

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

| | | | |
|----------------|--|-------------------|-----------------------|
| College/School | College of Integrative Sciences and Arts | Department/School | Social Science |
| Prefix: | STS | Number: | 250 |
| Title: | Science, Society, and Global Warming | | Units: |
| | | | 3 |

Course description: **Addresses global warming and its implications for society, including evidence and components of warming, measurement of warming and global change, and the social and political aspects of change.**

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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

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

Requested designation: Social-Behavioral Sciences–SB **Mandatory Review:** No

*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 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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 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 | Nicholas Alozie | E-mail | Alozie@asu.edu | Phone | 480-727-1395 |
|------|-----------------|--------|----------------|-------|--------------|

Department Chair/Director approval: (Required)

| | | | |
|------------------------------|------------|-------|----------|
| Chair/Director name (Typed): | Duane Roen | Date: | 3/6/2018 |
|------------------------------|------------|-------|----------|

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|-----------------------------|---|
| Chair/Director (Signature): |  |
|-----------------------------|---|

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

| ASU--[SB] CRITERIA | | | | | |
|--|---|--|--|---|--|
| A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided. | | | | | |
| YES | NO | | Identify Documentation Submitted | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>1. Course is designed to advance basic understanding and knowledge about human interaction.</p> | <p>STS250 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.</p> | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>2. Course content emphasizes the study of social behavior such as that found in:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <p>Sociology, Economics and Political Science</p> </td> </tr> </table> | <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY | <p>Sociology, Economics and Political Science</p> | <p>STS250 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.</p> |
| <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY | <p>Sociology, Economics and Political Science</p> | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p> | <p>STS250 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.</p> | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>4. Course illustrates use of social and behavioral science perspectives and data.</p> | <p>STS250 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.</p> | | |

ASU--[SB] CRITERIA

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|-------------------------------------|-----------------------------|
| STS | 250 | Science, Society and Global Warming | SB |

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) |
|---|---|---|
| 1. Course is designed to advance basic understanding and knowledge about human interaction. | The students will develop an understanding of human interaction by first gaining a basic understanding of climate change and global warming, and then studying the social, political, and economic implications of the causes and consequences of global warming. | STS 250 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters. Syllabus with blue circle marked Criteria 1: The Course Description gives a summary of the basic knowledge each student will gain about global warming and human interaction. "Course Description: This course provides an up-to-date examination of global warming/climate change and its connection to society. We will study the components of global climate (past, present, and future), the measure (data) and evidence of climate change, the possible causes of climate change (natural verses human), the impact of climate change on nature (sea level rise, melting artic ice caps, weather patterns, deforestation, forest wild fires, and the possible extinction of plants and animals), the direct impact of climate change on humanity (water shortages, food shortages, and flooding), indirect impact of climate change on humanity (political crisis, health crisis, human migration, technological innovation, and religious conflict), models for predicting future climate changes, human resistance to most kinds of change, the political and economic aspects of climate change (including the possibility of war over food, water, and energy), and some of the possible technological and political solutions to the climate change crisis." |

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| <p>2. Course content emphasizes the study of social behavior such as that found in Sociology, Economics and Political Science.</p> | <p>Once the student has gained a basic understanding of global warming, this course will then emphasize the social, political, and economic components to global warming, many of which may not be immediately apparent to the student.</p> | <p>STS 250 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.</p> <p>Syllabus with red circle marked Criteria 2: The course Learning Outcomes state that by the end of this course, each student will:</p> <ul style="list-style-type: none"> •gain understanding of the elements and measure of weather and climate, •gain understanding of the evidence of climate change and the earth's paleo-climate as indicated by scientific data, •gain insight into the possible natural and human causes of climate change, •gain insight into the short-term and long-term direct consequences of climate change to the natural environment (such as rising sea level), •gain insight into the short-term and long-term direct consequences of climate change to humanity (such as property abandonment as a result of flooding), •gain insight into the short-term and long-term indirect consequences of climate change to humanity (such as ecological refugees and economic impact), •gain knowledge of the connection between technological evolution/development and climate change, •gain insight into human resistance to change (social, economic and political), •gain insight into the national and international political and economic aspects of climate change; and •gain insight into how the interplay of technology and human activity may hold the answers to remedying the consequences of climate change. |
| <p>3a. Course emphasizes the distinct knowledge base of the social and behavioral sciences.</p> | <p>This course emphasizes the distinct knowledge base of sociology, political science and economics in the context of the issues and concerns of global warming.</p> | <p>STS 250 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.</p> <p>The course continually draws from concepts and theories in a variety of disciplines within the social sciences to address and explain the human causes and the human impacts of</p> |

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| | | <p>global warming. Students are then required to demonstrate their social and behavioral science knowledge throughout the course in class assignments.</p> <p>Syllabus marked with green Criteria 3: The course schedule with textbook chapters and associated video indicate the study of social and behavioral science.</p> <p>Course Schedule: Note: The below listed schedule of course content is for a 15-week iCourse session. The schedule would differ for a 7-week session; however, course content would remain the same.</p> <p>BLOCK ONE What is Global Warming? What is Climate Change? Read: Maslin's Introduction and Chapter 1: What is Climate Change Video: Years of Living Dangerously, Episode 1: Drought & Deforestation Outline: Fill in the Block One Reading Outline; due by Wednesday. Written Assignment: Write a 3-page paper answering the Block One Written Assignment questions; due by Wednesday.</p> <p>BLOCK TWO Evidence of Climate Change Read: Maslin's Chapter 2: The Climate Change Debate Video: Years of Living Dangerously, Episode 3: Coral Reef Data Outline: Fill in the Block Two Reading Outline; due by Wednesday. Written Assignment: Write a 3-page paper answering the Block Two Written Assignment questions; due by Wednesday.</p> <p>BLOCK THREE Climate Change and the Direct Impacts on Nature and Society Read: Maslin's Chapter 3: Evidence of Climate Change Video: Years of Living Dangerously, Episode 2: Drought, Forest Wild Fires, Deforestation & Human Migration</p> |
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| | | <p>Outline: Fill in the Block Three Reading Outline; due by Wednesday. Written Assignment: Write a 3-page paper answering the Block Three Written Assignment questions; due by Wednesday.</p> <p>BLOCK FOUR Climate Change and the Indirect Impacts on Society Read: Maslin’s Chapters 5: Climate Change Impacts Video: Years of Living Dangerously, Episode 4: Energy, Families, Religion & Politics Outline: Fill in the Block Four Reading Outline; due by Wednesday. Written Assignment: Write a 3-page paper answering the Block Four Written Assignment questions; due by Wednesday.</p> <p>BLOCK FIVE Climate Change Models for the Future Read: Maslin’s Chapter 4: Modelling Future Climate & Chapter 6: Climate Surprises Video: Years of Living Dangerously, Episode 5: Super Storms & the New Normal Outline: Fill in the Block Five Reading Outline; due by Wednesday. Written Assignment: Write a 3-page paper answering the Block Five Written Assignment questions; due by Wednesday.</p> <p>BLOCK SIX Global Warming and National/International Politics Read: Maslin’s Chapter 7: Politics of Climate Change Video: Years of Living Dangerously, Episode 6 & 7: Politics, Economics & the Crusade against Clean Energy Outline: Fill in the Block Six Reading Outline; due by Wednesday. Written Assignment: Write a 3-page paper answering the Block Six Written Assignment questions; due by Wednesday.</p> <p>BLOCK SEVEN Crisis: International Cooperation, Economics and Possible Mitigations of Climate Change Read: Maslin’s Chapter 8: Solutions &</p> |
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|--|---|--|
| | | <p>Chapter 9: Envisioning the Future Video: Years of Living Dangerously, Episode 8 & 9: Political Crisis, War & President Obama Outline: Fill in the Block Seven Reading Outline; due by Wednesday. Written Assignment: Write a 3-page paper answering the Block Seven Written Assignment questions; due by Wednesday.</p> |
| <p>4. Course illustrates the use of social and behavioral science perspectives and data.</p> | <p>Students completing this course are expected to develop an understanding of social science perspectives and data; specifically within the study of the social, political, and economic implications of global warming.</p> | <p>STS 250 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.</p> <p>Syllabus marked with green Criteria 4 (same as Criteria 3).</p> <p>Class readings, lectures and assignments model the use of social-science research and data for students. The students are then expected to demonstrate their knowledge of these conclusions and data throughout the course. Class readings and lectures will reinforce principles of social science, and course assignments will assess knowledge of these principles.</p> <p>The textbook for this course contains material presenting the social science perspective and uses data sources through standard social science and scientific methodology. Course requirements include readings and outlines of the textbook and written assignments discussing the social science issues of global warming.</p> |

SYLLABUS

Arizona State University at the Polytechnic Campus
College of Integrative Sciences and Arts
Faculty of Social Sciences

STS 250: Science, Society and Global Warming

Fall 2018 – Session C
Schedule Line Number: (3 units)
Pre-requisite: None.

Meeting Dates: August 16 – November 30, 2018 (Fall Session C)
Location: Online (via Blackboard)
Instructor: Cynthia Hawkinson
Office: Santa Catalina (SANCA) 252B; ASU Polytechnic Campus
Office Phone: (480) 727-1526
Office Hours: Wednesdays and Fridays at 1:00pm-2:30pm, but please e-mail for an appointment so that I am certain to be available.
Email: cynthia.hawkinson@asu.edu

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This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions or concerns, please send your inquiry to cisa@asu.edu.
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Course Description:

Over the past 30 years, global warming (and climate change) has been a concern widely discussed by the scientific community, and has gained popular awareness through political and entertainment figures. Some people have called it a “sky-is-falling hysterical warning”, while others have called it “the largest man-made ecological disaster of recorded human history”. But is it a disaster? What really are the consequences of global warming? Is it man-made? What about pre-recorded history? Has global warming and climate occurred in the past? What is global warming and climate change, and who or what is to blame? What, if anything, can be done to stop it?

Criteria 1

This course provides an up-to-date examination of global warming/climate change and its connection to society. We will study the components of global climate (past, present, and future), the measure (data) and evidence of climate change, the possible causes of climate change (natural verses human), the impact of climate change on nature (sea level rise, melting artice ice caps, weather patterns, deforestation, forest wild fires, and the possible extinction of plants and animals), the direct impact of climate change on humanity (water shortages, food shortages, and flooding), indirect impact of climate change on humanity (political crisis, health crisis, human migration, technological innovation, and religious conflict), models for predicting future climate changes, human resistance to most kinds of change, the political and economic aspects of climate change (including the possibility of war over food, water, and energy), and some of the possible technological and political solutions to the climate change crisis.

Course Learning Outcomes: Criteria 2

Students are expected to:

- gain understanding of the elements and measure of weather and climate,
- gain understanding of the evidence of climate change and the earth's paleo-climate as indicated by scientific data,
- gain insight into the possible natural and **human causes of climate change**,
- gain insight into the short-term and long-term direct consequences of climate change to the natural environment (such as rising sea level),
- **gain insight into the short-term and long-term direct consequences of climate change to humanity (such as property abandonment as a result of flooding),**
- **gain insight into the short-term and long-term indirect consequences of climate change to humanity (such as ecological refugees and economic impact),**
- gain knowledge of the connection between technological evolution/development and climate change,
- gain insight into human resistance to change (social, economic and political),
- gain insight into the national and international political and economic aspects of climate change; and
- gain insight into how the interplay of technology and human activity may hold the answers to remedying the consequences of climate change.

Core Curriculum: The course material is divided into 7 Blocks. See the ***Course Schedule*** for assignment due dates (pages 4-5).

- Block 1: What is Global Warming? What is Climate Change?
- Block 2: Evidence of Climate Change
- Block 3: Climate Change and the Direct Impacts on Nature and Society
- Block 4: Climate Change and the Indirect Impacts on Society
- Block 5: Climate Change Models for the Future
- Block 6: Global Warming and National/International Politics
- Block 7: Crisis: International Cooperation, Economics and Possible Mitigations of Climate Change

Required Textbooks: You will need your textbook immediately.

Maslin, Mark. *Climate Change: A Very Short Introduction, 3rd Edition*. Oxford University Press. 2014. (Paperback ISBN: 9780198719045)

Be certain that you have the correct edition of the textbook. The Reading Outlines will not necessarily match up with older or international editions.

Additional readings will be required to complete the assignments. These readings (from sources such as *National Geographic*, *Popular Science*, *CNN*, and *BBC*) will be posted with the assignments on the course Blackboard page.

Course Format:

Student learning (via Blackboard) will occur through assigned videos and readings, plus Reading Outlines and Written Assignments resulting from student reading and independent research. Student learning will also occur through Instructor interaction via Blackboard Announcements, assignment Grading Comments, and ASU e-mail. This course does **not** include exams, quizzes or extra credit.

Graded Work: Each item will have detailed instructions attached to the assignment.

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| Reading Outlines (7 x 25 points each) | 175 |
| <u>Written Assignments (7 x 25 points each)</u> | <u>175</u> |

TOTAL POSSIBLE POINTS: 350

Grading Scale: ASU grading policy. Grading curves will not be used.

| <u>Course Grade</u> | <u>% of Points</u> | <u>Total Points</u> | <u>ASU GPA</u> |
|---------------------|--------------------|---------------------|----------------|
| A+ | 98-100 | 341-350 | 4.33 |
| A | 93-97 | 323-340 | 4.0 |
| A- | 90-92 | 314-322 | 3.67 |

| | | | |
|----|-------|---------|------|
| B+ | 88-89 | 307-313 | 3.33 |
| B | 83-87 | 289-306 | 3.0 |
| B- | 80-82 | 279-288 | 2.67 |
| C+ | 78-79 | 272-278 | 2.33 |
| C | 70-77 | 244-271 | 2.0 |
| D | 60-69 | 209-243 | 1.0 |
| E | 0-59 | 0-208 | 0.0 |

Course Schedule: Though not anticipated, some minor changes may be made as we move through the semester. Please watch the Announcement Page of the course Blackboard site for written notice of any changes. Students are responsible for being aware of any such changes.

Assignment due dates are listed below (and on the course Blackboard page). You may submit your work early, however, once the work has been submitted, you may not resubmit or edit for a higher grade. Late work will be accepted with grade penalty (see “Late Work” on page 7).

Note: Assignment Due Time is always 7:00pm Mountain Standard Time (Arizona time, which does not change with Day Light Savings Time).

Criteria 3 & 4

BLOCK ONE (August 16-September 5) What is Global Warming? What is Climate Change?

Read: Maslin’s *Introduction and Chapter 1: What is Climate Change*

Video: *Years of Living Dangerously*, Episode 1: Drought & Deforestation

Outline: Fill in the Block One Reading Outline (Maslin’s *Introduction and Chapter 1*); due by Wednesday, August 29 at 7:00pm.

Written Assignment: Write a 3-page paper answering the Block One Written Assignment questions (*National Geographic*: “Global Warming 101”); due by Wednesday, September 5 at 7:00pm.

BLOCK TWO (September 5-19) Evidence of Climate Change

Read: Maslin’s *Chapter 2: The Climate Change Debate*

Video: *Years of Living Dangerously*, Episode 3: Coral Reef Data

Outline: Fill in the Block Two Reading Outline (Maslin’s *Chapter 2*); due by Wednesday, September 12 at 7:00pm.

Written Assignment: Write a 3-page paper answering the Block Two Written Assignment questions (*Bloomberg*: “The Science behind Climate Change”); due by Wednesday, September 19 at 7:00pm.

BLOCK THREE (September 19-October 3) Climate Change and the Direct Impacts on Nature and Society

Read: Maslin’s *Chapter 3: Evidence of Climate Change*

Video: *Years of Living Dangerously*, Episode 2: Drought, Forest Wild Fires, Deforestation & Human Migration

Outline: Fill in the Block Three Reading Outline (Maslin’s *Chapter 3*); due by

Wednesday, September 26 at 7:00pm.

Written Assignment: Write a 3-page paper answering the Block Three Written Assignment questions (*NASA*: “Ask a Climate Scientist-Extreme Weather and Global Warming” and *Al Jazeera*: “*Signs of Global Warming in the Arctic*”); due by Wednesday, October 3 at 7:00pm.

BLOCK FOUR (October 3-17) Climate Change and the Indirect Impacts on Society

Read: Maslin’s *Chapters 5: Climate Change Impacts*

Video: *Years of Living Dangerously*, Episode 4: Energy, Families, Religion & Politics

Outline: Fill in the Block Four Reading Outline (Maslin’s *Chapters 5*); due by Wednesday, October 10 at 7:00pm.

Fall Break (October 7-9)

Written Assignment: Write a 3-page paper answering the Block Four Written Assignment questions (*TEDxDublin*: “The Reality of Climate Change” and *UN High Commission on Human Rights*: “Climate Change Impact on Social Justice”); due by Wednesday, October 17 at 7:00pm.

BLOCK FIVE (October 17-31) Climate Change Models for the Future

Read: Maslin’s *Chapter 4: Modelling Future Climate & Chapter 6: Climate Surprises*

Video: *Years of Living Dangerously*, Episode 5: Super Storms & the New Normal

Outline: Fill in the Block Five Reading Outline (Maslin’s *Chapter 4 & 6*); due by Wednesday, October 24 at 7:00pm.

Written Assignment: Write a 3-page paper answering the Block Five Written Assignment questions (*NASA*: “IPCC Projections of Temperature and Precipitation in the 21st Century” and *National Science Foundation*: “Modeling Our Future Climate”); due by Wednesday, October 31 at 7:00pm.

BLOCK SIX (October 31-November 14) Global Warming and National/International Politics

Read: Maslin’s *Chapter 7: Politics of Climate Change*

Video: *Years of Living Dangerously*, Episode 6 & 7: Politics, Economics & the Crusade against Clean Energy

Outline: Fill in the Block Six Reading Outline (Maslin’s *Chapter 7*); due by Wednesday, November 7 at 7:00pm.

Written Assignment: Write a 3-page paper answering the Block Six Written Assignment questions (*Al Jazeera*: “The Politics of Climate Change in the US” and *University of California*: “Climate Change Politics and the Economy”); due by Wednesday, November 14 at 7:00pm.

BLOCK SEVEN (November 14-December 3) Crisis: International Cooperation, Economics and Possible Mitigations of Climate Change

Read: Maslin’s *Chapter 8: Solutions & Chapter 9: Envisioning the Future*

Video: *Years of Living Dangerously*, Episode 8 & 9: Political Crisis, War & President Obama

Outline: Fill in the Block Seven Reading Outline (Maslin’s *Chapter 8 & 9*); due by Wednesday, November 21 at 7:00pm.

Written Assignment: Write a 3-page paper answering the Block Seven Written

Assignment questions (*TEDxOrangeCoast*: “A Simple and Smart Way to Fix Climate Change”, *Business Insider*: “Bill Nye Explains Why Climate Change is so Hard to Stop”, and *National Geographic*: “Can We Fix Climate Change?”); due by Wednesday, November 28 at 7:00pm.

*This due date allows for the submission of late assignments (see “Late Work” on page 6), however, please note that **no work will be accepted after Monday, December 3 at 7:00pm.***

This course does not include a Final Exam.

Course Policies:

Syllabus Disclaimer---The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard. Students are responsible for being aware of any such changes.

Establishing a Safe Environment---Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others’ viewpoints, whether you agree with them or not.

Sensitive Course Content---Please be advised that this course may include subjects that some individuals may consider to be “sensitive”. These subjects may include, but are not be limited to: politics, cultural traditions, and religion. Please keep in mind that if a student writes/e-mails/speaks threatening or destructive statements, the Instructor is obligated to notify the appropriate authorities.

Statement on Inclusion: ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves. Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe

that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Assignment Format—Please check for tutorials and technical support, which can be reached by computer (<http://my.asu.edu/service>) and phone (1-855-278-5080). Don't wait to ask for help!

Grades will be based on the content your work and NOT on your writing ability.

However, please use some form of “spell check” and “grammar check”, because this impacts the professionalism of your work (and makes it readable and gradable).

Cite your sources. The Written Assignments require “cited sources”, and significant points will be awarded for this requirement. Please do not cite the course Power Point Lectures in your Written Assignment, but feel free to cite the textbook. The Council of Writing Program Administrators tells us that “plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original material without acknowledging its sources”. You may use any widely recognized citation format as long as the source is cited within the text of your paper and at the end. For example, within the text at the end of the borrowed material simply place within parenthesis the name of the author or organization and the date published (Maslin, 2009). Then at the end of your paper, give the full bibliographic listing of the source, including title and publisher. If you are citing a website, please include the date you accessed the information.

Label all work by placing in the top right-hand corner: your name, course name (STS 250), assignment name (Block One Outline), and the date the assignment is being turned in. Significant points (3 of 25) will be deducted from your grade for not placing your name on your paper. Please do NOT handwrite your work. Please double-space your Written Assignments with a font size of 12 or 14 (nothing microscopic, please).

Submit your completed work via our course Blackboard’s assignment page as an attached file. Do not “cut-and-paste” onto the Blackboard’s assignment page. Do not “zip” your files. Do not use the electronic drop box. When your work is successfully turned in, a new window will pop up with a “receipt” page (feel free to print or save this page for your records in case we have a technical problem). Do not submit your work via e-mail unless Blackboard is down or Blackboard refuses to upload your file. See the Course Blackboard Announcement page for further instructions.

Late Work—Late work will be accepted via the course Blackboard page or via e-mail, but with grade penalty. For every day work is submitted late, 5 points will be deducted from the earned score. “A day late” is defined as 7:01pm on the day (Day 1) the work is due until 7:00pm the next day (Day 2), and 5 points will be deducted. “Two days late” is defined as 7:01pm the first day (Day 2) after the work is due until 7:00pm the next day (Day 3), and 10 points will be deducted; and so on and so on. There are two potential exceptions to this rule: 1) If Blackboard is down or “scrambles” your submission, the Instructor will post an announcement and send out an e-mail; and 2) If extended student illness occurs, please notify the Instructor via e-mail with a doctor’s note and arrangements will be made. Please note that ***no work will be accepted after Monday, December 3 at 7:00pm.***

Early Work---You may submit your work early, however, once the work has been graded, you may not resubmit or edit for a higher grade.

Extra Credit— Extra credit is not available in this course.

E-Mail--- All e-mail communication for this class will be done through your ASU e-mail account. Students should be in the habit of checking their ASU e-mail regularly as they will not only receive important information about class(es), but other important university updates and information. Each student is responsible for reading and responding, if necessary, to any information communicated via e-mail. For help with e-mail go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Please note that the Instructor will not communicate through any non-ASU e-mail provider. The Instructor will respond to e-mails as quickly as possible, typically within a few hours. And though each day presents different challenges and responsibilities, please be assured that it is my goal to respond to you within 24 hours (except on weekends and holidays).

Student Conduct— *Students may work together in a group, but each student must produce their own, unique work. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the instructor in advance of turning in an assignment.*

Students are required to read and act in accordance with university and Arizona Board of Regents’ policies, including:

- The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308; see <https://students.asu.edu/srr>.
- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> , and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

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>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase.

Please be aware that the work of all students submitted electronically can be scanned using *Safe Assignment*, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services---In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Harassment Prohibited---ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Title IX: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>.

Disability Accommodations for Students---Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. Please contact the Disability Resource Center or go to: <https://eoss.asu.edu/drc>.

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>.

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services. Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

Religious Accommodations for Students---In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Missed Classes Due to University-Sanctioned Activities---In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity. In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the academic unit chair or the dean's designee. Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.

Privacy Rights---The federal Family Educational Rights and Privacy Act (also known as FERPA) affords students certain rights with respect to their education records. ASU policy precludes the instructor from communicating with second parties without certain requirements first being met. The entire policy can be found at: <http://students.asu.edu/policies/ferpa>.

Drop and Add Dates/Withdrawals---Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Incomplete Grades— A mark of "I" (Incomplete) is given by the instructor when the student has completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required

to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

Grade Appeals---ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions; please see <http://catalog.asu.edu/appeal>.

Student Support Services:

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

EMPACT Crisis Hotline – The EMPACT Crisis Hotline offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. Visit: <http://www.empact-spc.com/>.

Counseling and Consultation – As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480.921.1006. Also visit: <http://www.asu.edu/studentaffairs/counseling/> or for the Polytechnic campus (Student Counseling Services): <http://www.poly.asu.edu/students/counseling/>.

Student Health and Wellness Center – The Student Health and Wellness center provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. Visit: www.asu.edu/health/ or for the Polytechnic campus: <http://www.poly.asu.edu/students/health/>.

Student Success Centers – The Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. Visit: <http://studentsuccess.asu.edu/>. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at <http://studentsuccess.asu.edu/polytechnic>. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit http://www.asu.edu/map/pdf/asu_map_poly_2008.pdf.

The Writing Center at the Polytechnic Campus: The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with any stage of the writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level. Tutors' availability will be posted on our website at <http://studentsuccess.asu.edu/polytechnic/writingschedule>. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (<http://studentsuccess.asu.edu/polytechnic/writing>) for more information.

Supplemental Instruction (SI) -- SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: <https://tutoring.asu.edu>.

Tutoring -- Tutoring is available on all ASU campuses and online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

ASU Libraries – The ASU Library system offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours that the libraries are open. Visit: www.asu.edu/lib/ or for the Polytechnic campus: <http://library.poly.asu.edu/>.

Career Services – Career Services offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. Visit: <http://career.asu.edu/> or for the Polytechnic campus: <http://www.poly.asu.edu/students/career/>.

Student Financial Aid Office – The Student Financial Aid Office offers information and applications for student funding such as grants, loans, scholarships and student employment. Visit: www.asu.edu/fa/ or for the Polytechnic campus: (same as general ASU site).

Student Recreational Center – ASU’s Student Recreational Center offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free. Other services (yoga classes, massages) are fee-based. Visit: www.asu.edu/src/ or for the Polytechnic campus: <http://www.poly.asu.edu/pac/>.

Student Legal Assistance – Student Legal Assistance provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. Visit: <http://www.asu.edu/mu/legal/>.

Help Wiki – Help Wiki provides a frequently asked questions resource for technology users at ASU. Visit: <http://wiki.asu.edu/help/> or for Information Technology on the Polytechnic campus visit: <http://www.poly.asu.edu/it/>.

ASU Academic Calendar: Fall 2018

First Day of Class
Late Registration and Drop/Add Deadline
Tuition 100% Refund Deadline
Martin Luther King Day (no classes)
Academic Status Report #1
Spring Break (no classes)
Academic Status Report #2
Course Withdrawal Deadline
Complete Session Withdrawal Deadline
Last Day of Classes
Study Days (no classes)
Final Exams

Additional dates can be found at: <http://www.asu.edu/calendar/academic.html>.