GEOG 9120B: Energy and Environmental Justice
Course Outline Winter 2020

1. Course Information
1.1 Class Time and Location:
Thursday 1:30-4:00pm in SSC 2322E (Pleva conference room)

1.2 Contact Information:
Instructor: Carol Hunsberger
Office: SSC 2409
Office Hours: Monday 2:30-4:00 or by appointment
Email: chunsber@uwo.ca

The Department of Geography strives to provide accessibility to all in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or any other arrangements to make this course more accessible to you. You may also contact Student Accessibility Services at 519-661-2147 for any question regarding an accommodation.

More information about “Accessibility at Western” is available at: http://accessibility.uwo.ca

2. Calendar Description
2.1 Course Description:
Current patterns of energy production and use are deeply tangled with questions of social and environmental justice. In satisfying today’s energy demands, how can we account for the interests of future generations? How do regulatory institutions define the ‘public interest’ for contested energy projects? How have the politics of climate change shaped energy policies? Through these and other questions, this graduate seminar explores environmental and social impacts of energy production, equity issues related to energy access, and political and economic forces shaping energy decisions. Theoretically, the course engages with ideas of justice found in moral philosophy, political ecology and social movements, building on these perspectives to articulate an interpretation of ‘energy justice.’ We then apply this framework to a series of Canadian and international cases.

Major topics include:

- Philosophical and social movement interpretations of justice and fairness;
- How energy security discourses link to constructions of national identity;
- Gender inequality, class, and geographical differences in energy access;
- Intersections between energy systems, institutions, and Indigenous rights;
- Ethical issues posed by climate change;
- Competing perspectives on local resistance to energy infrastructure projects; and
- Contemporary social movements and efforts to enact alternative energy systems.

Format: 2.5 lecture hours, 0.5 course. This is a small course where everyone is expected to actively contribute to a lively and respectful shared learning experience.
3. Readings
All readings (listed below) will be posted on the course OWL site.

4. Learning Outcomes
The most important goals of the course are for you to:

- Build a theoretical foundation for evaluating competing claims about energy projects, policies and systems;
- Position your thesis research relation to ideas about environmental justice;
- Think deeply about theory and praxis;
- Engage in group discussions, including giving and receiving peer feedback;
- Deliver presentations that synthesize core concepts from readings and communicate the main arguments from your own research paper; and
- Write a paper that immerses you in a key background literature for your research.

5. Evaluation

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<thead>
<tr>
<th>Task</th>
<th>Percentage of Grade</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Weekly discussion questions (when not presenting)</td>
<td>10%</td>
<td>Ongoing</td>
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<tr>
<td>Presentation: synthesis of week’s readings</td>
<td>10%</td>
<td>TBD</td>
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<tr>
<td>Research paper proposal</td>
<td>20%</td>
<td>Feb 13</td>
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<td>Peer feedback on a classmate’s proposal</td>
<td>5%</td>
<td>Feb 27</td>
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<td>Final paper presentation</td>
<td>15%</td>
<td>Mar 26</td>
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<tr>
<td>Final paper</td>
<td>40%</td>
<td>Apr 2</td>
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Discussion questions
On the weeks when you are not presenting, you are asked to submit two questions for group discussion. Your questions should build on the assigned readings and prompt analytical engagement with the themes of the course. Questions should be posted in the “Forums” section of the OWL site by midnight on the night before class.

Presentation of the week’s readings
Once in the semester, you will be responsible for delivering a synthesis of the readings and launching the class discussion. The presentation (around 20 minutes) should highlight key arguments from the readings, contextualize them by providing background about the authors, link to ideas explored in other weeks, give your own critical response, and raise some initial questions for discussion. You may wish to use examples from the news or other sources to illustrate and apply ideas from the readings.

Research paper
The intent of the paper is to connect one or more topics that we cover in class to a detailed review of literature relevant to your thesis research questions (consulting at least 15 significant journal articles or book chapters). For instance:

- What opportunities and limits might arise from trying to apply the UN Declaration on the Rights of Indigenous Peoples to contested energy projects – in Canada or elsewhere?
• How can we understand who constitutes “the community” when considering “local” disputes, e.g. over proposed wind turbines or waste-to-energy facilities?
• In what ways has “the public interest” or “national interest” been framed (by government, project proponents, the media, and project opponents) in relation to a particular case?
• How would existing theories of energy justice need to be modified to describe a just and sustainable energy transition relevant to a country in the Global South?

The proposal will indicate a preliminary research outline, lines of exploration, and a working bibliography, and should be 2-3 double-spaced pages plus 8-10 sources. You are encouraged to discuss your proposed topic with the instructor as you work on the proposal. The paper should be a maximum of 15 double-spaced pages, not including references. You will be asked to present a 15-minute, conference-style summary of your research to the class. Detailed guidelines for the proposal, paper and presentation are provided separately.

6. Tentative Lecture Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings: see details at end of document</th>
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<tbody>
<tr>
<td>Jan 9</td>
<td>Introduction: Energy, development, geography</td>
<td>Sovacool 2014 (read after class)</td>
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<td>Jan 16</td>
<td>Foundations of justice 1: Ideas from moral and political philosophy</td>
<td>Sandel 2009 Ch 1</td>
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<td>Rawls 1993 Ch 1</td>
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<td>Sen 2009 Ch 1</td>
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<tr>
<td>Jan 23</td>
<td>Foundations of justice 2: Ideas from environmental justice and political ecology</td>
<td>Peet, Robbins, Watts 2011 Ch 1 (p30-end)</td>
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<td>Schlosberg and Carruthers 2010</td>
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<td>Sikor and Newell 2014</td>
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<td>Jan 30</td>
<td>Toward an energy justice framework: Principles and framings</td>
<td>Sovacool and Dworkin 2015</td>
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<td>Gross 2007</td>
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<td>Salter et al. 2018</td>
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<td>Feb 6</td>
<td>Energy, identity and nationalism</td>
<td>Bourassa 1985 Ch 1</td>
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<td>Desbiens 2013 Ch 1</td>
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<td>Davine et al. 2017</td>
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<td>Feb 13</td>
<td>Energy conflicts</td>
<td>Watts 2001 Ch 8</td>
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<td>Le Billon 2012 Ch 3</td>
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<td>Ferguson 2005</td>
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<td>Feb 20</td>
<td>NO CLASS – Reading Week</td>
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<td>Feb 27</td>
<td>Energy and Indigenous rights</td>
<td>Waziyatawin 2012</td>
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<td>McCreary and Milligan 2013</td>
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<td>Powell 2015</td>
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<td>Mar 5</td>
<td>Climate ethics</td>
<td>Baer et al 2009</td>
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<td>Routledge et al 2018</td>
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<td>H. Böll Foundation 2017</td>
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<td>Mar 12</td>
<td>Forecasting the future: Impacts of price and demand projections on energy decisions</td>
<td>Muttitt 2017</td>
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<td>Pulver &amp; VanDeveer 2009</td>
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<td>Examples of recent energy forecasts (OWL)</td>
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<td>Mar 19</td>
<td>NIMBY and BANANA: Local resistance to energy projects</td>
<td>Hager and Haddad 2015 (Ch 1 plus one other chapter of your choice)</td>
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<td>Roberts 2018</td>
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<td>Mar 26</td>
<td>PAPER PRESENTATIONS</td>
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<td>Apr 2</td>
<td>Energy justice revisited: progress and efforts to enact alternatives</td>
<td>D’Arcy 2014</td>
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<td>Further materials suggested by the class</td>
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7. University Policy Regarding Illness

7.1 Illness
Graduate students should consult their Faculty of registration for information about how Academic Consideration is handled in their Faculty. If you have a medical or personal concern that is interfering with your work, you should contact your Instructor, Graduate Program Administrator, Supervisor, or SGPS.

7.2 Attendance
Students are expected to attend all classes. The professor does not provide access to class notes.

8. Scholastic Discipline for Graduate Students
For the complete policy and regulations see: http://grad.uwo.ca/current_students/regulations/13.html

9. Procedures for Appealing Academic Evaluations
Students may appeal an academic decision or ruling. For the complete policy and regulations see: http://grad.uwo.ca/current_students/regulations/13.html

10. Support Services

10.1 Support Services
Student Support Services can be reached at: http://westernusc.ca/services/
Student Development Services can be reached at: http://www.sdc.uwo.ca/
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

10.2 Extended Absences
If you expect to be away from campus for an extended amount of time, please make prior arrangements with your course instructors and/or supervisor.

10.3 Academic Concerns
If you are in academic difficulty, it is strongly recommended that you see your Graduate Program Administrator, Supervisor, or SGPS.

11. Other Information
For a list of Graduate Regulations please visit: http://www.grad.uwo.ca/current_students/regulations/index.html
For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policies at: http://www.uwo.ca/univsec/academic_policies/index.html

12. Reading list (may be updated)

Week 1: Introduction
Sovacool, B. K. (2014). What are we doing here? Analyzing fifteen years of energy scholarship and proposing a social science research agenda. Energy Research & Social Science, 1, 1-29.

Week 2: Foundations of Justice 1: Philosophical Perspectives
Week 3: Foundations of Justice 2: Environmental Justice, Political Ecology

**Further reading:**

Week 4: Energy Justice

**Further reading:**

Week 5: Energy, Identity and Nationalism

**Further reading:**

Week 6: Energy Conflicts

**Further reading:**

Week 7: Energy and Indigenous Rights
Further reading:

Week 8: Climate Justice

Further reading:

Week 9: Scenarios and forecasts
Examples of recent energy forecasts reported by the International Energy Agency and various news sources.

Further reading:

Week 10: Local resistance

Further reading:

Week 12: Building Alternatives