

Subject: Last class format and requirements: deadlines: Mon, 4/22, 4 pm; Wed, 4/24, 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 24, 2024. The theme: Using climate science in setting climate policy.

Read the entire Paris Agreement version available under the Sources folder

(<https://courses.seas.harvard.edu/climate/eli/Courses/EPS101/Sources/Last-class/option-3-Paris-agreement/>). **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 document 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 outlined in the document, 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 policy goals vs. setting vague and unrealistic yet ambitious goals 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 yellow-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 specified policy actions? **(B)** Are any scientific claims about climate change made or implied, and are they correct? **One slide** regarding the green-highlighted sections in your assigned parts of the document; address: **(C)** Are the policy goals in your assigned sections specific? Feasible? **(D)** For sections that indicate an action with a deadline. 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 orange-highlighted sections in 30 seconds(!)
- (B) Slides A and B are presented.
- (C) Another person summarizes the green-highlighted sections in 30 seconds.
- (D) Slide C is presented.

Each of the three slides should be presented by two people from the group, switching midway. The total presentation time per slide is 1 minute.

Please make sure all group members participate in the presentation. Practice your presentation to ensure you 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 4/17: Class on Forest fires. The Ocean Circulation notebook is due.
- **Monday, 4/22, 4 pm: climate policy group slides are due.**
- **Wed 4/24: Individual writeups on climate policy are due at 2 pm, before class.** Discuss climate policy readings in class.
- Wednesday, May 1: Forest Fires notebook is due at 2 pm.

All the best, Sophie, Jacob, Kara, and Eli