

GGR314 GLOBAL WARMING

Summer 2 2020

University of Toronto, Department of Geography and Planning

Your Teaching Team

Instructor: Catherine Jimenea

Bio: Hi, everyone! Please call me Catherine. I am a 6th year Ph.D. Candidate in the Department of Geography and Planning and have been a teaching assistant of this course six times. I am teaching this course because I believe that everyone should be informed of the science behind our current climate emergency and alert them of the impacts already affecting humans and ecosystems. I hope to make this course as smooth and engaging as possible for all of you, while imparting the necessary knowledge that you need to understand and tackle global warming issues.

TAs: Tal Litmanovich and Mehrdad Shirinbakhsh Masouleh

Accessibility

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course. (From [Accessibility Office, U of T](#))

Course Overview

WHAT IS THIS COURSE ABOUT?

Is global warming really a hoax?

Have you wondered why ...

... carbon dioxide is popularly related to global warming?

... changing your diet is supposed to help mitigate global warming?

... in the midst of our current situation, we are still being reminded about global warming?

These are just a handful of questions that this course will answer. This course will explain the science behind global warming and climatic change. It will discuss the impacts on agriculture, forests, oceans, and water resources. Options and policies to reduce greenhouse gas emissions will also be addressed. While this is a science and social science course, much of the emphasis is on the science of global warming.

HOW WILL THIS COURSE HELP YOU IN ADDRESSING GLOBAL WARMING?

It is my goal that at the end of this course, you will be able to at least:

- Identify and compare the greenhouse gases that contribute to global warming

- Describe how anthropogenic emissions of greenhouse gases contribute to global warming and cause climatic change
- Distinguish between the different feedbacks affecting global warming
- Identify, and explain how, specific geographic locations are/will be impacted by global warming
- Propose policies to reduce greenhouse gas emissions
- Respond to global warming/climatic change deniers and debunk myths about global warming
- Apply the theoretical knowledge you learned from this course to answer questions such as “Are we really in a state of climate emergency?”

Course Structure

This course is both asynchronous and synchronous.

ASYNCHRONOUS

This is an online course without scheduled lecture time. Every **Monday at 12:00 am (EST)**, you will have access to a new weekly module on Quercus, containing videos and readings related to the weekly course topics.

The tutorial will have its own module and the tutorial readings will be accessible throughout the term. There will be several readings each week and you are expected to post a reply in your assigned discussion board. The *Tutorial* module will have further details.

Typically, you will need no more than 4 hours each week to complete the weekly materials, on top of the textbook readings and graded assessments. The tutorial requirement should not take you more than 1 hour each week, on top of the tutorial readings. These 5 hours are in lieu of the typical 5 contact hours per week of an in-person format.

SYNCHRONOUS

My virtual office hours will take place as live sessions on Bb Collaborate (Ultra). See the *Course Communication* section below for further details.

Course Requirements

Course Package

The course package is uploaded on Quercus. You have access to each chapter through the modules.

Supplemental

See weekly modules on Quercus for topic-specific supplemental materials.

Technology Requirements and Technical Problems

You must have **constant access to Quercus** to peruse the online materials and additional educational technologies such as Blackboard Collaborate (Ultra). A microphone is preferred for the virtual office hours, but you can also message me on the chat feature. You also need to upload assessments in PDF or MS

Word formats onto Quercus. The Office of the Vice-Provost, Students lists the [minimum technical requirements](#) necessary for you to access remote/online learning.

Of course, sometimes things can go wrong when using technology. You are responsible for ensuring that you maintain regular backup copies of your files, use antivirus software (if using your own computer), and schedule enough time when completing an assignment to allow for delays due to technical difficulties. Computer viruses, crashed hard drives, lost or corrupted files, incompatible file formats, and similar mishaps are common issues when using technology, and are **not acceptable grounds for a deadline extension**.

Grading Criteria

Breakdown of your grade

Assessment	% of Total Grade	Deadline
Tutorials (1 per week, starting Week 2)	10%	Saturday of each week at 11:59 pm (EST)
Quizzes (1 per week)	24%	Sunday of each week at 11:59 pm (EST)
Essay 1	13%	Sunday, August 02, at 11:59 pm (EST)
Essay 2	18%	Tuesday, August 18, at 11:59 pm (EST)
Final Assessment	35%	Thursday, August 20, at 11:59 pm (EST)

Grade Scale (From [U of T's Faculty of Arts and Science Academic Record](#))

Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0
85-89	A	4.0
80-84	A-	3.7
77-79	B+	3.3
73-76	B	3.0
70-72	B-	2.7
67-69	C+	2.3
63-66	C	2.0
60-62	C-	1.7
57-59	D+	1.3
53-56	D	1.0
50-52	D-	0.7
0-49	F	0.0

You can view your grades in the Gradebook, which you can access by clicking on “Grades” on the left navigation menu. Regularly check your grades to ensure that we have not missed entering your grades. If you have a question about your grades, please e-mail me.

Course Communication

E-mail

Instructor:	Catherine Jimenea	c.jimenea@mail.utoronto.ca
TA:	Tal Litmanovich	tal.litmanovitch@mail.utoronto.ca
TA:	Mehrdad Shirinbakhsh Masouleh	m.shirinbakhsh@mail.utoronto.ca

There are two ways that you can e-mail us:
The first is directly through our e-mails, listed above.

The second is through Quercus:

- Go to “People” on the left navigation menu of the course.
- Click on our name.
- A pop-up window on the right side of the screen will appear.
- Click on the envelope icon on the pop-up window.
- A “Send a message” pop-up window will appear.

When you e-mail us, please note:

- If your information can be found through the syllabus and posted materials on Quercus, we will direct you only there.
- In the Subject line, please state “GGR314” and your brief reason for e-mailing. For example: GGR314 – Late registration to the course.
- We will do our best to respond to you within 24 working hours.

Announcements

I will post announcements on Quercus on a regular basis. They will appear on your portal dashboard as soon as you login and/or will be sent to you directly using your preferred method of Quercus notification. So, be sure to check your method of notification regularly for any new announcements.

Virtual Office Hours

My virtual office hours will be two, 30 minutes, live sessions each week on Bb Collaborate (Ultra) and are scheduled as:

Wednesdays

10:00 am – 10:30 am (EST)

06:00 pm – 06:30 pm (EST)

You can access these sessions by clicking on “Bb Collaborate” on the left navigation menu.

Virtual appointments will also be held on Bb Collaborate.

Discussion Forum - Asynchronous

The Introductions and Discussions board is a way for all of you to asynchronously engage with each other throughout the course. It is where you will introduce yourselves, do shout outs, randomly ask the entire class about a course topic, post something that you found interesting, or just randomly post a reflection piece. You can access it by clicking on “Discussions” on the left navigation menu.

Discussion Forum - Synchronous

I am a believer of learning while teaching so, depending on how many students are online during my virtual office hours (and are available to stay), I may divide you into small groups to encourage peer-to-

peer learning for 15 minutes. In these groups you will try to answer each other's questions. At the end of the 15 minutes, we will regroup and share the questions/answers discussed in the small groups or I will answer any questions you may still have.

Netiquette

A Community Agreement Wiki page is available on Quercus where all of you may state how you wish to work with each other over the term. See the "Community Agreement" page in the "How this Course Works" module for further details. Please do not post any personal concerns or quiz answers on the discussion boards.

Institutional Policies and Support

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In assessments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from me or from other institutional resources (See www.utoronto.ca/academicintegrity/resourcesforstudents.html).

COPYRIGHT

If you wish to copy or reproduce course content created by me, you must obtain my written consent beforehand. Also, if you wish to copy or reproduce the other materials that I provide to you (textbook, tutorial readings, and supplemental materials on Quercus), you will need to obtain consent from those

materials' respective creators/authors. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited.

You can find out more about U of T's grading practices and policies here:

<https://teaching.utoronto.ca/teaching-support/u-of-t-resources/grading-practices-policies-uoft/>.

SERVICES and SUPPORT

The following are some important links to help you with academic and/or technical service and support and pandemic-related questions and resources:

- COVID-19-related questions are regularly updated at [COVID-19 – Student FAQs](#)
- COVID-19 information can be found at [COVID-19 Information for U of T Students](#)
- The Faculty of Arts and Science has [Online Resources for Students](#)
- General student services and resources at [Student Life](#)
- Services and resources for when feeling [stressed](#) or [distressed](#)
- Full library service through [University of Toronto Libraries](#)
- Online access to U of T library books via [HathiTrust Digital Library](#)
- Resources on conducting online research through [University Libraries Research](#)
- Resources on academic support from the [Academic Success Centre](#)
- Learner support at the [Writing Centre](#)
- Information about [Accessibility Services](#)
- Information for [Quercus Support](#) (Portal Info)

Course Assessments

DEADLINES

Please regularly review your calendar on Quercus to keep yourself on track with the assessment deadlines.

TUTORIALS

In Tutorial 1, you will select an article that you will write a summary for and post on the discussion board; you will only do this once for the entire term. You will then post a question to be answered by two other students. The answer does not have to be found in the article (it could be based on life experiences) but should be related to the article's content. The point of the question is to start a discussion, between you and your fellow students, regarding different topics related to global warming.

Tutorials 2 through 6 is where you will be graded. You will provide a summary of the article you have selected and then post 2 questions for your fellow students. Simultaneously, you will have to answer at least two questions posted by other students. You need to complete the weekly tutorial requirements by the respective week's **Saturday at 11:59 pm (EST)**. Given the short duration of the summer course, **late submissions will not be accepted**. See the *Tutorial* module on Quercus for further details.

10% Breakdown

Submit a summary for selected article: 4%

Post 2 questions related to selected article: 1%

Answer 2 questions: 5 weeks * 1% each = 5%

Please review already submitted responses before posting your own response to avoid redundancy. Ideally, everyone answers questions that have not been answered. If, however, all posted questions have been answered just before the deadline then you may answer any 2 questions.

Summaries, questions, and answers should **demonstrate evaluation of the assigned readings** and not be written for the sake of writing something. **Meaningless submissions will receive a zero.**

WEEKLY QUIZZES

The weekly quizzes are meant to help you evaluate what you have learned from the week's course topics. Quiz content is taken from the assigned sections of the textbook and supplemental materials posted on Quercus. They will be made available on Quercus on Thursdays at 12:00 am (EST) and **due on Sundays at 11:59 pm (EST)**. See the Course Schedule section below for actual dates. You will have **24 hours to complete** the quiz once you have started it and you have **3 attempts**. A **late penalty of 3% per day including weekends and holidays** will apply, up to a maximum of 2 days late. There will be **no make-up quizzes**. See the *Quizzes* module on Quercus for further details.

24% Breakdown

1 quiz each week: 6 weeks * 4% each quiz = 24%

ESSAYS

These summative assessments will enhance your engagement with the course materials and self-assess your understanding of the various course topics. The submitted essays should **demonstrate critical thinking and synthesis**.

Essay 1 will be released on Monday, July 13, at 12:00 am (EST) and the deadline is **Sunday, August 02, at 11:59 pm (EST)**. It will be marked out of 20 points, but it is 13% of your final grade. You will be graded on writing style (5 points) and accuracy of detail (15 points).

Essay 2 will be released on Monday, July 27, at 12:00 am (EST) and the deadline is **Tuesday, August 18, at 11:59 pm (EST)**. It will be marked out of 20 points, but it is 18% of your final grade. You will be graded on accuracy and comprehensiveness (7 points), relevance and clarity (8 points), and writing style (5 points).

Each essay will have a **late penalty of 3% per day including weekends and holidays**, up to a maximum of 3 days late. Please be mindful of the short duration of the summer course. I highly recommend that you start the assessments early. If you miss the submission window and want an extension, please e-mail me. Approval is not guaranteed and will depend on a case by case basis.

FINAL ASSESSMENT

The final is another summative assessment that will evaluate what you have learned overall from the course. It will consist of short answer questions. It will be released on **Thursday, August 20, at 12:00 am (EST)** and you have **24 hours to complete** it. A **late penalty of 3% per day**, up to a maximum of 2 days late will apply. It will be marked out of 50 points, but it is 35% of your final grade.

Course Schedule

This course is organized by weeks, where each week forms one module of learning.

Week	Date	Topics	Course Package	Assessments & Due Dates
1	July 06	How this course works; The greenhouse effect; The greenhouse gases	Chapter 1	Quiz 1: Sun, July 12, 11:59pm (EST)
		Tutorial 1	Readings	
2	July 13	Kaya Identity; The carbon cycle; Feedback processes	Chapters 2, 3, 4	Tutorial summaries/discussions: Sat, July 18, 11:59 pm (EST) Quiz 2: Sun, July 19, 11:59 pm (EST)
		Tutorial 2	Readings	
3	July 20	Stabilization pathways; Climate sensitivity; Transient/equilibrium responses	Chapters 1, 3, 4	Tutorial summaries/discussions: Sat, July 25, 11:59 pm (EST) Quiz 3: Sun, July 26, 11:59 pm (EST)
		Tutorial 3	Readings	
4	July 27	Impacts: Agriculture, forests, heat stress, vector-borne diseases, and species extinction	Chapters 5, 6, 7	Tutorial summaries/discussions: Sat, Aug 01, 11:59 pm (EST) Quiz 4: Sun, Aug 02, 11:59 pm (EST) Essay 1: Sun, Aug 02, 11:59 pm (EST)
		Tutorial 4	Readings	
5	Aug 03	Impacts: Water; Tipping points; Externalities; Denial; Public Engagement; Social Inequality	Chapters 1, 7, 8, 11	Tutorial summaries/discussions: Sat, Aug 08, 11:59 pm (EST) Quiz 5: Sun, Aug 09, 11:59 pm (EST)
		Tutorial 5	Readings	
6	Aug 10	Responses; Policies; Actions taken	Chapters 9, 10, 11	Tutorial summaries/discussions: Sat, Aug 15, 11:59 pm (EST) Quiz 6: Sun, Aug 16, 11:59 pm (EST)
		Tutorial 6	Readings	
7	Aug 17	Essay 2: Tue, Aug 18, 11:59 pm (EST) Final assessment: Thursday, August 20		