

Dear Colleagues:

How many of your faculty colleagues are worried about climate change? How many would like to figure out an easy way to talk about it in their classes, and in a way that makes sense from their disciplinary perspective?

As faculty begin to prepare their spring syllabi, please alert all of them, across the curriculum, to a Homework Opportunity for their classes on TUESDAY, APRIL 7. From 7-9 PM EST on that date, [The Center for Environmental Policy](#) at Bard College is organizing a national event, [Solve Climate By 2030](#), that seeks to engage more than 100,000 students across the country in dialog about state and local climate solutions. It will feature an hour-long webinar hosted by a university *in each state* with climate experts talking about three ambitious but feasible things that need to happen *in your state* soon if we are to get on track to solve climate by 2030. These local solutions *might* include items like: all cities in your state should commit to 100% zero carbon energy; your state utilities should accelerate solar and storage siting by doing x; or your state legislature should pass a bill that does y. Recommendations are TBD and will vary from state to state.

There are many disciplinary entry points across the curriculum:

- Philosophers and Religion Professors: are we called to civic action in life, and around climate action?
- Economists: how would you think about the proposals from a benefit-cost perspective?
- Political Scientists and Sociologists: what are the opportunities and challenges facing political change driven by citizen action?
- Business Professors: is there a case for private sector leadership in the proposals?
- Art Professors: can art inspire activism around these proposals?
- Scientists: dig into the chemistry, physics, biology or engineering of the proposals.
- Psychologists: fear of climate change, denial and its relation to activism.
- Mathematicians: innovation and technology diffusion curves.
- Literature and Communication Professors: are there good stories about positive futures? Why the prevalence of apocalyptic vision these days?
- Language Professors: what is happening internationally on climate solutions?
- Music Professors: why is there no good climate change song?

We will also provide professors with a template for an hour-long, interactive discussion for *students as citizens* about the three state-specific proposals to take place that evening or the next day or two in class. Having heard these recommendations, do the students feel responsible to take action? If not, why not? If so, why, and what sort of action? Engaging this discussion does not require any expertise on the part of professors regarding climate policy, science or solutions: rather, it can be a discussion focused on the nature of civic responsibility. Time is short. The world's top climate scientists told us a year ago that we have ten years—until 2020—to hold global warming to the low end. As educators, regardless of our field, we have an obligation now to have this conversation with our students.

The April 7<sup>th</sup> event, [Solve Climate By 2030](#), will unfold as follows (EST):

- 7:00-7:15—National Project Introduction
- 7:15-8:15-- State-level webinars including three ambitious climate solutions for your cities or state
- 8:15-9:00-- Structured conversation: should students support the solutions? If so, how?

Urls for the nationwide introduction and for the webinars in each state will be provided.

For now, please place the time and date as a homework assignment on your spring syllabus!

To learn more about the project, please visit [Solve Climate By 2030](#). You can [sign up here to stay informed](#) about the opportunity. Please contact one of us as well with any questions.

Thank you for helping get the word out about this opportunity.

Best regards,

Eban Goodstein ([ebangood@bard.edu](mailto:ebangood@bard.edu)) / David Blockstein ([solveclimate2030@gmail.com](mailto:solveclimate2030@gmail.com))