

Subject: Last class format and requirements: deadlines: Mon, 4/24, 4 pm; Wed, 4/26, 2 pm.

[see summary list with due dates at the end of this email]

Dear EPS/ESE 101 global warming scientists/ friends,

We are writing regarding the form of our last class, April 26, 2023. The theme: Using climate science in setting climate policy.

Read the presidential “Executive Order on Tackling the Climate Crisis at Home and Abroad” [posted to the course webpage](#). **Your assignments:**

(1) Individual assignment: Write a 1-page (single space, 12 pt) advice to your representative in Congress, based on your reading of **the entire document**: addressing **(A)** how they should understand the presidential order based on specific examples of observations and projections of climate change covered in class, and how these should be used to set specific policy goals. Provide a few examples of observations, projections, and relevant, appropriate policy goals. **(B)** Explain and justify how satisfied you are with the level of specificity of the policy outlined in the presidential order, with two examples of recommendations that are satisfactorily specific, and two that you find too vague. **(C)** Discuss how your representative should consider the scientific accuracy and realism of stated goals vs. other factors when considering policy decisions.

This writing assignment is meant to get you to think about the issue before the class meeting. There are no wrong answers as long as your response is thoughtful, well-investigated, and well-reasoned. During class, we will discuss this, and hopefully, additional points of view will come up and allow all of us to refine our views. **Submit via Gradescope by the day of the last class, 2 pm.**

(2) Group assignment: Each group formed for the class on critical reading of popular press will be assigned a few short sections from this document for further analysis: Prepare **three carefully reasoned slides**, using a **large font, at least one and no more than two relevant images, and no more than 50 words per slide**. See the [example slide](#). **Two slides to address the two orange-highlighted sections in your assigned parts of the document; address: (A)** What specific actual observations of climate change or climate change projections could be used to motivate the specific specified policy actions? **(B)** Are any scientific claims about climate change made or implied, and are they correct? **(C)** Are the policy goals in your assigned sections specific? feasible? **One slide regarding the two green-highlighted sections in your assigned parts of the document; address: (D)** These sections indicate an action that was required within less than a specified number of days. Investigate what has happened since.

During class, we will examine the slides and discuss the best way for policymakers to use climate (and other) science. Be prepared to explain your detailed and reasoned opinion regarding your assigned sections. To research these issues, use the [IPCC AR6 2021 report](#), as well as other sources, as needed. The TFs will email your assigned sections shortly. **Make sure your names are noted on each of your slides. You need to submit your slides via Gradescope by Monday, 4 pm, two days before class**, to allow us to provide feedback on the slides and allow you to revise them if needed.

Presentation guidelines for Class:

- (A) one person in the group summarizes the first article in 30 seconds(!)
- (B) another person summarizes the second article in 30 seconds.
- (C) each of the three slides is presented by two people from the group, switching mid-way.

Total presentation time per slide: 1 minute.

Please make sure all group members participate in the presentation. Practice your presentation to make sure you can deliver your slides according to these time limits, so we have sufficient time for discussion after each presentation.

We will ask each group to stand in front of the classroom during the presentation, and Eli will switch between the slides on his computer.

To recap:

- Wed 4/19: Class on Forest fires. The Mountain Glaciers notebook is due.
- **Monday, 4/24, 4 pm: climate policy group slides are due.**
- **Wed 4/26: Individual writeups on climate policy are due at 2 pm, before class.** Discuss climate policy readings in class.
- Wednesday, May 3: Forest Fires notebook is due at 2 pm.

All the best, Andrea, Kirstin, and Eli