

ENVS 1574: Engaged Climate Policy in the U.S.: Rhode Island and Washington, DC

Fall 2019 Syllabus

August 30 DRAFT--Subject to revision

Timmons Roberts, Ittleson Professor of Environmental Studies and Sociology
timmons@brown.edu, **Robert Brulle**, Visiting Professor, IBES robert_brulle@brown.edu

Course times: Monday 3-5:20 pm, and additional weekly project meetings TBA

Location: Room 106, Urban Environmental Laboratory;

Climate and Development Lab: Room 207 UEL; **Office:** UEL rooms 203 and 202.

Teaching Assistants: **Cartie Werthman**, **Cole Triedman**. Qualitative Methodology PhD member:
Danielle Falzon.

Description: Sufficient and equitable policies addressing the crisis of climate change have been elusive, and United States leadership is crucial for an adequate global response. After several weeks of readings and lectures on climate policy, the course shifts to team-based research to produce strategic, policy-relevant briefings and scholarly outputs with partner organizations in Rhode Island, Washington, and internationally. Students will travel to D.C. for five days in November to conduct interviews and attend meetings and a mini-conference with experts and staff from government agencies, industry organizations, think tanks, and environmental NGOs, and to hold a briefing on our joint research.

Evaluation: The course will be built around a set of core readings and team-based research. Course requirements fall into five categories:

1. Attend class, lead discussion one day, participate in weekly project-based research meetings, and attend five days of meetings and interviews in Washington, D.C.
2. Write three reaction papers to semester readings.
3. Productively participate in a small team-based research project.
4. Complete one targeted and well-researched pitch for DeSmog, details TBA. These may also be published on the CDL website (www.climatedevlab.brown.edu).
5. In lieu of a final exam, research teams will present during finals time, and students will hand in a reflection on the DC trip.

Two page reading reaction papers SEQs (Summary, Evaluation, Questions) (3): The class will be divided into two groups on the first day of class, which will alternate days preparing two-page reaction papers on the readings, starting the next week. These are due by 10 pm on the Sunday night before class on Canvas. These discussion papers should discuss two readings, and please do not write only about the very short readings. Give the posting and paper a descriptive title that captures your main point. SEQ papers should include 4 parts: 1. An introductory paragraph raising a paradox or central question about the topic of the readings, lay out a roadmap of your organization, and foreshadow what you conclude about the readings. This is crucial. [1 paragraph] 2. a very brief (concise) summary of the central points or arguments the author(s) present(s) [2-3 paragraphs]. 3. a brief assessment of the strengths and weaknesses of the authors' central argument [2-3 paragraphs]. Without being authorities, comment here on whether the author's evidence really supports what they set out to do and their conclusions. How does their viewpoint color the interpretations they make? Say why you agree or disagree with their project and conclusions. Here we encourage you to be contentious and take a risk by taking a strong stand that will get debate going in class. Finally, 4. Provide two discussion questions related to the readings. One should be a lingering question for you, and the other a question that will promote class discussion. We are looking for well-written SEQs which summarize and critique the readings directly, support their arguments, make clear their organization and logic, and when possible which draw in questions and issues raised in other readings and earlier in the course.

All class members are responsible for signing on to Canvas and reading each other's papers before the

scheduled class. Those students *not* writing a reaction paper for that week are required to write at least **two questions/responses** on the ideas of at least two of the student reaction papers. Post reaction questions to Canvas by 1pm--two hours before class on Monday.

Each week there will be **two discussion leaders**, who will have written an SEQ paper for that week. These two will summarize the readings in 3-5 minutes, before offering one or two key points and questions from their SEQ papers and the online discussion to kick-start the class discussion of the readings. The rest of the class, who will have either written online SEQ papers or responses as mentioned above, will use the class leaders' guiding questions to join in the discussion.

Students will produce during the semester **one well-researched pitch** to journalists for DeSmog.org, based on material from the Climate Investigations Center online archives. Students are encouraged to pair up for writing the DeSmog pitch, but they can also do individual efforts. More details to come, but the basic idea is that there are tens of thousands of documents on the CIC archives that can be given context and narrative, and brought to life. For example how Global Climate Coalition members influenced the IPCC process, or on evidence in early documents that "Shell knew." Assistance will be provided in identifying topics and in rewriting by Bob, Timmons, Cole and Cartie, and students will be advised on drafting and contacting media. Before submitting these, get approval from Timmons.

Small team-based research project: Students will participate in a team-based research projects which will produce a product, often with an external partner organization or expert. Student work will be at many different stages in these projects, and may involve outreach to partners, co- designing the project, interviews, database creation, online research work, writing, graphics production, layout, correspondence, logistics for release, publicity, etc. Know that project-based engaged research is open-ended, uncertain, lumpy (requiring a lot of work at some times with long waits in between), and sometimes fails entirely. But we are trying new things and generating new material that we hope can be impactful.

Projects for Fall, 2018:

Fall Engaged Projects 2018	Partner/intended audience	Products	People
1 The role of the Public Relations industry in climate denial and delay efforts in the U.S.	Climate Investigations Center	Policy briefing, profiling the "dirty dozen" firms	Cartie leads, 3 students
2 Mapping the Giving Patterns of the Exxon-Mobil Corporation	Climate Investigations Center	Policy briefing, scholarly article	Bob leads, 3 students
3 Influence networks on climate and energy at the state level-- Massachusetts case study	Barr Foundation: audience: state advocacy and policy community	Policy briefs, articles by spring 2020	Timmons, Galen , 2-3 students
4 American Utilities: A Key Sector Behind Dirty Energy Production, Climate Misinformation, and Obstructionism	Climate Investigation Center	Policy briefing	Cole leads, 3 students

A typical day in seminar will be structured as follows:

3-3:50: Review and discussion of the readings, led by two students. Quick summary, then they launch discussion with questions.

4-4:30: Skype guest talk

4:45-5:30: Discussion of talk, project coordination, look ahead to next week

Methods of Evaluation: Final grades will be roughly calculated as follows: (subject to revision)

1. Participation in class, leading discussion, activities, and preparing for and time in DC (20%)
2. Three reaction papers (30%)
3. One DeSmog piece (15%)
4. Small-Group Team Research Project (35%)

Readings will be supplied in .pdfs on Canvas and/or by web links.

Expected hours this course will require: First 9 weeks: approximately 7 hours per week for reading, plus 2 hours writing summary papers, plus 5 hours a week for small group project =14 hours/week x 9 weeks =126 hours. Time attending interviews, meetings & conference in DC, 10 hours/day x 5 days=50 hours, plus travel time = variable, approx. 14 hours. Blog/op-ed 6 hours, exam period 3 hours for presentation by small groups. Rough total: 199 hours.

The learning goals for these activities are for students to:

1. Develop core knowledge about local, national and international systems by which climate change is being governed;
2. Develop writing skills and proficiency with communications, including writing policy briefs, weekly summary papers, social media and blogging (weekly papers, blogs, tweeting, etc.);
3. Make connections with key experts and leading decision-makers in the area of climate governance, to advance student careers in this area;
4. Develop analytic and verbal communication skills (interviews, class discussions, etc.).

Special Needs: If you have special learning needs that require our assistance and support, you must let us know at the outset so that you can maximize your engagement with this course. Please do! We want to help.

No Web Surfing Policy: This course will follow a no computers policy. We will pull up key documents on the screen to use collectively, and can have assigned/collaborative note-taking if people want that. Otherwise, bring writing materials and print copies of readings if possible. Please let us know if any of this creates major difficulties for you, we'll figure something out.

Diversity and Democracy Statement: It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. We wish to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let us know so that we can make arrangements for you.

ENVS 1574: Engaged Climate Policy in the U.S.: Rhode Island and Washington, DC
Schedule Fall 2019--Aug 30 DRAFT

Week 1: Sept. 9: Introduction and welcome to the class/CDL. Introductions, roadmap for the fall. The basics: very brief climate science primer (global, national and local; will walk through this primer:

<https://warmheartworldwide.org/climate-change/>); types and trade-offs of climate action: mitigation, adaptation, loss and damage. Discussion of readings and videos.

What is the CDL and how do we work? New CDL directions.

Discuss the syllabus, how the CDL works, discuss project ideas, provisional deployment into groups, set up first meetings of subgroups to get going, and consider future plans.

Divide class into groups A and B for reaction papers and discussion leaders for future weeks

Brief Skype with our main engaged partner **Kert Davies, Climate Investigation Center**

Please read this/listen to podcasts/watch videos **before the first class (important)**:

1. Jane Meyer--either listen to these two great podcasts, or read her book *Dark Money*.

Podcast: *'Hidden History' Of Koch Brothers Traces Their Childhood And Political Rise*

Jane Mayer on the Koch network and other foundations, how they work. Podcast:

<https://www.nypl.org/blog/2017/05/22/podcast-165-jane-mayer-winner-bernstein-award>

2. Listen to the excellent **Drilled Podcast** on fossil fuel denial networks: [Drilled](#)

3. Read the "Coalitions Report" from the 2018 fall ECP/CDL class:

<http://www.climatedevlab.brown.edu/uploads/2/8/4/0/28401609/covercountermovementcoalitions.2.2019.pdf>

4. For some basic climate change science, watch **Six Degrees Could Change the World**, National Geographic documentary, based on the book by Mark Lynas. This is several years old, but walks through why each degree matters. It's here and on YouTube: <https://documentarylovers.com/film/six-degrees-could-change-world/>

Also read the first half of the primer listed above and skim the rest: <https://warmheartworldwide.org/climate-change/>

Supplemental: IPCC. 2018. Special Report on 1.5 Degrees.

Week 2: Sept 16: A history of US climate policy

How has climate change policy been formed and shifted over the five decades the issue has been well known? What forces shaped that policy? Why did the US fail to be a leader on this issue? What happened differently with the Ozone issue and why? What has been the relationship between state, federal and local policy? Why did the U.S. take the approach in Congress of cap and trade? What can we learn from those turns?

Group A: Two page reading SEQ paper: summary/synthesis/questions due before class by Canvas

Assignment: Interview two classmates using the interview guide. Discuss process in class.

Possible guest speaker: **Alden Meyer, UCS** (potential survey using the interview schedule)

Readings:

1. Harrison, K., 2007. The road not taken: Climate change policy in Canada and the United States. *Global Environmental Politics*, 7(4), pp.92-117.
2. McGarity, T.O., 2013. The Disruptive Politics of Climate Disruption. *Nova Law Review*, 38, p.393.
3. Bartosiewicz, P. and Miley, M., 2013. The too polite revolution: why the recent campaign to pass comprehensive climate legislation in the United States failed.
4. Rich, N. 2018. "Losing Earth: The decade we almost stopped climate change. A tragedy in two acts." *New York Times Magazine* 5 August. (could skim this)
5. Naomi Klein response in *The Conversation*
6. Kate Arnoff response

Week 3: Sept. 23: How US policy is made, on paper, and in the real world.

Post-political climate
Based on middle school civics classes, we have idealized visions of how public policy is created and implemented. But this is not the case, and climate change policy is no exception. Competing coalitions pressure legislators, administrative agencies, and each other to shape the way America deals with issues like this. This week combines some general texts on public policy with some strong arguments on how misguided many efforts to drive public policy through public education have been. Basics of the legislative process (Schoolhouse Rock?). ALEC, SPN, other influence networks, and how we know they are functioning.

Group B: Two page reading SEQ paper: summary/synthesis/questions due before class by Canvas

Possible speaker: **Emily Enderle**, Energy Foundation, former Whitehouse staff; or **Nate Hultman, UMd/former Obama**

Readings:

1. Consortium for Ocean Leadership. 2018 U.S. Government Primer. https://oceanleadership.org/wp-content/uploads/COL_US_GovPrimer.pdf
2. Watch Schoolhouse Rock, How a Bill Becomes a Law. ("I'm just a Bill") <https://www.youtube.com/watch?v=Otbml6WlQP0> (3 minutes) and CrashCourse: How a Bill Becomes a Law <https://www.youtube.com/watch?v=66f4-NKEYz4>
3. Kukkonen, Anna, Tuomas Yla-Anttila and Jeffery Broadbent. 2017. Advocacy coalitions, beliefs and climate change policy in the United States. *Public Administration* 95:713-729.
4. Stokes, Leah C. and Hanna L. Breetz. 2018. Politics in the U.S. energy transition: Case studies of solar, wind, biofuels and electric vehicles policy. *Energy Policy* 113: 76-86.
5. Laird, F.N. and Stefes, C., 2009. The diverging paths of German and United States policies for renewable energy: Sources of difference. *Energy Policy*, 37(7), pp.2619-2629.

Supplemental reading of core theory:

6. Sabatier, P.A. and Weible, C.M., 2007. The advocacy coalition framework. *Theories of the policy process*, 2, pp.189-220.

Week 4: Sept. 30: Advocacy efforts in support of US climate efforts.

What have been the main non-governmental advocacy groups and campaigns over the thirty years of climate change in the U.S.? What strategies have they taken? How have they differed from pro-industry/anti-climate action efforts? What is the structure of the movement and which groups and individuals have the most influence and effectiveness? What are strategies and impacts of climate justice activists?

Possible speaker by Skype: USCAN Director Keya Chatterjee or Katherine Hayhoe

Group A: Two page reading SEQ paper: summary/synthesis/questions due before class by Canvas

Readings:

1. Caniglia, B.S., R.J. Brulle and A. Szasz. 2015. "Civil society, social movements, and climate change." Chapter 8 in *Climate Change and Society: Sociological Perspectives*. R.E. Dunlap and R. J. Brulle, editors. Oxford.
2. Greenberg, J, G. Knight, and E. Westersund. 2011. Spinning climate change: Corporate and NGO public relations strategies in Canada and the United States. *International Communication Gazette* 73(1- 2), 65-82
3. Blühdorn, I. 2015. A Much-Needed Renewal of Environmentalism? Eco-politics in the Anthropocene, pp. 156-167 in C. Hamilton, C. Bonneuil, and F. Gemenne (Eds.) *The Anthropocene and the Global Environmental Crisis: Rethinking modernity in a new epoch*. Routledge: New York, NY.
4. McAdam, D., 2017. Social movement theory and the prospects for climate change activism in the United States. *Annual Review of Political Science*, 20, pp.189-208.
5. Dave Roberts. 2019. The Green New Deal and the case against incremental climate policy. *Vox*. March 28. <https://www.vox.com/energy-and-environment/2019/3/28/18283514/green-new-deal-climate-policy>
6. Ted Nordhaus 2019 "The empty radicalism of the climate apocalypse." *Issues in Science and Technology*. Summer <https://issues.org/the-empty-radicalism-of-the-climate-apocalypse/>

Week 5: Oct 7: Advocacy efforts in opposition to climate action

What have been the main advocacy groups and campaigns over the thirty years of climate change in the U.S. to fight off efforts to enact public policy to control greenhouse gases and to slow or stop a rapid transition off of fossil fuels? What strategies have they taken? How have they differed from environmentalist/scientist pro-climate action efforts? What is the structure of the movement and which groups and individuals have the most influence and effectiveness? What are strategies and impacts of "skeptical" and "denialist" activists and industry organizations?

Possible speaker by Skype: Kert Davies

Group B: Two page reading SEQ paper: summary/synthesis/questions due before class by Canvas

Readings:

1. Dunlap, R.E. and A.M. McCright. 2015. "Challenging climate change: The denial countermovement." Chapter 10 in *Climate Change and Society: Sociological Perspectives*. R.E. Dunlap and R. J. Brulle,

editors. Oxford.

2. Farrell, Justin. 2016. "Corporate funding and ideological polarization about climate change." *PNAS* 113:1: 92-97.
3. Brulle, R. J. 2014. Institutionalizing delay: foundation funding and the creation of US climate change counter-movement organizations. *Climatic Change*, 122, 681-694.
4. Downie, C. 2017. "Business actors, political resistance, and strategies for policymakers." *Energy Policy* 108: 583-592.
5. Look over two of these: Primary source documents from denial groups: (use to brief people for making pitches to journalists through DeSmog, with input from Mat Hope from DeSmog or Kert Davies over Skype and email)
 1. 2001 briefing memo on meeting between Global Climate Coalition and White House <http://www.climatefiles.com/denial-groups/global-climate-coalition-collection/2001-state-department-briefing-memo-meeting-global-climate-coalition/>
 2. 1995 primer from Global Climate Coalition after the IPCC 2nd assessment, acknowledging the scientific consensus, and explaining how uncertainty could still be stated. <http://www.climatefiles.com/denial-groups/heartland-institute/global-climate-coalition-draft-primer-for-ipcc-2nd-assessment/>
 3. 1991 Information Council on the Environment denial ad campaign: <http://www.climatefiles.com/denial-groups/ice-ad-campaign/>
 4. 2006 Intermountain Rural Electric Association (IREA) memo on climate alarmism: <http://www.climatefiles.com/deniers/patrick-michaels-collection/2006-irea-memo-carbon-taxes-climate-alarmism-2/>

October 14 - Indigenous Peoples' Day - No Class

Extra meeting later in the week for final Preparation for DC Trip

Week 6: October 20-25: The CDL Goes to Washington: All students will attend five days in DC, attending our own and other groups' events. Travel to DC on Sunday October 20th by Amtrak. Stay at "historic mansion." Events at William and Mary DC Center, return home Friday night October 25th by Amtrak, leaving 4pm, arriving 11:30 pm. [See detailed and evolving schedule in GoogleDoc]

Day 1: Monday 21 October: Panel discussions: Journalists and experts on the PR Industry, the Media, and Climate Change

Day 2: Tuesday 22 October: Both sides of the Capitol, Senate Briefing, discussion with staffers

Day 3: Wednesday 23 October: Climate hearings

Day 4: Thursday 24 October: Hearings, Sessions and State-level action

Day 5: Friday 30 November: Climate change in the 2020 election

Week 7 October 28: Processing What Just Happened, Prospects for Climate Action in America:

Debriefing and discussing the process and outcomes of the election and our trip to Washington, writing up our analyses, and following through on fall group projects and outreach.

Readings: Current material (blogs, reflections) TBA

Week 8: November 4: State-level climate politics and policy

The national level is important but for many years has been gridlocked or dysfunctional on climate change policy-making. Therefore much attention has shifted to the level of the states and even cities, where coalitions, economies, and legislative and executive structures differ quite sharply. Rhode Island is a fabulous case for our study, because it might appear as a best-case scenario for ambitious climate action (Democratic party supermajorities in both chambers, a Democratic governor, 400 miles of vulnerable coastline, no fossil fuel industry, etc.). However only certain types of policy have been enacted--several ambitious bills have died in committees and some strong programs on renewables and energy efficiency have faltered in the implementation. Why?

Possible guest speaker: Kai Salem, Green Energy Consumers Alliance (Brown ENVS '18)

Group A: Two page reading SEQ paper: summary/synthesis/questions due before class by Canvas

Reading:

1. Karapin, Roger. 2018. Not waiting for Washington: Climate policy adoption in California and New York. *Political Science Quarterly*. 133(2): 317-353.
2. Rabe, Barry. 2011. Contested federalism and American climate policy. *Publius: The Journal of Federalism*. 41(3):494-521.
3. Salem, K. 2018. *We're All The Good Guys: Advocacy Coalitions and Policy Change in Four Case Studies of Rhode Island Energy Policy*. Honor's Thesis, Brown University. (Focus especially on chapters 2 and 3: "Very Small, Very Centrist" and "Four Case Studies")
4. Roberts, J.T., R. Brulle, L. Maunus, M. Dolan, A. Meakem, H. August, A. Sharpe, A. Ziemer. n.d. Competing coalition discourses on climate change in U.S. states: a pilot study. Unpublished manuscript.
5. Roberts, David. 2019. New York just passed the most ambitious climate target in the country. *Vox*. July 22. <https://www.vox.com/energy-and-environment/2019/6/20/18691058/new-york-green-new-deal-climate-change-cuomo>
6. See also US EPA. 2016. <https://www.epa.gov/statelocalclimate/local-climate-and-energy-program>

Week 9: Nov. 11: The US in the UN negotiations

What has been the role of the United States in the global effort to address climate change? Beyond leadership in science through the Intergovernmental Panel on Climate Change (the IPCC), why has the U.S. so often stood alone or with very few allies in resisting ambitious and scientifically adequate action at the global level? From unsigned the Kyoto Protocol to threatening withdrawal from the Paris Agreement (and decades of obstruction between, before and since) how does analysis of the domestic level help us understand U.S. unilateralism in obstructing action on climate change?

Speaker by Skype: Saleemul Huq, ICCCAD Bangladesh

Group B: Two page reading SEQ paper: summary/synthesis/questions due before class by Canvas

Readings:

1. DeSombre, Elizabeth R. 2003. "Understanding United States unilateralism: domestic sources of U.S. International Environmental Policy." In Axelrod, Vig and Downie (eds.) *The Global Environment*.
2. Downie, C. 2014. Transnational actors in environmental politics: strategies and influence in long negotiations, *Environmental Politics*, 23:3, 376-394
3. Cléménçon, R., 2016. The two sides of the Paris climate agreement: Dismal failure or historic breakthrough? *Journal of Environment and Development*. February.
4. Ciptet, D. and Roberts, J.T., 2017. Climate change and the transition to neoliberal environmental governance. *Global Environmental Change*, 46, pp.148-156.
5. Luke Kemp. 2017. "Better Out than In." *Nature Climate Change volume 7, pages 458-460 (2017)*

Watch:

1. Obama August 2015 speech from Alaska and video from Hawaii September 2016 here: <https://www.rollingstone.com/politics/politics-news/obama-takes-on-climate-change-the-rolling-stone-interview-75951/> <http://www.nytimes.com/2016/09/08/us/politics/obama-climate-change.html>
2. Trump June 1, 2017 Rose Garden speech announcing withdrawal from the Paris Agreement <https://www.youtube.com/watch?v=q65oE-YKpZs>

Week 10 November 18: Public Relations, communications, media, public opinion and the public response to climate change

What drives U.S. public opinion on climate change? Do storms, heat waves and droughts have an impact? Do scientific messages? Do elites, like politicians, columnists, celebrities and TV commentators? How do emotions and cognition drive opinion and behavior? What has been happening with public opinion since 1990? What is the role of the Public Relations industry, and how does it operate? Who is putting money into PR on climate change and efforts to address it?

Possible speaker by Skype: Jeff Nesbit - Climate Nexus

Group B: Two page reading SEQ paper: summary/synthesis/questions due before class by Canvas

Readings:

1. Greenberg, J, G. Knight, and E. Westersund. 2011. Spinning climate change: Corporate and NGO

public relations strategies in Canada and the United States. *International Communication Gazette* 73(1- 2), 65-82

2. Norgaard, K.M. 2006. "People want to protect themselves a little bit": Emotions, Denial and Social Movement Nonparticipation. *Sociological Inquiry*, Vol 76(3)
3. Shwom, R. L., A.M. McCright, and S.R. Brechin with R.E.Dunlap, S.T. Marquart-Pyatt and L.C. Hamilton. 2015. "Public Opinion on Climate Change." Chapter 9 in *Climate Change and Society: Sociological Perspectives*. R.E. Dunlap and R. J. Brulle, editors. Oxford.
4. Carmichael, Jason and Robert J. Brulle. 2016. Elite Cues, Media Coverage and Public Concern: An Integrated Path Analysis Model of Climate Change Public Opinion In the U.S. 2001 – 2013, Environmental Politics.

Week 11: Nov. 25: Work Session on projects, discussion of residual topics, preparation for presentations

Week 12: December 2: - Final Class Session: Peer-to-Peer teaching on group project reports, on what they studied and found, how they presented it, and how they are rolling out their findings. Structure: 5 minutes on the background, why it's important, the context and fundamentals, 5 minutes on the research process, 10 minutes on the findings, 5 minutes on the rollout. 10 minutes Q and A.

December 9 - 21: Reading week/Exam Period: No exam. We'll possibly do presentations during exam period

Those interested and able can continue to work on CDL projects through the winter break and spring semester.

Other additional readings for all these topics we had to cut, and you may want to look at, are available upon request

**Climate and Energy Influence Networks in the United States
Proposed Schedule DC Trip Oct 21-25, 2019, Engaged Climate Policy
All speakers are still TO BE CONFIRMED**

Our daytime headquarters Monday-Thursday: William and Mary DC office, 1779 Massachusetts Avenue NW Suite 705 (Carnegie Endowment Building, 7th floor) office phone: 202-836-8610

Our Housing: "Historic Mansion, Large and Imposing" 1717 15th Street Northwest, Washington, DC 20009, Host is Cliff +1 (202) 642-3237

Topics for 2019:

1. Opposite Ends At the Capital: the Green New Deal and energy policy/The Right's problem with climate action
2. Climate strategy in the 2020 election
3. Public Relations, the media, and climate
4. Climate Litigation
5. State level action: What's happening, what's blocking?

Preparation: Readings:

- Two of the students not writing SEQ papers will be responsible for finding a current event article and sending a link over email to the class by Friday. The email should include three sentences about why

this article is important and relevant to our class and especially the trip to DC. Everyone in the class should read these two articles before seminar on Monday.

Sunday 20 October: travel to DC, check in to AirBnB, evening prep meeting

From Providence, Amtrak 10:20am arrives 5:30pm Union Station, DC

7pm-9pm at dinner: CDL Alums Julianna Bradley and Mili Mitra on what it's like to live and work in DC, how to get the job you want

Day 1: Monday 21 October: The PR Industry, the Media, and Climate Change

10am-12 noon: Session 1: **PR, media, public opinion, and climate change** [William and Mary Office]

Speakers:

Phil Newell, Climate Nexus

Someone from Guardian US?

Neela Bannerjee, Inside Climate News

Robinson Mayer, The Atlantic <https://www.theatlantic.com/science/archive/2019/06/whats-green-new-deal-nobody-knows/591391/>

Kert Davies, Climate Investigations Center

lunch on your own around Dupont Circle

1:30-3pm **Session 2: Conservatives and Climate Change**

- Jerry Taylor, Niskanen Center
- Myron Ebell,
- AEI or Heritage

3:30-5 pm: **Session 3: Has the US Chamber changed on climate change?**

- Craig Sandler *ChamberWatch* (Public Citizen)
- Dan Dudis formerly *ChamberWatch*, now *Staffing for Whitehouse*
- Chamber staff: Bill Kovaks, current staffers

6:30pm Dinner: at the house, with Kert Davies, Climate Investigation Center

Day 2: Tuesday 22 October: Capitol Hill Day

8am-noon: **Capital Hill Meetings with Green New Deal people**, including:

maybe AOC, etc. then on to

Republican congressperson on their Energy (climate) policy,

Senate probably--EPW Chair staff

House Select Committee

New Consensus --

11:20am: Meet at Senator Sheldon Whitehouse's office, Hart Senate Office Bldg.

Noon: **Briefing to U.S. Senate Climate Change Task Force (Capitol Hill)**

Lineup: Academic research update

Timmons Roberts--Introduction, state level discourses/DC study underway

Robert Brulle - Comparative analysis of climate efforts
Justin Farrell -- Climate countermovements and media
Kerry Ard -- Climate change and Political Action Committees
Caroline Jones -- Thirteen climate denial coalitions
Q&A, discussion of future research directions and input from Senators and staff

1-2pm: Lunch at the Senate Cafeteria

2-3pm: **The view from inside Congress**: Open discussion with key Congressional staffers Aaron Gouldner and Dan Dudis, Office of Senator Sheldon Whitehouse

6:30pm Dinner: at the house, with Lisa Friedman, New York Times (TBC)

Day 3: Wednesday 23 October: Hearings, Sessions and State-level action

8am-1pm: **House and Senate hearings, interviews @** experts' offices, and lunch on your own

2:30pm: Travel to Capital

3:00pm: Tour of the U.S. Capital

5pm: to the **U.S. Senate for Senator Whitehouse's speech "Time to Wake Up"**

6:30pm Dinner: at the house, with Senator Sheldon Whitehouse

Day 4: Thursday 24 October: Hearings, Sessions and State-level action

8am-1pm: **House and Senate hearings, interviews @** experts' offices, and lunch on your own

3:00-5:00pm: **States and climate action: What's happening? What's blocking?**
Georgetown Center

6:30pm Dinner: at the house

Day 5: Friday 30 November: Climate Strategy in 2020

8am Lyft to bring bags to WM office

9am-10:30pm: **Climate strategy in 2020:**

Sunrise, Lauren Maunus or other

Greenpeace Janet Redman Charlie Clay (Greenpeace)

or Sierra Club, Liz Perera, Sierra Club (invited)

EDF/NRDC/WWF,

climate justice person

Keya Chatterjee, USCAN

Julian NoiseCat, 350.org

Collin Rees, Oil Change International (invited)

Alden Meyer *Climate Reporting, Climate Denial* (Union of Concerned Scientists)

11-12:30: **Climate Litigation: What's happening, what's working?**

Daniel Bookbinder *Climate Litigation* (Niskanen Center)

2:30-3pm: **Wrap up and reflections** [W&M Office, need small conference room]

3:00 to Union Station

4pm: Amtrak to Providence, arrives 11:30pm

Student priorities during unstructured times:

1. Do your interviews (try to write them up immediately and annotate them while the info is fresh)
2. Shadow cool people (ask for informational interview; follow media efforts)
3. Go to press conferences, open hearings, panel discussions at think tanks, etc.
4. Go to your congressperson and ask (probably staffers) what their position is on climate change and whether it's working
5. Go to archives??

Go to Newseum (its not free), EPA library, African-American Museum etc.