**Policymaking and the Energy Transition**

*Syllabus, Fall 2024*

*Wednesdays, 2pm-5pm, SRH 3.248*

*Instructor:* Doug Lewin

*Pronouns:* He/him

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*Office Hours and Location:* By appointment/booking via email

**Course Description**

The way energy is produced, moved, and consumed is changing fast. Policymakers and businesses are attempting to balance reliability, affordability, and decarbonization, typically in that order. They are often failing on all three counts.

This course will explore the history of today’s energy systems and explore current policies that will accelerate or slow down the energy transition. We’ll focus mostly on electric companies including generators and utilities, but will also explore the oil and gas industry, and both the defensive and offensive strategies they employ to deal with the energy transition. Texas will be the major focus of the course, but we’ll compare and contrast with other states and countries, too.

Each student will learn about the structure of how policy making and policy implementation happen. Each student will then choose a current and contested policy or set of policies for which they can apply that framework in a presentation to the class.

**Learning Objectives**

* Learn concepts and terms commonly used in energy transition discussions.
* Gain familiarity with some of the thinkers and institutions doing important work to envision a decarbonized and more just energy system.
* Gain deep understanding of utility business models, the nature and history of utility monopolies, and new models for decentralized, digitized energy systems.
* Explore the power of incumbency in energy and how it is used to either make change or stop it.
* Learn about incumbent industries’ efforts to accelerate and/or impede the energy transition
* Study the various policies and policy frameworks proposed or implemented to accelerate the energy transition.
* Understand the need to have an energy transition that includes but goes well beyond the need to reduce greenhouse emissions; explore the reliability, consumer, economic, health, and water benefits of the energy transition.
* Understand and explain how issues of justice and equity are connected to energy transition and how historically marginalized people and communities can benefit or be harmed by climate change and the energy transition.

**Class Organization**

The course will be held in-person and will not be recorded. We will learn together through a combination of readings outside of class, lectures, and in-class discussions.

**Communication**

The course Canvas site can be found at utexas.instructure.com. Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

**Evaluation**

Grades will be A-F based on two midterms with questions connected to readings and class discussions (10% each), class participation including participating in discussion and writing a brief reflection on each week’s reading (20%), a final paper written as a comment for a policymaking docket at an agency (30%) and a presentation to the class (30%).

**Assignments**

* **Participation.** Your participation in class is vital. The class needs every student to participate energetically and with full attention. Class attendance is required. If you cannot make a class, you should email me prior to class time. To achieve full points on participation, you will need to ask at least one substantive question of each of your fellow classmates after their presentations at the end of the course.
* **Course readings.** Other than required books, all readings will be uploaded to the Canvas course site. Completing assigned readings ahead of class will be critical for engagement and meaningful conversation and learning.
* **Reading Reflections:** At the beginning of each class, write a brief response to a question I provide based on that week’s assigned reading. These reading reflections should be *personal;* that is, reflect on how the readings inform the work you want to do related to the energy transition.
* **Midterms.** Each midterm exam will cover key terms from the readings, class discussions, and lectures.
* **Final Paper.** The final paper will focus on a topic in the energy transition that you will identify by Week 5 of the course and submit for my approval and/or refinement. *The paper should be written as a comment for a policymaking docket, following the style required by the relevant agency or organization.*The final paper should be around 15-20 pages. Additional details are provided in the assignments section of Week 5 on page 8.
* **Strategy Presentation.** You will make a strategy presentation to the class on the topic you chose for your paper. Successful presentations will draw on the structure of how policy making and policy implementation happens as described in Dr. Stokes’ book, anticipating retrenchment, deploying networked interest groups, etc.

The presentation must be 30-45 minutes long. You will present in one of the final weeks of the course and should be prepared to present by Week 11. Slides are required but beyond that, you can use whatever format you like. You will be evaluated based on clarity, depth, and how much you used the policymaking and implementation frameworks presented in class.

**Course and University Policies**

**Accommodations**

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A’s website for contact and more information: http://disability.utexas.edu/. If you are already registered with D&A , please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

**UT Honor Code and Academic Integrity**

Plagiarism involves borrowing or using information from other sources without proper and full credit. Students are expected to demonstrate how what they have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; thus, recognizing others’ published work or teachings—whether that of authors, lecturers, or one’s peers—is a required practice in all academic projects. You can learn more about what constitutes academic dishonesty and plagiarism by reviewing the [UT Honor Code](https://www.utexas.edu/about/mission-and-%20values). Please note that the university has also established disciplinary procedures and penalty guidelines for academic dishonesty, especially Sec. 11.504 in Appendix C of the Institutional Rules on Student Services and Activities section in UT's General Information Catalog.

**AI Policy**

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) *is permitted* in this course for the following activities:

* Brainstorming and refining your ideas.
* Checking grammar and style.
* Fine tuning your research questions.
* Drafting an outline to organize your thoughts​.

The use of generative AI tools is *not permitted* in this course for the following activities:

* Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts.
* Completing group work that your group has assigned to you, unless it is mutually agreed upon​ (between you and me) that you may utilize the tool.
* Writing a draft or outline of a writing assignment​ or presentation
* Writing entire sentences, paragraphs​, descriptions, or papers to complete class assignments​ (memos, discussion posts, presentations, or annotated bibliographies).

You are responsible for the information you submit based on an AI query; and your use of AI tools must be properly documented and cited in order to stay within the [UT Honor Code.](https://www.utexas.edu/about/mission-and-%20values) If you are considering the use of AI tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

**Title IX Disclosure**

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](https://titleix.utexas.edu/) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](https://titleix.utexas.edu/mandatory-reporters) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](https://titleix.utexas.edu/what-is-title-ix), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: [https://titleix.utexas.edu](https://titleix.utexas.edu/), contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

**Campus Safety**

The following are recommendations regarding emergency evacuation from the [Office of Emergency Management](https://safety.utexas.edu/), 512-232-2114:

* Students should sign up for Campus Emergency Text Alerts at the page linked above.
* Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
* Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
* Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
* In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
* For more information, please visit the [Office of Emergency Management](https://emergencymanagement.utexas.edu/).

**University Resources**

For a list of university resources that may be helpful to you as you engage with and navigate your courses and the university, see the [University Resources Students Canvas page](https://utexas.instructure.com/enroll/TP964H).

**Religious Holiday**

By [UT Austin policy](https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/), you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Names and Pronouns**

Class rosters are provided to the instructor with the student’s legal name, unless they have added a chosen name with the registrar’s office. If you have not yet done so, I will gladly honor your request to address you with the name and pronouns that you prefer for me to use for you. It is helpful to advise me of any changes or needs regarding your name and pronouns early in the semester so that I may make appropriate updates to my records and be informed about how to support you in this class.

* For instructions on how to add your pronouns to Canvas, visit [this site](https://utexas.instructure.com/courses/633028/pages/profile-pronouns).
* If you would like to update your chosen name with the registrar’s office, you can do so [here](https://enterprise.login.utexas.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s2), and reference [this guide](https://docs.google.com/document/d/17uzmcD7oGE5JPMueJN7CsBlgE7SICUYu7ysmrFgc8cM/edit).
* For additional guidelines prepared by the Gender and Sexuality Center for changing your name on various campus systems, see the Resources page under UT Resources [here](https://diversity.utexas.edu/genderandsexuality/publications-and-resources/).

**Course Outline**

**Week 1 (8/28): The scale of the problem of climate change and the scope of the solutions**

* Objectives:
  + Familiarize course participants with course goals and objectives, assignments, and policies;
  + Climate change is among the largest challenges humankind has ever faced. How do we think about and deal with the magnitude and scope of the problems involved?
  + What’s in the Intergovernmental Panel on Climate Change’s Summary for Policymakers?
  + What will it actually take to have an energy transition to net-zero emissions?
  + Explore each student's initial thoughts about aspects of the energy transition that are of greatest interest.
* Key Terms
  + IPCC
  + Net-Zero
  + International Energy Agency
  + Shared Socioeconomic Pathways (SSP)
  + Stated Policies Scenarios
  + Announced Pledges Scenarios
  + Net Zero Emissions Scenarios

**Week 2 (9/4): A framework for thinking about climate change and policymaking**

* Required Reading:
  + Chapter 1 “Introduction” in *Short Circuiting Policy: Interest Groups and the Battle Over Clean Energy and Climate Policy in the American States* by Leah Stokes, pages 1-34
  + Section 3 “The Threat Multiplier” in *Saving Us* by Katherine Hayhoe, pages 87-128
  + Intergovernmental Panel of Climate Change. [Climate Change 2023, Synthesis Report: Summary for Policymakers](https://www.ipcc.ch/report/ar6/syr/downloads/report/IPCC_AR6_SYR_SPM.pdf).
  + Explainer: [How ‘Shared Socioeconomic Pathways’ explore future climate change](https://www.carbonbrief.org/explainer-how-shared-socioeconomic-pathways-explore-future-climate-change/)
* Optional Reading:
  + - “Under the Weather” by Ash Sanders in *All We Can Save,* pages 231-248
    - *All We Can Save*
    - [“Climate Change is Keeping Therapists Up At Night”](https://www.nytimes.com/2023/10/21/magazine/climate-anxiety-therapy.html) *New York Times*
    - [*Meditations*](https://vreeman.com/meditations/#book2)*,* by Marcus Aurelius
    - [*The Obstacle is the Way: The Ancient Art of Turning Adversity into Advantage*](https://www.amazon.com/Obstacle-Way-Ancient-Adversity-Advantage/dp/1781251495/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=&sr=)by Ryan Holiday
    - Katharine Hayhoe. [*Saving Us: A Climate Scientist’s Case for Hope and Healing in a Divided World.*](https://www.simonandschuster.com/books/Saving-Us/Katharine-Hayhoe/9781982143848)

**Week 3 (9/11): What is net zero? And how far from it are we?**

* Objective:
  + Be able to define terms and understand the key challenges associated with the energy transition. Gain awareness of the trends, technologies, market opportunities and barriers, and policy changes associated with the energy transition.
  + Talk further about student’s career goals and interest; brainstorm policy issues for deep dive projects during the semester.
* Required Reading:
  + Chapters 2-3 in *Short Circuiting Policy: Interest Groups and the Battle Over Clean Energy and Climate Policy in the American States* by Leah Stokes, pages 35-107
  + *Executive Summary* *only* of [Net Zero Roadmap: A Global Pathway to Keep the 1.5 °C Goal in Reach](https://iea.blob.core.windows.net/assets/9a698da4-4002-4e53-8ef3-631d8971bf84/NetZeroRoadmap_AGlobalPathwaytoKeepthe1.5CGoalinReach-2023Update.pdf), pages 13-18 (You will read the first two sections next week but only the executive summary is required this week.)
* Optional Reading:
  + International Energy Agency. [World Energy Outlook 2023](https://iea.blob.core.windows.net/assets/86ede39e-4436-42d7-ba2a-edf61467e070/WorldEnergyOutlook2023.pdf) (NOTE: I highly recommend spending 5-10 with the table of contents of any IEA report and, after reading the Executive Summary, jumping to the section of greatest interest.)
  + Klein, Maury. [The Power Makers: Steam, Electricity, and the Men Who Invented Modern America.](https://www.bloomsbury.com/us/power-makers-9781596918344/)

**Week 4 (9/18): How does policy change happen?**

* Objective**:** 
  + Understand Professor Leah Stokes’ framework for policy change including key terms like:
    - Policy feedback cycle
      * Elite feedback theory
      * Mass feedback theory
    - “Fog of enactment”
    - Networked interest groups
    - Averch-Johnson Effect
  + Explore active energy transition issues at Texas legislature and agencies
* Required Reading:
  + Chapter 4 in *Short Circuiting Policy: Interest Groups and the Battle Over Clean Energy and Climate Policy in the American States* by Leah Stokes, pages 108-124
  + [Net Zero Roadmap: A Global Pathway to Keep the 1.5 °C Goal in Reach](https://iea.blob.core.windows.net/assets/9a698da4-4002-4e53-8ef3-631d8971bf84/NetZeroRoadmap_AGlobalPathwaytoKeepthe1.5CGoalinReach-2023Update.pdf) (Skim the entire report, read pages 19-106 which is the executive summary and first two sections.)
* Optional Reading:
  + Galbraith and Price. [The Great Texas Wind Rush: How George Bush, Ann Richards, and a Bunch of Tinkerers Helped the Oil and Gas State Win the Race to Wind Power.](https://utpress.utexas.edu/9780292735835/the-great-texas-wind-rush/)(Note: we will read Chapter 7 later in the course but this is a great read about the early days of wind in Texas, which is also part of the subject of *Short Circuiting Policy.)*

**Week 5 (9/25): How is policy change thwarted*?***

* Objective**:** 
  + Understand Professor Stokes’ framework for how policy change is undermined and subverted; discuss retrenchment.
  + Learn from a policy practitioner how these concepts played out in the past and how they play out today
  + Hone in on specific topics for practicum (see assignment below).
* Guest Lecturer: [Mark Stover](https://www.txsolarpower.org/staff-board), Texas Solar Power Association
* Required Reading:
  + Chapters 5 and 8-9 in*Short Circuiting Policy: Interest Groups and the Battle Over Clean Energy and Climate Policy in the American States* by Leah Stokes, pages 125-140 and 164-257
* Optional Reading:
  + Chapters 6-7 in *Short Circuiting Policy*
* Assignment: Submit 2-3 topic ideas for your paper and presentation.
  + *Due Date: 9/30 at 11:59pm*
  + *Description:* Your topic must be a current and contested policy issue. This doesn’t mean the comment period must be open, only that the issue is not yet settled or decided. You will read comments in a regulatory docket and write your own 15-page set of comments (or reply comments) from the point of view of a stakeholder of your choosing. There are two options: (1) create a fictitious organization or company and write it from their point of view. (2) Write from the point of view of a real stakeholder of your choosing. If possible, you will get in touch (I will help if I can) with that stakeholder. It is possible they would use your comments or sections of it in theirs. I will provide plenty of active dockets and revision requests from the Public Utility Commission of Texas and the Electric Reliability Council of Texas (ERCOT) to choose from but you may instead choose a local government regulatory process, federal government (e.g., Federal Energy Regulatory Commission), or a different state agency (either inside Texas or without). This assignment is only to submit 2-3 ideas for your paper/presentation topic.

**Week 6 (10/2): Utility Business Models: Monopoly and Competition**

* Midterm #1: We will start the class with Midterm #1 of 2 based on key terms from readings
* Assignment: Review final presentation and topic feedback. Make any edits to your topic and resubmit.
  + *Due Date: October 7 by 1 pm*
* Objective: Understand the history of the electric utility industry and how that history impacts policymaking and the energy transition today.
* Key Terms:
  + Cost-of-service regulation
  + Performance-based regulation
  + Natural monopoly
  + Weak monopoly
  + Investor owned utility (IOU)
  + Public utility
  + Vertically integrated utility
  + Transmission and distribution utility (TDU)
* Reading:
  + Chapter 3, “The Consolidation of Power” in *The Grid* by Gretchen Bakke pages 57-84
  + Chapters 3-5 in *California Burning* by Katherine Blunt, pages 50-106
* Optional Reading:
  + Prologue and Chapters 1-2 in *California Burning*
  + Wasik, John. [The Merchant of Power: Sam Insull, Thomas Edison, and the Creation of the Modern Metropolis.](https://www.amazon.com/Merchant-Power-Insull-Creation-Metropolis/dp/023060952X)

**Week 7 (10/9): Utility Business Models: Monopolies**

* Assignment:
  + *Due Date: October 14 at 1 pm*
  + *Description*: Final paper and presentation topic due (submitted via Canvas)
* Objective: Understand in detail the dominant regulatory model for electric utilities. Key terms include:
* Reading:
  + Chapters 10-11 of *California Burning,* pages 200-241
  + Regulatory Assistance Project, *pages 102-108 of* [*Electricity Regulation in the US: A Guide*](https://www.raponline.org/wp-content/uploads/2023/09/rap-lazar-electricity-regulation-US-june-2016.pdf)
  + *RMI,* [How to Restructure Utility Incentives: The Four Pillars of Comprehensive Performance-Based Regulation](https://rmi.org/insight/how-to-restructure-utility-incentives-four-pillars-of-comprehensive-performance-based-regulation/)
* Optional Reading:
  + The rest of *California Burning*
  + The rest of Regulatory Assistance Project’s [*Electricity Regulation in the US: A Guide*](https://www.raponline.org/wp-content/uploads/2023/09/rap-lazar-electricity-regulation-US-june-2016.pdf)(This is a reference guide, I don’t recommend reading cover to cover but I do recommend bookmarking it and referring to it often.)

**Week 8 (10/16): Utility business models: Competition**

* Objective: Understand how monopoly utilities have evolved and changed, and how competition, in both generation and retail have changed the electric sector. Key terms include:
  + Deregulation
  + Restructuring
  + Retail competition
  + Time-of-use pricing
  + Rate design
* Guest Speaker: [Travis Kavulla,](https://harris.uchicago.edu/directory/travis-kavulla) Senior VP, NRG Energy; Lecturer, University of Chicago Booth School; former President of the National Association of Regulatory Utility Commissioners; former Commissioner, Montana Public Service Commision
* Required Reading:
  + Chapter 8, “Kahn and the Economist’s Hour” in *Prophets of Regulation* by Thomas McCraw, pages 222-299
  + “[Why Is the Smart Grid So Dumb?: Missing Incentives in Regulatory Policy for an Active Demand Side in the Electricity Sector](https://www.esig.energy/missing-incentives-in-regulatory-policy-for-active-demand-side/),” by Travis Kavulla
* Optional reading
  + Other papers in the [White Paper Series: Aligning Retail Pricing with Grid Needs](https://www.esig.energy/aligning-retail-pricing-with-grid-needs/).
  + “[Rate Design for the Energy Transition: Getting the Most out of Flexible Loads on a Changing Grid](https://www.esig.energy/rate-design-for-the-energy-transition-getting-the-most-out-of-flexible-load-on-a-changing-grid/),” by Arne Olson and Lindsay Bertrand

**Week 9 (10/23): Work on Papers and Presentations**

* Students will pair off in groups of 2 or 3 to work on the papers and presentations.
* Due Date: First draft of policy paper due 10/28 at 1 pm.

**Week 10 (10/30): Consumers, energy justice, and overcoming legacies of inequity and racism in the transition**

* Midterm #2: We will start the class with Midterm #2 of 2 based on key terms from readings
* Objective: Articulate the ways in which racism and other forms of injustice have played out in the energy world, and how policymakers can and are working to address these inequities in the energy transition
* Guest Speaker: TBD
* Required Reading:
  + Chapters 1-2 and part of Chapter 3 in *Revolutionary Power* by Shalanda Baker, pages 17-73
  + [*Frozen Out in Texas: Blackouts and Inequality.*](https://www.rockefellerfoundation.org/insights/grantee-impact-story/frozen-out-in-texas-blackouts-and-inequity/) Rockefeller Foundation.
* Optional Reading:
  + Bullard, Robert. [Dumping in Dixie](https://www.amazon.com/Dumping-Dixie-Class-Environmental-Quality/dp/0813367921).
  + UCLA Luskin Center. [Making Justice40 a Reality for Frontline Communities](https://innovation.luskin.ucla.edu/wp-content/uploads/2021/10/luskin-justice40-final-web-1.pdf).
  + Jacobs, Reams, Hernandez, and Stephens. [Towards impactful energy justice research: Transforming the power of academic engagement](https://pdf.sciencedirectassets.com/305759/1-s2.0-S2214629620X00041/1-s2.0-S2214629620300876/main.pdf?X-Amz-Security-Token=IQoJb3JpZ2luX2VjEHkaCXVzLWVhc3QtMSJGMEQCICgkVgfAdAe9lBAHsF1K0WW7vRisCs4bAIqXyrhuc6ieAiBOMfmIqPVQwku%2BjGFths%2FROJkSsnakDtJiMPjSCaJm7iqzBQgxEAUaDDA1OTAwMzU0Njg2NSIM5BJW8kO7pG5tn6jwKpAFQ5qbXCgkkHFJgp1PNTv86EXdQXgFq0IYTJvj42e9xwRz68mzDffe0TTiVq97umqneQ26mlBlprTGT9Tgv2hoZ4IAAlybkii3VSxkhEdozx03xoicFcWaii%2F6AnOSGtSUVz32M5XYli99k4jFggbnliLqG%2FidusmkJ9feCectPa0oJ6uNBhtT1gYNGSBjtodMbn6ifqRYn0ihLYqP4idoNHi2jgnx5WxFU2Qjvb1khDY4zMVoe2VNQg2pXeUCOWEmJHpSwJ5iT2OmTGnzAyyb%2BhrfE8Y74Mv%2Fvd%2FT53vDX2N8EVx441uzc%2Fu4H9oFXmcvKIve4CkfI88JrWRmFwJibz4KKi%2FITw6OktS28bUT6k9su4DCYh%2B6ojt610z5qtFBpXUy%2F%2BfV%2FhKzi0ugZr6PUUzMp4RTu6fl941%2BPnzvra2q2kKq17ZjSf3LUba%2Fc5euasehoHGQHl2ozOss2%2BglQLMUEFB6aTeZrPXHl3xxUmvrlaiv5O47Q8zNYvg2Ym8Bkh6WYuJsfVAQJnzuyyCMTbi8mnK%2B8zqtDa6iSkifNQeWMN0pgtEgnt%2FX6yGZvcFZ29CIo%2BS%2B0ZoTEciIClAMVyCnQk5JYCUGHUruk06hMr%2FYBNfumLPiSIRUHg71b7Awmt%2BEVdC7aCkVgH6NYSjzleP9yrX%2BHpBNnFdRaj3UmR6x%2BlRBT8HCw6sK6T9DqAwuIscjA%2BGv0Q3loveIXsLyYhSQ5zdfvNFSBNabvBa9hoQt69QbftR70sVgWmJk9H5Gz2Scir8IGmBWcWDyztqTKlr8jjEGtyypkeT8RXMw6vG%2FC8LLvd%2F4MKzplB4jjfawTyrRa7nokdH6ZkDlRBN25iLaidJlPeNEs%2FaA0diYa7kwtqjppgY6sgFZeczcKX5BnaHiEo0kSZDAB%2BP%2BksPRJ7kRb%2FFX8rretdbT5Ji%2FrbAQeqlhqTFCZh78jPk%2BswTIEa3Hkf75yyTG8oNd3M75Kstuv1yWB3PDo9YBCivA3pjbiHg6rj6xbn8xQI2jma0VuhEfQj0W%2FVPyDWfq30OgA%2FoITfq9ACsX%2FapBWpvb1BdXZpozh%2BO1t%2BDoC2%2BCY1dd3aqAR4%2BEXaESmOxKMV22TtwroQwENPE1oUDY&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20230814T174643Z&X-Amz-SignedHeaders=host&X-Amz-Expires=300&X-Amz-Credential=ASIAQ3PHCVTYTIOFYPVU%2F20230814%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=c9b746cc1f2c526eb29d599570450da28537177490e08d323b730589ed1053ec&hash=a9a5a1cd55e12393244e556522caa0754abc2a5af25d40a5eca8b7aa65ed0082&host=68042c943591013ac2b2430a89b270f6af2c76d8dfd086a07176afe7c76c2c61&pii=S2214629620300876&tid=spdf-663daa8b-1587-47ff-8eda-66017fafc2b8&sid=043ad2a4384857402a2b7a0-f4d1c4e62941gxrqa&type=client&tsoh=d3d3LnNjaWVuY2VkaXJlY3QuY29t&ua=161559085706545607&rr=7f6b04d74d532d47&cc=us)
  + Texas Energy Poverty Research Institute. [Community Voices Energy Survey](https://tepri.org/wp-content/uploads/2024/04/2024-CVES-Statewide-Report.pdf): [Texas Statewide Report.](https://tepri.org/wp-content/uploads/2024/04/2024-CVES-Statewide-Report.pdf)

**Week 11 (11/6): Process: how policymaking brings people in, or keeps them out**

* Objective: The energy transition requires people to be more deeply involved in energy systems. One of the defining features of the transition is decentralization of power — in both meanings of the word. What kinds of processes bring people in, and which ones, by design, keep them out?
* Guest Speaker: TBD
* Required Reading:
  + Chapter 7 “A Wind Requirement” in the Great Texas Wind Rush by Asher Price and Kate Galbraith, pages 117-138
  + National Renewable Energy Laboratory. [Listening to Customers: How Deliberative Polling Helped Build 1,000 MW of New Renewable Energy Projects in Texas](https://www.nrel.gov/docs/fy03osti/33177.pdf)
  + Texas Power Podcast. [Pat Wood on Texas Grid Reform.](https://www.renewableenergyworld.com/podcasts/pat-wood-on-texas-grid-reform-and-george-w-bushs-aha-moment-on-renewables/#gref)
  + National Association of Regulatory Utility Commissioners. [State Energy Justice Roundtable Series: Participation in Decision Making](https://pubs.naruc.org/pub/2BA909C8-1866-DAAC-99FB-5D07D02A8AF9?_gl=1*1aj7kvd*_ga*NTgxOTU2NDEzLjE3MjI4OTg2MzQ.*_ga_QLH1N3Q1NF*MTcyNDEyMzkzNi4zLjAuMTcyNDEyMzkzNi4wLjAuMA..)
* Optional Reading:
  + *Solving Tough Problems* by Adam Kahane
  + *Collaborating with the Enemy* by Adam Kahane
  + *Emergent Strategy* by Adrienne Maree Brown
* Assignment: Papers (15-page formal comment for a policymaking and/or regulatory body is due November 11 at 1:00pm.

**Week 12 (11/13): Student Presentations**

* Paper / public comment is due
* First 2-3 student presentations
* Objective: Each student will gain deep knowledge in a topic of their choosing and demonstrate their knowledge with a presentation.

**Week 13 (11/20): Student Presentations**

* Edit your paper based on my comments
* Second set of student presentations
* Objective: Each student will gain deep knowledge in a topic of their choosing and demonstrate their knowledge with a presentation.

**No class 11/27, Thanksgiving Break**

**Week 14 (12/4) FINAL Class: Putting it all together**

* Objective: Synthesize and summarize the information from the course into takeaways and directions for future learning and research.

**Required Books**

Stokes, Leah. [*Short Circuiting Policy: Interest Groups and the Battle Over Clean Energy and Climate Policy in the American States*](https://academic.oup.com/book/32159)*.*

**Optional Books**

Bakke, Gretchen. [The Grid: The Fraying Wires Between Americans and Our Energy Future](https://www.amazon.com/Grid-Fraying-Between-Americans-Energy-ebook/dp/B01DM9Q6CQ).

Blanchard, Charles. [The Extraction State: A History of Natural Gas in America.](https://upittpress.org/books/9780822966760/)

Blunt, Katherine. [*California Burning: The Fall of Pacific Gas and Electric—And What It Means For America’s Power Grid.*](https://www.penguinrandomhouse.com/books/670012/california-burning-by-katherine-blunt/)

Bullard, Robert. [Dumping in Dixie](https://www.amazon.com/Dumping-Dixie-Class-Environmental-Quality/dp/0813367921).

Cohan, Daniel S. [Confronting Climate Gridlock: How Diplomacy, Technology, & Policy Can Unlock a Clean Energy Future.](https://yalebooks.yale.edu/book/9780300271102/confronting-climate-gridlock/)

Galbraith and Price. [The Great Texas Wind Rush: How George Bush, Ann Richards, and a Bunch of Tinkerers Helped the Oil and Gas State Win the Race to Wind Power.](https://utpress.utexas.edu/9780292735835/the-great-texas-wind-rush/)

Gold, Russell. [Superpower: One Man’s Quest to Transform American Energy.](https://www.simonandschuster.com/books/Superpower/Russell-Gold/9781501163593)

Katharine Hayhoe. [Saving Us: A Climate Scientist’s Case for Hope and Healing in a Divided World](https://www.simonandschuster.com/books/Saving-Us/Katharine-Hayhoe/9781982143848).

Jaffe, Amy Myers. [Energy’s Digital Future: Harnessing Innovation for American Resilience and National Security](https://www.barnesandnoble.com/w/energys-digital-future-amy-myers-jaffe/1136942220)

Johnson, Wilkinson, et al. [All We Can Save: Truth, Courage, and Solutions for the Climate Crisis.](https://www.allwecansave.earth/anthology)

Klein, Maury. [The Power Makers: Steam, Electricity, and the Men Who Invented Modern America.](https://www.bloomsbury.com/us/power-makers-9781596918344/)

Mazzucato, Maria. [The Entrepreneurial State: Debunking Public vs. Private Sector Myths.](https://marianamazzucato.com/books/the-entrepreneurial-state)

Wasik, John. [The Merchant of Power: Sam Insull, Thomas Edison, and the Creation of the Modern Metropolis.](https://us.macmillan.com/books/9781250089120/themerchantofpower)