



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

*Principal Faculty Member(s) Proposing Course*

Name	User ID	College	Department
CHRISTOPHER LANDINO	cs117	(XX)	Not Available
DREW ANDERSON	dpa5015	Earth and Mineral Sciences (EM)	Not Available

Academic Home: University College (UC)

Type of Proposal:  Add  Change  Drop

**Course Designation**

(HIST 6N) History and Weather: How Weather Played an Instrumental Role in Great World Events

**Course Information**

**Cross-Listed Courses:**

METEO 6N(EM)

**Prerequisites:**

**Corequisites:**

**Concurrents:**

**Recommended Preparations:**

Abbreviated Title: Hist&Weather  
 Discipline: General Education  
 Course Listing: Inter-Domain

**Special categories for Undergraduate (001-499) courses**

**Foundations**

- Writing/Speaking (GWS)
- Quantification (GQ)

**Knowledge Domains**

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

**Additional Designations**

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

**First-Year Engagement Program**

- First-Year Seminar

## Miscellaneous

Common Course

## GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

## Bulletin Listing

---

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	None (XX)
Effective Semester:	Upon Approval
Travel Component:	NO

## Course Outline

---

### A brief outline or overview of the course content:

In History/Meteorology 6N, we'll survey how weather and history are integrated throughout time. Moving from past to present, the course will use case studies to navigate historical moments where weather shaped the outcome. Each case study will have a historical, cultural, and meteorological analysis of the event so students gain a deeper understanding of the national or international event and the integration of science and history.

The case studies range from the Revolutionary War through present day. This period of history has been selected because there are firsthand accounts of the weather and/or recorded weather data for each event. Time in the course is equally split between United States and international topics.

### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

There are many case studies where weather and history are integrated. So, each professor of this course will select case studies that compliment his or her expertise, provided that there is an equal distribution of time spent on national and international events and provided that the events span periods of time, rather than just one era.

Among many examples of weather affecting history, possible topics of study may include:

The Battle of Long Island - 1 week (United States)

Washington Crossing the Delaware - 1 Week (United States)

Washington D.C. Burning During War of 1812 - 1 Week (United States)

The Battle of Waterloo - 1 week (International)

DDAY - 2 weeks (International)

Hitler's Invasion of Russia - 1 week (International)

Mid-term Paper (United States)

The Battle of the Bulge - 2 weeks (International)

Andersonville Prison Camp - 1 week (United States)

Galveston, Texas Hurricane - 1 week (United States)

United States Dust Bowl – 1 Week (United States)

The Challenger Space Shuttle Disaster – 1 week (United States)

Topics from student presentations that will focus on international events not already discussed in the course – 2 weeks (International)

United States Topics: 7 weeks

International Topics: 8 weeks

### Course Description:

In HIST 6N / METEO 6N, we'll survey how weather and history are integrated throughout time. Moving from past to present, the course will use case studies to navigate historical moments where weather shaped the outcome. Each case study will have a historical, cultural, and meteorological analysis of the event so students gain a deeper understanding of the national or international event and the integration of science and history.

Weather has shaped the outcome of major world events. For example, a weather forecast led to the delay of the Allied invasion of Normandy (DDay), record cold weather in Florida led to the Challenger Space Shuttle explosion, General George Washington used fog to conceal the withdrawal of his troops at the Battle of Long Island, and the list goes on. The case studies range from the Revolutionary War through present day, and this period of history has been selected because there are firsthand accounts of the weather and/or recorded weather data for each event.

The meteorological study examines the event's atmospheric conditions. How or why did they occur? How did they affect the event? Therefore, students will learn basic meteorology and climatology. They will also analyze weather maps and scientific data. The historical study provides context for the event. What led to the event? What happened during the event? What are the event's lasting impacts? To better understand the decisions that leaders faced, students will be asked to assess risk and make decisions based on the same weather data or information leaders at the time had. Students will also explain the context, cause, and effects of major historical moments in everyday language to an audience of their peers through discussions and/or projects. The cultural study examines each event from a psychological and sociological point of view. What were the mindsets of the people and cultures involved in the event? How does the event connect to or parallel things in today's society? How would a present day culture react? This study will give students a better understanding of cultural differences in the world and how those cultural differences can alter the course of history. Time in the course is equally split between United States and international topics, and there will be frequent discussion of current events.

**The name(s) of the faculty member(s) responsible for the development of the course:**

1 Name: CHRISTOPHER LANDINO (csl17)

Title:  
Phone:  
Address:  
Campus: LV  
City:  
Fax:

1 Name: DREW ANDERSON (dpa5015)

Title:  
Phone:  
Address:  
Campus: LV  
City:  
Fax:

## Course Justification

---

**Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

As these major world and national events were happening, weather was pivotal to their outcome. In fact, some leaders used weather to their advantage during warfare. For example, Hitler would invade during big storms because he knew the Allies could not get support from their air forces then. By taking historical events in which weather played an instrumental role, we can teach students the science behind each event. We can break down the weather pattern and the social construct around each event. Studying these moments through the lens of weather makes them more relatable. Everyone can connect to weather, so if you can connect to the weather of a historical moment, then you can connect to the event. If you can connect to the event, then you'll more engaged in the event's historical content and context. This is why we're so excited about this course: we believe the weather and history integration will excite students and increase their engagement. Our main instructional goal is to get students to connect to what they're learning.

We see current events as another opportunity for this: current events will help make the history more relatable. Students will continue discussions they're already having about current events in class and connect those events, as well as others they research, to the historical moments they're learning about. This is another instructional goal we have: guide students so that they can apply their topical knowledge to the past. We also like integrating current events in our course because we're helping our students become more engaged citizens of their world.

As for the nuts and bolts of the course:

Students will understand the historical reasons for these major events. We'll examine what led to each one of these events, what happened during the event, what happened because of the event, what were the long-lasting outcomes, and what would have happened had that type of weather not been present. This is the GH general education component of the course.

Students will learn basic meteorology and climatology, gain the skills to analyze weather maps and data, understand how to make decisions based on weather data, and assess risk based on weather data just as those involved in many of these major military and societal moments had to do. This is the GN component of this course.

Students will examine regional and world cultures to better understand the mindset and context of the people involved in these national and international events. Understanding the cultures involved in each event is key to understanding the event as a whole. This is the IL and US general education components of the course.

Through all of this study, students will be able to:

- analyze a historical moment to ascertain how weather played a role in its outcome and to provide analysis on the mindset of the people and/or cultures involved in the event.
- explain the context, cause, and effects of major historical moments in everyday language to an audience of their peers.
- analyze weather data sets and then make decisions based on the data analysis.
- explain how different types of weather occur.
- make deductions about how a weather event could cause disruptions to a society and its economy, and infer how those issues could be mitigated in advance and after the event.

- demonstrate a deeper understanding of important historical moments that shaped the world and the United States.
- identify how current events relate to some of the historical moments they're learning about and apply their topical knowledge to the past.
- effectively communicate the integration of weather and history through oration, such as to a large audience, and through written analysis.
- compare, and contrast cultural differences in the world and explain how those cultural differences can alter the course of history.

#### **Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.**

To assess student understanding of course material, they will have quizzes on lecture material, complete data analysis projects, write an analytical essay, complete a case study presentation, and be required to contribute to class discussions both in person and online.

Current events will also be discussed and student understanding and analysis of such will be evaluated through class participation, both in person and online, and through discussion questions.

The mid-term paper will evaluate students' critical thinking, writing, and analysis. It will get the students to think outside the box. Students will be given a case study of a complex event where weather caused disruption. While this event will be memorable in the last decade, it will be minor in terms of long-lasting history. We want to pick an event that students will still remember. They will then have to analyze how it caused economic and societal impacts and deduce how society would react and/or medicate an event like that again in present day.

Students will also have to make decisions comparable to ones made by a general or military leader based on a set of weather data or weather data they have analyzed.

The final project will demonstrate that students understand how weather and history are equally interlinked through a flipped-classroom approach. Students will give a short lecture on a weather and history event. They will provide historical and meteorological analysis to explain how history and weather are homogeneous in the event they chose. The students will also be responsible for creating some type of assessment, likely multiple-choice questions, for their presentation that will be completed by the students listening.

The final score will be the sum of all the points in the following weighted categories:

Quiz Scores, 20%

Class Participation both in-class and online and including discussions, 20%

Mid-term paper, 25%

Final project, 35%

#### **Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This will be a new course, which will compliment Penn State's new integrated general education goals. As a result, this will be an inter-Domain course.

This new course will be cross-listed with the Departments of History and Meteorology because the history and weather topics are equally split.

#### **Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

This is an introductory history and meteorology course. It will not compete with any introductory courses in history because it examines history throughout different periods and across cultures. It is not focusing on certain periods of time. Additionally, it will not compete with any introductory meteorology course because it will focus on specific topics rather than a whole overview of weather.

#### **A description of any special facilities:**

N/A

#### **Frequency of Offering and Enrollment:**

Once per semester

### **Alignment with General Education Objectives**

**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of

conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

#### CRITICAL THINKING

There will be student analysis of weather data sets, and then students will have to make decisions based on their data analysis. Students will examine current events, identify current events that relate to historical events, and draw parallels of these current events to course topics.

#### INTEGRATIVE THINKING

For each historical event case study, approximately equal time will be spent on the historical context and the meteorological context. The historical context will allow students to better understand the mindset of the parties involved and/or what factors lead to the events. The meteorological context will allow students better understand the how's and why's of the weather that caused the event, how the weather shaped the event, and why weather is integrated with that historical moment.

#### GLOBAL LEARNING

Approximately half of the course focuses on internationally-related case studies. Students will investigate the mindset of these other cultures leading up to historical military events in order to better understand the reasons as to why those people/that country were invested. They'll also examine cultures to gain a better understanding of non-military events and how the beliefs and practices of the people shaped those events.

For example, people and their land will be analyzed to understand how both Hitler and Napoléon could fail at invasions in Russia. Time would be devoted to show the parallels between each leader's misunderstanding of culture and country.

The course will examine the similarities and differences in the tactics of war employed by the United States and foreign countries. Students will see how the same weather patterns that happen in the United States happen in Europe, and how the Europeans were using the same weather observation techniques as the meteorologists in the United States. Thus, they'll better understand how science can be both a unifying factor and factor of distinction between cultures.

#### CRITICAL AND ANALYTICAL THINKING

Students will analyze a historical moment to ascertain how weather played a role in its outcome and provide analysis on the mindset of the people and/or cultures involved in the event. Students will survey major historical moments and be able to explain their context, cause, and effects in everyday language to an audience of their peers.

Students will also examine situations where weather affects a society and its economy. They'll then have to analyze the situation in order to design societal and economic mitigation for that weather disruption.

---

**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

The mid-term paper will evaluate students' critical thinking, writing, and analysis. It will get the students to think outside the box. Students will be given a case study of a complex event where weather caused disruption. While this event will be memorable in the last decade, it will be minor in terms of long-lasting history. We want to pick an event that students will still remember.

They will then have to analyze how it caused economic and societal impacts and deduce how society would react and/or mitigate an event like that again in present day. These papers will be focused on national topics and context from different regions of the United States, thus enriching the students' understanding of United States learning.

Students will also have to make decisions comparable to ones made by a general or military leader based on a set of weather data or weather data they have analyzed.

The final project will demonstrate that students understand how weather and history are equally interlinked through a flipped-classroom approach. Students will select an international case study for this project, thus enriching the students' understanding of international topics.

Students will be graded, through participation and written analysis, on their knowledge of current events from around the world and how they relate to historical moments they've learned about.

---

## General Education Domain Criteria

General Education Designation: Inter-Domain

### GH Criteria

---

**Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement**

## **inquiry in other areas**

- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses**
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities**
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range**
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities**

### **What components of the course will help students achieve the domain criteria selected above?**

Students will verbally present an event where they analyzed a historical moment to ascertain how weather played a role in its outcome and to provide analysis on the mindset of the people and/or cultures involved in the event.

Students will survey major historical moments and be able to explain their context, cause, and effects in everyday language to an audience of their peers.

Students will be evaluated for their written analysis of a historical moment or case study in the mid-term.

Students will be introduced to different cultures in the course in order to better understand a historical event and how those cultures shaped that event. They'll be evaluated on their cultural understanding through the analysis they provide in discussions and discussion questions.

As part of the course, students will identify current events and present how they parallel course topics.

Students will analyse data to see what decision they would have made in a mock scenario, and they will then compare their decision to the one made by leaders during the historical event. They'll write a reflection to demonstrate their competence in critical thinking about topics in the humanities.

Students will examine first-hand documents and accounts of these historical moments.

---

## **GN Criteria**

---

- Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas**
- Construct evidence-based explanations of natural phenomena**
- Demonstrate informed understandings of scientific claims and their applications**
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge**
- Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems**

### **What components of the course will help students achieve the domain criteria selected above?**

Students will evaluate the quality of the data, methods, and inferences used to generate scientific knowledge by analyzing weather data sets, data on maps, and data in Excel. They'll then draw conclusions from this data, and, in some cases, use their conclusions to make decisions in a mock historical scenario. Some quiz questions will assess that students understand how sample size is analogous to valid findings.

Students will be able to construction evidence-based explanations of natural phenomena and Demonstrate informed understandings of scientific claims and their applications after learning the how's and why's of weather and certain types of weather. They explanations will be assessed in quizzes and through written discussions. Additionally, they'll need be able to explain natural phenomena in their lecture about a weather and history event.

Students will Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems through the mid-term paper and the final project.

Students will examine weather data that was recorded during the time of the event.

---

## **Integrative Studies**

---

### **Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.**

For each historical event case study approximately equal time will be spent on historical context and meteorological context. Students will demonstrate their understanding of the integration through a mid-term paper, a final project, and written discussions and analyses.

---

### **Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.**

Approximately two classes will be devoted to each case study with one class focusing more on the historical context and the other class focusing more on the meteorological factors of the event. With that said, both classes will discuss both meteorology and history at times because they're so integrated.

For example, we'll discuss the conditions at the Andersonville Prison Camp. The outdoor prison was at about three times past capacity. As a result, there were deplorable conditions. Factor in the summer Georgia heat, and the lack of water, and disease will

affect the prisoners. Additionally, heat-related issues will affect them. We'd look at why the Georgia location was picked (railroad line) and the climatology. Then, we'll discuss summer thunderstorms. When one dumped a much higher than average rainfall in the area and around it, an additional well/spring was discovered (it was accidentally covered up when the prison was constructed). Because of this, a much-needed clean water source was discovered, and it improved prisoner quality of life and lowered death rates.

Another example is the Challenger Space Shuttle disaster. We have first-hand interviews with a NASA scientist that explains how weather exacerbated human error and led to the demise of NASA astronauts. In short, part of the NASA scientist team warned against a part not rated for the abnormally cold weather in Florida. The warnings were ignored by management. The weather was abnormal because it was close to record-cold at the ground, but much warmer above ground. This "temperature inversion" doesn't happen often. We'll discuss how this works and why it happened. Then, we'll talk about how this part was not rated to go from hot to cold quickly and how wind shear (winds moving at different speeds and direction), which was also abnormally high, was the "straw that broke the camel's back" and directly caused the failing part to break. We'll discuss the historical implications of the mission, its effects on future missions, and what they meant culturally.

Assessments, like quizzes, will check to make sure that students understand the integration of weather and history of each event.

The capstone in a course where students do this: Students will present their own case study of a historical moment where weather played a paramount role. They will use a visual aid like a PowerPoint, and present their work to the class either in-person or online through video lectures recorded via Zoom, the one-button studio on campus, your laptop or tablet, or any other means. While they'll give basic historical context and meteorological context, the crux of the project will be explaining and providing evidence for the weather and history integration of an historical event not discussed in class.

---

**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.**

These course proposers imagine the course will be taught by an instructor team composed of one historian and one meteorologist. Both will be present for all classes, and it is expected that when the second instructor is not lecturing, he or she will add context, comments, or conjecture to the other instructor's lecture when appropriate. However, we can also see an opportunity for a meteorologist to solely teach the course if he or she is well versed in history. Perhaps a historian could solely teach the course if she had the consultation of a meteorologist and demonstrated his or her understanding of meteorological topics discussed in the class.

---

**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

Our mid-term analysis paper is designed to determine students' ability to apply integrative thinking.

As of now, here is a brief outline of topic ideas for that paper. We wanted to show our logic for the assignment rather than the event itself. The events for the actual assignment will be picked from recent, memorable history.

Case Study One Example:

a. Phillies make the World Series and freak snow storm blankets the Northeast in October.

What is the impact of this storm?

1. Economy, transportation, Revenue of World Series, etc.
2. Could baseball's schedule be effected in the Future?
3. The City of Philadelphia's back up plan?

What are the Lesson's Learned?

Case Study Two Example:

Midwestern drought worst on record. Nebraska, Iowa, and Kansas are in near state of emergencies.

What is the effect on this weather pattern: Economy, GDP, Schools, etc

How can the drought be mitigated or prepared for ahead of time—how much should it be prepared for and how often?

Additionally, there will be a presentation where students demonstrate their critical thinking skills by selecting their own weather and history event. They will provide historical and meteorological analysis for this event through a lecture to the class.

Students will be graded on their understanding of how current events relate to class topics.

---

## **General Education Designation Requirements**

---

### **Intercultural Requirements:**

Approximately half of the course's case studies will be United States focused. Analysis will be given to the cultural mindset before and after the historical event or historical weather event, and focus will be given to the societal and cultural impacts and effects of the event.

For example, the Dust Bowl's poor farming caused migration, which led to population booms in new states. We'll study the cultural nuances around events like this.

We'll also analyze American Culture. For example, we'll study how the United States took negatives and turned them into positives as a testament to the American Spirit, how society's view of women changed after WWII, how the U.S. Army Corps of Engineers innovation made a large sea wall to prevent Galveston from flooding, and how NASA changed their rocket design so that astronauts

are at the top of the rocket for the Mars Space Shuttle, and etc. We'll demonstrate the American Spirit to keep improving and innovating and to not retreat from defeat. Understanding of the American culture, will further the explanation as to why certain actions were taken during historical events. We'll also look at some of the United States' cultural differences, regionally.

Approximately half of the course will be spent discussing internationally-related case studies, and students will investigate the mindset of the international cultures leading up to historical military events to better understand the reasons as to why those people, countries, or communities were fighting or were acting in a certain manner.

For example, to better understand how both Hitler and Napoleon could fail at invasions in Russia, we will examine the parallels between the different leaders and their cultures/countries. The course will draw upon the similarities and differences in the tactics of war employed by the United States and foreign cultures.

Students will also see how the same weather patterns that happen in the United States happen in Europe, and how the Europeans were using the same observation techniques as scientists in the United States. Students will better understand how science can be both a unifying factor and factor of distinction between cultures.

Quizzes, a mid-term paper, and a presentation project will give students the chance to demonstrate their understanding of US and foreign cultures and how it has helped to shape a historical moment. They'll be required in both the mid-term paper and the final project to include analysis of the culture and how that related into their overall conclusions.

Additionally, they'll be introduced to cultural difference through current event research. They can then draw parallels if a culture's action to a current event is congruent with that culture's beliefs in the past. This will be evaluated in discussions.

The mid-term paper will focus on United States related topics while students will do research on an international-related weather and history topic for their final presentation.

During in-class lectures for some events, stereotypes will be examined to determine how they reflect the culture (e.g. doughboys, kamikazes, etc.). The same goes for cultural ideals and cultural achievements and their context in history.

These course objectives related to US and IL content:

- analyze a historical moment to ascertain how weather played a role in its outcome and to provide analysis on the mindset of the people and/or cultures involved in the event.
- survey major historical moments and be able to explain their context, cause, and effects in everyday language to an audience of their peers.
- make deductions about how a weather event could cause disruptions to a society and its economy, and infer how those issues could be mitigated in advance and after the event.
- develop a deeper understanding of important historical moments that shaped the world and the United States.
- identify how current events relate to some of the historical moments they're learning about and apply their topical knowledge to the past.
- effectively communicate the integration of weather and history through oration, such as to a large audience, and through written analysis.

The topic breakdown:

The Battle of Long Island - 1 week (United States)  
Washington Crossing the Delaware - 1 Week (United States)  
Washington D.C. Burning During War of 1812 - 1 Week (United States)  
The Battle of Waterloo - 1 week (International)  
DDAY - 2 weeks (International)  
Hitler's Invasion of Russia - 1 week (International)  
Mid-term Paper (United States)  
The Battle of the Bulge - 2 weeks (International)  
Andersonville Prison Camp - 1 week (United States)  
Galveston, Texas Hurricane - 1 week (United States)  
United States Dust Bowl – 1 Week (United States)  
The Challenger Space Shuttle Disaster – 1 week (United States)  
Topics from student presentations that will focus on international events – 2 weeks (International)

United States Topics: 7 weeks

International Topics: 8 weeks

From a topic count, there are more United States topics than international, but the international topics get longer discussion time because of their complexity. Students will also be introduced to a range of international events through their "flipped-classroom" final project. Therefore, everything should even out in terms of the length of study and number of topics so that the course is equally split between United States and international learning.

## Campuses That Have Offered ( ) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
----------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----



**UPLOADED DOCUMENTS FOLLOW:**

## HIST/METEO 6N

Spring 2019, 3 credits  
Days of the Week/Time  
Room XX  
Penn State Lehigh Valley

General Education Inter-domain:  
Natural Sciences & Humanities

Satisfies US or IL Cultures



These graves are next to a civil war prison camp.

**Instructors** Mr. Christopher Landino, Meteorologist Drew Anderson

**Email** [csl17@psu.edu](mailto:csl17@psu.edu), [dpa5015@psu.edu](mailto:dpa5015@psu.edu)

**Office Hour** Times, Locations

Please email assignment or material questions anytime. We are always happy to help.

**FlexLearning** History/Meteorology 6N runs as an on-campus class and as an online class, simultaneously.

This means you can take the class completely online, completely in person, or attend in person some days/weeks and online other days/weeks.

To make the online class in sync with the in-person class, all assignments, except the final, are due on Canvas.

You'll need to schedule a time to take the final with me on campus or with me on Skype, Zoom, or Google Hangouts. The final can be taken out at any point of the semester.

**Textbook** No physical textbook. The lecture slides and unit review readings will serve as your textbook.

**Supplies** You'll need blank paper, a pencil or pen, a cell phone camera or digital camera, a computer or basic hand-held calculator, and a video recording

**Objectives** Students will be able to:

- analyze a historical moment to ascertain how weather played a role in its outcome and to provide analysis on the mindset of the people and/or cultures involved in the event.
- explain the context, cause, and effects of major historical moments in everyday language to an audience of their peers.
- analyze weather data sets and then make decisions based on the data analysis.
- explain how different types of weather occur.
- make deductions about how a weather event could cause disruptions to a society and its economy, and infer how those issues could be mitigated in advance and after the event.
- demonstrate a deeper understanding of important historical moments that shaped the world and the United States.
- identify how current events relate to some of the historical moments they're learning about and apply their topical knowledge to the past.
- effectively communicate the integration of weather and history through oration, such as to a large audience, and through written analysis.
- compare and contrast cultural differences in the world and explain how those cultural differences can alter the course of history.

**Gen Ed Goals** Students will be able to demonstrate:

- **CRITICAL THINKING**

There will be student analysis of weather data sets, and then students will have to make decisions based on their data analysis.

Students will examine current events, identify current events that relate to historical events, and draw parallels of these current events to course topics.

- INTEGRATIVE THINKING

For each historical event case study, approximately equal time will be spent on the historical context and the meteorological context. The historical context will allow students to better understand the mindset of the parties involved and/or what factors lead to the events. The meteorological context will allow students better understand the how's and why's of the weather that caused the event, how the weather shaped the event, and why weather is integrated with that historical moment.

- GLOBAL LEARNING

Approximately half of the course focuses on internationally-related case studies. Students will investigate the mindset of these other cultures leading up to historical military events in order to better understand the reasons as to why those people/that country were invested. They'll also example cultures to gain a better understanding of non-military events and how the beliefs and practices of the people shaped those events.

For example, people and their land will be analyzed to understand how both Hitler and Napoléon could fail at invasions in Russia. Time would be devoted to show the parallels between each leader's misunderstanding of culture and country.

The course will examine the similarities and differences in the tactics of war employed by the United States and foreign countries.

Students will see how the same weather patterns that happen in the United States happen in Europe, and how the Europeans were using the same weather observation techniques as the meteorologists in the United States. Thus, they'll better understand how science can be both a unifying factor and factor of distinction between cultures.

- CRITICAL AND ANALYTICAL THINKING

Students will analyze a historical moment to ascertain how weather played a role in its outcome and provide analysis on the mindset of the people and/or cultures involved in the event. Students will survey major historical moments and be able to explain their

context, cause, and effects in everyday language to an audience of their peers.

- Set-up** On Canvas, our course management system for the class, you'll see course material and assignments separated by units.
- Due Dates** You can find assignment due dates in three places: on the assignment, on the syllabus page on CANVAS, and on the unit's heading.
- All assignments in a unit are due on the same day. They're due at 11:59 P.M. on the DATE listed for that unit.
- While I expect your work on time, you may turn in any assignment up to 24-hours late and receive full credit. Any work missing after 24-hours gets scored as a 0.
- Canceling** On days with bad weather, Penn State Lehigh Valley may cancel class. If they do, closure information will be posted at <http://www.lv.psu.edu>.
- PSUAlert, <https://psualert.psu.edu/psualert>, will be the first place to hear about campus closures. We recommend you sign up your cell phone.
- We may cancel in-person class on days with winter weather even if Penn State Lehigh Valley is open. If we do, we'll have class solely online that day, and you'll be notified of this change by email on 11 A.M. of that day.
- Learning** All lecture slides will be posted on CANVAS as a PowerPoint. If you need them in an alternate form, like PDF, please let me know.
- Lecture videos will be posted as YouTube links.
- You'll have four places to get the same information: lecture slides, video lectures, in-person lectures, and unit review readings
- The in-person/video lectures give more context to the concepts presented on the lecture slides.
- The lecture slides use pictures to explain concepts.
- The unit review readings are a written version of the concepts presented during in-person/online lectures and on the lecture slides.

Optional readings give an in-depth explanation of the concepts presented in in-person/online lectures, on lecture slides, and on the unit readings.

Please ask questions any time on anything in person or by email!

**Grading** Your grade will be calculated by your performance on quizzes, a project, participation/in-class discussions, and term paper. Your final score is the sum of all the points in weighted categories. There is no curve.

The average of all of your quiz scores will be weighed by **20%**

The average of your class participation will be weighted by **20%**

The term paper score will be weighted by **25%**

Your project will be weighted by **35%**

Please check the score of your assignment with the grade listed for it in CANVAS to ensure no mistakes were made when entering the score. If you feel something is not graded correctly, let us know. We will look it over, explain why the grade was assessed, and/or address any errors.

<b>Scale</b>	A	92.5-100%
	A-	89.5-92.4%
	B+	86.5-89.4%
	B	81.5-86.4%
	B-	79.5-81.4%
	C+	76.5-79.4%
	C	70.0-76.4%
	D	60.0-69.9%
	F	59.9% and below

**Quizzes** Most quizzes evaluate your understanding of concepts presented in lecture. Some quizzes will evaluate your understanding of articles, videos, or films. Other quizzes will be data analysis.

All quizzes are untimed, and your answers will automatically save. Just a head's up: there is no save button. Your answers will save when you navigate away from the page.

Don't hesitate to open a quiz before you're ready to take it. We recommend looking over the quiz before you learn the material so that you

can keep the questions in the back of your head. In fact, you can also print out a quiz and bring it to class.

25-hours after the quiz is due, you'll be able to see all the questions and answers on the quiz. You will also see an explanation for why each question is correct.

**Project** You will present your own case study of a historical moment where weather played a paramount role. You'll use a visual aid like a PowerPoint, and present your work to the class either in-person or online through video lectures recorded via zoom, the one-button studio on campus, your laptop or tablet, or any other means.

**Participate** There will be in-class group work and discussion to guide your analysis and understanding of the course material. You will be graded for your participation of in-class work and assignments.

Additionally, you'll do work with current events.

**Term Paper** There will be one term paper with you will demonstrate your historical and meteorological analysis skills, about half way through the semester

**Talking** Don't have conversations as we lecture. You know it's wrong in a public setting like class, and it's distracting to both me and the students around you.

Now, a quick comment or question to a student next or near to you is fine, but there is a different because a conversation and a comment or question.

If we hear or can tell you are having a conversation, you will get one warning. The person you're speaking to will be included in this warning.

If you ever have a conversation again, both you and the person you're speaking with will get a 0% on that week's quiz.

**Cell Phone** You can have cell phones out during class, but please try to not use them.

When we see students on cell phones, and we can tell you're on a cell phone even if you try to hide it, it distracts us as we lecture.

We understand that you may get an important text or email during class time. Please go in the hallway to read and answer it.

**Food** According to Penn State's policy, no food or beverage is allowed in class.

**Copyright** All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. University Policy AD 40, the University Policy Recording of Classroom Activities and Note Taking Services, addresses this issue. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University's Code of Conduct, and/or liable under Federal and State laws.

**Honesty** Copying is very easy to detect, so please don't do it.

The copying of quizzes or assignments, in part or whole, is unacceptable and will likely result in a zero for the assignment and/or an "F" in the course.

While you can work together on assignments with other students, there is a fine line between cooperation and academic dishonesty, so please ask if you are unsure.

Don't copy and paste from an internet source. I can always tell, and I Google parts of assignment to monitor this. When I catch this, you'll get one written warning, and be asked to re-do the assignment. If you plagiarize again, you will get a zero for the assignment and/or an "F" in the course.

**Integrity** Review the University's academic integrity policy in detail at: <http://undergrad.psu.edu/aappm/G-9-academic-integrity.html>

All students are expected to act with civility and personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed.



Acts of dishonesty include cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet sources without citation, fabricating field data or citations, taking or having another student take an exam, stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, and etc. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range from 0% for the assignment to 0% for the course, depending on the severity of the offense.

**Disabilities** Penn State welcomes students with disabilities into the University's educational programs.

In accordance with the Americans with Disabilities Act of 1990, Penn State provides reasonable academic adjustments for students with documented disabilities.

If you need accommodations for our class, contact the Disability Contact Liaison at Penn State Lehigh Valley. Her name is Linda Rumfield. She can be reached at [lvods@psu.edu](mailto:lvods@psu.edu) or 610-285-5124. This notification should occur by the end of the first week of the semester.

From my understanding, you'll ask to meet, and may provide documentation based on <http://equity.psu.edu/ods/guidelines>. If the documentation supports your request for reasonable accommodations, contact the Disability Contact Liaison will provide you with an accommodation letter.

Share this letter with me and your instructors and discuss the accommodations you need. Do this as soon as possible. You must follow this process for every semester that you request accommodations.

For more information or if you have a disability-related need for modifications in this course, find complete information at <http://equity.psu.edu/ods> and contact information for all liaisons is at: <http://equity.psu.edu/student-disability-resources/disability-coordinator>

**Attendance** This course abides by the Penn State Class Attendance Policy 42-27: <http://senate.psu.edu/policies/42-00.html#42-27>, the Illness Verification Policy: <http://studentaffairs.psu.edu/health/welcome/illnessVerification>, & Religious Observance Policy: <http://www.psu.edu/oue/aappm/R-4.html>.

All assignments, except for the final, have a “one-week flex” so that you have time to make up the work if you miss a class in person or online.

If you miss class for legitimate reasons for an extended period of time, you will be given a reasonable opportunity to make up missed work. Let me know about this kind of absence as soon as possible.

**Schedule** This schedule is tentative. Actual due dates for all assignments can be found in three places: the schedule posted on the course’s syllabus page on CANVAS, the top of each unit, and on each assignment.

The Battle of Long Island - 1 week

Washington Crossing the Delaware - 1 Week

**Data Analysis Assignment Due and Quiz Due**

Washington D.C. Burning During War of 1812 - 1 Week

The Battle of Waterloo - 1 week

**Current Event Assignment Due**

DDAY - 2 weeks

**Quiz Due and Discussion Due**

Hitler's Invasion of Russia - 1 week

**Term Paper Due**

The Battle of the Bulge - 2 weeks

**Quiz Due and Discussion Due**

Andersonville Prison Camp - 1 week

Galveston, Texas Hurricane - 1 week

**Quiz Due**

United States Dust Bowl – 1 Week

**Current Event Assignment Due**

The Challenger Space Shuttle Disaster – 1 week

**Quiz Due**

Student Presentation lectures focusing on international events – 2 weeks

**Student Projects Due and Quiz on the Student Projects Due**