



College Park Scholars: Science & Global Change Sophomore Colloquium (CPSG 200)

The Search for Solutions: Resiliency in the Decade of Consequences

Term: Fall 2023

Instructors:

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Credits: 1

Course Dates: From August 28, 2023 – December 11, 2023

Course Day and Times: Mondays, 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 “Fearless 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
- Maintain professional academic standards in effective collaborative work, in academic presentations, and while working with non-program faculty, researchers, internship supervisors, and others

Course Description

The Colloquium is an academic course that provides the foundation for your learning in Scholars. In the Colloquium, we will discuss, propose, critique, simulate, and practice. You will be introduced to the topics, issues, and principles we address in our program, and you will have a variety of ways to learn and to test your understanding.

Because the Colloquium is a one-credit course and because we meet only once a week, it is unlike most of your other classes. It can be challenging to see the ways it fits in your semester, but that's actually an opportunity. We will cover less material than in a three-credit class, but this is only the first of a series of colloquia and the start of four semesters. While you can expect some assignments that will be familiar (the occasional quiz, for instance), we will prioritize active engagement during our meetings over homework, exams, and substantial projects. A different kind of course means different kinds of assignments.

The etymology of the word "colloquium" is "talking together": conversation in community. We will keep that in mind as we learn together in a Scholars cohort. The instructors will of course present from the front of the room, but in order to make the Colloquium meaningful, you'll talk with and build with your peers regularly.

Finally, the Colloquium is a place to make connections, not just between peers but between concepts. We will take time to consider questions from a variety of perspectives and academic disciplines. What you learn in your other courses will enrich what we do in colloquium, and what you learn in the Colloquium will enrich what you do in those other courses.

Course Themes:

- Many approaches have been proposed to reduce the effects of global change or to help make society more resilient
- Science has many roles in society; an informed citizen needs to understand the interactions between Science, the media, government, culture, and the populace in general

Learning Outcomes

After successfully completing this course you will be able to:

- Assess the scientific validity of proposed methods of mediating or adapting to current and future climate change.
- Evaluate the degree to which media portrayal of STEM issues accurately reflect the discoveries of those fields
- Present information about scientific and related issues by means of platform presentations.

Required Resources

- Texts:
 - Hawken, Paul (ed). 2017. *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming*. Penguin. ISBN-13 978-0-143130444 (Additionally you'll have readings from the online updates at <https://drawdown.org/solutions>)
 - Sagan, Carl. 1995. *The Demon-Haunted World: Science as a Candle in the Dark*. Random House. ISBN-13 978-0345409461
 - 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: \$30.00

Course Structure

In-person: One Colloquium meeting every Monday, 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; student group presentations; simulations; and more.

Out-of-class: One required Excursion (variable dates throughout the semester).

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. Furthermore, there will be several occasions this semester when each of you will be responsible for presenting information (either to a small group or to the class as a whole.) 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. (This is most especially true this semester, with its numerous student presentations.) 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 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. I 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 (she/her, he/him, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit 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. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Scholars.

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. While we do not have the official one-on-one conferences we did last Spring, 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 (5% total): Five quizzes are given throughout the semester. The lowest quiz grade is automatically dropped. Quizzes are open sourced but timed and will be delivered on ELMS.

Final Quiz (5%): A longer quiz, also delivered on ELMS. This will cover material from all three SGC colloquium semesters. Due online by **Dec. 11**.

Discussion Questions (20% 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.

Discussion Participation (20%): As this is a Scholars Colloquium, all students are expected to attend every Colloquium and be an active participant when appropriate. In some classes, there may be directed interactive activities or discussions. 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, 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. (This is most especially true this semester, with its numerous student presentations.) 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 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.)

Excursion Report (5%): Each student is responsible for attending and reporting on **one** (1) of several options of extracurricular events. These reports are due as illustrated webpages on our ePortfolio online (unlike last year). 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. Here are some options of types (and examples) of excursions available this semester; more will be announced in class and on ELMS as the semester progresses:

- A. SGC FIELD TRIPS:** The SGC faculty will lead a series of field trips during the semester. More details to come.
- B. VIRTUAL EXCURSIONS:** For those who prefer an online rather than in-person activity, a variety of virtual excursion options are provided: see details on ELMS. **NOTE:** you must complete two (2) virtual excursions in order to fulfill the Excursion Report requirement.
- C. SERVICE PROJECT:** There are various opportunities for service on or near the College Park campus throughout the year. Some will be organized by the group "Scholars in Action", others by various Scholars programs, still others by other organizations. Participation in one of these will count as an excursion, with the submission of the report form. Dates and opportunities will be announced during the semester.
- D. ADDITIONAL OPTIONS:** Other possibilities include: Scholars-wide presentations (or some specific events opened to members of other Scholars programs); presentations (other than class lectures) on-campus or off-campus concerning science, critical thinking, the environment, or related issues; open houses of labs or other facilities; and more. When the faculty become aware of them, we will advertise the time and place of these. However, we encourage you to discover options yourself: if you find a possibility, please send Holtz & Merck the particulars for their approval.

NOTE: You **may not use** the same specific Excursion this semester which you used in either of the previous two semesters.

“Visions of the Future” Team Project (25% total): The capstone of your time in the Scholars Colloquium is the “Visions of the Future” Team Project. Towards the end of the semester, each team of 4-5 students will present a report of a possible future based on the class materials and reading. The future you choose to describe might be as small scale as a family home or as broad as a national or international policy. The final deliverable products will be a brief platform presentation in class and a longer dossier online. This project has several different subcomponents:

- a) **Team Formation & Contract** (1%): Due **Sept. 19**.
- b) **Topic Proposal** (1%): Due **Oct. 3**, a brief description of your thoughts concerning what your vision of the future might be. The faculty will give you feedback about your choices.
- c) **Initial Bibliography** (2%): Due **Oct. 17**, a set of at least five (5) references from the technical literature, news, blogs, etc. that you have found that give you information about your topic. You aren’t necessarily obliged to use these references nor ONLY these references in your final dossier!! We just want to make sure you are doing due diligence in researching your topic. (You absolutely should include *Drawdown* and its online updates as references if relevant.)
- d) **Presentation** (10%): A draft of your PowerPoint must be uploaded on ELMS on **Nov. 14** for comments and evaluation by the faculty. Your brief (5 minutes maximum) team presentation in class will be on **Nov. 21**.
- e) **Dossier** (10%): A Word, PDF, or PowerPoint file that includes more detail than your in-class presentation. It must include your complete reference list. This is due **Dec. 2**. These will be featured on the SGC website.
- f) **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 **Dec. 2**.

Details on the specifics of these reports and their grading scheme will be provided later in the semester.

Practicum Proposal (5%): All SGC students must participate in a practicum in order to complete their Citation. While the work for the practicum will be done after this semester, we use this semester to help you organize your projects. By **November 14** you will have to turn in a proposal for your practicum work, giving a preliminary view of a) where you will be doing your work; b) what that work will likely entail; and c) what you expect to get out of this project. Students who intend to use one of the pre-approved courses rather than developing their own project must send a proposal stating which course they intend to take. Failure to provide a proposal will not only mean loss of 5% of your grade, but it will also prevent you from receiving any credit from the practicum!!

Learning Contract (5%): The second practicum-related portion of your grade this semester is the Learning Contract. This is a formal agreement between you, your site supervisor, and our office, making clear the tasks and hours for which you will be responsible and the credit level to which your practicum course will be given. (Students using one of the pre-approved courses to fulfill the course component of their Practicum must instead provide a screen capture demonstrating their registration in that class.) The Learning Contract is due on the last colloquium day of the semester (**December 11**). Failure to provide a proposal will not only mean loss of 5% of your grade, but it will also prevent you from receiving any credit from the practicum!! You can download the Learning Contract from <https://www.geol.umd.edu/sgc/docs/learncontract.pdf>

SGC 3-Semester Review Essay (5%): Also due on **December 11**, you will write and post a short essay detailing your experiences with the Science & Global Change Program so far. This will be mounted as a unique webpage linked to your SGC site. Specifics about the review will be given later, but your target audience will be prospective incoming students. A template is available at <http://www.geol.umd.edu/sgc/resources/threesemester.html>.

Portfolio Maintenance (5%): 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; that all pages use the same css code; etc.

Grading Structure

Assignment	Percentage %
General Quizzes	5%
Final Quiz	5%
Online Discussion Questions	20%
Discussion Participation	20%
Excursion Report	5%
“Visions of the Future” Team Presentations	25%
Practicum Proposal	5%
Learning Contract	5%
Portfolio Maintenance	5%
“3-Semester Review” Reflection Essay	5%
Total	100%







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 2, 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. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted 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.

	 OPEN NOTES	 USE BOOK	 LEARN ONLINE	 GATHER CONTENT With AI	 ASK FRIENDS	 WORK IN GROUPS
Quizzes	✓	---	---	---	---	---
Final Quiz	---	---	---	---	---	---
Online Discussion Questions	✓ if specified	✓ if specified	✓ if specified	---	✓ if specified	✓ if specified
In-Class Projects	✓	✓	✓ if specified	---	✓	✓
Excursion Report	✓	✓	✓	---	✓	✓
"Visions of the Future" Team Presentations	✓	✓	✓	---	✓	✓
ePortfolio Maintenance	✓	---	✓	---	✓	✓
3-Semester Review 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. Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. (Please contact us as soon as possible if some issue came up that prevented your timely submission of an assignment.)

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%	F
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-
								<60.0%

Course Outline

Week #	Colloquium Topic	Events Later in the Week or Weekend
1	8/28 Colloquium: Welcome Back; Logistics of Class; Resiliency in the Age of Consequences & Agents of Change	9/1 (Fri.) Scholas Block Party 2-4 pm, Cambridge Community Quad
2	9/4 Colloquium: None – LABOR DAY	
3	9/11 Colloquium: Future Shock: The Unexpected Impacts of Technology; Review of Team Project 9/11 Reading: Sagan Chap. 22; <i>Drawdown</i> pp. ix-xv & online material	
4	9/18 Colloquium: Decarbonizing Society I: The Grid 9/18 Reading: <i>Drawdown</i> “Energy” & online material 9/18 Team Formation & Contract due	9/21 (Thurs.) ON-CAMPUS EXCURSION: World premiere of “Supercell” multimedia performance, Kogod Theatre, The Clarice 9/22 (Fri.) Quiz 1 due 9/23 (Sat.) EXCURSION: Smithsonian Environmental Research Center, Edgewater, MD
5	9/25 Colloquium: Decarbonizing Society II: Transport & Infrastructure 9/25 Reading: <i>Drawdown</i> “Buildings & Cities”, “Transport” & online material	

6	10/2 Colloquium: Geoengineering: Carbon Capture and Sequestration (CCS) and Solar Radiation Management (SRM) 10/2 Reading: <i>Drawdown</i> “Coming Attractions” & online material 10/2 Team Project Topic Proposal due	10/6 (Fri.) Quiz 2 due 10/8 (Sun.) EXCURSION: Philip Merrill Environmental Center, Chesapeake Bay Foundation, Annapolis, MD
7	10/9 Colloquium: Climate Law & Climate Justice 10/9 Reading: <i>Drawdown</i> “Women and Girls” & online materials	
8	10/16 Colloquium: The Future of Farming, Wildlife Conservation & Resource Management 10/16 Reading: <i>Drawdown</i> “Food”, “Land Use” & online materials 10/16 Team Project Initial Bibliography due	
9	10/23 Colloquium: Energy & Environment Policy Choices in-class	10/27 (Fri.) Quiz 3 due
10	10/31 Colloquium: Energy & Environment Policy Simulation in-class	
11	11/6 Colloquium: Science Communication and Miscommunication	11/11 (Sat.) EXCURSION: American Museum of Natural History, New York, NY
12	11/13 Colloquium: Who Pays for Science? 11/13 Reading: Sagan Chaps. 17-19 11/13 Practicum Proposal due 11/13 Team Presentation draft PowerPoint due	11/17 (Fri.) Quiz 4 due
13	11/20 Colloquium: Team Project Presentations	11/22-24 THANKSGIVING BREAK
14	11/27 Colloquium: Mad Science in Culture and in History 11/27 Reading: Sagan Chap. 25	12/1 (Fri.) Team Project Dossier, Team Project Within-Team Peer Evaluation due 12/2 (Sat.) EXCURSION: National Museum of Natural History, Smithsonian Institution, Washington, DC
15	12/4 Colloquium: Science as a Defense Against Tyranny	12/8 (Fri.) Quiz 5 due
16	12/11 Colloquium: The World Set Free: The Enlightenment and the New Revolution	

	12/11 Final Quiz, 3-Semester Review, Excursion Report, Learning Contract due	
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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. 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.

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