless student receives course instructor approval - students will lose 10% of their final grade for chronic lateness or for each day or part-day they fail to participate. Participation in voluntary field activities is at the discretion of the student (with consultation of course instructors). **Please note-** students must not leave the group without consent of faculty leaders.

**Academic honesty:** Students are expected to conduct themselves in a professional manner and produce honest and ethical academic work. Academic dishonesty will not be tolerated. This includes giving false reasons for missing assignment deadlines, tolerating academic dishonesty of others, and plagiarism— copying and/or representing another person’s words or ideas as one's own. All academic work must meet the standards for academic honesty for your university:  
<https://provost.asu.edu/academic-integrity>

**Course Management Software:** All students participating in the course will use **Blackboard**, The College at Brockport’s course management software.

## COURSE ASSIGNMENTS

This course is divided into two parts. Half of the activities are done on the ground in the United States. The second half of the activities will take place in Chile, on the boat, and in Antarctica during the two week study abroad program. Students will receive 6 credit hours for the full program. Because the course is broken into two parts, the points in the first part add up to 100% and the second part add up to 100%, each roughly equaling 3 credit hours.

### Part A: Online Course

*1. Midterm assignment and final essay exam (35%)*

The midterm assignment and final essay exam are currently posted in the Blackboard course page

**Midterm assignment** submitted via the Blackboard *midterm assignment dropbox* using filename “*student lastname midterm assignment*” is due **November 6 (15%)**

**Final essay exam** submitted via the Blackboard *final essay exam dropbox* using filename “*student lastname final essay exam*” is due **December 4. (20%)**

2. **Short essay (15%):** Students will write and rewrite a 500 word essay based on topics currently posted in Blackboard that draw on course lectures, course readings and at least two external sources (essays <450 words or >550 words will be returned for author revision).

The **first essay** submitted via the Blackboard *Essay #1 dropbox* using filename “*student lastname essay #1*” is due **September 30. (5% of grade)**

Students will receive feedback on the form, writing, and argument of their first essay and use this input to recraft their essay. This **revised essay** is submitted via the Blackboard *Essay #2 dropbox* using filename “*student lastname essay #2*” is due **October 28. (10% of grade)**

**Format of Essay:** Your essay should be structured into four main parts.

**Introduction:** Outline background to the question and set out your framework for discussion (~ 100 words).

**Discussion:** Address a key issue from the readings you find important. The discussion should be thoughtful, well-written, and persuasive, supported by evidence from the course readings and at least two external readings you gather. Be sure to clearly separate main discussion points (~ 300 words).

**Conclusion:** Sum up discussion and provide clear set of concluding points (~ 100 words).

**References:** These are not included in your word limit. You should use class readings and lectures, and cite these in the body of the essay and reference list, using the American Psychological Association citation guidelines mentioned above. You should also use at least one additional reference from the peer-reviewed literature, which you have found yourself. Please cite this/these and add to references at the end of the essay.

3. **Independent research project (40%):** Based on literature published in peer-reviewed journals, students develop a ~1500 word research paper exploring a topic related to their area of interest or major.

The first step of this project is to submit a **Research paper proposal** to the Blackboard *research proposal dropbox* using filename “*student lastname research proposal*” on **September 16**. The proposal includes a one paragraph summary statement and a bibliography containing at least 5 sources from the published literature on a topic of the student’s own choosing. Students will get feedback from the faculty on the relevance and feasibility of their proposed project. (5% of total grade)

Second students will create a **Research paper outline** submitted to the Blackboard *research outline dropbox* using filename “*student lastname research outline*” on **November 11**. The outline includes a proposed title, topic and thesis, short sentence summary of each paragraph, and updated bibliography. Students will again get feedback on their outline. (5% of total grade)

Before we leave for Antarctica students will write a **Research paper** submitted to the Blackboard *research paper dropbox* using filename “*student lastname research paper*” on **November 25**. Students will get written feedback on their paper to help them refine and focus their ideas and arguments. (10% of total grade)

After we return from the trip students will write a Revised research paper submitted to the Blackboard *revised research paper dropbox* using filename “*student lastname research paper*” on **January 15, 2019**. This final research paper will be informed not only by the comments of the faculty, but also by the student’s own experience on the continent. (20% of total grade)



The approximately 1500 word final paper should use Times New Roman 12-point font, single-spaced, and one inch margins, and follow American Psychological Association (APA) citation guidelines (references and optional appendices not included in word limit). Grades will be penalized for incorrect filenames and for late submission (10% loss/day late).

APA citation guideline example (author. (date). article title. *journal title*, volume #: pages.) e.g:

Spiller, J. and Kissek, L. (2016). Traveling With Students to Antarctica. *Journal of Off-the-Wall Academics*, 30:692-703.

4. *Field course bibliography (10%)*: In advance preparation for the Antarctic excursion, each student identifies a preferred field module as part of the Midterm Assignment. After formal assignment by course instructors, each student completes the electronically reserved readings for that module (posted on Blackboard) and submits an annotated bibliography (one paragraph description of the topic, arguments, and evidence of each source) via the Blackboard *field bibliography dropbox* using filename “*student lastname field bibliography*” by **December 11**. Grades will be penalized for incorrect filenames and for late submission (10% loss/day late).

## **Part B: Field Course (Winter Break- December 16-31, 2018)**

### *1. Field module (45%)*

Students choose one of two field modules, depending on their area of interest. These in-depth group projects are based on field observations in Antarctica and Ushuaia. Module descriptions, readings, and support materials are posted in Blackboard. The field course readings, course instructors, and ship-board field staff are resources to help you complete the modules – but not to provide you with the answers.

Final group module/research project paper submitted via the Blackboard *field module dropbox* using filename “*Student group name field module paper*” is due by **January 15, 2019**.

### *2. Student field journal and course synthesis paper (45%)*

One of the objectives of this course is to enhance intellectual maturity and confidence through team work, cross-cultural interaction, and self-reflection. The field journal assignment includes directed reflection on the course as well as student experiences, observations, and interactions with the Antarctic environment and other ship passengers. Students submit their journal entries for review during the excursion to course instructors, and they use these entries to produce a post-trip 4-6 page course synthesis paper.

Synthesis paper submitted via the Blackboard *synthesis paper dropbox* using filename “*student lastname synthesis paper*” is due by **January 15, 2019**.

### *3. Retrospective Media Outreach project (10%)*

Produce a media story (e.g., newspaper article, blog, video, public presentation, poster) or an educational outreach activity (~500 words) that describes how you benefited from the course, raises awareness of this study abroad course, or educates others about Antarctica. It must include details on BOTH your academic and personal experience related to both the online and field course components. The final product should (a) sufficiently professional so you could submit it to your college newspaper or study abroad office and (b) explain how you plan on using your project for outreach.

Retrospective Media Outreach project submitted via the Blackboard *media paper dropbox* using filename “*student lastname media paper*” is due by **January 15, 2019**.

## READINGS, LECTURES AND OTHER CLASS MATERIAL

**Online Course:** Fall semester lectures (60-75 minutes each) are coordinated by American Universities International Programs (AUIP) and delivered by experts from the University of Canterbury's Gateway Antarctica: Centre for Antarctic Studies and Research. Before the fall online course begins, students will receive by email a username and password with instructions for logging into the online lecture site. You will need a speaker or headset to listen to the weekly online lectures, but will not need a microphone. The course syllabus, assignments, and weekly readings (listed in the schedule below) are posted in Blackboard, as are the dropboxes for all assignments.

**Field Course: PLEASE NOTE-** before departing for the Antarctic excursion, students need to assemble and bring (in print or electronic form) all readings and materials posted on Blackboard that are associated with the field module assignment and field journal assignment. Students can (a) print the documents and compile them in a notebook or (b) organize them in digital form on a notebook or laptop to bring on the field course. **You must have these documents in Antarctica!**

**Recommended:** Antarctic wildlife field guides are very helpful for students conducting the seabird field project. Dr. Spiller will have one of each of the following field guides that students can borrow, but you may want to bring your own:

Carey, P. and Franklin, C. (2009). *Antarctica Cruising Guide*. Wellington, New Zealand: Awa Press.

Shirihai, H. (2008). *The Complete Guide to Antarctic Wildlife*. Princeton, NJ: Princeton University Press.

**Grade assessment:** Final grades for all credits will be assessed together and as follows:

	B+ 87.0 - 89.99 %	C+ 77.0 - 79.99 %
A 93.0 - 100 %	B 83.0 - 86.99 %	C 73.0 - 76.99 %
A- 90.0 - 92.99 %	B- 80.0 - 82.99 %	C- 70.0 - 72.99 %

## FALL COURSE SCHEDULE

**Week 1** – Wednesday August 29, 2018 (6 pm ET)

**Presenter:** Jamie Spiller (SUNY Brockport), Course Introduction

**Reading:**

*Reflections at the End of the Earth*. 9-51.

**Week 2** – Wednesday September 5, 2018 (6 pm ET)

**Presenter:** Gabriela Roldan (Gateway Antarctica), Ushuaia and the Antarctic Peninsula

**Reading:** (Read one of the following):

Bertram, E., Muir, S., & Stonehouse, B. (2007). Gateway ports in the development of Antarctic tourism. *Prospects for Polar Tourism*, 123-146.

Elzinga, A. (2013). Punta Arenas and Ushuaia: early explorers and the politics of memory in constructing Antarctic gateway cities. *The Polar Journal*, 3(1), 227-256.

**Week 3** – Wednesday September 12, 2018 (6 pm ET)

**Presenter:** Gabriela Roldan, Ushuaia: Tourism destination or frontier town? The impacts of tourism at the end of the world

**ASSIGNMENT due:** Research Paper Proposal by Sunday, September 16 at 11:59 pm

**Week 4** – Wednesday September 19, 2018 (6 pm ET)

**Presenter:** Peter Carey (SubAntarctic Foundation), History of Antarctic Exploration

**Reading:**

Martin, S. (1996). *A History of Antarctica*. Sydney: State Library of New South Wales Press. 17-31.

Pyne, S. J. (1986). *The Ice: A Journey to Antarctica*. Iowa City: University of Iowa Press. 65-115.

**Week 5** – Wednesday September 26, 2018 (6 pm ET)

**Presenter:** Neil Gilbert, Antarctic Territorial Claims and Intro to Antarctic Treaty System

**Reading:**

Dodds, K.J. (2010). Amongst the palm trees: ruminations on the 1959 Antarctic Treaty. *Polar Record*, 46(1), 1-2.

Baker, F.W.G. (2010). Some reflections on the Antarctic Treaty. *Polar Record*, 46(1), 2-4.

Beck, P.J. (2010). Fifty years on: putting the Antarctic Treaty into the history books. *Polar Record*, 46(1), 4-7.

Berkman, P.A. (2010). Common interests in the international space of Antarctica. *Polar Record*, 46(1), 7-9.

Bulkeley, R. (2010). The political origins of the Antarctic Treaty. *Polar Record*, 46(1), 9-11.

Haward, M. (2010). Australia and the Antarctic Treaty. *Polar Record*, 46(1), 11-14.

Joyner, C.C. (2010). The Antarctic Treaty and the law of the sea: fifty years on. *Polar Record*, 46(1), 14-17.

Rothwell, D.R. (2010). Sovereignty and the Antarctic Treaty. *Polar Record*, 46(1), 17-20.

**ASSIGNMENT due:** First Essay due by Sunday September 30 at 11:59 pm

**Week 6** – Wednesday October 3, 2018 (6 pm ET)

**Presenter:** Peter Carey, Antarctic Birds

**Reading:** (review list of birds at following website)

[https://en.wikipedia.org/wiki/List\\_of\\_birds\\_of\\_Antarctica](https://en.wikipedia.org/wiki/List_of_birds_of_Antarctica)

**Week 7** – Wednesday October 10, 2018 (6 pm ET)

**Presenter:** Peter Carey, Antarctic Marine Ecosystems

**Reading:**

Barnes, D. and Clarke, A. (2011). Antarctic marine biology. *Current Biology*, 12(12), 451-457.

**Week 8** – Wednesday October 17, 2018 (6 pm ET)

**Presenter:** Oliver Marsh (Gateway Antarctica), Glaciology and Ice

**Reading:**

Paolo, F. et al. (2015). Volume loss from Antarctic ice shelves is accelerating. *Science*, 348(6232), 327-330.

**Week 9** – Wednesday October 24, 2018 (6 pm ET)

**Presenter:** Paul Broady (University of Canterbury), Terrestrial Ecosystems in Antarctica

**Reading:**

Convey, P. (2010). Terrestrial biodiversity in Antarctica- Recent advances and future challenges. *Polar Science*, 4, 135-147.

**ASSIGNMENT due:** Revised Essay due by Sunday October 28 at 11:59 pm

**Week 10** – Wednesday October 31, 2018 (6 pm ET)

**Presenter:** Bryan Storey (Gateway Antarctica), Antarctic Geology

**Reading:**

Four short, non-peer reviewed entries in *The Antarctic Sun* (<http://antarcticsun.usap.gov/>), an online newspaper funded by the U.S. National Science Foundation Office of Polar Programs to raise awareness of publicly-funded Antarctic research and other related happenings.

Continental connection: Research paper suggests East Antarctica and North America once linked: <http://antarcticsun.usap.gov/science/contenthandler.cfm?id=2497>

Tectonic evolution: Geologists study ancient Antarctic landscape as possible influence on climate: <http://antarcticsun.usap.gov/science/contenthandler.cfm?id=2415>

Turning over an old leaf: Paleobotanists reconstruct Triassic with fossilized plant material: <http://antarcticsun.usap.gov/science/contenthandler.cfm?id=2412>

Warmer continent: Newly published study finds Antarctica a hotter place 14 million years ago: <http://antarcticsun.usap.gov/science/contenthandler.cfm?id=1510>

**ASSIGNMENT due:** Midterm Assignment by Sunday November 4 at 11:59 pm

**Week 11** – Wednesday November 7, 2018 (6 pm ET)

**Presenter:** Gary Steel (Lincoln University), Antarctic Psychology

**Reading:**

Norris, K. et al. (2010). Future directions in Antarctic psychology research. *Antarctic Science*, 22(4), 335-342.

**ASSIGNMENT due:** Research Paper Outline by Sunday November 11 at 11:59 pm

**Week 12** – Wednesday November 14, 2018 (6 pm ET)

**Presenter:** Neil Gilbert, Environmental Management, Environmental Protocol, and the CEP

**Reading:**

Chown, S. et al (2012). Challenges to the Future Conservation of the Antarctic. *Science*, 337, 158-59.

Tin, T. et al (2009). Impacts of local human activities on the Antarctic environment. *Antarctic Science*, 21(1), 3-33.

**Week 13** – NO CLASS – THANKSGIVING BREAK

**ASSIGNMENT due:** Research Paper by Sunday November 25 at 11:59 pm

**Week 14** – Wednesday November 28, 2018 (6 pm ET)

**Presenter:** Bryan Storey, Antarctic Research: Exploring the BIG questions

**Reading:**

Bentley, M. (2015). Recent Climate Change: Causes and Impacts of Climate Change in Antarctica. *Exploring the Last Continent*. Switzerland: Springer Int. Pub., 505-520

International Association Antarctica Tour Operators (IAATO). *Climate Change in Antarctica: Understanding the Facts*.

**ASSIGNMENT due:** Final Essay Exam by Sunday December 4 at 11:59 pm

**Week 15** – Wednesday December 5, 2018 (6 pm ET)

**Presenter:** Jamie Spiller and Larry Kissek, Antarctic Field Excursion Orientation

**ASSIGNMENT due:** Field Course Annotated Biblio. by Sunday December 9 at 11:59 pm

**Final Research Paper due by January 15, 2019**

**Field Course Assignments due by January 15, 2019**

Group Field Study Report

Course Synthesis Paper

Retrospective Media Outreach Project