

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add Remove <small>* See Definition of a Credit Hour.</small> <small>** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 4/29/24 _____ Oct 21, 2024 _____ 10/21/2024 _____ _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

Paleoenvironments and People

Graduate Seminar

Mondays 2:00 – 4:50 PM
Room: SE 413
EVR 6417
3 credit hours

Instructor Contact Information

Erik N. Johanson, PhD
ejohanson@fau.edu

Office: Science Building 473
Office Hours: Mon 12:00 – 2PM

Course Description

This course examines climate change, major environmental stresses, and human-environment interaction from the recent past to today. Using historical and modern case studies, we explore successful and failed resiliency strategies during notable climate stress events across time, such as the Younger Dryas, Terminal Classic Drought and Little Ice Age. We also consider how current and future climate and environmental issues may affect modern societies.



Course Objectives

Students will become familiar with key environmental events that have marked the Holocene and understand the role of people in driving, managing, and responding to such events over time. Key analogs between past records and modern issues will be made.

Format

The course will be taught as a seminar. Classes will typically consist of abstract summaries due before class time and then a student-led discussion of the assigned readings (~4 per module). The semester will conclude with student presentations of their term project and submission of their paper.

Prerequisites & Degree Requirements

This course is open to graduate students from related disciplines. No prerequisites. This course is thematically connected with Paleoenvironmental Reconstruction (EVR 6931).

Semester schedule, syllabus, readings, and assignments are posted on Canvas (canvas.fau.edu).

Grade Breakdown

A: 93-100
A-: 90-92
B+: 87-89

B: 83-86
B-: 80-82
C+: 77-79

C: 73-76
C-: 70-72
D: 60-69

Course Evaluation

Seminar Leadership	30%
Term Paper Presentation	25%
Term Paper	25%
Participation & Abstracts	20%

Seminar Leading (30%)

Seminar leadership will be structured as students leading discussion for that module's articles, which are organized topically. Each student will be responsible for leading *at least* once during the semester, but most likely twice. All students are expected to read all assigned readings for every class meeting, but the student(s) charged with leading a given article is expected to do whatever additional work necessary to present that week's ideas in their proper context with appropriate comments and questions. All students are expected to help steer the conversation and share interesting thoughts.

Seminar discussions should, in general, follow this format: introduce the main author(s) with a short biography, then very briefly setup or review the content and concepts of the reading, followed by posing questions to your classmates to draw out the interesting aspects and key finding highlights or limitations of that research. Connecting an article to larger research themes, current issues, or prior assigned articles is also fine. The discussion leaders should work on developing questions to enhance and promote conversation and they are expected to steer the discussion appropriately for their articles.

Seminar leaders will meet outside of class ahead of the upcoming class time to develop a strategy for the discussion of the articles for their assigned module. Seminar leaders should prepare 4-5 leading questions for their assigned leadership article to include with their abstract summaries. These are due prior to the start of the scheduled class. Discussion leaders are encouraged to use their submitted questions during our in-class seminar but should also be prepared to ask new questions as the conversation flows. Classmates may jump in and ask their own questions, so be prepared to answer when needed and add your own interesting thoughts to the conversation. The seminar conversation is encouraged to be dynamic, but with the discussion leader guiding the conversation for their assigned article.

See my discussion advice section at the end of the syllabus!

Project (Paper 25% and Presentation 25%)

Your course project will be an oral PowerPoint-style presentation and 12-15-page term paper. Students will select a paleoclimate event(s) and a particular region, ideally related to the student's research interests. Alternatively, students may select a single paleoclimate event and trace its global

effects. Approval from the professor is required with topics due early in the semester. A draft outline of your project is due several weeks prior to the scheduled project presentations.

Presentations should be approximately 8-10 minutes with penalties assessed for those going well over or under the time. You are responsible for the presentation going smoothly and having it prepared on time. I highly recommend that you rehearse your presentation to ensure it fits within your given time and isn't too short or too long.

Papers should include a comprehensive literature review of notable related research in your assigned topic. Be sure to focus on peer-reviewed articles. Papers should be approximately 12-15 pages without counting the required cover page and references. Size 11-font, double spaced with 1-inch margins. Proper in-text citations and a bibliography are required. You may use the citation style of your choice, but a guide will also be posted. Additionally, a grading rubric will be posted on Canvas. The paper is due electronically during the last class period time (no in-class meeting that day). There is no final for this class.

Seminar Participation & Abstract Summaries (20%)

This grade is based on (1) *attendance*, (2) *engagement*, and (3) *weekly abstract summaries*.

Outstanding attendance and engagement are expected. Given that this class meets only once per week, significant learning is only possible if you attend regularly and engage actively with the professor and class. Consistent attendance and active engagement also indicate that you care about the course, which is a factor that matters for evaluating borderline grades at the end of the semester. Engagement further implies that you read all the required readings and supported the other students leading class discussion. Be prepared to say something valuable each week!

Weekly abstract summaries are one paragraph, personalized reviews of each of the week's readings and 2-3 questions that you can use during the seminar discussion—discussion leaders should steer the conversations, but other students may jump-in and pose questions as well. These abstracts relate the student's understanding of the main points of the readings, and any associated questions or criticisms that the student may have. Completing your abstracts will improve your in-class performance. It is strongly recommended that you bring a printout of your abstracts with you to class with additional comments and ideas to further stimulate your contribution to the seminar discussion.

A good general outline for the abstracts is as follows:

1. What is the thesis of the individual article?
2. How does the author(s) argue the thesis and what notable methods or theories are used?
3. What are your positive reactions to the individual reading (if any)?
4. What are your negative reactions to the individual reading (if any)?

My Goal as a Teacher

My goal is to make this course as enjoyable and beneficial to you as possible. You will leave this course with useful knowledge that I hope will provide you with a new outlook on the world around you. I am here to assist and support you through the learning process. When you are away from campus, do not hesitate to e-mail any questions you may have, but allow for my response within 24 hours (sometimes longer). If you have any questions about anything discussed in class, please ask me during or after class, or come see me in my office.

Disability Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require

reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Academic Integrity (Honor Code Policy Statement)

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. Students are responsible for informing themselves about the Honor Code standards before performing any academic work. The link to more detailed information about academic honesty can be found at: http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

Scholastic dishonesty includes, among other things: plagiarism (which includes copying and pasting written material from the internet), copying other's work during a test, and using notes during a test. The instructor reserves the right to use the Turn-it-in service to check all written work for plagiarism. Any test or written assignment for which you are caught cheating will be marked as a zero grade, and the incident will be reported in accordance with Honor Code regulations.

Classroom Etiquette

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." The only exception will be determined and announced by the instructor for special purposes, as indicated.

Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Policy on Makeup Work and Incompletes

Late work or missed class while expected to lead discussion will not be excused except under extreme circumstances. If an upcoming absence appears unavoidable, students are required to contact the instructor one week in advance. Please note that students may not be penalized for absences due to

participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Reasonable accommodation will also be made for students participating in a religious observance. Also, note that grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Attendance Policy Statement

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence. After two full weeks of face-to-face instruction with consecutive ‘no show’ of any students in person in the classroom, the modality of this course section may be changed to remote instruction only at the discretion of the university.

Student's Responsibility	Instructor's Responsibility
<ul style="list-style-type: none">• Be prepared for all classes	<ul style="list-style-type: none">• Be prepared for all class
<ul style="list-style-type: none">• Be respectful of others	<ul style="list-style-type: none">• Be respectful of the students
<ul style="list-style-type: none">• Actively contribute to the learning activities in class	<ul style="list-style-type: none">• Create and facilitate meaningful learning activities
<ul style="list-style-type: none">• Abide by the Honor Code	<ul style="list-style-type: none">• Evaluate all fairly and equally

Discussion Leadership & Participation Advice

It is challenging to lead discussion and actively participate in conversations in a seminar course. It is something that many of us struggle with, especially when starting graduate school. I’d like to offer you some advice on leading discussion and participating since it is a portion of your course grade:

- 1) Writing out “talking points” or interesting observations about each article ahead of time can make it easier to speak up and share your thoughts. Discussions often flow quickly, so being able to reference some of your ideas that you prepared earlier can help while also giving you confidence in speaking about something you’ve had the chance to calmly think through.
- 2) While serving as a discussion leader, please ensure that you have several classroom questions prepared and easily accessible for each article. You can have some very specific questions about a method, etc., but try to also have larger questions that can prompt more conversation. Connecting topics back to previous articles can be interesting at times. There are many strategies, but having prepared questions is critical to doing well.
- 3) It is also nice to introduce an article with some general thoughts about it before asking one of your prepared questions. This should avoid being too long and covering all of the interesting talking points, but it can help refresh the memories of other students on some of the topics of the article.

- 4) The discussion leaders should divide the articles ahead of time, so each takes the lead on any given article. However, all discussion leaders should be prepared with some questions and comments for all articles. There should be a flow between the co-leaders, and you should expect assistance from each other when needed. Differing perspectives are welcome!

THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN CLASS, CANVAS, AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.

Module	Date	Content/Topic	Discussion Leader
1	1/09	Class Introduction / Syllabus	1. Johanson
-	1/16	<i>MLK Day – University Closed</i>	
2	1/23	Intro to Paleoenvironments / Critique of “Collapse” & Env Determinism	1. Johanson
3	1/30	Terminal Classic Drought I / Defining the TCD and Critical Records	1. _____ 2. _____
4	2/06	Terminal Classic Drought II / Regional Records & Societal Reorganization	1. _____ 2. _____
5	2/13	Medieval Climate Anomaly / Little Ice Age (Old World)	1. _____ 2. _____
11	2/20	Semester Project Topics Due / No Class	
6	2/27	Medieval Climate Anomaly / Little Ice Age (Americas)	1. _____ 2. _____
-	3/06	FAU Spring Break / No Class	
7	3/13	The Younger Dryas	1. _____ 2. _____
11	3/20	Semester Project Outline Drafts / No Class	
8	3/27	The Meghalayan (4200 cal yr BP Event)	1. _____ 2. _____
9	4/03	Hazards and Climate	1. _____ 2. _____
10	4/10	Paleoenvironmental Lessons for Modern Issues / Anthropocene	1. _____ 2. _____
11	4/17	Presentations in person (SE413)	
11	4/24	Papers & Peer Evaluations Due / No Class	
F		No Final Exam / No Class	