I. Content of Seminar: This seminar explores questions of social and environmental justice during sustainability transitions, broadly construed, through the lens of the concept of just transition. A just transition is one that is socially and ecologically just and humane towards the people affected negatively by a policy or practice with a substantial socioecological component. Such a policy or practice may be due to environmental priorities, a disaster, crisis or other social event. Assuming that all social policies and practices are also environmental and all environmental policies and practices are also social allows us to expand the scope of environmentalism. This is not a seminar exclusively and narrowly on just transition but, rather, uses the concept to explore broader debates in the political economy of socioecological justice and sustainability transitions. By the time you complete the seminar you will have strong foundations in those areas on which to build more specialized research.

Upon completion of the seminar students will have a sophisticated understanding of the central issues and debates amongst scholars in the field of green political economy/ecology and will have advanced their own research agendas. Specifically students will be able to:

- Address questions of just green transitions from various theoretical and methodological approaches;
- Address questions of socioecological justice and just transition, also from various theoretical and methodological approaches;
- Address questions of sustainability transitions, also from various theoretical and methodological approaches;
- Identify the key concepts and debates that comprise these areas of academic study;
- Be aware of key issues and approaches on which these areas are silent;
- Research, analyze and write about these issues as a social scientist.

II. Course Materials: While I will provide significant background and advance guidance I will not lecture. The class material, including your work, will be posted on Canvas. The largest number of readings consists of articles and a smaller one of chapters. Because the debates about just transition are emergent we will also read a number of reports and review a number of websites. If our library has electronic versions of the journals you will be expected to get the articles directly from the journals [electronic]. Articles and chapters that are not readily available will be placed on Canvas. I know that there will be a number of webinars on just transition this Fall and some of these may be assigned. Recognizing that they will not be during class time I will assign only those that are taped. In such cases I will make 1-2 readings optional for the meeting during which we will discuss the webinar.

III. Format, Contact Hours and External Work: The seminar will meet synchronously, via ZOOM, from 2:00pm to 4:50pm MST every Wednesday. Attendance expectations are the same as a regular seminar, i.e., absences kept to the absolute minimum and for emergency reasons only. During class meetings we are going to use breakout sessions and other ways to enhance interaction. I welcome suggestions. Students are expected to invest at least 3 hours of external work every week for every credit hour.
IV. Office Hours: I plan to have regular virtual office hours but I will leave arranging these after our first meeting. We will also hold individual meetings to discuss the various steps of your writing/research projects. During those meetings we can also discuss any other aspect of the seminar.

V. Class Etiquette: As in a regular seminar room all participants will be visible to all on Zoom and excuse themselves if needed.

VI. Academic Integrity. This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog’s "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).

VII. Course Requirements and Evaluation.

Precis/short synthesis essays (25% total): Six précis/review essays of not more than 500 words, not including references (of which the five best will be counted), (5% of your grade each). Please note that you have to submit six précis regardless of whether you are satisfied with your evaluations. For every missing précis I will subtract 5% of your final grade. Please see guidelines below. These should be as spaced as possible by avoiding sequential ones (unless appropriate for your research and approved by me). That will help in spreading preparation even more evenly. Post précis on Canvas (under assignments) AND distribute copies of your précis to everyone through email by noon on the day of the seminar. Precis should provide frequent and appropriate references to the readings. Please see guidelines in IX, below, and samples in the Samples Learning Module. You should write a précis for any session that you will be missing.

Class facilitation and participation in weekly discussions (25%): Regular and thoughtful participation is a requirement. The expression of doubts and difficulties in understanding particular issues is as important as strong insights into them. They should all be based, however, on a strong engagement with the class material. I would ask those of you who are more comfortable talking in public to be attentive to the class dynamics. Each of you will also be asked to provide peer evaluations/comments for the short research proposal and for the research product. The timeliness and constructive nature of these comments will also be part of your evaluation. Please see guidelines below (VIII and IX) and samples in Samples Learning Module.

Research/writing project and presentations (Total 50% - Research Idea 5%; Research Statement 10%; Short Research Proposal or Review 15%; Research Proposal or Review 20%): The project will reflect your state of preparation and degree to which you have settled on a research agenda. For some of you the best option may be a literature review, for others a research proposal for still others a full draft of a paper you can present at a meeting and include in your thesis or dissertation- hence the research/writing format. The project will take place in stages and should be strongly articulated to the rest of your class work, including the hidden figures (HF) dimension below. In all cases this research/writing project will help you make progress in terms of your research agenda. Please Steps of Research Process in Research Module. We will start discussing this at our first meeting.

‘Hidden figures’ theme: Each one of you will be asked to identify important silences in the study of green and just transitions (as well as loud presences). This does not refer to topics not covered by the seminar (given the length of time there are many). Rather, it refers to actors, issues and questions that ought to be covered by the fields of green political economy/ecology and are usually not covered. Please do so with respect to weekly readings, and your research/writing project. The project must include a specific section addressing the question of HFs. More on the HF theme in the research guidelines.

VIII. Facilitators and Facilitation Outlines. Each week 2-3 of you will serve as facilitators (the number will depend on the final number enrolled so that we can more easily organize breakout sessions). Assuming that there will be 2-3 facilitators, each week, you should plan on three non-sequential facilitations. During those weeks you
should also prepare a précis. We will start each meeting by asking the facilitators to initiate and direct the discussion, most likely in groups. Please see guidelines in Part IX below but you are encouraged to go beyond them, provided this does not become a list of overlapping themes. Please avoid summaries since everyone will have read the same material. Class exercises and other imaginative forms of facilitation are welcome, if they can work with Zoom. It is important that you meet in advance to prepare an outline that you post on Canvas as well as email to class by noon before class. Please include your names, the date and the syllabus heading for the week. See samples in Samples Learning Module.

IX. Themes for Class Discussions, Facilitation Outlines, and Precis. The key goal of the seminar is for you to learn how to organize weekly readings/writings around key themes while aiming to relate them to broader themes on the governance of the world political economy. Stated differently, you should view weekly readings as steps towards understanding broader themes and not as ends in themselves.

1. What is the central theme or themes of the readings? The goal here is to organize and compare the readings around one or more key ideas, issues, questions, dimensions, debates, continuum/ranges, differences and so on. The fewer these are, the better. Tables and other visuals are always welcome and encouraged.

2. Are the arguments, methods and evidence of the various readings, individually and collectively, appropriate, clear and persuasive? How are they related to the central themes? What else do they bring up? Here we will go into some detail into each author’s views.

3. How do the themes, issues, or concepts raised by a particular week’s readings relate to previous readings or other material you are familiar with?

4. What are the silences/hidden figures of the readings (actors, questions, issues that seem to be marginalized)? What themes and figures are privileged?

5. What is your view about the readings in terms of any other criterion that you find important?

IX. Supplementary Readings.

A. Background: These volumes provide historical and theoretical overviews.


John Dryzek (2013) *The Politics of the Earth: Environmental Discourses*, 3rd edition. Oxford University Press. This provides a good theoretical overview for those of you have not taken environmental politics/theory and related courses. It will complement the previous ones.

C. Sources of Useful Overviews: These electronic sources below can be used to read summaries/overviews on theories of international relations, international environmental politics and more.


Oxford Bibliographies at: http://www.oxfordbibliographies.com/browse?module_0=ob0-9780199743292 [WE DO NOT HAVE A SUBSCRIPTION BUT YOU CAN SEE CAN BE HELPFUL – YOU CAN ALSO GET A 30 DAY TRIAL SUBSCRIPTION]
Aug 26  Introductions
  Individual Background and Interests
  Logistics and Goals

History of Just Transitions


Sept 2  Overviews of Just Transitions


Sept 9  Just Transition as a ‘Contested’ Concept


**Sept 14-18**  **Consultations on Research Ideas**

**Sept 16**  **Green Political Economy: Varieties**


Sept 23  Green Political Economy: Growth

Daly, Herman (2008) A Steady-State Economy: A failed growth economy and a steady-state economy are not the same thing; they are the very different alternatives we face. Prepared for Sustainable Development Commission, UK (April 24, 2008). (Canvas, Readings Part II)


**Sept 27(Sun)  Research Idea Due (8pm)**

**Sept 28-Oct 2  Consultations on Research Question**

Sept 30  Socioecological Justice and Just Transitions


**Oct 7** Socioecological Transitions and Just Transitions


**Oct 14** Space, Time, History: Implications for Just Transitions


Adam, Barbara. 2008. Of Timescapes, Futuresapes and Timeprints. Talk at Lüneburg University, 17 June 2008 (Canvas, Readings Part III)


**Oct 18(Sun) Research Question Due (8pm)**

21 JT from the Past: Inclusion and Justice


Reitzenstein, Alexander et al. (2018) *A Just Transition for All or Just a Transition?* Read introductory material on site and whole Discussion Paper. At https://www.e3g.org/library/a-just-transition-for-all-or-just-a-transition


**October 25 Revised Research Question/Statement Due (8pm)**
October 28  JT into the Future: Inclusion and Justice


Oct 29-Nov 8 Consultations on Short Research Proposal, Literature Review or Paper

November 4 Just Transitions: Beyond Energy


**November 11**  
**Just Transitions: Beyond Energy**


**Nov 15 (Sun)**  
**Short Research Proposal, Literature Review or Paper Due (8pm)**

**Nov 18**  
**Short Presentations (5 minute) and Discussion of SRP, SLR or SP in class. Everyone reads everyone’s work and is ready for comments.**

**Nov 23**  
**Written comments on SRP, SLR and SP due (from instructor and at least two colleagues – your comments go through me)**

**Nov 25**  
**Thanksgiving Recess**

**Dec 2**  
**Research and Writing Consultations with Instructor**

**Dec 6 (8pm)**  
**Draft Research Proposal, Literature Review or Paper due**

**Dec 8 (6:30-8:30)**  
**Presentations of Research Proposal, Literature Review or Paper**

**Dec 9**  
**Presentations of Research Proposal, Literature Review or Paper**

**Dec 11**  
**Written comments on RP, LR and P due (from instructor and at least one colleague – your comments go through me)**
Dec 18 (Fr)  Final RP, LT or Paper Due (5pm)