

# Introduction to Environmental Geography

## Geography 125 (Section 402)

### Spring 2012



### 3 credits

This course fulfills the Natural Science General Education Requirement (non-lab). It is not open to graduate students for credit.

Prerequisites: none.

Instructor:	<b>Prof. Ryan Holifield</b>
Office Location:	Northwest Quad Building B, Room 6493
Phone:	(414) 229-4868
Email:	<a href="mailto:holifiel@uwm.edu">holifiel@uwm.edu</a>
Office Hours:	By appointment – or if my door is open, feel free to drop in
Teaching Assistants:	Jonathan Kult ( <a href="mailto:jmkult@uwm.edu">jmkult@uwm.edu</a> ): DIS 603, 604, 605, 606 Katie Nauth ( <a href="mailto:kjnauth@uwm.edu">kjnauth@uwm.edu</a> ): DIS 601, 602
Service Learning Contacts:	ISL Office ( <a href="mailto:islinfo@uwm.edu">islinfo@uwm.edu</a> ); Ph: 229-2348, Holton G26 <a href="http://www4.uwm.edu/isl/contact/contact.htm">http://www4.uwm.edu/isl/contact/contact.htm</a> Janet Kiernan, Program Associate Sarah Warran, Community Research Technician

## Introduction to the course

We all care about the Earth's environment. We also all know that there are serious environmental problems, the solutions to which are seldom easy to find. We've come to think of some of these problems—like climate change—as “global,” and others—like pollution in Lake Michigan or the Milwaukee River—as “local.” We've often heard that the best way to address environmental problems is to “think globally, act locally.”

But the geography of environmental problems and solutions is more complicated than “global vs. local.” Although a growing number of environmental issues affect all of us, they affect us in different and unequal ways, depending on where we live and how we engage with the environment that surrounds us. The causes of environmental problems are also geographically complex—and so the solutions will be as well.

Consider climate change. We think of this as a global problem, but the problem is always generated (or exacerbated) locally: emissions from particular highways or factories, clearcuts of particular forest areas, policies belonging to particular cities or countries. At the same time, people in Niger or Kiribati will be affected very differently by climate change than people in Milwaukee. (Don't know where Niger and Kiribati are? You will by the end of the semester!) The purpose of this course is to introduce you to the study of this complex geography. We will pay particular attention to the environmental geography of Milwaukee, seeking to understand its connections with and differences from other places.



Although understanding physical and environmental processes is central to the course, Geography 125 is not *simply* a natural science course. Environmental geography concerns the interactions between humans and their non-human environments. One of the fundamental principles of this course is that environmental dynamics are inseparable from social, cultural, political, and economic processes and relations. Understanding the interrelatedness of environmental change and social/cultural processes—and specifically, issues of *urban environmental justice, inequality, and sustainability*—will be the focus of many of the assignments and discussions in the course. We will be particularly interested in how organizations and communities in and around the city of Milwaukee are addressing or

experiencing environmental problems, attending both to the challenges they face and to inequalities in the impacts of these problems. A primary aim of the course is to enable you to become a more aware, informed, and thoughtful environmental citizen, whether this course is the first step in an environmental career or the only geography or environmental studies course you ever take.

## **Service learning**

Central to Geography 125 is a required service learning component. Although an important goal of the service learning project is for you to make a worthwhile contribution to the Milwaukee community, service learning is not simply volunteer work. Instead, it is an opportunity to learn about environmental geography in a different way: a more “hands-on” way than you can get from the textbook or lectures. Also, the aim of the project is not simply for you to “put in hours.” You will be expected to reflect critically on your experiences and on the mission of your organization in a series of journals, which you’ll find described in a separate handout. We want you to serve the community, and we want you to learn as much as you can—and we also hope that you will have fun in the process.

As the basis for your project postings, you must do some basic research on your agencies and complete 10-15 hours of service during the semester. This may sound like a lot, but keep in mind that the discussion sections will only meet every other week. In our experience, Geography 125 students—even those with significant responsibilities outside of school—have found these requirements manageable. Also, as you will see in the agency descriptions, several of our placements are very flexible with regard to how and when you can fulfill your service.

## Required materials

We will use the following **required** textbook for this class:

**Marsh, William M. and Grossa, John, Jr. *Environmental Geography: Science, Land Use, and Earth Systems*, 3<sup>rd</sup> ed. Hoboken, NJ: John Wiley & Sons, 2005.**

The textbook is available at the UWM Bookstore and through online vendors – it is also available for rental at a reasonable rate from some online vendors (such as [www.chegg.com](http://www.chegg.com)). To compare prices, check [http://www.bestwebbuys.com/Environmental\\_Geography-ISBN\\_9780471482802.html?isrc=b-search](http://www.bestwebbuys.com/Environmental_Geography-ISBN_9780471482802.html?isrc=b-search). If you order online, make sure you order the **3<sup>rd</sup> edition**. There will also be a copy of the book available on reserve in the library.

Also required: 28 **3 x 5 note cards** (not the sticky Post-it kind) or pre-cut 3 x 5 slips of paper (bring one to each lecture session). **Please do not bring 4 x 6 or larger cards.**

Occasionally we will read short essays and articles on environmental issues, all of which will be available through D2L. Another important component of the class will be video case studies from Annenberg Media (*The Habitable Planet, Earth Revealed, The Power of Place*), the New York Times, PBS, and other sources.

## Grading Policy

See the following site for official UWM policy on grades and grading:  
<http://www4.uwm.edu/secu/docs/other/S29.htm>.

### Guide to grades

93-100%	A	73-75%	C
90-92%	A-	70-72%	C-
86-89%	B+	66-69%	D+
83-85%	B	63-65%	D
80-82%	B-	60-62%	D-
76-79%	C+	0-59%	F



**I (Incomplete):** See the UWM policy on incompletes below (p. 10) or at the following link:  
<https://www4.uwm.edu/secu/docs/other/S31.pdf>

If you take the class pass-fail (S/U), you must get the equivalent of at least a “C” to earn an “S” in the course.

## Course learning objectives, assessments, and grading

By the end of the semester, you should be able to do the following:

Learning Objective	Assessment	Percentage of Grade
<b>1. Demonstrate knowledge of basic concepts in environmental geography and related disciplines.*</b>	22 (of 28) attendance cards Syllabus/assignment quiz Midterm exam Final exam	4% 1% 15% 20%
<b>2. Explain the relationship between a set of environmental data and theoretical explanations for its geographic distribution.*</b>	Online Mapping/Analysis Exercise	10%
<b>3. Identify and discuss the limitations and ambiguities of a set of environmental data and the possibility of alternative interpretations.*</b>	[See #2 above]	[See #2 above]
<b>4. Explain how, by virtue of their distinctive and uneven geographies, different human communities and populations are related differently and unequally to the causes and effects of environmental problems.</b>	Discussions [Also see #2 above]	20%
<b>5. Analyze the geographic dimensions (e.g., scale, connectivity across space, etc.) of the activities of agencies or individuals working on solutions to environmental problems in a particular location.</b>	Service learning project	30%
<b>6. Evaluate the limitations to agencies or individuals working on solutions to environmental problems in a particular location, and suggest possible alternatives.</b>	[See #5 above]	[See #5 above]

\* Based on required objectives for Natural Sciences GER courses (non-field/non-lab).

## ***Grading information and attendance policies***

1. **LECTURE ATTENDANCE (4%):** During each lecture section (except session 1 and the midterm—28 sessions in all), I will collect a 3 x 5 index card. You will write your name and the answer to a question about the content of the lecture, and I will collect the cards at some point in each class. I WILL NOT ACCEPT ANY LATE INDEX CARDS—in order to receive credit, you must hand in the card at the end of class. No one can hand in a card for an absent classmate. **If you do not arrive in class until the last 10 minutes, you may not submit an index card for credit.**

Each card you turn in will be worth 1 point, for a maximum of 22 (we will convert your points to a percentage score – lecture attendance is worth 4% of your grade). This means you have six “free passes” during the semester, for any reason. If (and only if) you anticipate missing **more than six** classes because of illness, hospitalization, or personal/family emergencies, you must notify me and provide documentation in order to have an absence excused.

2. **SYLLABUS/ASSIGNMENT QUIZ (1%):** You will complete a short D2L quiz on the syllabus and assignments during the first few weeks of the semester, worth 1% of your grade. You can take the quiz as many times as you like before the deadline. The quiz is designed to make sure you are familiar with the syllabus, assignment requirements, and D2L site.
3. **EXAMS (35%):** You will take 2 exams: a midterm worth 15% of your grade, and a cumulative final exam worth 20% of your grade. The exams will include multiple choice, true/false, or matching questions, based primarily on the textbook, reading guides, and extra credit quizzes, as well as material from lectures, videos, and discussions. You will receive review sheets and more information about the exams before each one, and we will have an in-class review session before each exam as well. The format of the final exam will be mostly the same as the midterm, but the final will contain an additional cumulative component.
4. **MAPPING/ANALYSIS EXERCISE (10%):** You will complete an online mapping and geographic analysis exercise, worth 10% of your grade. You will find detailed instructions for the exercise on the D2L site. The exercise, which focuses on issues of environmental equity and justice, consists of two components:
  - a. **An online quiz** worth 5%, or half the assignment grade. Each individual will take the quiz; you may take it as many times as you want before the deadline (so only your best score counts), but you may not take it after the deadline. The quiz is found on the D2L site.
  - b. **Answers to two questions for critical reflection**, worth 5%, or half the assignment grade. For this part, you will post your answers and respond to at least one classmate in a D2L discussion forum. Your grades will be based on the rubric posted on D2L.
5. **DISCUSSIONS (20%):** Your discussion sections will meet eight times during the semester (see the syllabus calendar below and the discussion timetable for the meeting dates). You will receive 1 point for each discussion you attend, for a total of 8 points.

For each discussion section, there will be a short take-home or in-class assignment, worth a maximum of 2 points each. We will drop your lowest two scores (so you can earn up to 12 points). Only the following count as excused absences for the discussion sessions: (1) documented illness or hospitalization; (2) documented personal or family emergency or funeral/memorial.

6. **SERVICE LEARNING (30%)**: The last requirement for the class is a service learning project. You will receive more information about the project during the first three weeks of class, and you will find more details about it in the assignment handout posted on the D2L site.
7. **EXTRA CREDIT (up to 5%)**: There will be two opportunities to earn extra credit.
  - a. **QUIZZES**: During the semester, you can take up to 6 extra credit online quizzes, which will include a combination of multiple choice, true/false, and matching questions. The quizzes will be based primarily on the textbook readings and reading guides, but they will also include questions based on the lectures and other materials.

Each quiz will have a strict time limit and deadline, and **you must complete your quiz before the time limit and deadline in order to receive credit.** There will be no “make-up” extra credit opportunities. By taking quizzes (worth up to ½ point each), you may earn up to 3 extra percentage points over the course of the semester.

There will also be non-graded practice quizzes available before each exam. Although credit is not available for the practice quizzes, I strongly encourage you to take them to help you prepare for the exams.

- b. **SURVEY**: At the end of the semester, you will have the opportunity to complete an anonymous course evaluation survey on the D2L site. The survey will be worth 2 percentage points. You will receive further instructions for the survey later in the semester.

## ***Can I have an extension? A note on special consideration***

Please don't ask for extensions, make-up assignments, second chances on exams, or more extra credit than I already offer. Here's UWM's policy on "special consideration," which I strive to follow closely (<http://www4.uwm.edu/secu/docs/other/S29.htm>):

**Special Consideration.** The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. *No student should be given an opportunity to improve a grade that is not made available to all members of the class.* This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control.

**Comments:** This policy applies to requests for special consideration both before and after a course is completed (See also Grade or Record Changes). It is usually impossible to make opportunities for grade improvement available to all students in a course after the course has ended. *Examples of unacceptable opportunities for an individual student include extra work, retaking an examination, taking an extra examination, or an extension of time on an assignment or examination. The policy on incompletes (UWM Select Policies and Procedures, S-31) explains the circumstances in which a student may be given extra time for the completion of a course.* This policy should reassure students who are not seeking special consideration and it should also protect instructors from student pressure for special consideration.

## ***Work load***

This is a 3-credit course. As a general rule of thumb, you should expect to spend 2-3 hours outside of class for every one hour in class. Since we will spend either 2 or 3 hours in class each week (depending on whether the discussion section meets), you can expect to spend approximately at least 4-6 hours and at most 6-9 hours each week outside class preparing for class, working on assignments, completing service learning hours, and studying for exams. Each week you should plan to spend at least 1-2 hours reading and taking notes on your textbook and 1-2 hours working on assignments (project journals, the mapping exercise, and the final presentation) and quizzes. Although you will also spend an *average* of 1 hour per week in service learning activities, some agencies offer opportunities to complete your service over the course of one or two weekends. You will be responsible for managing your time—*especially* your service—in order to complete your work.

## ***Classroom conduct***

In this class, we must work together to create a positive learning environment, and I expect you to *respect the rights of other students to learn.*

- Please **come to class on time and stay until the end.** If you must come in late or leave early, please sit near an exit and avoid distracting other students or disrupting the class.
- Please respect me and your fellow students when we are speaking by **not engaging in side conversations with your classmates.** Also, please don't use class time for pleasure reading, working crossword puzzles, playing solitaire, etc.

**Cell phones, laptops, PDAs, etc.**

- Please **turn off your cell phone** when you come to class. If you must leave it on for some reason (e.g., in case of family emergency), please set it to “silent” and sit near an exit.
- Unless you have a VISA from the Student Accessibility Center or other documentation that you have special needs, **you may not use laptops or other electronic devices during class**. We’ve learned from experience that very few students bring laptops to class in the first place, and unfortunately most have used them for e-mail, messaging, web-surfing, gaming, or other activities during class.

I also expect you to *acknowledge and respect the diversity of participants in the class*. At times we will discuss controversial issues in this course, and students in the class will not always be on the same side. Your task is not to “win” debates, and it is certainly not to dismiss some points of view, perspectives, or experiences as incorrect or irrelevant without considering them carefully and critically. On the contrary, you should seek to develop an understanding of the different positions in debates about the environment—including positions that differ from your own—and to challenge your own preconceptions. Even if you disagree with points of view expressed by your instructor, your teaching assistants, or your fellow students, as citizens of this class you are responsible for considering different points of view respectfully. The instructors will do the same.

**Late work**

To be fair to students who turn their work in on time, **you will not receive credit for assignments turned in late**, unless a documented medical or personal emergency arises. Please contact the instructor or the TA immediately if an emergency arises, or if you know you will have a problem turning your work in on time.

Please note that “the D2L dropbox [or discussion forum] didn’t work” is not an acceptable excuse for a late assignment; you are responsible for making sure your assignment reaches the dropbox or discussion forum. You should email the instructor immediately—and before the assignment is due—if you have technical difficulties submitting your assignment to the D2L site.

**Make-up exams**

In order to be fair to all students in the course, you may not make up exams or resubmit coursework unless a documented medical or personal emergency arises. In the event that you must be absent on the day of an exam, you must contact the instructor immediately to reschedule a make-up exam and submit a signed make-up exam form (available on D2L).

**Technology**

**D2L site:** You will gain access to lecture slides, reading guides, assignments, discussion forums, quizzes, and surveys through the course D2L site: <http://d2l.uwm.edu/>. In order to reach the site, simply log in using your Panther ID and password, and then follow the instructions to find the course site.

If you need help getting access to the site or to D2L, please use the UWM Help Desk (available **7 a.m.–midnight**, 7 days a week), which should be your first point of contact for any technical issues you encounter:

Help Desk web site: <http://www4.uwm.edu/technology/help/campus/index.cfm>

Help Desk Telephone: (414) 229-4040 or Toll Free (877) 381-3459

Submit Help Request: <http://www4.uwm.edu/technology/help/campus/gettechhelp.cfm>

Help Desk Location: Bolton 225

**Software:** The computer you use must have a basic word processing package such as Word for Windows, and you should know how to use it. You will also need to be able to view PowerPoint files (lecture slides) and Adobe PDF files (reading guides, other readings). You can view these files using free downloads, and you'll find links to these downloads on the D2L site.

**Email etiquette:** The best way to reach me outside of class is via email ([holifiel@uwm.edu](mailto:holifiel@uwm.edu)). (Note, though, that my last name is “Holifield,” not “Holifiel”!) Although you shouldn't expect a response within minutes, I generally check and respond to email frequently, and except in unusual circumstances (for instance, I am occasionally out of town for a few days for a conference) I will answer you within 24 hours. I will let you know if I will be away from my email account for more than 24 hours.

In order to succeed in this course, you need to check your UWM email account regularly and read all emails I send. I will do my best not to bombard you with email, and I will never try to sell you any strange products. You should put my email address in your address book and on your “safe senders” list.

UWM recommends that you do **not** forward your UWM email to a private email account, because private email providers sometimes block incoming UWM email. If you choose to use a private email account in spite of this recommendation, it will be your responsibility to set up the account to receive email forwarded from your Pantherlink account. I will not accept “I didn't receive the email” as an excuse.

Here are some important guidelines for your emails to me—please observe them:

- Please put “Geog 125” in the subject header line.
- Please address your emails to me **by name** (for instance, “Dear Professor Holifiel” or “Dr. Holifiel”). Presumably, many of you are preparing for professional careers, and you should compose email messages to your professors following professional conventions. I'll think twice about responding to emails that simply say “Hey” or “Hi,” or include no salutation at all.
- Please consider the **tone** of your emails carefully. I'm happy to respond to polite questions or requests for information, but every semester I receive a small number of rude and inconsiderate emails. If you write the latter, I won't hesitate to let you know.
- **Please sign your emails by name.** Otherwise I may reply to you as “rbh09478” or whatever your Panther ID happens to be.

I will set up a FAQ on the course D2L site. If you have a general question about the syllabus or course requirements, I strongly recommend that you check the FAQ – it may help you more quickly than I can.

Finally, I'm happy to meet with you in person. Please call or email to set up an appointment, or if my office door is open, you're free to drop in if you have a question. I'm also usually in my office during the hour after lecture.

## University policies and special notes

For the University of Wisconsin-Milwaukee's official policies on **disabilities, religious observances, active military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures**, and **grade appeal procedures**, please see the following web site:

<http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>. Geography 125 adheres to all of these policies.

**Students with Disabilities:** If you have a disability and need accommodations of any kind (e.g., a notetaker, special accommodations for tests, etc.), please see me and submit your VISA from the Student Accessibility Center **within the first two weeks of the semester**. I'll be happy to work with you to make any necessary arrangements. For more information, see the following:

<http://www4.uwm.edu/sac/SACltr.pdf>.

**Religious observances:** If you require accommodations for religious observances, I'm happy to work with you to make necessary arrangements. Please note that **you are required to notify me within the first three weeks of the semester** of the specific dates on which you will request relief from an examination or academic requirement: <https://www4.uwm.edu/secu/docs/other/S1.5.htm>.

**Academic misconduct:** You are responsible for reading and following UWM guidelines on academic misconduct, including cheating and plagiarism: <http://www4.uwm.edu/osl/dean/conduct.cfm>. If any of the instructors suspects academic misconduct, we are required to follow the procedures described here: [http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm).

**H1N1 Influenza:** In the event of disruption of normal classroom activities due to an H1N1 swine flu outbreak, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

**Incompletes:** "An Incomplete may be given to a student who has carried a subject successfully until near the end of the semester but, **because of illness or other unusual and substantiated cause beyond that student's control**, has been unable to take or complete the final examination or to complete some limited amount of term work. **An Incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above.**" (quoted from UWM policy: <https://www4.uwm.edu/secu/docs/other/S31.pdf>).

If you have questions or concerns about the class, please do not hesitate to contact your instructor or teaching assistant.

## Calendar

	Lec	Date	Topic	Reading	Service Learning (SL) and Discussions (DIS)
Wk 1	1	Jan 23	Course Introduction	n/a	<b><u>SL online signup begins</u></b>
	2	Jan 25	Environment and Humanity	Ch 1, 2	<b><i>DIS session 1 (M, T, W)</i></b>
Wk 2	3	Jan 30	<b>Service Learning Orientations UWM Union Ballroom</b>	n/a	<b><u>SL registration</u></b>
	4	Feb 1	Concepts of Environmental Geography	Ch 3	<b><i>No DIS this week</i></b>
Wk 3	5	Feb 6	Global Cycles and Systems	Ch 4	<b><i>DIS session 2 (M, T, W)</i></b>
	6	Feb 8	Global Cycles and Systems	Ch 4	
Wk 4	7	Feb 13	Ecosystems	Ch 5	<b><i>No DIS this week</i></b>
	8	Feb 15	Ecosystems	Ch 5	
Wk 5	9	Feb 20	Frontier Environments / Population	Ch 6, 7	<b><i>DIS session 3 (M, T, W)</i></b>
	10	Feb 22	Human Population	Ch 7	
Wk 6	11	Feb 27	Agriculture, Food, and Hunger	Ch 8	<b><i>No DIS this week</i></b>
	12	Feb 29	Agriculture, Food, and Hunger	Ch 8	<b><u>SL Journal 1</u></b> (due Weds, 2/29)
Wk 7	13	Mar 5	Energy and the Environment	Ch 9	<b><i>DIS session 4 (M, T, W)</i></b>
	14	Mar 7	Energy and the Environment	Ch 9	
Wk 8	15	Mar 12	Review	n/a	<b><i>No DIS this week</i></b>
	16	Mar 14	<b>Midterm Exam</b>	n/a	
<b>SPRING BREAK: Mar 19-23</b>					
Wk 9	17	Mar 26	Atmosphere and Climate	Ch 10	<b><u>Mapping Ex.</u></b> due*
	18	Mar 28	Atmosphere and Climate II	Ch 10	<b><i>DIS session 5 (M, T, W)</i></b>
Wk 10	19	Apr 2	Go over Midterm / Air pollution	Ch 11	<b><i>No DIS this week</i></b>
	20	Apr 4	Air pollution	Ch 11	<b><u>SL Journal 2</u></b> (due Weds, 4/4)
Wk 11	21	Apr 9	Water Resources	Ch 12	<b><i>DIS session 6 (M, T, W)</i></b>
	22	Apr 11	Water Resources	Ch 12	
Wk 12	23	Apr 16	Water Pollution	Ch 13	<b><i>No DIS this week</i></b>
	24	Apr 18	Water Pollution	Ch 13	
Wk 13	25	Apr 23	Hazardous Waste	Ch 14	<b><i>DIS session 7 (M, T, W)</i></b>
	26	Apr 25	Soil and Land	Ch 15	
Wk 14	27	Apr 30	Biodiversity	Ch 16	<b><i>NO DIS this week</i></b>
	28	May 2	Open-Land Resources	Ch 17	<b><u>SL Journal 3</u></b> (due Weds, 5/2)
Wk 15	29	May 7	Global Environmental Management	Ch 18	<b><i>DIS session 8 (M, T, W)</i></b>
	30	May 9	Review and summary	n/a	<b><u>Comment</u></b> (due Weds, 5/9)

**Final Exam and SL Time Log Due:** Wednesday, May 16, 10:00 am - 12:00 Noon, Bolton B52

[http://www4.uwm.edu/schedule/pdf\\_archive/exams/exams\\_2122.pdf](http://www4.uwm.edu/schedule/pdf_archive/exams/exams_2122.pdf)

\* See assignment for details on mapping exercise due dates

**DISCUSSION SECTION CALENDAR**

Week 1- (Week of Jan 23)	<i><b>Discussion 1: Thinking critically and geographically</b></i>
Week 2- (Week of Jan 30)	<i><b>NO DISCUSSION</b></i>
Week 3- (Week of Feb 6)	<i><b>Discussion 2: Ecosystems</b></i>
Week 4- (Week of Feb 13)	<i><b>NO DISCUSSION</b></i>
Week 5- (Week of Feb 20)	<i><b>Discussion 3: Earth's growing population</b></i>
Week 6- (Week of Feb 27)	<i><b>NO DISCUSSION</b></i>
Week 7- (Week of Mar 5)	<i><b>Discussion 4: Energy and environment</b></i>
Week 8- (Week of Mar 12)	<i><b>NO DISCUSSION</b></i>
	<i><b>SPRING BREAK: Mar 19-23</b></i>
Week 9- (Week of Mar 26)	<i><b>Discussion 5: Atmosphere and climate</b></i>
Week 10- (Week of Apr 2)	<i><b>NO DISCUSSION</b></i>
Week 11- (Week of Apr 9)	<i><b>Discussion 6: Water resources</b></i>
Week 12- (Week of Apr 16)	<i><b>NO DISCUSSION</b></i>
Week 13- (Week of Apr 23)	<i><b>Discussion 7: Hazardous waste</b></i>
Week 14- (Week of Apr 30)	<i><b>NO DISCUSSION</b></i>
Week 15- (Week of May 7)	<i><b>Discussion 8: Managing natural resources</b></i>

**Service Learning Dates to Remember**

Classes Begin	January 23
Student Online Registration for ISL Account	Jan. 23- Feb. 3
<b>Registration due for Geog 125 placement</b>	<b>January 29</b>
➤ Note: ISL will close its online registration system on <b><u>February 10</u></b>	
<b>Service Learning Class Orientation</b>	<b>January 30</b>
Student Assistance in ISL Office with Placement Concerns	Available through Feb. 24
➤ NOTE: ISL will <b><u>NOT</u></b> allow you to select a placement after <b><u>February 24!</u></b> *	
<b>Journal 1 due</b>	<b>February 29</b>
<b>Journal 2 due</b>	<b>April 4</b>
<b>Journal 3 due</b>	<b>May 2</b>
<b>Comment due</b>	<b>May 9</b>
<b>Time Log Due to Course Instructor</b>	<b>May 16 at or before exam</b>

\*If you have not registered for a placement by this time, you will be asked to withdraw from the course.