

**SUSTAINABILITY AND JUSTICE:
GREEN TRANSITIONS? JUST TRANSITIONS?
POLS692, Fall 2020
(Final, November 11, 2020)**

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Virtual Class
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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 precis regardless of whether you are satisfied with your evaluations. For every missing precis 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 precis on Canvas (under assignments) AND distribute copies of your precis 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 Précis. 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.

Guha, Ramachandra, *Environmentalism: A Global History* (Longman, 2000).

Conca, Ken and Geoffrey Dabelko (eds) (2019) *Green Planet Blues: Critical Perspectives on Global Environmental Politics*, 6th edition. Routledge. Introductory comments and classics.

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.

Marlin-Bennett, Renee (editor in chief) Oxford Research Encyclopedias: International Studies at <https://oxfordre.com/internationalstudies/page/editorial/editorial-board>

Oxford Bibliographies at: http://www.oxfordbibliographies.com/browse?module_0=obo-9780199743292 [WE DO NOT HAVE A SUBSCRIPTION BUT YOU CAN SEE CAN BE HELPFUL – YOU CAN ALSO GET A 30 DAY TRIAL SUBSCRIPTION]

SCHEDULE

Aug 26 **Introductions**
Individual Background and Interests
Logistics and Goals

History of Just Transitions

OCAW (1991) Understanding the Conflict between Jobs and the Environment. [Canvas, Readings Part I]

Tony Mazzocchi (1993) An Answer to the Jobs-environment Conflict? [Canvas, Reading Part I and at <https://www.greenleft.org.au/content/answer-jobs-environment-conflict>

Hampton, Paul (2015) *Workers and Trade Unions for Climate Solidarity: Tackling Climate Change in a Neoliberal World*. Routledge. Ch 3, especially pp. 68-79. [Canvas, Readings Part I]

Samantha Harvey, Samantha (2018) Leave No Worker Behind. *Earth Island Journal*. At http://www.earthisland.org/journal/index.php/magazine/entry/leave_no_worker_behind/

Sept 2 **Overviews of Just Transitions**

Stavis, Dimitris, Edouard Morena and Dunja Krause (2020) Introduction: The Genealogy and Contemporary Politics of Just Transitions. In Edouard Morena, Dunja Krause and Dimitris Stavis (eds). 2020. *Just Transitions: Social Justice in the Shift Towards a Low-Carbon World*. Pluto Press, pp. 1-31. [Canvas, Readings Part I]

Rosemberg, Anabella (2020) No Jobs on a Dead Planet': The International Trade Union Movement and Just Transition. In Edouard Morena, Dunja Krause and Dimitris Stavis (eds). 2020. *Just Transitions: Social Justice in the Shift Towards a Low-Carbon World*. Pluto Press, pp. 32-55. [Please note that whole book has been downloaded in Readings Part I – please refer to it every time you see a chapter from that book.]

International Trade Union Confederation, Just Transition Centre (2017) *Just Transition: A Report for the OECD*. At <https://www.oecd.org/environment/cc/g20-climate/collapsecontents/Just-Transition-Centre-report-just-transition.pdf>

JTRC (2018) *Mapping Just Transitions to a Low Carbon World*. UNRISD, Rosa Luxemburg Foundation and ULIP. [Canvas, Readings Part I]

Stone, Lucy, Catherine Cameron et al. (2018) *Lessons for a successful transition to a low-carbon economy*. A report by Agulhas Applied Knowledge for the Children's Fund Foundation. [Canvas, Readings Part I]

Sept 9 **Just Transition as a 'Contested' Concept**

Connelly, Steve (2007) Mapping Sustainable Development as a Contested Concept. *Local Environment* 12(3): 259-278. (Canvas, Readings Part I)

Peter Newell and Dustin Mulvaney (2013) The Political Economy of the “Just Transition. *The Geographic Journal* 179 (2): 132-140. (Canvas, Readings Part I).

Stavis, Dimitris and Romain Felli) 2016) Green Transitions, Just Transitions? Broadening and Deepening Justice, *Kurswechsel* Heft 3: Klimapolitik und Systemwandel: 135-145 (Canvas, Readings Part I)

Healy, Noel and John Barry (2017) Politicizing energy justice and energy systems transitions. Fossil fuel divestment and a ‘just transition’. *Energy Policy* 108: 451-459. (electronic)

JTRC (2018) *Mapping Just Transitions to a Low Carbon World*. UNRISD, Rosa Luxemburg Foundation and ULIP. [Canvas, Readings Part I] [Framing]

Ciplet, David and Jill Harrison (2019) Transition Tensions: Mapping Conflicts in Movements for a Just and Sustainable Transition, *Environmental Politics*, 29(3): 435-456. (electronic) <https://doi.org/10.1080/09644016.2019.1595883>

Sept 14-18 Consultations on Research Ideas

Sept 16 Green Political Economy: Varieties

Hopwood, Bill, Mary Mellor and Geoff O’Brien (2005) Sustainable Development: Mapping Different Approaches. *Sustainable Development* 13(1): 38-52. [Canvas, Readings Part II]

Jennifer Clapp and Peter Dauvergne (2011) Peril or Prosperity? Mapping Worldviews of Global Environmental Change. Chapter 1 from their *Paths to a Green World*. The MIT Press, pp. 1-18 (Canvas, Readings Part II)

Tienhaara, Kyla (2014) Varieties of Green Capitalism: Economy and Environment in the Wake of the Global Financial Crisis. *Environmental Politics* 23(2): 187-204. (Canvas, Readings Part II).

Jackson, Tim (2011) Societal Transformations for a Sustainable Economy. *Natural Resources Forum* 35: 165-174. (Canvas, Readings Part II).

Felli, Romain (2014) An Alternative Socio-ecological Strategy? International Trade Unions’ Engagement with Climate Change. *Review of International Political Economy* 21(2): 372-398. (Electronic)

Satgar, Vishwas (2018) The Anthropocene and Imperial Ecocide: Prospects for Just Transitions. In Vishwas Satgar (Ed) *The Climate Crisis: South African and Global Democratic Eco-Socialist Alternatives*. Wits University Press. (Canvas, Readings Part II)

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)

Jacobs, Michael (2012) *Green Growth: Economic Theory and Political Discourse*. Center for Climate Change Economic and Policy, WP 108 and Grantham Research Institute on Climate Change and the Environment WP 92 (Canvas Readings, Part II)

Pollin, Robert (2018) De-Growth vs a Green New Deal. *New Left Review* 112: 5-25. (Canvas, Readings Part II)

Hickel, Jason and Giorgos Kallis (2019) Is Green Growth Possible? *New Political Economy*, 25(4): 469-486. (electronic)

Gertner, Jon (May 13, 2010) The Rise and Fall of the G.D.P. *New York Times Magazine*. At http://www.nytimes.com/2010/05/16/magazine/16GDP-t.html?_r=0

Cha, Mijin (2013) What's Missing from GDP? *Demos*. At <http://www.demos.org/publication/whats-missing-gdp>

Sept 27(Sun)

Research Idea Due (8pm)

Sept 28-Oct 2

Consultations on Research Question

Sept 30

Socioecological Justice and Just Transitions

Wright, Erik Olin (2016) Two Approaches to Inequality and Their Normative Implications. At <https://items.ssrc.org/what-is-inequality/two-approaches-to-inequality-and-their-normative-implications/>

Moore, Jason (2019) The Capitalocene and Planetary Justice. *Maize*: 49-54 (Canvas, Readings Part II)

Schlosberg, David (2013) Theorising Environmental Justice: The Expanding Sphere of Discourse. *Environmental Politics* 22(1): 37-55. [electronic]

Alier, Joan Martinez et al. 2016. Is there a Global Environmental Justice Movement? *Journal of Peasant Studies* 43(3): 731-755. (electronic)

Rodriguez-Labajos, Beatriz et. al. Not So Natural an Alliance? Degrowth and Environmental Justice Movements in the Global South. *Ecological Economics* 157: 175-184. (electronic)

Barca, Stefania (2012) On Working-Class Environmentalism: A Historical and Transnational Overview. *Interface: A Journal for and About Movements* 4(2): 61-80. (Canvas, Readings Part II).

Farrell, Caroline (2012) A Just Transition: Lessons Learned from the Environmental Justice Movement. *Duke Forum for Law and Social Change* (4): 45-63. (Canvas, Readings Part II)

Oct 7 Socioecological Transitions and Just Transitions

Kohler, Jonathan et al. (2019) An Agenda for Sustainability Transitions Research: State of the Art and Future Directions. *Environmental Innovation and Societal Transitions* 31: 1-32. (electronic)

Gismondi, Michael. 2019. Historicizing Transitions: The Value of Historical Theory to Energy Transition Research. *Energy Research & Social Science*, 36: 193-198. (electronic)

Meadowcroft, James (2011) Engaging with the *Politics* of Sustainability Transitions. *Environmental Innovation and Societal Transitions* 1:70-75. (electronic)

Temper, Leah at al. (2018) A Perspective on Radical Transformations to Sustainability: Resistances, Movements and Alternatives. *Sustainability Science* 13: 747-764. (electronic)

Bennett, Nathan, Jessica Blythe, Andres M. Cisneros-Montemayor, Gerlad Singh, U. Rashid Sumaila. 2019. Just Transformations to Sustainability. *Sustainability* 11: 3881. (Canvas, Readings Part II)

Bottazzi, Patrick (2019) Work and Social-Ecological Transitions: A Critical Review of Five Contrasting Approaches. *Sustainability* 11 (14); 19pp (Canvas, Readings Part II)

Brand, Ulrich and Markus Wissen (2018) What Kind of Great Transformation? The Imperial Mode of Living as a Major Obstacle to Sustainability Politics. *Gaia* 27 (3): 287-292. (Canvas, Readings Part II)

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

Hornborg, Alf. 2009. Zero-sum World: Challenges in Conceptualizing Environmental Load, Displacement and Ecologically Unequal Exchange in the World-System. *International Journal of Comparative Sociology* 50(3-4): 237-262. (Canvas, Readings Part III)

Givens, Jannifer, Xiaorui Huang and Andrew Jorgenson. 2019. Ecologically Unequal Exchange: A Theory of Global Environmental Injustice. *Sociology Compass*. <https://doi.org/10.1111/soc4.12693>

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

Witter, Rebecca and Terre Satterfield. 2019. Rhino Poaching and the “Slow Violence” of Conservation-Related Resettlement in Mozambique’s Limpopo National Park, *Geoforum* 101: 275-284. [electronic]

Hull, Vanessa and Liu, Jiaghuo. 2018. Telecoupling: A New Frontier for Global Sustainability. *Ecology and Society* 23(4): 41 (electronic)

Sébastien Boillat, Jean-David Gerber, Christoph Oberlack, Julie G. Zaehringer, Chinwe Ifejika Speranza, and Stephan Rist. 2020. Distant Interactions, Power, and Environmental Justice in Protected Area Governance: A Telecoupling Perspective. *Sustainability* 10. (Canvas, Readings part III)

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

21 JT from the Past: Inclusion and Justice

Evans, Geoff and Liam Phelan. 2016. Transition to a Post-carbon Society: Linking Environmental Justice and Just Transition Discourses. *Energy Policy* 99: 328-339. (electronic)

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>

Piggot, Georgia et al. 2019. Realizing a Just and Equitable Transition from Fossil Fuels. Intro and whole brief. Stockholm Environment Institute (SEI). At <https://www.sei.org/publications/just-and-equitable-transition-fossil-fuels/>

Mertins-Kirkwood, Adrian and Zoe Deshpande. 2019. Who is Included in a Just Transition: Considering Social Equity in Canada’s Shift to a Zero-Carbon Economy. Canadian Centre for Policy Alternatives. At <https://www.policyalternatives.ca/publications/reports/who-is-included-just-transition>

WEDO (2016) Gender, Equality and Just Transition. At <https://wedo.org/wp-content/uploads/2016/08/gjtransition.pdf>

Ciaran O’Faircheallaigh. 2013. Extractive industries and Indigenous peoples: A Changing Dynamic? *Journal of Rural Studies*, 30: 20-30. (electronic)

Just Transition Centre and The B Team (2018) Just Transition: A Business Guide. At <https://bteam.org/assets/reports/Just-Transition-A-Business-Guide.pdf>

October 25 Revised Research Question/Statement Due (8pm)

October 28 JT into the Future: Inclusion and Justice

Zabin, Carol et al. (2016) *Advancing Equity in California Climate Policy: A New Social Contract for Low-Carbon Transition*. At <http://laborcenter.berkeley.edu/pdf/2016/Advancing-Equity-Executive-Summary.pdf>

Shutaro Takeda, Alexander Ryota Keeley, Shigeki Sakurai, Shunsuke Managi, and Catherine Benoit Norris. 2019. Are Renewables as Friendly to Humans as to the Environment?: A Social Life Cycle Assessment of Renewable Electricity. *Sustainability* 11. (Canvas, Readings Part III)

Mulvaney, Dustin (2014) Are Green Jobs Just Jobs? Cadmium Narratives in the Lifecycle of Photovoltaics. *Geoforum* 54: 178-186 along with exchange between Alex Heard and Dustin Mulvaney. (Canvas, Readings, Part III).

Pearl-Martinez, Rebecca and Jennie Stephens. 2016. Toward a Gender Diverse Workforce in the Renewable Energy Transition. *Sustainability: Science, Practice and Policy* 12(1): 8-15. (electronic)

Burke, Matthew and Jennie Stephens. 2018. Political Power and Renewable Energy Futures: A Critical Review. *Energy Research & Social Science* 35: 78-93.

Iskander, Natasha and Nicola Lowe. 2020. Climate Change and Work: Politics and Power. *Annual Review of Political Science* 23: 111-131. (electronic)

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

November 4 Just Transitions: Beyond Energy

Movement Generation. 2020. Transition is Inevitable, Justice Is Not: A Critical Framework for Just Recovery. <https://movementgeneration.org/transition-is-inevitable-justice-is-not-a-critical-framework-for-just-recovery/>

DeBruin, Debra, Joan Liaschenko, Mary Faith Marshall. 2012. Social Justice in Pandemic Preparedness. *Health Policy and Ethics* 102(4): 586-591.

Constanza, Robert et al. 2020. After the Crisis: Two Possible Futures. *Solutions* 11 (3). At <https://www.thesolutionsjournal.com/article/crisis-two-possible-futures/>

Vucetich, John et al. 2018. Just Conservation: What is It and Should We Pursue It? *Biological Conservation* 221: 23-33.

Cliggett, Lisa. 2014. Access, Alienation, and the Production of Chronic Liminality: Sixty Years of Frontier Settlement in a Zambian Park Buffer Zone. *Human Organization* 73(2): 128-140.

Wienhues, Anna. 2018. Situating the Half-Earth Proposal in Distributive Justice: Conditions for Just Conservation. *Biological Conservation*. 228: 44-51.

November 11 Just Transitions: Beyond Energy

Mulvale, James. 2019. Social-Ecological Transformation and the Necessity of Universal Basic Income. *Social Alternatives* 38(2): 39-46 (Canvas, Readings Part III).

Lawhon, Mary and Tyler McCreary. 2020. Beyond Jobs vs Environment: On the Potential of Universal Basic Income to Reconfigure Environmental Politics. *Antipode* 52(2): 452-474.

Hughes, Sarah and Matthew Hoffman (2020) Just Urban Transitions: Toward a Research Agenda. *WIREs Climate Change* 11 (Canvas, Readings Part III).

White, Damian. 2020. Just Transitions/Design for Transitions: Preliminary Notes on a Design Politics for a Green New Deal. *Capitalism, Nature, Socialism* 31(2): 20-39. (electronic)

Scheidel, Arnim and Anke Schaffartzik. 2019. A Socio-Metabolic Perspective on Environmental Justice and Degrowth Movements. *Ecological Economics* 161: 330-333.

Barca, Stefania. 2019. The Labor(s) of Degrowth. *Capitalism, Nature, Socialism* 30(2): 207-216.

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)