

**CLIMATE SCIENCE IN CONTEXT**  
**GEOL 38384/PGEOG 70508**  
**Tuesday 4:00 pm – 6:50pm @HN1090B-1**  
**Professor Haydee Salmun**  
[hsalmun@hunter.cuny.edu](mailto:hsalmun@hunter.cuny.edu)

**Office location:** Hunter North room 1035 (10<sup>th</sup> floor)  
**Email** (preferred means of contact) [hsalmun@hunter.cuny.edu](mailto:hsalmun@hunter.cuny.edu). Please (1) include the course name; (2) include your entire name. I try to answer all emails within 24 hours. Allow for a 48 hour delay on the weekends.

**Office Location:** Room 1035 Hunter North  
**Office Phone:** 212 772 5224  
**Office Hours:** Tu 3:00 pm - 4:00 pm and by appointments.

### **COURSE OVERVIEW**

This course will address the basic of climate science and will develop a context to understand the science, the knowledge and the implications of our changing climate. This seminar will address factors that perturb the Earth's climate and the range of responses of the Earth's climate system. Long, medium and short term climate variability and methodologies employed to study the Earth's paleo- and modern climate will be discussed. An ongoing discussion about modern climate change and recent weather patterns and events will take place throughout the course. Students will be expected to read scientific journal articles, policy documents and position papers and contribute actively to class discussions.

### **Course Objectives**

The overall objective of this seminar is to develop students' understanding of the Earth's climate system and the factors and feedbacks that influence global climate change on multiple time scales. An additional objective is to educate students about the consequences of modern climate change and provide an understanding of the conceptual and technical skills that can be used in developing potential mitigation strategies. To accomplish these objectives, the course will provide

- a broad foundational knowledge of the science needed to understand the Earth's climate system;
- an understanding of the Earth's climate history and the present anthropogenic climate change;
- an understanding of modern, human driven climate change and its consequences;
- an understanding of the tools and methodologies used by scientists to study the Earth's climate system.

The course is structured along themes, each with corresponding readings and discussions, designed to achieve the expected **LEARNING OUTCOMES** listed below. In order to develop a broad understanding of the context of climate science, an overview of the fundamentals of the Earth's Past Climate and Climate variations, Present (modern) Earth's Climate and Future Climate and Climate Change will be presented.

## EXPECTED LEARNING OUTCOMES

1. Identify and apply the fundamental concepts of climate science (the physics and the interconnectedness with chemistry, biology, geology, mathematics and engineering).
2. Gather, interpret, and assess information from a variety of sources and points of view.
3. Evaluate evidence and arguments critically and analytically.
4. Articulate and evaluate the empirical evidence supporting a scientific or formal theory:
5. Understand the scientific principles underlying matters of policy and public concern as they relate to climate and climate science.
6. Produce well-reasoned written arguments using evidence to support conclusions.

## REFERENCE TEXT BOOKS

**There is no textbook required for this class. We will make use of Open Access Sources when needed, a list of which can be found on our Blackboard page.**

The two books listed below are about climate, written by experts in the field, are highly recommended.

*The Carbon Cycle* by David Archer, Princeton University Press, 2012, ISBN-10: 0691144141

*The Climate Crisis. An Introductory Guide to Climate Change* by David Archer and Stefan Rahmstorf, Cambridge University Press, 2010, ISBN 978-0-521-73255-0 (Paperback)

Additional readings (articles, websites etc.) will be provided throughout the semester.

***Blackboard will be routinely used to make announcements, distribute reading materials so make sure that you regularly check for updates.***

## GRADING METHOD AND SCALE

Grades will be based on class participation, homework assignments, two mid-term exams and one final exam. A detailed description of the Hunter College Grading System may be found at <http://catalog.hunter.cuny.edu/content.php?catoid=23%navoid=3149>.

**Your grade for the course will be based on your participation, engagement and contributions to class discussions and overall class dynamics. There will be NO EXAMS in this seminar class.**

**CR/NCR POLICY** - The CR-NCR option will be honored only if the conditions stated on the CR/NCR form are satisfied: all course work has been completed and you earned grades such that you accumulate at least 50 points total in the course. Students on probation are ineligible.

**ATTENDANCE AND CLASSROOM POLICIES** - Attendance and class participation constitutes 20% of the final grade. Attendance is required at all lectures. All students are expected to abide by the following policies when in lecture in order to provide a more respectful and productive learning environment.

- All cell phones must be silenced.
- Laptops are permitted for note taking purposes only.

- Texting and other non-class related smart phone activities are not allowed. Students should quietly excuse themselves from the lecture if substantial external electronic communication is required.

### **SYLLABUS CHANGE POLICY**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Updates will be posted regularly on BlackBoard.

### **ADDITIONAL HELPFUL INFORMATION**

**My Teaching Philosophy:** My goal in teaching is to help students in becoming confident and responsible professionals and to make this experience an enjoyable one. My approach to teaching involves being a facilitator in the learning process as opposed to being the authoritarian lecturer at the front of the room with a “one-way information transfer” style. I understand and respect individual differences in learning and do my best to promote learning in the classroom by working with individual differences rather than against them. At the same time, I wish to impart technical skills and a sense of responsibility by encouraging students to play the role of professionals in the classroom.

I expect students to put their best effort in this course. This involves participating in the in-class exercises, reading the assigned material, working out in-class assignments and Case Studies, editing of essays (if applicable) when necessary until they are clear and correct.

**Finally:** Consistency is the key. Forming study groups is extremely helpful. Use my office hours and any other resource available to you throughout the semester. Make progress steadily as the material in this course cannot be understood the night before the exam. Concentrate on understanding rather than ‘regurgitating’. Put out your best effort everyday.

The following are useful tips to do well in this or any class:

- Attend class and take detailed notes.
- Read the assigned material in the text (or other) *before* coming to class.
- Re-write your notes as soon as possible after class. This will allow you to fill in the details still fresh in your memory and prepare questions for the next time the class meets.
- Carefully review and practice explaining the diagrams and charts in the readings and lectures.

### **DIVERSITY & INCLUSION - A PERSONAL STATEMENT:**

I am committed to fostering an intellectual environment that is enriched and enhanced by diversity in all dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well. I am especially committed to increasing the representation of populations that have been historically excluded from participation in U.S. higher education in STEM fields, particularly in geoscience and earth science. It is my hope that we can work together and collectively move closer to accomplish that objective.

## **HUNTER COLLEGE POLICY ON ACADEMIC INTEGRITY**

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

## **ADA POLICY**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

## **HUNTER COLLEGE POLICY ON SEXUAL MISCONDUCT**

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-biased harassment retaliation against student, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- A. ***Sexual violence***: students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444)
- B. ***All other forms of sexual misconduct***: Students are strongly encouraged to contact the College's Title IX Campus Coordinator, Dean Jean Rose ([jtrose@hunter.cuny.edu](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) or Colleen Barry ([colleen.barr7@hunter.cuny.edu](mailto:colleen.barr7@hunter.cuny.edu) or 212-772-4534) and seek complementary services through the Counseling and Wellness services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:

<http://www.cuny.edu/about/administration/offices/la/policy-on-sexual-misconduct-12-1-14-with-link.pdf>

**\*\* A detailed schedule of classes, topics and reading assignments will be updated regularly and made available on BlackBoard \*\***