



Climate Change: The Facts, The Issues, and the Long-Term View

Course Title and Number	EVST 290: Climate Change – The Facts, The Issues, and the Long-Term View
Term	Fall 2024
Meeting Times and Location	Lecture: Monday, Wednesday, & Friday 11:40 – 12:30 Van Wickle 106

Course Description

For decades, the scientific community has been aware of the potential threat posed by human-induced climate change. Only recently, however, has this issue emerged prominently in the public consciousness. Despite the broad consensus among climate scientists that modern climate change is occurring, that human activity is largely responsible, and that its impacts are likely to be significantly detrimental, uncertainty remains widespread. Why do doubts persist, and why have governments been so slow to act? What are the policy challenges associated with humans' influence on the climate system, and why are these issues so complex and contentious?

This course will delve into the scientific evidence that has experts concerned about the future of our planet while exploring the wide-reaching economic, societal, ethical, and political dimensions of human-induced climate change. We will draw upon both modern climate data and the rich archives of Earth's geologic record to understand past interactions between life and climate. While these archives show that humans are not the first organisms to significantly alter the climate system, they also reveal just how dependent all living things are on their environment for survival.

Instructor Information

Name	John Sarao (He/Him)
Telephone number	610-330-5192
Email address	saraojrj@lafayette.edu
Office Hours	Monday 9 – 10 am, Tuesday 11:30 – 12:30; or by appointment
Office Location	Van Wickle 102

Librarian

Name	Kylie Bailin
Telephone number	610-330-5154
Email address	bailink@lafayette.edu
Office Location	Skillman Library 126

Course Materials

- The St. Martin's Handbook by Andrea A. Lunsford
- Required articles will be made available as handouts or on Moodle

Course Philosophy

As the global population grows, the interaction between human societies and the Earth has expanded to a planetary scale. One of the most pressing interactions we will explore is the impact of humans on Earth's climate. In this course, we will delve into both the science behind climate change and the profound implications it has for human societies. Our aim is to help you grasp the interconnectedness of life on Earth and its environment, and to understand why large-scale issues, like climate change, are inherently challenging to address.

As human society becomes more complex and interconnected, understanding and communicating ideas

about global issues will be a vital skill. This course is designed to guide you in navigating the complexities of human-induced climate change. You will be encouraged to critically evaluate the information presented to you, discerning the legitimacy and accuracy of sources while honing your ability to effectively communicate your ideas both in writing and orally.

Class meetings will be a dynamic mix of activities, including discussions on scientific concepts, analyses of popular press articles, policy statements, and visual media. You will also engage in lectures, peer-review workshops, in-class writing exercises, and student presentations. These varied activities are all aimed at helping you develop a comprehensive understanding of climate change and to refine the skills necessary to articulate your ideas clearly and persuasively.

Learning Objectives

By the end of this course, students will be able to:

1. Understand the Science of Climate Change
 - Comprehend the fundamental scientific principles behind anthropogenic climate change, including the mechanisms driving global warming, greenhouse gas emissions, and the feedback processes in Earth's climate system
2. Critically Evaluate Climate Data
 - Analyze climate data and models to interpret the current state and future projections of climate change, including its effects on ecosystems, weather patterns, and human societies.
3. Understand Policy and Societal Challenges
 - Identify the social, political, and economic challenges that impede climate action and critically assess proposed strategies and solutions for mitigating and adapting to climate change.
4. Engage in Informed Discussions
 - Confidently lead discussions and debates on climate-related articles, media, and policy statements, fostering an environment of informed, respectful dialogue
5. Communicate Effectively in Various Formats
 - Demonstrate proficiency in communicating complex climate-related issues through a range of formats, including academic writing, oral presentations, and visual media
6. Assess the Credibility of Information
 - Apply critical thinking skills to assess the legitimacy and reliability of sources of climate information, distinguishing between credible scientific data and misinformation
7. Make Connections Between Science and Society
 - Connect the scientific understanding of climate change with its societal implications, addressing moral, ethical, and political questions in the context of global environmental sustainability
8. Develop Solutions and Advocacy Strategies
 - Propose thoughtful, evidence-based solutions to mitigate climate change and engage in advocacy for policy changes that address both local and global environmental challenges

Learning Outcomes

By the end of this course, students will be able to

1. Accurately summarize the science of anthropogenic climate change
2. Articulate the major challenges and propose strategies for addressing this global environmental issue
3. Lead a small-group discussion about an article or film related to climate change
4. Evaluate the credibility of information and ideas using evidence
5. Produce a variety of academic writing styles related to environmental content, including summaries, reflections, analyses, and research papers
6. Construct and critically evaluate responses to questions of moral and political significance
7. Deliver engaging and well-organized oral presentations

Course Grading

1) In-class Exams	20% (10% each)
2) <i>The Lafayette</i> Formal Writing Assignment	15%
3) Lifestyle Project Formal Writing Assignment	15%
4) Informal Writing Assignments; including, but not limited to:	10%
a. Climate Data Write Up	
b. Long-term view Summary	
c. LaFarm Reflection	
d. Geoengineering Exploration	
e. Daybreak Reflection and Investigation	
5) Book Project and 'Call to Action' Final Paper & Presentation	30%
a. Participation in WA and Reference Librarian Meetings (5%)	
b. Initial Book Review and Reflection (5%)	
c. Final Paper (10%)	
d. Final Presentation (10%)	
6) Attendance and In-Class Participation	10%

Grading Scale

A = 100-93%; A- = 92-90; B+ = 89-87; B = 86-84; B- = 83-80; C+ = 79-77; C = 76-74; C- = 73-70; D+ = 69-67; D = 66-64; D- = 63-60; F = <60

In-Class Exams

The two "in-class" exam will cover the basic principles of climate science and the impacts of climate change on the environment. You will be tested on your mastery of important vocabulary and your knowledge and understanding of important concepts, which lay a critical foundation for your ability to understand the role humans play in climatic change. You will have one opportunity to retake sections of this exam that you did not pass or simply wish to get a better score.

Formal Writing Assignment 1: *The Lafayette* Climate Basics

You have been commissioned by *The Lafayette* to write an article explaining the science of human-induced climate change. Your contribution should be something that all members of the campus community can understand, including incoming first year students who may not have any previous experience with climate science. Your article should be written in a way that captures your readers' interest. It should explain the fundamental scientific concepts: Earth's radiation budget, the greenhouse effect, and how human activity has influenced the climate system. It is your job to decide what specific aspects to focus on to capture and keep your audience's attention. Because this is an article for a college newspaper, it must be short and to the point.

Formal Writing Assignment 1: Lifestyle Project

One way to curb anthropogenic climate change is for individuals to reduce their consumption of goods and energy and increase the efficiency with which they use resources. How hard would it be to pursue a more ecological and less carbon intensive lifestyle? Through the lifestyle project you will learn the answer to this question first-hand. The lifestyle project is a three-week exercise in which you will be asked to achieve gradual, but definitive changes in your lifestyle in order to reduce your ecological and carbon footprints. During the project you will be required to keep a journal of your "project days" when you will either forgo or curtail your use of certain resources of your choosing. At the end of the project, you will reflect upon your experience in a short paper. If you choose not to participate in the project, you will be required to complete an alternative 2nd writing assignment.

Final Report/Presentation: The Issues

Disseminating accurate information about climate change is a critical step in fostering a better understanding of this complex issue. For this project, you will select a non-fiction book that aims to communicate the science, impacts, and challenges of climate change to the public. You are encouraged to work with the assigned reference librarian to help identify a book that aligns with your specific interests in climate change. Included here are several

options available through the Lafayette Library. Feel free to choose one of the books below or work with the librarian to find an appropriate book, but all books need to be approved by the instructor.

Your task is to investigate the themes and arguments presented in the book, assessing its effectiveness in educating its audience. This project will evolve beyond a traditional book report into a more in-depth analysis. Your research will connect the book's content to contemporary climate change science and policy, culminating in a ~10 page paper. This paper will integrate the book's key points with additional research and propose a 'Call to Action' based on your understanding of the topic. Ultimately, the goal is to critically evaluate how well the book succeeds in communicating the urgency and complexity of climate change to its readers.

Potential Book Options:

1. *The New Climate War: The Fight to Take Back Our Planet* by Michael E. Mann
2. *Eat Like a Fish: My Adventures as a Fisherman Turned Restorative Ocean Farmer* by Bren Smith
3. *Hurricane Lizards and Plastic Squid: The Fraught and Fascinating Biology of Climate Change* by Thor Hanson
4. *The Air They Breathe: How We All Came to Ignore the Greatest Environmental Crisis of Our Time* by Tim Winton
5. *The Three Ages of Water: Prehistoric Past, Imperiled Present, and a Hope for the Future* by Peter Gleick
6. *Humanity's moment: A Climate Scientist's Case for Hope* by Joelle Gergis
7. *The Parrot and the Igloo: Climate and the Science of Denial* by David Lipsky
8. *The End of Eden: Wild Nature in the Age of Climate Breakdown* by Adam Welz
9. *The Quickening: Creation and Community at the Ends of the Earth* by Elizabeth Rush
10. *The Heat Will Kill You First: Life and Death on a Scorched Planet* by Jeff Goodell
11. *Climate Future: Averting and Adapting to Climate Change* by Robert Socolow
12. *An Inconvenient Apocalypse: Environmental Collapse, Climate Crisis, and the Fate of Humanity* by Wes Jackson and Robert Jensen
13. *Hothouse Earth: An Inhabitant's Guide* by Bill McGuire
14. *Fen, Bog, and Swamp: A Short History of Peatland Destruction and Its Role in the Climate Crisis* by Annie Proulx
15. *Fire and Flood: A People's History of Climate Change, from 1979 to the Present* by Eugene Linden
16. *The Treeline: The Last Forest and the Future of Life on Earth* by Ben Rawlence
17. *Our Changing Menu: Climate Change and the Foods We Love and Need* by Michael P. Hoffman, Carrie Koplinka-Loehr, and Danielle L. Eisman
18. *Regeneration: Ending the Climate Crisis in One Generation* by Paul Hawken
19. *The Last Winter: The Scientists, Adventurers, Journeymen, and Mavericks Trying to Save the World* by Porter Fox
20. *The Nutmeg's Curse: Parables for a Planet in Crisis* by Amitav Ghosh
21. *Climate Future: Averting and Adapting to Climate Change* by David J. Parker
22. *Good Enough for the Climate: A Realist's Guide to Climate Action* by Katherine Ellison
23. *Climate Leviathan: A Political Theory of Our Planetary Future* by Goeff Mann and Joel Wainwright
24. *We Are the Weather: Saving the Planet Begins at Breakfast* by Jonathan Safran Foer
25. *There is No Planet B: A Handbook for the Make or Break Years* by Mike Berners-Lee
26. *Climate Technology, Gender, and Justice: The Feminist Perspective* by Tina Sikka
27. *The Environmental Crisis and Art: Radical Ecological Critique and Visual Resistance* by Eva Horn
28. *Falter: Has the Human Game Begun to Play Itself Out?* By Bill McKibben
29. *A Bright Future: How Some Countries Have Solved Climate Change and the Rest Can Follow* by Joshua S. Goldstein and Staffan A. Qvist
30. *The End of Ice: Bearing Witness and Finding Meaning in the Path of Climate Disruption* by Dahr Jamail
31. *Imagining the Future of Climate Change: World-Making Through Science Fiction and Activism* by Shelley Streeby
32. *The Anthropology of Climate Change: An Integrated Critical Perspective* by Hans A. Baer and Merrill Singer
33. *Climate Without Nature: A Critical Anthropology of the Anthropocene* by Andrew Mathews
34. *Extreme Conservation: Life at the Edges of the World* by Joel Berger

35. *Eaarth: Making a Life on a Tough New Planet* by Bill McKibben
36. *Just Cool It: The Climate Crisis and What We Can Do* by David Suzuki and Ian Hanington
37. *The Water Will Come: Rising Seas, Sinking Cities, and the Remaking of the Civilized World* by Jeff Goodell
38. *Enviromedics: The Impact of Climate Change on Human Health* by Jay Lemery and Paul Auerbach
39. *Extreme Cities: The Peril and Promise of Urban Life in the Age of Climate Change* by Ashley Dawson
40. *The Madhouse Effect: How Climate Change Denial is Threatening Our Planet, Destroying Our Politics, and Driving Us Crazy* by Michael E. Mann

Attendance and Participation

On-time attendance (more than two unexcused absences will impact your participation grade) and active participation in class is a course requirement. When possible, please let me know ahead of time if you will miss class. I am happy to work with you to make sure you can get credit when difficult circumstances arise, but communication is necessary. If you don't get in touch with me, in-class assignments will not be able to be made up. This portion of your grade will be based on:

- Active and informed participation in class discussions: Your comments in class reflect your level of preparation of the assigned reading and / or writing. Active participation means that you are engaged in the course and speak up enough to be a presence in the class. Because this course will be largely discussion based, your comments and the extent to which you prepare for class will directly affect not only how much you learn, but also how much your peers learn.
- Periodically there will be short, informal homework or in-class writing exercises. These assignments are intended to help you explore in greater detail relevant questions or issues that arise from the reading or discussions.
- Attendance at and participation in campus events related to the environmental issues.
- Assess your ecological and carbon footprint: You will make use of web-based and instructor-provided resources to assess your individual impact on the environment.

Late Policy:

In general, turning in completed assignments in a timely fashion is important for you to do well in this class, especially when there are multiple drafts of an assignment. I am happy to be flexible and work with you if problems arise, but, as with attendance, communication is necessary. Please let me know ahead of time if you find that you need extra time for an assignment. In case of emergencies, get in touch with me as soon as you are able so that we can figure something out. If you do not discuss getting extra time on an assignment with me, this will negatively affect your contracted grade.

Writing Associate:

The College Writing Program, which helps to integrate the practice of writing in courses throughout the college, trains selected students as [Writing Associates \(WAs\)](#) and makes them available for courses in a wide variety of disciplines. The WA assigned to our course is Grace Sanborn. As soon as I find out her preferred mode of contact, I will share that information with you. In addition to Grace, I encourage you to make use of the drop-in hours, which take place Sunday-Thursday from 3-5pm in Pardee 219 and 7-9pm in Skillman Library. You can make an appointment or just show up at those times. You can receive 5 extra points on each of the three papers by meeting with a WA and either having them include me on the post-conference email or by submitting a copy of your revision planning form signed by a WA with your paper.

Research Librarian:

We will have a research librarian embedded in this course to help guide you to the full- text databases, journal & book literature and other library resources that will be most fruitful for your research and show you how to

use them. You will be required to meet with the librarian to go over your final paper proposal and ensure you are finding appropriate references for your paper.

College and Course Statements

COVID-19 Related Class Attendance Matters:

As we navigate a continuously evolving COVID-19 world, we in this class are going to seek updated guidance from the College's COVID-19 website (covid19.lafayette.edu) and adapt accordingly as needed. Should the COVID-19 (or other) situation require us to modify the plan in this syllabus at any point, I will be in contact through email and with information on the course Moodle site.

Make-Up Policy:

Prior notice with a valid excuse is required for rescheduling an exam or lab. Students missing an exam or lab without prior arrangements are expected to produce a Dean's Excuse. Students unable to produce this will receive zero points on that component. You will not be able to make up quizzes or in-class participation activities that you miss. But with a Dean's Excuse for that day, your missed assignment will be subtracted from consideration in the final course grade.

Academic Dishonesty Policy:

To maintain the scholarly standards of the College and, equally important, the personal ethical standards of our students, it is essential that written assignments be a student's own work, just as expected in examinations and class participation. A student who commits academic dishonesty is subject to a range of penalties, including suspension or expulsion. Finally, the underlying principle is one of intellectual honesty. If a person is to have self-respect and the respect of others, all work must be his/her own.

Academic Integrity:

All students are expected to abide by the Student Code of Conduct including policies around academic integrity whether we are in a face-to-face or remote classroom environment. Please be sure to review the Student Code of Conduct through this link: <https://conduct.lafayette.edu/student-handbook/student-code-of-conduct/>

Disability Statement:

In compliance with Lafayette College policy and equal access laws, the instructor is available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first two weeks of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Office of the Dean of the College for disability verification and for determination of reasonable academic accommodations.

College Mission:

In an environment that fosters the free exchange of ideas, Lafayette College seeks to nurture the inquiring mind and to integrate intellectual, social, and personal growth. The College strives to develop students' skills of critical thinking, verbal communication, and quantitative reasoning and their capacity for creative endeavor; it encourages students to examine the traditions of their own culture and those of others; to develop systems of values that include an understanding of personal, social, and professional responsibility; and to regard education as an indispensable, lifelong process.

Diversity and Inclusion Statement:

Lafayette College is committed to creating a diverse community: one that is inclusive and responsive, and is supportive of each and all of its faculty, students, and staff. The College seeks to promote diversity in its many manifestations. These include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability, and place of origin.

The College recognized that we live in an increasingly interconnected, globalized world and that students benefit from learning in educational and social contexts, in which there are participants from all manner of backgrounds. The goal is to encourage students to consider diverse experiences and perspectives throughout their lives. All members of the College community share a responsibility for creating, maintaining, and developing a learning environment in which difference is valued, equity is sought, and inclusiveness is practiced.

General Resources for Student Academic Support:

There are a number of resources available to support your learning at Lafayette. Please visit this website to access information on various offices and programs: <https://citls.lafayette.edu/student-academic-support/>

Generative AI:

Artificial intelligence (AI) is permitted for specific assignments or within set parameters by the instructor. If not listed as an appropriate use of AI below, AI is not permitted for use in that assignment. Any use of AI outside of the approved assignments constitutes academic misconduct.

To ensure academic integrity, you must openly disclose any AI-generated material utilized and provide proper attribution. This includes in-text citations and references.

To indicate the use of a Generative AI resource, you should include the following statement in your assignment: "The author(s) acknowledge the utilization of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, citation, specific section of the assignment]."

Grading categories and use of Generative AI:

Exams: Not allowed

Participation: Brainstorming and/or grammatical corrections

Scientific literature outlines/forums: Grammatical corrections

Final Project: Brainstorming and/or grammatical corrections.

Tentative Course Topics

Week	Day	Date	Topic	Assigned Reading and class assignments
Introduction to Climate Change				
1	M	Aug 26	Course Introduction and Understanding Climate Data	<i>Reading</i> National Geographic Article: "Weather or Climate...What's the Difference?" <i>Assignment</i> Global Climate Tracker (Informal Writing Assignment I) Due: Book choice for Term Project by Midnight Friday Aug 30 th
	W	Aug 28	Introduction to Climate System: Weather vs. Climate	
	F	Aug 30	Earth's Energy Balance	
The Greenhouse Effect				
2	M	Sept 2	Basic Principles of the Greenhouse Effect	<i>Reading</i> National Geographic Article: "The Greenhouse Effect and our Planet" <i>Assignment</i> "The Lafayette" Writing Assignment Assigned
	W	Sept 4	Greenhouse Gases: Types and Sources	
	F	Sept 6	Radiative Forcing and Climate Feedback Mechanisms	
The Character of the Atmosphere and Ocean				
3	M	Sept 9	Structure and Composition of the Atmosphere	<i>Reading</i> NOAA Climate.gov Article: "ENSO and Climate Change: What does the new IPCC report say?" <i>Initial Meeting with WA</i>
	W	Sept 11	Role of Oceans in Climate Regulation	
	F	Sept 13	Ocean-Atmosphere Interaction of ENSO	
The Carbon Cycle and Climate				
4	M	Sept 16	Fundamentals of the Carbon Cycle	<i>Reading</i> EOS Article: "The Future of the Carbon Cycle in a Changing Climate" <i>Assignment</i> "Long Term View" Topics Assigned <i>Draft of The Lafayette News Article Due 9/20 by midnight</i>
	W	Sept 18	Human Impacts on the Carbon Cycle	
	F	Sept 20	The Carbon Budget and Climate Change	
Learning From Past Climate (Group Presentations W and F)				
5	M	Sept 23	Methods for Studying Past Climates	<i>Reading</i> "When Methane Made Climate" by Kasting "Snowball Earth" by Hoffman and Schrag "When Did Humans First Alter Climate" by Ruddiman <i>Assignment</i> Informal Writing: Short Summaries of long-term view readings Analyze your ecological and carbon footprint
	W	Sept 25	Groups 1 and 2 Presentations: Snowball Earth and Methane	
	F	Sept 27	Group 3 Presentation: Early humans and paleoclimate wrap-up	
Key Drivers of Climate Change				
6	M	Sept 30	Exam 1: Climate Basics	<i>Reading</i> Carbon Brief Article: "Land-use change has affected 'almost a third' of world's terrain since 1960" <i>Assignment</i> Lifestyle Project Assigned
	W	Oct 2	Land Use Changes and Climate	
	F	Oct 4	Albedo and its Impact on Climate	

				Final Version The Lafayette News Article
Consequences of Climate Change (Biological)				
7	M	Oct 7	Impacts on Ecosystems and Biodiversity: Terrestrial	<i>Reading</i> Science Daily Article: "Climate Change could become the main driver of biodiversity decline by mid-century" <i>Assignment Lifestyle Project Journal Due Oct 13 by midnight</i>
	W	Oct 9	Impacts on Ecosystems and Biodiversity: Freshwater and Marine	
	F	Oct 11	Impacts on Climate Systems	
Consequences of Climate Change (Humans)				
8	M	Oct 14	Fall Break	<i>Reading</i> Nature Article: "Climate change: an enduring challenge for vector-borne disease prevention and control" Heart.org Article: "Cardiovascular deaths caused by extreme heat in U.S. could potentially triple by midcentury" CAP20 Article: "How Climate Change and Water and Food Insecurity Drive Instability" <i>Assignment Draft of Alternate Assignment 2 due Oct 18 by midnight</i>
	W	Oct 16	Human Health and Climate Change	
	F	Oct 18	Food Security and Water Resources	
Consequences of Climate Change (Humans continued)				
9	M	Oct 21	Economic Impacts	<i>Reading</i> World Economic Forum Article: "Climate Action Disparities Risk Compounding Existing Economic Inequalities" <i>Final version of Lifestyle Project due Oct 27 by midnight</i>
	W	Oct 23	Social and Cultural Impacts	
	F	Oct 25	Urban and Coastal Areas	
Governance and Policy				
10	M	Oct 28	Climate Policy and Legislation	<i>Reading</i> UNFCCC Article: "New Analysis of National Climate Plans: Insufficient Progress Made, COP28 Must Set Stage for Immediate Action" White & Case Article: "Further Groundwork for Article 6 Paris Agreement laid at Bonn Climate Change Conference" <i>Assignment Final Paper Topic Due by Nov 1 at midnight</i> <i>Oct 28 – Nov 1 Mandatory Meeting w/ Reference Librarian</i>
	W	Oct 30	International Agreements	
	F	Nov 1	Local and Regional Governance	
Mitigation Strategies				
11	M	Nov 4	Exam 2: Consequences of Climate Change	<i>Reading</i> United Nations News Article: "Renewable energy transforming the landscape"
	W	Nov 6	Renewable Energy Solutions	

	F	Nov 8	Energy Efficiency and Conservation	Outline of Final Paper Due to Instructor by Nov 8 at midnight	
Mitigation Strategies Continued					
12	M	Nov 11	Carbon Capture and Storage	<i>Reading</i> LSE Article: "What is carbon capture, usage and storage (CCUS) and what role can it play in tackling climate change?" National Geographic Article: "Sustainable Land Management is Key to Reducing the Impacts of Climate Change" Assignment Informal Writing Reflection on LaFarm trip	
	W	Nov 13	Sustainable Land Use		
	F	Nov 15	<i>Field Trip to LaFarm</i>		
Adaptation Strategies					
13	M	Nov 18	Adaptations in Agriculture and Water Management	<i>Reading</i> Latitude Article: "Urban Infrastructure in a Changing Climate: Adapting to the Challenges of the 21 st Century" CAP Article: "Blue-Green Infrastructure Helps Cities Adapt as the Planet Warms" Assignment Informal Writing Geoengineering	
	W	Nov 20	Urban Planning and Climate Resilient Infrastructure		
	F	Nov 22	Geoengineering: Prospects and Risks		
Putting it All to The Test					
14	M	Nov 25	Board Game: Daybreak <i>Will be more than a 50 minute class – Lunch will be provided</i>	<i>Reading</i> Various cards from the Daybreak game Assignment Informal Writing Daybreak Reflection and Investigation	
	W	Nov 27	Thanksgiving Break		
	F	Nov 29			
Class Presentations/Discussions					
15	M	Dec 2	10 minute individual student presentations of final projects and class discussion (Attendance is Mandatory)	Final Paper Drafts Due to WA by December 6th	
	W	Dec 4			
	F	Dec 6			
Final Papers due to instructor by Midnight December 17					

TL;DR:

Tentative Climate Change Due Dates:

- 8/26: Informal Writing Assignment I: Climate Data Tracker
 - 9/2: Group Slides Due
 - 9/9: Writing Assignment Due
- 8/26: Final Book Paper/Presentation Assigned
 - 9/6: Book Choice Due
 - Week of 9/23: First Meeting with WA
 - 10/18: Book Reactions Due
 - Week of 10/21: Second Meeting with WA
 - Week of 10/28: Meet with Reference Librarian
 - 10/30: Final Paper Topic Due
 - Week of 11/4: Third Meeting with WA
 - 11/8: Outline of Final Paper Due
 - Week of 11/18: Fourth Meeting with WA
 - 12/1: Presentation for Final Project Due to Moodle by midnight
 - Week of 12/2: Final Project Presentations
 - 12/6: Submit Draft of final paper if you want instructor feedback
 - 12/17: Final Paper Due
- 9/2: *The Lafayette* Formal Writing Assignment Assigned
 - 9/20: First Draft of *The Lafayette* Article due
 - 9/27: Peer Reviews of *The Lafayette* Due
 - 10/4: Final version of *The Lafayette* Article Due
- 9/18: Informal Writing Assignment: The Long-term View Assigned
 - Week of 9/23: Group Presentations on Climates of the Past
 - 9/30: Informal Writing II: Long-Term Summaries Due
- 9/30: Exam 1: Climate Basics
 - Week of 10/7: Exam 1 Retakes
- 10/2: The Lifestyle Formal Writing Assignment Assigned
 - 10/3 – 10/9: First Week of Lifestyle Project
 - 10/13: Lifestyle Project Journal Week 1 Due
 - 10/10 – 10/16: Second Week of Lifestyle Project
 - 10/17-10/23: Third Week of Lifestyle Project
 - 10/18: Draft of alternative assignment Due
 - 10/25: Lifestyle Project Journal Week 2 and Week 3 + Project Reflection Due
- 11/15: Field Trip to LaFarm
 - 11/18: Informal Writing III: LaFarm Reflection Due
- 11/22: Informal Writing IV: Geoengineering Investigation Assigned
 - 11/25: Informal Writing IV: Geoengineering Investigation Due
- 11/25: Informal Writing V: Daybreak Reflection Assigned
 - 12/2: Informal Writing V: Daybreak Reflection Due