



## College Park Scholars: Science & Global Change First-Year Colloquium II (CPSG 101)

### Welcome to the Anthropocene: Causes and Impacts of the Climate Crisis

**Term:** *Spring 2025*

**Instructors:**

<b>Name:</b>	Dr. Thomas R. Holtz, Jr., Principal Lecturer, Department of Geology	Dr. John W. Merck, Jr., Principal Lecturer, Department of Geology
<b>Pronouns:</b>	he/him	he/him
<b>Office Phone:</b>	301-405-4084	301-405-2808
<b>Email:</b>	tholtz@umd.edu	jmerck@umd.edu
<b>Office Hours:</b>	Centreville 1216, Mon 11 am-noon	Geology 1119, Fri 1-3 pm

**Undergraduate Teaching Assistants:**

<b>Name:</b>	Ijeoma Okoro	Alaine Sathuluri
<b>Pronouns:</b>	she/her	she/her
<b>Email:</b>	<a href="mailto:iokoro1@terpmail.umd.edu">iokoro1@terpmail.umd.edu</a>	<a href="mailto:asathulu@terpmail.umd.edu">asathulu@terpmail.umd.edu</a>
<b>Office Hours:</b>	Centreville 1214, VV v-v vm	Centreville 1214, XX x-x xm

**Credits:** 1

**Course Dates:** From Jan. 27, 2025 – May 13, 2025

**Course Day and Times:** Tuesdays, 3:30-4:50 pm

**Classroom:** CCC 1205

### Program Description

Science & Global Change Vision: To prepare students for resilience in a future of global change.

Science & Global Change Mission: In the “Fearlessly Forward” 2021 University of Maryland Strategic Plan, climate change is identified as one of Humanity’s grand challenges, and the University set as its first goal in that context to “Invest in faculty, student, alumni, and partner capacity to take on grand challenges through multidisciplinary and engaged research and curricular innovation.” Science & Global Change has been the University’s first on-going living-learning program for students of all majors which focuses specifically on the issues of the climate crisis and how it impacts their lives. SGC introduces students to the scientific mode of thought and its application in diverse spheres of human activity. To prepare students for the realities and prospects of societal changes due to global climate change, we encourage an understanding of resiliency (the ability to maintain operation and function despite changing external conditions) and the ways that we might achieve it. Recognizing the effectiveness of peer-supported and experiential learning in building confidence and comprehension, SGC provides opportunities for students to explore global change and other science-related issues in depth through critical examination of popular and technical literature, through internships and research, and through experiential travel-study in a living-learning environment.

Science & Global Change Values:

- Empiricism: an accurate understanding of the world only happens through subjecting questions about the physical universe to direct observation and testing.

- Interconnectedness: successful learning and expansion of knowledge requires the connection of concepts, methods, and experiences from different disciplines and contexts rather than their compartmentalization.
- Intellectual Curiosity: the drive to explore diverse topics and interests, especially those outside one's chosen major, is critical to grasping unfamiliar ideas, developing an active learning mind, and increasing excitement in higher education.
- Excellence: mastery of professional standards of collaboration, communication, and practice is vital preparation for student's future careers.

Program Learning Outcomes: At the conclusion of the second year, students will be able to:

- Demonstrate a comprehensive understanding of the scientific method and of global change phenomena
- Demonstrate a comprehensive understanding of the interaction of science with society and policy
- Demonstrate proficiency in understanding of and ability to access technical and popular scientific literature
- Demonstrate proficiency in presenting scientific concepts through print, speaking, and online media
- Exhibit professional academic standards in effective collaborative work, in academic presentations, and while working with non-program faculty, researchers, internship supervisors, and others

## Course Description

Welcome back to the Science & Global Change program! This second semester of the Colloquium explores what climate is, how it changes, and what the current and future impacts of climate change are on human society and wildlife. This semester's title is "Welcome to the Anthropocene: Causes and Impacts of the Climate Crisis." The term "Anthropocene" refers to that part of Earth history when human activities become noticeable on a global scale. As we will see, this includes but is by no means limited to the greenhouse gas emissions of our technology. As it stands, there is no part of the systems on the Earth's land, sea, or atmosphere that is immune from the negative impacts of our actions.

One thing we will NOT explore this semester is what we can do about this! That is, indeed, the primary focus of the final Colloquium.

Course Themes:

- Climate change is the byproduct of the interaction of a number of factors, both natural and anthropogenic
- Global climate change and related phenomena impact human society and the natural environment in many different ways

## Learning Outcomes

The learning outcomes for this semester are that by the end of this semester, every student should be able to:

- Identify the major factors which contribute to global climate systems and predict in general how perturbations in these factors result in changes in climate.
- Understand how proxies of past conditions are used to reconstruct paleoclimates and be able to interpret plots of these changing conditions over time.
- Recognize how climatic factors control the distribution and abundance of organisms (including crops and pathogens) and how changing global conditions result in redistribution and loss of important elements of the biosphere.

## Required Resources

- Texts:
  - Lustgarten, A. 2025. *On the Move: The Overheating Earth and the Uprooting of America*. Farrar, Straus and Giroux. ISBN-13 978-03741734
  - Additional online required readings and videos are indicated on and available via ELMS. Reading/viewing assignments must be done by the class time listed.

- Total Estimated costs of required course materials: \$18.00

## Course Structure

In-person: One Colloquium meeting every Tuesday, in CCC 1205, from 3:30-4:50 pm. Colloquium meetings combine lectures by the instructors and occasional guest speakers; panels; small break-out group projects; discussions; and more.

Out-of-class: One required Excursion (variable dates throughout the semester), attendance at the Scholars Academic Showcase (4-5:30 pm, ESJ, Friday May 9) required.

Attendance is especially important. We meet only once a week. Generally speaking, the Colloquium asks for less out-of-class time (for example, long readings and homework problems) than many courses, so our time together is important. Co-curricular experiences will be less meaningful if you miss class. An entire topic/issue/question might be covered during a single class. Absence means that the work you complete (and more importantly, your understanding of the concepts) will necessarily suffer from having missed discussion, in-class exercises, and the opportunity to ask questions. The University's policy on attendance is detailed [here](#) but pay particular attention to the requirement that you keep the instructors and TAs up-to-date on absences both anticipated and resulting from illness and emergency.

**NOTE:** Attendance means more than mere presence: it means “paying attention”. Please take out your ear buds and refrain from texting/web-browsing/doing homework/etc. in class.

**Absence Policy:** While the expectation is that students attend **EVERY** Colloquium meeting, it is recognized that occasionally conditions (accident, illness, power failure, etc.) arise that prevent such. To recognize that, every student is allowed **one** (1) absence from these meetings without penalty, so long as they inform the instructors and TAs by email (beforehand if at all possible), or certainly by the end of that same day that they will be/were absent and the reason for that absence. Should you not inform instructors and TAs in a timely fashion, the students will receive a 0 for the grade for the discussion/participation for that day. Additionally, if there are more than one unexcused absence the student will receive a 0 for the grade each additional class time missed. (If there is a medical condition or other extraordinary circumstance that does require missing **more than 1 class meetings**—or missing the date of an individual in-class presentation of some form—the student must provide documentation from the appropriate sort of official (health professional; court official; etc.) explaining the absence.) Each subsequent unexcused absence lowers your **final course grade** by 10 percentage points. Some missed in-class experiences can be completed outside of the class, but others might be impossible to replicate: you will receive a “0” on these items if missed for an unexcused absence.

## Tips for Success in this Course

1. **Participate.** We invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and we understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** We recommend that you log in to ELMS-Canvas several times a week to view announcements, keep up with the readings, and answer the weekly discussion questions.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructors and/or TAs as soon as possible so we can

troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.

5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept or project, reach out to the instructors, TAs, and your classmates for support.

## Policies and Resources for Undergraduate Courses

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

## Course Guidelines

### Names/Pronouns and Self-Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. We invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.): on ELMS you can go to "Account" and select "edit portfolio" to edit your name and select your pronouns for others to see. Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. We will do my best to address and refer to all students accordingly, and We ask you to do the same for all of your fellow Terps.

### Communication with Instructor outside of Class Meetings:

Email: If you need to reach out and communicate with the instructors or TAs, please email us at the addresses listed above (or with the Inbox email function in ELMS). Please do not email with questions that are easily found in the syllabus or on ELMS, but please do reach out about personal, academic, and intellectual concerns/questions related to your work in this course and your experience in Scholars.

While we will do our best to respond to emails within 24 hours, you will more likely receive email responses from us from 9 am to 5 pm on weekdays.

Conferences and office hours: Your Scholars program staff maintain offices in the Centreville Hall (and in Dr. Merck's case, in the Geology Building). You are encouraged to stop by during posted office hours or to schedule a

time to talk. In the Spring we meet with each of you individually with assigned appointment times, but we are happy to discuss matters with you outside of this.

ELMS: We will send IMPORTANT announcements via ELMS. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

### **Communication with Peers:**

Scholars are part of a community, organized to live and learn together, always building on shared values of integrity, challenge, and inclusivity. Students in this class will in many cases live on the same floor of a residence hall, ride buses together to off-campus programs, and participate in social events together; the Colloquium is the one time each week we meet in formal discussion.

Scholars programs take on complicated and challenging issues, some of which we likely have strong views about and all of which relate to what it means to be a human and a student at this place at this time. In other words, colloquium is where we address questions that have the potential to bring about uncomfortable disagreement.

With a diversity of perspectives and experience, we may find ourselves in disagreement with one another. It is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. We will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert us immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

## **Major Assignments**

**General Quizzes** (10% total): Five quizzes are given throughout the semester. The lowest quiz grade is automatically dropped: this includes quizzes missed for unexcused absences. Quizzes will be delivered on ELMS.

**Final Quiz** (5%): A longer quiz, also delivered on ELMS. This will cover all the material of the semester, and even draw on concepts earlier in the SGC program.

**Discussion Participation** (10%): As this is a Scholars Colloquium, all students are expected to attend every Colloquium meeting and be an active participant when appropriate. In some classes, there may be directed interactive activities or discussions. Some meetings will involve small groups. A default grade of 5 will be given for every meeting a student attends. They may be awarded up to 2 more points as extra credit for particularly helpful or effective participation in the meeting. Students who are present for a discussion section but are non-participants or are disruptive may be docked up to 2 and 4 points (respectively) at the instructor's discretion.

While the expectation is that students attend **EVERY** Colloquium meeting, it is recognized that occasionally conditions (accident, illness, etc.) arise that prevent such. To recognize that, every student is allowed **one** (1) absence from these meetings without penalty, so long as they inform the instructors and TAs by email (beforehand if at all possible), or certainly by the end of that same day that they will be/were absent and the reason for that

absence. Should you not inform instructors and TAs in a timely fashion, the students will receive a 0 for the grade for the discussion/participation for that day. Additionally, if there are more than two absences the student will receive a 0 for the grade each additional class time missed. (If there is a medical condition or other extraordinary circumstance that does require missing **more than 1 class meeting**—or missing the date of an individual in-class presentation of some form—the student must provide documentation from the appropriate sort of official (health professional; court official; etc.) explaining the absence.)

**Discussion Questions** (13% total): Every week we will ask you to answer a question related either to the previous week's material or the readings due the forthcoming week. These will be due by the start of Colloquium (3:30 pm). The details of the questions will be provided the week before they are due.

**Homework** (15%): There are three individual homework assignments this semester. The first (due on **Feb 11**) is on reconstructing paleoclimates from proxy data; the second (due **Feb 25**) is calculating your individual carbon footprint; and the third (due **Mar 14**) is creating an infographic of your carbon footprint results and posting them on your portfolio. Details about the assignments are provided later this semester.

**One-on-one Scholars Status Interview** (5%): How are you doing at University of Maryland? How are you progressing towards your Scholars citation? To help make sure things are going well, and that you are progressing to completion of your SGC citation, we require all students to have a one-on-one interview with Dr. Holtz, Dr. Merck, or the TAs during the middle part of the semester. There will be an online sign-up sheet to register for a particular time slot later in the semester. These interviews are brief (~15 minutes). More details to come.

**"Impacts of Global Change" Team Project Video** (20%): Your primary research in this semester's Colloquium is the development of videos to be posted on the SGC YouTube video channel about the impacts of global change. In teams of 4 students, you will research and report on how contemporary and near future global change has impacted and will impact the physical, living, and human spheres. The final deliverable product a recorded video mounted on the SGC YouTube channel and also embedded onto your portfolio. This project has several different subcomponents:

- a) **Team Formation/Sign-up of Topic** (1%): Due **Feb. 18**.
- b) **Team Contract** (1%): Also due **Feb. 18**, a contract among all team members stating the agreed-upon responsibilities of each person.
- c) **Annotated Bibliography** (1%): In order to fully research the background of your topic, your team will construct an annotated bibliography of at least **eight (8)** different references, at least **five (5)** of which must be from the recent (published since 2019) peer-reviewed literature. (We especially encourage you to use the appropriate chapter of the 6<sup>th</sup> Assessment Report of the IPCC (<https://www.ipcc.ch/report/sixth-assessment-report-working-group-ii/>) or other IPCC Special Report as appropriate as a source.) This is due on ELMS on **March 7**.
- d) **Recorded Presentation: Faculty Evaluation** (10%): A draft of your PowerPoint must be uploaded on ELMS on **March 29** for comments and evaluation by the faculty. The final video version must be recorded on Zoom and shared with the faculty by **Apr. 8**. We will upload these onto YouTube and provide you with the link so that you can embed a copy on each members' portfolio page.
- e) **Recorded Presentations: Student Evaluations** (5%): Each student will screen all the videos but will be responsible for evaluating 3 different videos. These evaluations must be completed and uploaded by **Apr. 18**. The averaged score of these will be entered as the Student Evaluation for the video grade.

- f) **Participation in Student Evaluations** (1%): The fact of your own participation as an evaluator is part of your grade; failure to turn in evaluations of the videos you were supposed to view will result in a 0 for this part of the grade.
- g) **Within-Team Peer Evaluation** (1%): You will evaluate other team members, and be evaluated by them, in terms of your contributions to the project. Due on ELMS on **Apr. 11**.

**Academic Showcase Report** (10%): Later this semester your sophomore colleagues will be presenting the results of their individual research, service-learning, or internship work during the Scholars Academic Showcase. The Academic Showcase will take place on the afternoon of **May 9**: make sure to attend. You are required to attend the Showcase, and interview at least **five (5)** of the presenters, at least **three (3)** of whom must be SGC students and at least **one (1)** must be from another program. Your report on these short interviews will be part of the grade for this semester but will also give you an idea of some of the experiential learning opportunities afforded by Scholars. (**NOTE WELL**: Next Spring **YOU** will be presenting at the Academic Showcase, so observe carefully!! Don't just talk to five sophomores and leave as soon as you can; instead, use this time to survey a large number of these projects so that you get an idea of the possibilities.) The report is due online as a webpage on your SGC website on **May 13**.

**Excursion Report** (5%): Each student is responsible for attending and reporting on **one (1)** of several options of co-curricular events. These reports are due as file uploads on ELMS online. The question sheet relevant to specific field trips will be provided in advanced; there are service project forms, as well as an even more generic report form: all will be made available on ELMS. A list of opportunities are provided on ELMS; some may be added as the semester progresses. Once again, this will be in the form of a webpage on your SGC website.

**NOTE**: You may not use the same specific Excursion this semester which you used last semester.

**Freshman Time Capsule Reflection Essay** (5%): You are now completing your first academic year, and one way or another you have learned much. In some ways, your life here may have gone according to plan and in other ways, it will have been full of surprises. Due on the last day of colloquium, your assignment is in the form of an essay on a webpage on your SGC website letting next year's incoming students know what to expect.

**Portfolio Maintenance** (2%): Be certain that your Academic Portfolio is updated (i.e., your current class status, major, age, contact information, etc.); that all links are operational; that all text is properly spelled; that all images and code are used legally; all pages use the same css; etc.

## Grading Structure

Assignment	Percentage %
General Quizzes	10%
Final Quiz	5%
Discussion Participation	10%
Online Discussion Questions	13%
Homework	15%









One-on-One Scholars Interview	5%
Impacts of Global Change Team Video Project	20%
Academic Showcase Report	10%
Excursion Report	5%
Freshman Time Capsule Reflection Essay	5%
Portfolio Maintenance	2%
<b>Total</b>	<b>100%</b>

## Academic Integrity

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI generated content (such as ChatGPT, Meta's LLaMa, and the like) are not permitted sources. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. Please note that these systems are NOT search engines and are not designed to delivery factual information: instead, they are [created to deliver a facsimile of human communication, without regards to its truth](#). Using these sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments. The point of assignments is for you to be able to develop your skills in marshalling arguments and understanding the concepts and techniques covered in this program, not for you to simply provide us with answers we already know.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on individual graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes, asking for answers for your Excursion Reports in which you did not participate, etc. Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and reach out if you have questions. That said, we strongly encourage you to collaborate or help each other out on other assignments. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to us straight away. Also, **if you are ever unclear** about acceptable levels of collaboration, **please ask!** To help you avoid unintentional violations, **the following table** lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

	 <b>OPEN NOTES</b>	 <b>USE BOOK</b>	 <b>LEARN ONLINE</b>	 <b>GATHER CONTENT With AI</b>	 <b>ASK FRIENDS</b>	 <b>WORK IN GROUPS</b>
Quizzes	✓	---	---	---	---	---
Homework	✓	✓	✓	---	---	---



Online Discussion Questions	✓ if specified	✓ if specified	✓ if specified	---	✓ if specified	✓ if specified
In-Class Projects	✓	✓	✓ if specified	---	✓ if specified	✓
Team Project	✓	✓	✓	---	✓	✓
Excursion Report	✓	✓	✓	---	✓	✓
Reflection Essay	✓	---	---	---	✓ with regards to format & upload	---

### Grades

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email us to schedule a time for us to meet and discuss. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

The goal of an academic course is to learn and to be able to demonstrate that learning. Our schedule is designed intentionally to build on learning over the semester and to implement feedback for later learning. Late work compromises that progress. Graded items must be uploaded/posted by the date listed. If there are important extenuating circumstances, discuss this with the faculty & TA as early as possible so that we can make allowances, if we deem it appropriate. Smaller items will be -50% off if one day late and worth 0 if submitted afterwards; essays and other longer items will be -10% if one day late, -50% if up to 1 week late, and worth 0 if submitted afterwards.

**IMPORTANTLY:** Any item not turned in by the end of final exam period will be graded as "0", unless special arrangements are made in advance of this date between the student and both faculty. "I forgot to turn it in" or "I was busy with other courses" do not represent "special arrangements"; you must be responsible for your own grade and graded items.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99  $\neq$  90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs							
+	97.00%	+	87.00%	+	77.00%	+	67.00%
A	93.00%	B	83.00%	C	73.00%	D	63.00%
-	90.00%	-	80.00%	-	70.00%	-	60.00%
						F	<60.0%
						-	

## Course Outline

Week #	Colloquium Topic	Events Later in the Week or Weekend
1	<b>1/28 Colloquium:</b> Welcome Back; Logistics of Class; Mini-Lecture: Welcome to the Anthropocene	
2	<b>2/4 Colloquium:</b> Guest Presentation: How to Get an Internship (Career Center); Paleoclimatology & Proxies <b>Reading:</b> Posted on ELMS	
3	<b>2/11 Colloquium:</b> Energy, Systems & Resources; Carbon Footprints (intro to assignment); Paleoclimate Proxy <b>GROUP PROJECT</b> ; Team Project overview <b>2/11 Proxies HW due</b> (must be completed by Colloquium time) <b>Reading:</b> Posted on ELMS	<b>2/14 Quiz 1 due</b>
4	<b>2/18 Colloquium:</b> Climatology 101: Insolation & Atmospheres <b>Reading:</b> Posted on ELMS <b>2/18 Team Project Team Formation &amp; Team Contract due</b>	<b>2/23 (Sunday) EXCURSION</b> National Air & Space Museum, Washington, DC
5	<b>2/25 Colloquium:</b> Climatology 201: Oceans, Geography, Seasons <b>Reading:</b> Lustgarten Prologue and Chap. 1	<b>2/28 Quiz 2 due</b>
6	<b>3/4 Colloquium:</b> Climate Change: How We Know It Happens & How We Know It's Us <b>3/4 Reading:</b> Lustgarten Chap. 2	<b>3/7 Team Project Annotated Bibliography due</b>
7	<b>3/11 Colloquium:</b> Storms of our Grandchildren: Climate Change Effects on Weather and Water <b>Reading:</b> Lustgarten Chap. 3	<b>3/14 Quiz 3, Carbon Footprint Infographic Upload due</b>
	<b>SPRING BREAK</b>	
8	<b>3/25 Colloquium:</b> Guest Presentation: Green Fellowship Winner(s) <b>Reading:</b> Lustgarten Chap. 4	<b>3/29 Team Project Draft PowerPoint due</b>
9	<b>4/1 Colloquium:</b> Guest Presentation: Grace Niu (Director of the FIRE "Project Greenhouse" stream) <b>Reading:</b> Lustgarten Chap. 5	

10	<b>4/8 Colloquium:</b> The Value of the Biosphere <b>Reading:</b> Lustgarten Chap. 6 <b>4/8 Team Project Final Video due</b>	<b>4/11 Team Project Within-Team Peer Evaluation due</b>
11	<b>4/15 Colloquium:</b> Climate Change, Economics & National Security <b>Reading:</b> Lustgarten Chap. 7	<b>4/18 Quiz 4</b> <b>4/18 Team Project Student Evaluations due</b> <b>4/19 (Saturday) EXCURSION</b> Horn Point Laboratory, University of Maryland Center for Environmental Studies and Blackwater National Wildlife Refuge, Cambridge, MD
12	<b>4/22 Colloquium:</b> The Social Impacts of Climate Change <b>Reading:</b> Lustgarten Chap. 8	
13	<b>4/29 Colloquium:</b> What's the Worst That Could Happen? Abrupt Climate Change, the Sixth Extinction, and Other Ongoing Existential Crises <b>Reading:</b> Lustgarten Chap. 9	<b>5/2 Quiz 5 due</b> <b>5/4 (Sunday) EXCURSION</b> National Zoo, Washington, DC
14	<b>5/6 Colloquium:</b> "Possible Futures" Group Project <b>Reading:</b> Provided on ELMS	<b>5/9 (Friday) Scholars Academic Showcase, 4-5:30 pm, Edward St. John Building: Please attend!!</b> <b>5/10 (Saturday) Scholars Kickball Tournament</b>
15	<b>5/13 Colloquium:</b> Is There Hope? Planning to Live in a Changing World; Semester Wrap-Up	<b>5/13 Academic Showcase Report, Final Quiz, Excursion Report, Freshman Time Capsule Essay due</b>

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

## Resources & Accommodations

### Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [\*\*Accessibility & Disability Service \(ADS\)\*\*](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability

becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

### **Student Resources and Services**

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. We hope you will come talk to us so that we can help you find the right approach to success in this course, and we encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

### **Notice of Mandatory Reporting**

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As faculty members, Drs. Holtz & Merck are designated as "Responsible University Employees," and we must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing [titleIXcoordinator@umd.edu](mailto:titleIXcoordinator@umd.edu).

To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](#) website at [ocrsm.umd.edu](http://ocrsm.umd.edu).

### **Basic Needs Security**

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

### **Veteran Resources**

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

### **Netiquette Policy**

Netiquette is the social code of online interactions. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To

craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

### **Participation**

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.
- Since we often have in-class assignments such as ePortfolio construction and team discussion projects in Colloquium, you should have a smartphone, tablet, or laptop available when you are in class. (Note especially: if the scheduled activity of the day mentions “upload”, a laptop would be preferable.) However, during classtime, please refrain from email, social media, online shopping, streaming videos, and other such communication outside the scope of the course, or from working on material for other courses. In other words, please restrict your computer use to the activities of THIS class.

### **Course Evaluation**

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [Student Feedback on Course Experiences](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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