

SYLLABUS

ENV 2073

Global Warming: Science and Politics of a Contemporary Issue

University of South Florida

Spring 2019

Prof JA Cunningham

USF Course Description (from <https://www.systemacademics.usf.edu/course-inventory/>)

Non-technical introduction to the greenhouse effect and how human activities purportedly affect the global climate. Investigation of the relationship between science and the political process. Proposed policies to address global warming.

More About This Course

This course is strongly inter-disciplinary, focusing not just on the science of global climate change, but equally on the policy and politics of global climate change. The first half of the course covers the science of global climate change in a non-technical manner that is easy for students to understand. The second half covers proposed solutions to the issue of global warming, both technical and political, and considers the advantages and disadvantages of these proposed solutions. Over the semester, students will formulate their own recommendations for a national policy regarding climate change.

Foundations of Knowledge and Learning Core Curriculum

This course is part of the University of South Florida's Foundations of Knowledge and Learning (FKL) Core Curriculum (also known as the General Education or Gen Ed program). This course is certified for the Physical Sciences core area, and for the following dimensions: Critical Thinking, Inquiry-based Learning, Environmental Perspectives, and Scientific Processes. The course also emphasizes a fifth dimension, Written Language, but is not officially certified for that dimension. Students enrolled in this course might be asked to participate in the General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys, or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes.

Course Topics:

- (1) Introduction to the earth's climate;
- (2) Science of the "greenhouse effect";
- (3) Hypotheses of how human activities affect the global climate;
- (4) Possible future effects of global climate change;
- (5) The nature of uncertainty in scientific predictions;
- (6) Relationships between the scientific process and the political process;
- (7) Proposed strategies (technical and political) to address global climate change;
- (8) Status of climate-change bills introduced in the U.S. Congress;
- (9) Status of international agreements for dealing with climate change.

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Course Objectives

During this semester, the class will:

1. critically evaluate theories on how human activities may impact the global climate;
2. gain knowledge of predicted future effects of global climate change and the uncertainty associated with those predictions;
3. investigate the relationship between the scientific process and the political process;
4. recommend national policies to address global climate change; and
5. argue persuasively for recommended courses of action.

Student Outcomes

By the end of this semester, students will be able to:

1. demonstrate a working knowledge of the theory of the “greenhouse effect” and its effect on the earth's climate;
2. critically evaluate arguments in the current debate over whether human activities are responsible for global climate change;
3. demonstrate knowledge of possible future effects of global climate change;
4. exhibit an understanding of uncertainty in scientific predictions and how the scientific process interacts with the political process; (Note: these two concepts are linked intentionally)
5. critically evaluate proposed strategies (both technical and political) to address human-induced global climate change; and
6. argue persuasively for a recommended course of action.

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Core Area of Knowledge and Inquiry

The General Education curriculum at USF consists of six Core Areas of Knowledge and Inquiry. This course is certified for the Core Area of Natural Sciences. Students must satisfactorily complete at least six (6) credit hours of approved coursework in the Natural Sciences with at least one course taken from each category of Physical Sciences and Life Sciences. This course is certified in the category of Physical Sciences.

Courses in the Physical Sciences:

- must be introductory in nature and present (or have as a pre-requisite a college course that presents) the fundamentals of the physical science with relevant applications; and
- should emphasize scientific methodology by involving the students in making observations, evaluating data, and solving problems.

This course satisfies the Physical Sciences requirements in the following ways.

- This class begins with a non-technical introduction to fundamental concepts in earth science that pertain to the topic of global climate change. These include Course Topics 1 (Introduction to the earth's climate) and 2 (Science of the "greenhouse effect") as listed on page 1 of this Syllabus.
- This class introduces students to the scientific process through topics such as testable hypotheses, peer review, objectivity versus subjectivity, and the nature and value of scientific "consensus." These topics will be covered in class and in assigned readings in the course texts.
- In class, different data sets will be presented by the instructor along with an explanation of how those data have been used by scientists to draw conclusions about the earth's climate. Data sets may be selected from the course text book, from reports of the Intergovernmental Panel on Climate Change (IPCC), from peer-reviewed journal papers, and/or from mainstream media sources (newspapers, weekly magazines, etc.).
- Students will use scientific data to critically evaluate claims regarding the warming of the earth's climate and/or human influences on that putative warming.

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General Education Objectives

The five Course Objectives listed above (pg 2) will lead to achievement of the following General Education objectives.

- A. Understand symbolic, expressive, and interpretive communication systems in all of their complexities.
 - 1. Written: Students will demonstrate well-organized, well-developed papers that reflect appropriate use of language. They will demonstrate specific knowledge, critical and analytical abilities, and appropriate use of technology consistent with assignment objectives.
- B. Confront with an inquiring mind the natural, social, technical, and human worlds and their interrelationships.
 - 1. Students will demonstrate an understanding of mathematics, the natural sciences, and technology, including historical context and interrelationships with other disciplines.
 - 2. Students will demonstrate an understanding of the social and behavioral sciences, including historical context and interrelationships with other disciplines.
- C. Understand theories and methodologies for producing knowledge and evaluating information.
 - 1. Students will demonstrate a general understanding of theories and methods of producing knowledge.
 - 2. Students will demonstrate critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking and quantitative reasoning, and to construct sound arguments.
 - 3. Students will demonstrate an understanding of the scientific process.
 - 5. Students will demonstrate information literacy skills including: identifying appropriate questions, problems, or issues; determining appropriate sources of information; locating and evaluating necessary information; and analyzing, synthesizing, and applying the knowledge gained.
- E. Discover and pursue a meaningful life; Be a responsible steward of the human and physical environment.
 - 1. Students will demonstrate an understanding of how their decisions and actions affect the human and physical environment.
 - 3. Students will demonstrate intellectual development that emphasizes active involvement in the learning process and methods of formulating answers that support retention of critical facts and concepts.

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- Lectures:** Tuesdays and Thursdays, 12:30–1:45 PM, in CPR 256
- Instructor:** Prof Jeffrey A Cunningham ENC (Engineering Bldg III), room 3215
cunning@usf.edu 974-9540
- Office Hours:** to be determined during the first or second week of class
approximately 2–3 hrs per week to meet with ENV 2073 students
- Credit:** 3 units, letter grade
- Grading:** Letter grade (including +/- modifiers), based on the following:
Two in-class written examinations: 13.3% each
Two major writing assignments: 26.6% each
Homework (incl. in-class pop quizzes based on reading assignments): 10%
Class participation: 10% (based on instructor's evaluation/discretion)
- Prerequisites:** none; open to all USF students regardless of major or class year
- Required Reading:** Dessler AE and Parson EA, 2010. *The Science and Politics of Global Climate Change: A Guide to the Debate*, 2nd edition. Cambridge University Press: Cambridge, United Kingdom. ISBN 978-0-521-73740-1 (paperback).
Houghton J, 2015. *Global Warming: The Complete Briefing*, 5th edition. Cambridge University Press: Cambridge, United Kingdom. ISBN 978-1-107-46379-0 (paperback).
Intergovernmental Panel on Climate Change (IPCC), 2014. *Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Core Writing Team, Pachauri RK and Meyer LA (eds.)]. IPCC: Geneva, Switzerland. Available free of charge via the Internet at <http://ipcc.ch/report/ar5/syr/>.
National Research Council, 2011. *America's Climate Choices*. National Academies Press: Washington, DC. ISBN 978-0-309-14585-5. Available free of charge via the Internet at <http://dels.nas.edu/Report/Americas-Climate-Choices/12781>

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Recommended Reading

Dessler AE, 2016. *Introduction to Modern Climate Change*, 2nd ed. Cambridge University Press: New York, NY.

Intergovernmental Panel on Climate Change (IPCC), 2018. *Global warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty*. World Meteorological Organization: Geneva, Switzerland. Available free of charge via the Internet at <https://www.ipcc.ch/sr15/>

Melillo JM, Richmond TC, Yohe GW (eds.), 2014. *Highlights of Climate Change Impacts in the United States: The Third National Climate Assessment (NCA3)*. US Global Change Research Program: Washington, DC. Available free of charge via the Internet at <http://nca2014.globalchange.gov/downloads>

National Research Council, 2010. *Advancing the Science of Climate Change*. National Academies Press, Washington, DC. Available free of charge via the Internet at <http://dels.nas.edu/Report/Advancing-Science-Climate-Change/12782>

Other Readings

New books are appearing all the time on the topics of global warming and global climate change. Some of these are intended for academic purposes (e.g., university classes), and some are intended for a more general audience. A separate document will be provided that lists many books on the topic. You are encouraged to read as many of these as you can! However, please be aware that each book will have its own biases, and many may contain outright errors, or, at the least, may “spin” the facts to promote a particular political agenda. One of the goals of this class is that you learn to evaluate the validity and veracity of different arguments on this complex topic.

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Course Schedule

The course schedule below is tentative. It is subject to change either in pace or in topics covered, although any changes to content will be minor. We will try to adhere to this schedule, but not to the point of detracting from students' learning the material.

Each topic will have assigned readings associated with it. The reading assignments will be given in class, usually about a week in advance. Please perform the required reading before the corresponding class to maximize your participation in the lectures.

Week 1	Jan 8	"Syllabus day"
	Jan 10	Introduction to climate and debate(s)
Week 2	Jan 15	Is our climate changing? (part 1 of 3)
	Jan 17	<i>no class – instructor away for jury duty</i>
Week 3	Jan 22	Is our climate changing? (part 2 of 3)
	Jan 24	Is our climate changing? (part 3 of 3)
Week 4	Jan 29	Science of the "greenhouse effect"
	Jan 31	Writing workshop #1
Week 5	Feb 5	Who/what is responsible for climate change? (part 1 of 3)
	Feb 7	Who/what is responsible for climate change? (part 2 of 3)
Week 6	Feb 12	Who/what is responsible for climate change? (part 3 of 3)
	Feb 14	Future effects of climate change (part 1 of 2)
Week 7	Feb 19	Future effects of climate change (part 2 of 2)
	Feb 21	<i>Exam #1</i>
Week 8	Feb 26	Role of science in decision-making (part 1 of 2)
	Feb 28	Role of science in decision-making (part 2 of 2); <i>First paper assignment due</i>

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Course Schedule (continued)

Week 9	Mar 5	Strategies for addressing climate change: Adaptation & mitigation (part 1 of 2)
	Mar 7	Strategies for addressing climate change: Adaptation & mitigation (part 2 of 2)
Week 10	Mar 12	<i>spring break</i>
	Mar 14	<i>spring break</i>
Week 11	Mar 19	Strategies for addressing climate change: Geoengineering and technical solns.
	Mar 21	Writing workshop #3
Week 12	Mar 26	Legislative process in the United States / proposed national policies
	Mar 28	Carbon tax vs cap-and-trade (part 1 of 2)
Week 13	Apr 2	Carbon tax vs cap-and-trade (part 2 of 2)
	Apr 4	International treaties – Kyoto, Paris, and others (part 1 of 2)
Week 14	Apr 9	International treaties – Kyoto, Paris, and others (part 2 of 2)
	Apr 11	Class debate on climate-change policy <i>or</i> writing letters to our Congresspeople
Week 15	Apr 16	Writing workshop #4
	Apr 18	<i>Exam #2</i>
Week 16	Apr 23	Wrap-up, review, and course evaluations
	Apr 25	<i>reading day – no class</i>
Week 17	Apr 30	<i>Second paper assignment due</i>

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Class Policies: 1., Grading

- Each student will receive a letter grade for the course.
- Grades may contain a +/- modifier (e.g., A-, B+, etc.).
- A student's grade will be determined by performance on two in-class examinations, performance on two significant writing assignments, class participation, and performance on homework assignments (which will frequently take the form of in-class pop quizzes on the assigned reading). Weighting for these was given previously in the syllabus.
- This class does *not* use a fixed grading scale (e.g., 90=A, 80=B, etc.). The grading scale will be set depending on student performances on the assignments and exams. That way, if an exam is particularly difficult or particularly easy this year, the grading scale will take that into account. However, based on past experience, an *approximate* grading scale is as follows.

> 90	A+	78–82	B+	66–70	C+	54–58	D+
86–90	A	74–78	B	62–66	C	50–54	D
82–86	A–	70–74	B–	58–62	C–	< 50	D– or F

- Modifications to this scale will be announced throughout the semester so students can track their progress and know their projected grade trajectory.
- Students can earn “bonus points” on pop quizzes by bringing in to class current newspaper (or news periodical) articles about climate change. If I share your article with the class, I will award you 2 bonus points on the next pop quiz. It is not a lot, but it doesn't hurt.

Class Policies: 2., Attendance and Participation

- Attendance in class is recommended in order to maximize the learning experience.
- Attendance is not strictly required, and it is not necessary to provide reasons or documentation for missed classes.
- Class participation will count towards 10% of the semester grade, so repeated absence from class will have a negative impact on a student's grade (i.e., you can't participate if you are not present in class). One or two absences is not likely to have a significant effect on a student's grade, but habitual or repeated absence -- even for reasons that a student deems “valid” -- will almost certainly have a negative impact.
- In class, students are expected not to engage in behavior that might be disruptive or distracting to other students. This includes the use of laptop computers for any purpose other than taking notes related to the class. If a student doesn't feel that he/she can be properly attentive in class, then he/she should not attend at all.
- Students should *turn off telephones* (and/or any similar devices) prior to the start of class.
- **NO TEXTING DURING CLASS!**

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Class Policies: 3., Homework Assignments

- Each week, students will be assigned reading (in the “required” texts for the class) related to the topics to be discussed in class.
- In addition to the reading, students may be asked to find articles (newspapers, magazines, etc.) related to the class topics, and to bring those articles to class.
- From time to time (i.e., not every class), students will be asked to complete some in-class activity related to the reading and to the article(s) they found. In-class activities will frequently take the form of pop quizzes on the assigned reading. Other possible activities include discussion, written questions to be completed individually, group writing, or anything else I can think of.
- The outputs of in-class activities will be graded and will count for 10% of your semester grade.
- Each student will have his/her *one* lowest pop-quiz grade dropped from his/her record.
- Attending class and arriving on time will help your homework score -- you can't complete in-class activities if you are not in class!

Class Policies: 4., Examinations and Quizzes

- There will be two in-class written examinations during the semester.
- During tests, students may not confer with other students or with people outside the class.
- Laptop computers are *not* allowed during examinations or quizzes.
- Examinations may be open-note or closed-note at the instructor's discretion. The instructor will inform students of the examination format sufficiently in advance of the examination.
- Tentative dates for the examinations are the Thursday of the 7th week of class (Feb 21) and the Thursday of the 15th week of class (Apr 18).
- Any changes to these dates will be announced sufficiently ahead of time to allow adequate preparation and scheduling.
- There will be no final examination administered during final examination week.
- Students who will not be available for one of the examinations should inform the instructor far enough *before* the examination to make alternate arrangements.
- Students who miss an examination unexpectedly (e.g., due to sudden illness, family emergency, or other unforeseen circumstances) must provide documentation or evidence of the reason for missing the exam. It will then be *up to the instructor's discretion* whether a “make-up” exam will be offered.

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Class Policies: 5., Writing Assignments

- There will be two major writing assignments during the semester. Depending on the size of the class, assignments might be completed individually or might be completed in groups.
- Topics for the writing assignments will be given by the instructor. The first assignment will be related to the science of global climate change, and the second will be related to policies for addressing global climate change.
- Both assignments aim to engage students in *critical thinking* and *inquiry-based learning*.
- Tentative due dates for the two assignments are the Thursday of the 8th week of class and the Tuesday of final exam week. Any changes to these dates will be announced sufficiently ahead of time to allow adequate preparation and scheduling.
- Small “chunks” of the assignments will be due at intermediate dates (i.e., preceding the final due dates noted immediately above) and will count for part of the project grade.
- If papers are completed by groups, all students in a group will generally receive the same grade on the assignment. However, the instructor may arrange for a mechanism by which students evaluate the contributions of their co-workers, and these assessments may factor into the students’ grades.
- Plagiarism will result in *zero credit on the assignment*. This could lead to failure of the course and an F or FF grade on the offending students’ transcripts. Students are responsible for making sure that members of their own groups (if applicable) do not plagiarize.
- Rough drafts will be submitted and will be reviewed by other student groups in the class (peer review). Part of a group’s grade on the assignment will be based on how thoroughly and conscientiously they review their fellow students’ work.
- Late work will be penalized at a rate of 20% per day.
- A recommendation of USF’s General Education council is the following: “Courses with a focus on writing must address the following interrelated components: Systematic organization, Effective use of detail, Compelling treatment of evidence, Demonstration of reasoning skills, Appropriate consideration of audience, Language use (style) appropriate to discipline and audience, [and] Construction and analysis of valid and sound arguments.” Students’ written work will be evaluated (in part) on these seven criteria. (I am not sure if this wording is still available via the USF web site, but it used to be.)
- Additional information and parameters for the writing assignments will be provided as the semester proceeds.

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Class Policies: 6., Copyrights and Academic Honesty

- Any handouts used in this course are copyrighted. “Handouts” means all materials generated for this class, which include, but are not limited to: syllabi, notes, quizzes, exams, in-class materials, and review sheets. This includes materials that are posted on the web as well as materials distributed in class. Because these materials are copyrighted, you do not have the right to copy the handouts unless the instructor expressly grants permission.
- Lectures may be recorded *only* for the private use of students registered for the class.
- Notes and/or recorded lectures may not be sold.
- No form of scholastic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas and/or without identifying material as quotations when taken directly from another source.
- It is the responsibility of each student to know and understand what constitutes plagiarism. Ignorance is not a valid excuse for committing plagiarism. Students are therefore strongly encouraged to seek resources that define and explain plagiarism. USF has a web page about avoiding plagiarism (<http://www.lib.usf.edu/guides/avoiding-plagiarism/>). This page includes links to three short but helpful videos that you might want to watch (which are also posted at <http://guides.lib.usf.edu/c.php?g=318440&p=2137799>). You are also encouraged to look at any other videos and/or resources available through these links – often these pages provide links to other helpful sources.
- Violation of these rules -- *even unintentionally!* -- can result in disciplinary action including a grade penalty, up to and including an F or FF in the course, suspension, dismissal, and expulsion from USF. If you have any questions regarding plagiarism or other forms of scholastic dishonesty, please consult the relevant sections of the USF student catalogs, and/or ask the instructor.

Course Policies: 7, Tips for Success

USF recommends that each instructor give his/her students advice on how to succeed in a particular class. I am a bit hesitant to do that, because each student learns differently, and what I advise might not work for everybody. However, one thing that I have noticed in teaching this class previously is that some students struggle to pick out the main messages from the assigned readings. Being able to read a text and identify the main points – i.e., being able to separate the main messages from the ancillary details – is an important academic skill. If you struggle with this, come to my office hours, and we will work on it together.

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Appendix: USF Academic Policies

On the pages that follow are a number of policies that USF has asked instructors to include in their syllabi. Students should read these policies carefully as they apply to *all* classes at USF.

USF's official wording for some of these policies is available at the following web sites.

<http://regulationspolicies.usf.edu/policies-and-procedures/>

<https://www.usf.edu/undergrad/students/academic-policies.aspx>

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Attendance for the Observance of Religious Days by Students (USF System policy 10-045)

All students, faculty, and staff within the USF System have a right to expect reasonable accommodation of their religious observances, practices and beliefs. The USF System will, at the beginning of each academic term, provide written notice of the class schedule and formal examination periods. The USF System, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the USF System's constituency. Students are expected to attend classes and take examinations as determined by the USF System. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy. Students absent for religious reasons, as noticed to the instructor at the beginning of each academic term, will be given reasonable opportunities to make up any work missed. In the event that a student is absent for religious reasons on a day when the instructor collects work for purposes of grading (homework, pop quiz, etc.), the student shall be given a reasonable opportunity to make up such work or shall not have that work averaged into the student's grade at the discretion of the instructor. Any student who believes that he or she has been treated unfairly with regard to the above may seek review of a complaint through established USF System Academic Grievance Procedures (found in the Graduate and Undergraduate Catalogs) and those provided by the University's Office of Diversity, Inclusion, & Equal Opportunity.

Statement of Academic Continuity (*or, in other words, emergencies*)

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System (i.e., Canvas), online conferencing, e-mail messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, e-mails, and MoBull messages for important general information (USF System Policy 6-010). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

(Instructor's note: examples of "emergency" could be a hurricane, outbreak of contagious disease, etc.)

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“Incomplete” Grades (<http://ugs.usf.edu/policy/IGradePolicy.pdf>, accessed January 2019)

An “I” grade indicates incomplete coursework and may be awarded to graduate and undergraduate students. (Undergraduate rules apply to non-degree-seeking students.) It may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The instructor will be required to complete the I-grade contract online when posting the semester grade at the end of the term, identifying the remaining coursework to be completed, the student’s last day of attendance, and the percent of work accomplished to this point. This online contract will be automatically copied to the student’s email and to the Registrar. Until removed, the “I” is not computed in the GPA for either undergraduate or graduate students. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate. If an instructor is willing, he or she may accept work from a student after an I grade has changed to an IF or IU grade, and assign the student a final grade in the course, unless the student has graduated. Whether or not the student is in residence, any change to “IF” grades will be calculated in the cumulative GPA and, if applicable, the student will be placed on appropriate probation or academically dismissed. Students are not required to re-register for courses in which they are only completing previous course requirements to change an “I” grade. However, if a student wants to audit a course for review in order to complete course requirements, full fees must be paid.

Academic Integrity (USF System regulation 3.027)

Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. The process for faculty reporting of academic misconduct, as well as the student’s options for appeal, are outlined in detail in USF System Regulation 3.027.

Disruption of Academic Process (USF System regulation 3.025)

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other

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academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Academic Grievance Procedure (USF System policy 10-002)

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access (USF System policy 0-108)

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) (SVC 1133) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SDS must accompany this request.

(Instructor’s note: The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact SDS as soon as possible.)

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Sexual Misconduct / Sexual Harassment (USF System policy 0-004)

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.