

## TEACH-IN MODEL

By Dr. Eban Goodstein

**HOW** can you organize a teach-in that will draw more than the 100 or so usual suspects to engage with global warming solutions? The simple model below shows you how to do this quickly and easily, with a total initial time commitment of just a few hours. The key is faculty involvement. Faculty don't need to be global warming experts. Instead, ask them to talk for just ten minutes about issues surrounding global warming, bringing in their own disciplinary perspective. Many faculty care deeply about global warming, and will be glad to say yes.

Step 1	A small organizing committee, 3 or 4 people, selects 6 or 12 or 18 of the sessions below, and adds a couple of their own design. The committee then brainstorms faculty who could fill the presenter roles. (Time commitment: 2 hours)
Step 2	Reserve several large classrooms for the teach-in sessions; one for a closing round-table dialogue with decision-makers; and one to screen the launch webcast: The First 100 Days. (Time commitment: 1 hour)
Step 3	The organizing committee makes some initial invites, getting commitment from 10-12 faculty. (Time commitment: 2 hours)
Step 4	The organizing committee shares the proposed agenda with a larger group, brainstorming ideas about improvement, and ways to enrich the teach-in. Volunteers from this group step forward to invite additional professors, suggest keynote speakers, do advertising, alert the school paper, etc.. (Time commitment: 2 hours)

Done with basic organizing. You now have a February 5th agenda with 20+ faculty members set to lead exciting interdisciplinary discussion! Twenty faculty can each bring along 100 students, and you will have 2000 students participating.

Total Time required to set up the basic teach-in: 7 hours.

Seven hours get you started with something big. But this year, as educators we need to be truly ambitious. We have one last chance to communicate the need for action in 2009, if the 3-4 degree F window is going to remain open for our children.

## OVERVIEW OF TEACH-IN GOALS

This year, the teach-in is focused around the four concrete policy goals recommended by the Presidential Climate Action Project: see the PCAP page on our website for more details. In particular we would like to get the whole nation discussing one big idea:

Can Congress cut carbon 40% from current levels by 2020? If so, what would it take? If not, how then will our children, and their children, live in this world?

Also: use the teach-in as an opportunity for your President to talk about progress towards the American College and University President's Climate Commitment. Have they signed the commitment? If not, why not? If so, how much progress has your school achieved?

## MODEL TEACH-IN TIMELINE AND ORGANIZATION

Wednesday, February 4th 2008	
All day	SUSTAINABILITY FAIR: Posters reporting on campus initiatives; student art and research projects; technology and vehicle demonstrations; and community projects.
8:00 to 8:30 pm	Launch Webcast: The First 100 Days. This free, downloadable half-an hour webcast will introduce the teach-in. Featuring David Orr, Hunter Lovins, Ray Anderson, Betsy Taylor and Billy Parish.
8:30 to 9:30 pm	World Cafe: Small group discussion moderated by faculty, staff & students. (World Café model). Discussion based on the recommendations of the Presidents Climate Action Project, introduced in the webcast.
9:30 to 10:00 pm	Large group convenes with report backs.
10:00 to 11:30 pm	Student-produced theater and music.

**NOTE:** The 45 sessions below have space for more than 100 faculty members-- a very big teach-in! Please select 10-20 sessions that work for your campus. The sessions are largely staffed by faculty, few of who are “experts” on global warming. Instead, faculty speak for 10 minutes from within their own discipline, leaving 20-25 minutes for discussion. Faculty across the campus should be encouraged to travel with their classes to attend sessions. The greater the number of faculty involved as educators, the more likely it is that other faculty will bring their classes. At large universities, this approach can involve thousands of students. Again, this model is not hard to organize— an organizing team only has to select sessions and invite faculty members to participate. Faculty involvement is critical to engage the institution over the long run, supporting an educational process lasting decades.

GRIST has provided links to relevant articles for many of the sessions below. (word document download)

Thursday, February 5th, 2009	
7:00 to 8:00 am	Bike/carpool contest.
8:00 to 9:00 am	<p><b>Session 1A: Obstacles to Progress</b></p> <ul style="list-style-type: none"> <li>• Are We in Denial?: Professor of Psychology</li> <li>• Understanding the Media: Professor of Communications</li> <li>• Technological Change: Professor of Engineering</li> </ul> <p><b>Session 1B: Social Justice &amp; Climate Change</b></p> <ul style="list-style-type: none"> <li>• Asthma &amp; Air Pollution: Professor of Public Health</li> <li>• Impacts on Inuit (or other) Communities: Professor of Anthropology</li> <li>• International Treaties and Equity: Professor of Political Science</li> </ul> <p><b>Session 1C: The Business of Climate Change</b></p> <ul style="list-style-type: none"> <li>• How Local Business is Getting Involved: Business leader from Community</li> <li>• Green Business—Is it For Real?: Professor of Business</li> <li>• Corporate Culture Change, from the Inside: Professor of Sociology</li> </ul>
	<p><b>Session 1D: Apocalypse Now?</b></p> <ul style="list-style-type: none"> <li>• Collapse—How Likely?: Professor of History</li> <li>• Global Warming and Science Fiction: Professor of English</li> <li>• Depends on What We Do: Professor of Environmental Studies</li> </ul> <p><b>Session 1E: Global Warming in (Your region)</b></p> <ul style="list-style-type: none"> <li>• What the Future Looks Like: Professor of Environmental Science</li> <li>• The Changing Business Landscape: Professor of Economics</li> <li>• State Policy Initiatives: Member of the State Legislature</li> </ul> <p><b>Session 1F: “Peak Oil”: Yes, NO, Maybe?</b></p> <ul style="list-style-type: none"> <li>• Is this Peak Oil?: Professor of Geology</li> <li>• Alternatives to Gasoline: Professor of Environmental Studies</li> <li>• The End of Suburbia?: Professor of Film</li> </ul>
	<p><b>Session 1G: Saving Energy, Saving Money</b></p> <ul style="list-style-type: none"> <li>• Campus Energy Savings: Facilities Manager</li> <li>• The 2030 Challenge: Professor of Architecture</li> <li>• If You Are So Smart, Why Aren't You rich?: Professor of Economics</li> </ul> <p><b>Session 1H: Climate and the Law</b></p> <ul style="list-style-type: none"> <li>• Copenhagen and Beyond: Professor of International Affairs</li> <li>• California in the Drivers Seat?: Professor of Law</li> <li>• Washington Prospects: Professor of Political Science</li> </ul> <p><b>Session 1I: The Solutions Coalition</b></p> <ul style="list-style-type: none"> <li>• People of Faith: Professor of Religious Studies</li> <li>• Rural Development: Professor of Agricultural Studies</li> <li>• Oil Security: Professor of International Relations</li> </ul>

<p>9:10 to 10:10 am</p>	<p><b>Session 2A: Polar Bears &amp; The Century of Extinction</b></p> <ul style="list-style-type: none"> <li>• Imagining life without Bears: Professor of Art</li> <li>• Meaning of Mass Extinction: Professor of Religious Studies</li> <li>• Habitat Protection in an Era Climate Change: Professor of Biology</li> </ul> <p><b>Session 2B: What Can We Do NOW, Here?</b></p> <ul style="list-style-type: none"> <li>• What You Eat Matters: Food Service Representative</li> <li>• The Campus Footprint/Campus Initiatives: Student analyst</li> <li>• State and Local Initiatives: Member of the State House of Rep.</li> </ul> <p><b>Session 2C: Lifestyle and Technology Revolutions</b></p> <ul style="list-style-type: none"> <li>• The Idea of a Tipping Points: Professor of Mathematics</li> <li>• Can Solar Cells Spread Like Cell Phones?: Professor of Business</li> <li>• Cool Culture: Professor of Psychology</li> </ul>
	<p><b>Session 2D: Food and Climate</b></p> <ul style="list-style-type: none"> <li>• Impacts on Agriculture: Professor of Biology</li> <li>• Adapting to Flood and Drought: Professor of Economics</li> <li>• What Matters More? Population or Climate: Professor of Political Science</li> </ul> <p><b>Session 2E: Global Warming: The Play</b></p> <ul style="list-style-type: none"> <li>• Presented by the Department of Theater</li> <li>• Discussion leader: Professor(s) of Theater</li> </ul> <p><b>Session 2F: Different Nations, Different Approaches</b></p> <ul style="list-style-type: none"> <li>• Country A: Professor of Foreign Languages</li> <li>• Country B: Professor of Area Studies</li> <li>• Countries C &amp; D: Professor of International Affairs</li> </ul>
	<p><b>Session 2G: Wind Energy: How Far How Fast</b></p> <ul style="list-style-type: none"> <li>• An Economies of Scale Tale: Professor of Economics</li> <li>• T-Boone in Texas—What's He Up To?: Prof. of Political Science</li> <li>• Is It Ugly?: Professor of Art</li> </ul> <p><b>Session 2H: Climate and Faith</b></p> <ul style="list-style-type: none"> <li>• Roundtable with the College Chaplain, and representatives from student faith organizations.</li> </ul> <p><b>Session 2I: Planet Saving careers</b></p> <ul style="list-style-type: none"> <li>• Chinese, Hindi, Portuguese Anyone?: Professor of Foreign Languages</li> <li>• Beyond Both Sides Now: Professor of Communications</li> <li>• Sputnik Time Again: Professor of Engineering</li> </ul>

<p>10:20 to 11:20 am</p>	<p><b>Session 3A: China</b></p> <ul style="list-style-type: none"> <li>• Planets Worth of Oil?: Professor of Environmental Studies</li> <li>• Influences on Chinese Policy: Professor of Asian Studies</li> <li>• China's Interests in Copenhagen: Professor of International Affairs</li> </ul> <p><b>Session 3B: Modeling The Future</b></p> <ul style="list-style-type: none"> <li>• 10 minutes on Climate Models: Professor of Computer Science</li> <li>• Paleo Pasts and the Future: Professor of Geology</li> <li>• Costs, Benefits and the 2100 Economy: Professor of Economics</li> </ul> <p><b>Session 3C: The Grassroots Clean energy movement</b></p> <ul style="list-style-type: none"> <li>• Beyond Gridlock: Professor of Political Science</li> <li>• Is There a Social Movement Happening? Professor of Sociology</li> <li>• Why No Climate Anthem?: Professor of Music</li> </ul>
	<p><b>Session 3D: designing for climate stability</b></p> <ul style="list-style-type: none"> <li>• Building With Nature: Professor of Art History</li> <li>• Modeling the Built Environment: Professor of Computer Science</li> <li>• Creating an Ecology of Commerce: Local business leader</li> </ul> <p><b>Session 3E: Nuclear Options? Cleaning up Coal?</b></p> <ul style="list-style-type: none"> <li>• The campus debate team presents pro and con on coal and nuclear.</li> </ul> <p><b>Session 3F: The Ocean</b></p> <ul style="list-style-type: none"> <li>• Acidification: Professor of Chemistry</li> <li>• Will the Gulf Stream "Shut Down"?!: Professor of Physics</li> <li>• Sea Level Rise and Insurance Markets. Professor of Business</li> </ul>
	<p><b>Session 3G: Understanding Solar Power</b></p> <ul style="list-style-type: none"> <li>• How It Works: Professor of Physics</li> <li>• Driving Cost Reductions: Professor of Economics</li> <li>• Social Impacts of a Solar Revolution: Professor of Sociology</li> </ul> <p><b>Session 3H: Can we Afford to Stop Global Warming?</b></p> <ul style="list-style-type: none"> <li>• Roundtable with the Department of Economics</li> </ul> <p><b>Session 3I: America gets it done!</b></p> <ul style="list-style-type: none"> <li>• We Can Do It! Experiences from WWII: Professor of History</li> <li>• Eight Years to the Moon: Professor of Political Science</li> <li>• Tackling the hole in the Ozone: Professor of Environmental Studies</li> </ul>
<p>11:30 to 12:50 pm</p>	<p>All college picnic with a “<b>low carbon</b>” menu, and student produced music and theater.</p>

1:00 to 2:00 pm	<p><b>Session 4A: Tipping Points, Three Perspectives</b></p> <ul style="list-style-type: none"> <li>• Abrupt Changes in Climate: Professor of Geology</li> <li>• Social Tipping Points: Professor of Sociology</li> <li>• Technology Revolutions: Professor of Economics, Business or Sociology</li> </ul> <p><b>Session 4B: Can Noah Teach Us something?</b></p> <ul style="list-style-type: none"> <li>• Rereading The Story: Professor of English</li> <li>• If you saw a sign, would you know it?: Professor of Religious Studies</li> <li>• Designing "Ark Earth": Professor of Biology</li> </ul> <p><b>Session 4C: breaking The Addiction</b></p> <ul style="list-style-type: none"> <li>• Fossil Fuel Addiction?: Professor of Psychology</li> <li>• Cigarettes, alcohol, and... Carbon?: Professor of Public Health</li> <li>• Lifestyle Change as a Precursor to Political Action?: Prof. of Political Science</li> </ul>
	<p><b>Session 4D: We Love Our Cars</b></p> <ul style="list-style-type: none"> <li>• Underneath "America's Love Affair": Professor of Psychology or Art</li> <li>• Redesign Cities, Ditch the Car: Professor of Sociology</li> <li>• Redesign Cars, Drive on: Professor of Economics</li> </ul> <p><b>Session 4E: Refugees in a Climate destabilized world</b></p> <ul style="list-style-type: none"> <li>• Roots of Darfur: Professor of African Studies</li> <li>• Tuvalu and Bangladesh: Professor of Asian Studies</li> <li>• Lessons from New Orleans: Professor of Sociology</li> </ul> <p><b>Session 4F: The New President Speaks!</b></p> <ul style="list-style-type: none"> <li>• Students present a mock state of the union, with the President challenging Congress to take action.</li> </ul>
	<p><b>Session 4G: Geothermal Energy</b></p> <ul style="list-style-type: none"> <li>• Understanding Geothermal: Professor of Physics</li> <li>• Can we do it here?: Professor of Geology</li> <li>• How It Pencils Out: Facilities Manager or Local Businessperson</li> </ul> <p><b>Session 4H: What Motivates Action?</b></p> <ul style="list-style-type: none"> <li>• Art?: Professor of Theater</li> <li>• Morality?: Professor of Philosophy</li> <li>• Money?: Professor of Business</li> <li>• Media?: Professor of Communication</li> <li>• Leadership?: Professor of Political Science</li> </ul> <p><b>Session 4I: community solutions</b></p> <ul style="list-style-type: none"> <li>• Coal Versus Wind in Indian Country: Prof. of Native American Studies.</li> <li>• Green Jobs for All: Professor of Sociology</li> <li>• Alaska Natives on the Front Lines: Professor of Environmental Studies</li> </ul>

<p>2:10 to 3:10 pm</p>	<p><b>Session 5A: Climate and the global poor</b></p> <ul style="list-style-type: none"> <li>• Climate and Gender: Professor of Women’s Studies</li> <li>• Disaster Relief Faces Climate Change: Professor of Public Health</li> <li>• Fresh Water: Professor of Latin American Studies</li> </ul> <p><b>Session 5B: Footprints and Offsets</b></p> <ul style="list-style-type: none"> <li>• What Does the College Footprint Look Like?: Student Presenter</li> <li>• Flying Less: Options?: Professor of Engineering</li> <li>• Offsets... Real Solution?: Professor of Economics</li> </ul> <p><b>Session 5C: What's James Hansen So Worried About?</b></p> <ul style="list-style-type: none"> <li>• Collapsing Ice Sheets: Professor of Geology</li> <li>• Forests Flipping to Savannah: Professor of Biology</li> <li>• Methane from Melting Tundra: Professor of Chemistry</li> </ul> <hr/> <p><b>Session 5D: Hurricanes: Katrina, Mitch... and beyond</b></p> <ul style="list-style-type: none"> <li>• Will Hurricanes Get Worse?: Professor of Atmospheric Science.</li> <li>• Mitch, Ten Years After: Professor of Latin American Studies.</li> <li>• Lessons from Katrina: Professor of History</li> </ul> <p><b>Session 5E: Climate Solutions and the Poor</b></p> <ul style="list-style-type: none"> <li>• A “SkyTrust” Check for Everyone?: Professor of Economics</li> <li>• How to Build a Transit-Friendly City: Professor of Engineering</li> <li>• Biofuels: Food versus Fuel?: Professor of Political Science</li> </ul> <hr/> <p><b>Session 5G: Dreaming Solutions</b></p> <ul style="list-style-type: none"> <li>• This session is for solutions ideas that excite the imagination: giant windmills flying in the jet stream <a href="http://ECONOMIST.COM">ECONOMIST.COM</a>, hot dry-rock geothermal, smart grid technologies, biodiesel from algae grown on animal waste <a href="http://UNH_BIODIESEL_GROUP">UNH BIODIESEL GROUP</a>, portable, small scale wood-burning generators fed by forest thinning <a href="http://SPRINGER_LINK">SPRINGER LINK</a>.</li> </ul> <p><b>Session 5H: Education for a warmer world</b></p> <ul style="list-style-type: none"> <li>• Rethinking Education in a Warmer World: Professor of Environmental Studies</li> <li>• Will Educating Kids Educate Parents?: Professor of Education</li> <li>• Beyond The National Teach-in: Member of the Teach-in Organizing Committee</li> </ul> <p><b>Session 5I: Leadership from youth climate leaders</b></p> <ul style="list-style-type: none"> <li>• Roundtable discussion with leaders from the campus climate movement</li> </ul>
<p>3:30 to 5:30 pm</p>	<p><b>THE GREATEST GENERATION</b></p> <ul style="list-style-type: none"> <li>• Remarks from the President of the College: “The Heroic Climate Challenge Facing Today’s Youth”.</li> </ul> <p><b>Dialogue with leaders: Roundtable on PCAP Recommendations</b></p> <ul style="list-style-type: none"> <li>• Six students share the stage with important decisionmakers: a US Congressperson from the district, a US Senator or Governor, Mayor, state representative, CEO or media leader. Guests make brief opening statements, and then the young people engage these leaders in discussion of issues raised during the day, and in part</li> </ul>

7:00 to 11:00 pm	<p><b>REGIONAL SUMMIT</b></p> <p>Work with other National Teach-In teams to secure a large arena—holding several thousand people. From 8:00-8:45 have a second, non-partisan roundtable with top federal or state political leaders (US Senators/ Governors/ Congresspeople). Again, have six college students on stage to sit down to talk. Follow that with a concert from a top regional band! — End</p>
---------------------	---