

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Geosciences/Enviro. Sciences/Ctr for Enviro. Studies <b>College</b> Science <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix</b> EVR  <b>Number</b> 1110	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> <input type="text" value="Lecture"/>	<b>Course Title</b> CLIMATE CHANGE: THE HUMAN DIMENSIONS
<b>Credits</b> <i>(Review Provost Memorandum)</i>  3	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Pass/Fail</b> <input type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i> People often think of anthropogenic climate change from a scientific perspective. But because the issue is human-created, if we are to advance meaningful responses then we also need to understand the 'human dimensions,' such as how people (not only scientists) understand climate, how people affect climate, and how climate affects people. The course provides an inspirational perspective on human behavior, leaving students with a refined understanding of and appreciation for our common futures.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>  Spr 2021	<b>Prerequisites, with minimum grade*</b>  none		<b>Corequisites</b>  none
		<b>Registration Controls</b> <i>(Major, College, Level)</i>  IFP	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b>  <input type="radio"/> Yes <input checked="" type="radio"/> No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  Society/Human Behavior  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b> PhD or equivalent in climate social science			
<b>Faculty Contact/Email/Phone</b> Colin Polsky/cpolsky@fau.edu/9542361334		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b> Department Chair <u>                    <i>J.P. Approved</i>                    </u> College Curriculum Chair <u>                    <i>J.E. King</i>                    </u> College Dean <u>                    <i>E. Pratt</i>                    </u> UUPC Chair <u>                    <i>J.E. King</i>                    </u> Undergraduate Studies Dean <u>                    <i>Edward Pratt</i>                    </u> UFS President _____ Provost _____			<b>Date</b> _____ <u>                    9/18/20                    </u> <u>                    9-8-2020                    </u> <u>                    9/15/20                    </u> <u>                    9-15-20                    </u> _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

## EVR 1110: CLIMATE CHANGE: THE HUMAN DIMENSIONS

**Center for Environmental Studies; Dept. of Geosciences; Environmental Sciences Program**  
**Spring 2021**  
**3 Credit Hours**

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**Instructor:** Dr. Colin Polsky (Director of the Center for Environmental Studies & Professor of Geosciences)

**Office Location:** Fully online

**Office Hours:** By Appointment only

**Phone Number:** 954-236-1344

**Email:** [cpolsky@fau.edu](mailto:cpolsky@fau.edu)

### COURSE DESCRIPTION

Welcome to “CLIMATE CHANGE: THE HUMAN DIMENSIONS”! We are delighted to guide you in this even-handed, non-partisan introduction to one of society’s most pressing and prominent issues: climate change. People often think of climate change from a scientific perspective. But because the issue is a human creation, if we are to advance meaningful responses then we also need to understand the ‘human dimensions’ of the issue. How do people (not only scientists) understand climate? How if at all are people affecting climate? How does climate affect people? These are the primary questions we will answer in this course, after a brief introduction to the underlying science. The course is intended to provide an inspirational perspective on human behavior, leaving students with a refined understanding of and appreciation for our common futures.

### COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Understand how global temperatures (and other dimensions of climate) have changed, and why, over time, from millions of years ago to the present;
- Identify how climate impacts society, and how society affects climate;
- Analyze the social and policy arguments presented by people on both sides of the issue, and the underlying reasons for those arguments; and
- Articulate the ways in which humans are, and can be, creating solutions to respond to our climate challenges.

### COURSE PREREQUISITES

- There are no course prerequisites or co-requisites for this course.

## INTELLECTUAL FOUNDATION (GENERAL EDUCATION) PROGRAM OUTCOMES

This course partially fulfills the course requirements for the Society and Human Behavior Foundation area in the FAU general education program. Courses in this area examine the forces that shape human behavior and societies. The disciplines represented in this foundation area study individuals, groups, societies, cultures, markets, and nations. Their scope is broad: the formation of attitudes; how institutions develop, function, and change; the forces that transform society and social institutions; how societies change the environment and respond to environmental change; the relationships between individuals and society; and the scope and complexity of systems of race, ethnicity, gender, sexuality, and social class.

### Specific Learning Outcomes for Foundations of Society and Human Behavior in this course:

**Learning outcome #1, describe patterns of human behavior:** The course will inventory and chronicle the activities that are demonstrably and unequivocally linked with the large-scale accumulation of atmospheric greenhouse gases in the past 100-200 years.

**Learning outcome #2, describe how political, social, cultural, or economic institutions influence human behavior and how humans influence these institutions:** The course will present the institutional, philosophical, historical, epistemological, and theoretical contexts that explain why people continue to engage in greenhouse gas-emitting activities (and in cases where individual or collective actions have resulted in observed declines in such activities, the reasons for those declines).

**Learning outcome #3, apply appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems:** Fundamental principles from economics (not only classical and neoclassical but also behavioral), sociology, risk studies, and engineering optimization will be introduced and critiqued.

For all outcomes, teaching-learning experiences include lectures, videos, and exams grounded in the primary textbook & other assigned exposures. Students will be assessed on this outcome through their discussion board contributions & their responses to exam questions.

## COURSE DELIVERY MODE

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00am, EST, and ends on Sunday at 11:59pm, EST. The course begins with the Start Here module, which will familiarize you with the organization and navigation of

the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

## TIME COMMITMENT PER CREDIT HOUR

This course has 3 credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction is expected each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work is expected for each credit hour. Thus, students should expect to spend minimally 7-9 hours per week on this course, on average. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## REQUIRED TEXTS & MATERIALS

In this course, you will need the following texts and/or materials:

- Kitchen, David, 2014. Global Climate Change, Turning Knowledge Into Action. Routledge: New York.
- The Instructor will also assign and provide other required readings, typically on the course Canvas website.

## MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

### HARDWARE & SOFTWARE REQUIREMENTS

#### Hardware

- Dependable computer
- Computer speakers

#### Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

#### Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

## COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

### Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

### Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

## MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

## TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

### Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).

3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

## **COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY**

### **GRADING CRITERIA**

#### **Introductions and Syllabus Quiz (5%)**

You will post an introduction in the student introductions discussion board and take a syllabus quiz. You can take the syllabus quiz as many times as necessary to achieve 100%.

#### **7 Discussion Boards (5% each; 35% total)**

Seven times during the semester, you will be asked to post an original submission to the discussion board, and to reply to at least two other students’ posts with your substantive responses. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. Here are a few examples of non-substantive (i.e., unacceptable) responses: “I agree,” or “Ditto,” or “I disagree.” You can offer those positions, but you should explain your position. You may also highlight areas of confusion. The rules of “Netiquette” must be followed. Replies are not texts with your friends, so full sentences, proper spelling, source citations, etc., are expected. Above all else, be kind to your classmates.

Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; do not plagiarize, cite references). For maximum points, please reference external research or examples as well as the discussion rubrics. All original posts for each module discussion board must be submitted by 11:59pm, EST, on Sunday. Responses to peers are due at 11:59pm, EST, on Sunday.

#### 4 Course Examinations (15% each; 60% total)

Examinations will be based on readings, lectures, homework, and class discussions. The exams will include some combination of multiple choice, true/false and/or short answer questions. Answers will be evaluated based on content in terms of accuracy of information and ability to analyze the issues. Good answers will demonstrate that you have read and understood the chapters, and actively participated in classroom discussions. Exams will be taken online in the Canvas Learning Management System. Test will be timed. No make-up exams are given. The instructor will calculate your final course grade using the following weighted distribution:

Assessment	Weight (%)
Introductions & Syllabus Quiz	5%
7 Discussion Boards (5% each)	35%
4 Exams, including non-cumulative Final (15% each)	60%
<b>TOTAL:</b>	<b>100%</b>

#### GRADE SCALE

Grade	Weight (%)
A	100 % – 94.0 %
A-	< 94.0% – 90.0 %
B+	< 90.0% – 87.0 %
B	< 87.0 % – 84.0 %
B-	< 84.0 % – 80.0 %
C+	< 80.0 % – 77.0 %
C	< 77.0 % – 74.0%
C-	< 74.0 % – 70.0%
D+	< 70.0 % – 67.0%
D	< 67.0 % – 64.0%
D-	< 64.0 % – 61.0%
F	< 61.0 % – 0.0%

#### LATE ASSIGNMENTS POLICY

All module materials are due at 11:59pm on Sunday night at the end of each module, unless otherwise indicated. You must satisfy all course requirements to pass the course, including taking all exams and turning in all papers. If you have a schedule conflict, let me know early. Paper assignments turned in late lose 1/3 of a grade per eight hours (i.e. a full grade per day), including weekends. For all other assignments, complete by the due date/time, or get a zero. Extensions and alternate exams without prior approval and without a reduction of your grade will be granted only in cases of documented illness or extreme crisis.

### **MAKE-UP POLICY FOR TESTS**

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice **prior to** any anticipated absences or within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting.

### **INCOMPLETE GRADE POLICY**

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

## **COURSE POLICIES**

### **CODE OF ACADEMIC INTEGRITY POLICY STATEMENT**

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

### **PLAGIARISM**

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

### **ONLINE ATTENDANCE POLICY**

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.



## **NETIQUETTE**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

## **CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT**

Disruptive behavior is defined in the FAU Student Code of Conduct as “... activities which interfere with the educational mission within classroom.” Students who disrupt the educational experiences of other students and/or the instructor’s course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

# **COMMUNICATION POLICY**

## **EXPECTATIONS FOR STUDENTS**

### **Announcements**

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

### **Email/Video Conferencing**

You are responsible for reading all your course email and responding in a timely manner.

### **Course-Related Questions**

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

## **INSTRUCTOR’S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK**

### **Email/Video Conferencing Policy**

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

### **Assignment Feedback Policy**

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

### **Course-Related Questions Policy**

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

### **Electronic Communication Policy**

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

## **SUPPORT SERVICES & ONLINE RESOURCES**

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Services](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

## **CAPS STATEMENT**

Life as a university student can be challenging mentally, emotionally, and physically. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services to help improve and maintain well-being. For CAPS services, students need to be currently enrolled, have paid the health fee, be physically located in Florida when services are provided, have phone or videoconferencing capabilities, and have access to a safe/private location for sessions. For those outside of Florida, CAPS will assist students in getting connected to

services/providers in your area for ongoing support. For more information, go to <http://www.fau.edu/counseling/> or call 561-297-3540.

## FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

## SELECTED UNIVERSITY & COLLEGE POLICIES

### ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

#### Contact

- **Boca Raton:** (561) 297-3880  
Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222  
Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721  
Fax: (561) 799-8721, TTY: 711

### GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

### RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of

examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

#### **UNIVERSITY APPROVED ABSENCE POLICY STATEMENT**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

#### **DROPS/WITHDRAWALS**

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

#### **COURSE CALENDAR OF TOPICS**

See next pages.

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## COURSE CALENDAR OF TOPICS, Spring 2021

\*\*\*The instructor reserves the right to adjust this syllabus as necessary\*\*\*

	<b>Dates</b> (W & F 930-1050a)	<b>Topic</b>	<b>Assignments to be completed <i>prior</i> to specified class day</b>
Week 1	Jan 13	Course introduction: What is climate change? Why were there sperm whales near Orlando? Who is Köppen? Comparing Cocoa Beach and Orlando.	None.
	Jan 15	Climate-Society interactions	Kitchen, pp.4-10 & 24-30; submit comments on these climate-society videos: <a href="#">human evolution</a> , <a href="#">Columbia U.</a> , & <a href="#">fly fishing</a>
Week 2	Jan 20	Climate trends: the past ~100 years	Kitchen, pp.xx. Submit comments on <a href="#">continentiality</a> & <a href="#">Köppen climate classification</a> videos
	Jan 22	Climate trends: the past ~100 years	Submit short essays on climate-society interactions and continentiality; read Kitchen, pp.43-51 and Appendix D
Week 3	Jan 27	Climate trends: last 800k yrs & deep history	Kitchen, pp.135-6 & 160-73; submit comments on <a href="#">Alley</a> video
	Jan 29	Climate trends: last 25k yrs	Kitchen, pp.200-7; submit comments on <a href="#">Mann</a> & <a href="#">Steyn</a> "Hockey Stick" videos
Week 4	Feb 3	Climate science history: some of the smartest guys (and gals) of the 1800s: Fourier, Tyndall, Arrhenius, ...	Excerpts from Hay (provided as PDF), watch <a href="#">solar system temps</a> video
	Feb 5	<b>Synthesis</b>	Study for Exam 1
Week 5	Feb 10	<b>EXAM 1</b>	
	Feb 12	Global energy budget	Kitchen, pp.55 & 62-72; Watch <a href="#">electromagnetic radiation</a> video
Week 6	Feb 17	Solar Energy – Guest speaker	Read these articles: <a href="#">From Oil to Solar</a> , <a href="#">Harley-Davidson Is Making an Electric Motorcycle</a> , <a href="#">India Coal Power Is About To Crash</a> , <a href="#">Texas Got 18 Percent of Its Energy from Wind and Solar Last</a> , <a href="#">The EU got less electricity from coal than renewables in 2017</a> , <a href="#">Trump Wants Offshore Drilling, but States Are Choosing Wind Energy</a> . Write and submit at least 1 probing question for each article.
	Feb 19	Global energy budget; Radiative forcing	Kitchen, pp.85-90
Week 7	Feb 24	Climate "sensitivity," projections, & uncertainties	Review previous Kitchen pp.69-72 & 85-90; watch <a href="#">Principles of Refrigeration 1963 US Air Force</a> ; write short essay on radiative forcing
	Feb 26	No class	

Week 8	Mar 3	Anthropogenic GHG emissions & solutions: the “Inventory” perspective	Read ENSO text from Kitchen, pp.113-118; submit 3 probing, thoughtful questions about pp.1-13 of this <a href="#">US EPA document</a>
	Mar 5	<b>Synthesis</b>	Study for Exam 2
Week 9	Mar 6-12	SPRING BREAK	
Week 10	Mar 17	<b>EXAM 2</b>	
	Mar 19	Global climate policy I	Kitchen, pp.254-262
Week 11	Mar 24	Global climate policy II	Kitchen, pp.263-275
	Mar 26	Skepticism or Denialism?	Kitchen, pp.275-281; submit comments summarizing and critiquing the Critical Thinking Café <a href="#">video</a>
Week 12	Mar 31	Public opinion in the USA	Submit comments comparing and contrasting findings from recent climate change public opinion polls: <a href="#">Yale</a> ; <a href="#">Pew Trusts</a> ; <a href="#">FAU-CES</a>
	Apr 2	<b>Synthesis</b>	Study for Exam 3
Week 13	Apr 7	<b>EXAM 3</b>	
	Apr 9	Sea-Level Rise: the global Exxon evidence + the Florida case (observations)	Kitchen, pp.237-244 + Ch.2; Hine et al. book chapters; submit comments on <a href="#">Dangerously</a> video
Week 14	Apr 14	Sea-Level Rise: the Florida case (adaptations)	Broward County & Compact resources
	Apr 16	Energy: background on fossil fuels & renewables	Kitchen, Ch.9; watch the following videos: <a href="#">coal</a> , <a href="#">energy sources</a>
Week 15	Apr 21	Recent renewables market trends & developments; policy incentives (both micro (e.g., PACE) and macro (e.g., Cap-and-Trade))	Watch the following videos: <a href="#">clean coal</a> , <a href="#">making electricity w coal</a> ; write a short essay on coal
	Apr 23	<b>Synthesis (LAST DAY OF CLASS)</b>	Study for Final Exam
Week 16	Apr 28	<i>University reading day</i>	<i>Study for Final Exam</i>
	Apr 30	<i>University reading day</i>	<i>Study for Final Exam</i>
Week 17	Wed., May 5	<b>FINAL EXAM</b>	<b>NOTE DIFFERENT TIME – 7:45am!</b>