

**GLOBALIZATION, SUSTAINABILITY AND JUSTICE:
JUST TRANSITIONS: HISTORY AND VARIETIES
POLS462, FALL 2022**

Instructor: Dimitris Stevis
Office: Clark B349
Email: dimitris.stevis@colostate.edu
Office Hours: MW 11-12 and W 1-2
and by appointment

- 1) **Content of Course:** Although the concept of Just Transition has been around since the early 1990s very few people outside of labor unions were familiar with it until about 2015 when it was mentioned, symbolically, in the Paris Agreement on climate policy. During the last several years, however, its use and its meanings have proliferated, including Colorado's just transition from coal policy. During the first part we will trace the history of JT through original documents and secondary writings (academic and popular). During the second part we will examine a variety of just transition policies, using similar sources. During the third part we will discuss how one can go about analyzing and evaluating just transitions. All along the way we will work on identifying group projects on which we will work during the last part of the course. It is important to state that the major goal of this course is to reflect critically on Just Transition, like we would with any contested concept, rather than glorify it or dismiss it out of hand.

Learning Outcomes:

- 2) Familiarize you with the history and diffusion of just transitions. *Means of assessment: examination, research, class participation, and written assignments.*
- 3) Familiarize you with evaluating Just Transitions policies. *Means of assessment: examination, research, class participation, and written assignments*
- 4) Provide an overview and mapping just transition policies and initiatives within and beyond energy and the environment to help develop and database. Identify important JT cases (policies or initiatives) that collectively highlight the diffusion of just transition. *Means of assessment: examination, research, class participation, and written assignments.*
- 5) Focus on these important JT cases. *Means of assessment: Research project, reflection essay, peer evaluation.*

Contact Hours and Outside Work. The class will meet from 10-11 starting Monday August 22 and ending Friday, December 9. On an average week you should plan on 2 hours of outside work (e.g., reading, studying, writing) for each credit (this is a 3 credit class, so six hours). When working on examinations (essays and research) you should budget 4 hours of outside work per credit.

Class Operation:

Information: The course will be based on visuals, readings, lectures, discussions, and research. Since this is a capstone seminar discussions and research are central. The few lectures will interpret, complement, and add to the readings; they will not merely summarize them. You should also review material to which I provide links in lectures. The visuals and readings on the syllabus should be completed in advance of the date on which they are assigned. Equally importantly, your own research will be a central part of the course information.

Collaboration Groups: The class will be divided into groups of 3-4 people. They will serve a variety of purposes including: discussions of class material and associated summaries and presentations; essays; mutual support and **research**. As necessary these groups will be reorganized during the second part of the course when research interests are clearer. (Please see *Class Assignments* below)

Class Etiquette and Disruptive Behavior. Only those electronic devices that can be used to also take notes can be visible in class. I am requesting that smartphones and similar electronic devices not be visible or used in class.

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).

Class Assignments:

Discussions of Class Materials: In-class discussions are a central element of this seminar and I hope that we will have them during every session. In addition to ad hoc discussions, however, there will also have **six (6) systematic discussions** that will take place in two steps: group discussions followed by whole class discussions.

The goals of these discussions will be to broadly outline and bring together a set of readings and to connect them with the lectures or the research you have done or are doing. In order to do that we will normally address specific questions that I will post on Canvas. Your presence and participation in these discussions is an important evaluation criterion (please see below).

Written Assignments: There will be three **(3) take-home examinations** and one **(1) research project**. The examinations will consist of one or more short essays, a research component, and a peer evaluation.

During the last part of the course each group will complete a **research project**, a short reflection essay and a final peer evaluation. The format (poster or storymap) will be determined by the end of the second part of the class. Quite possibly you can present your research at the 2023 CURC - <https://tilt.colostate.edu/oura/current-students/showcase/curc/>. If so, I will continue mentoring you through the event in late

spring 2023.

Peer Evaluations. I will ask you to provide four peer evaluations during the semester, due along with each essay and the research poster. These will be used to allocate the incentive (see below). While the peer evaluations are not graded your examinations and Poster project will not be considered complete without them.

Evaluation:

The three **take-home examinations** will be worth **20-25%** (of your grade for a total of 65%

The research project will be worth **35% of your grade (25% collective and 10% individual)**. Attendance and contribution to group work (which can take place during class time) and the fourth peer evaluation will play an important role in the evaluation of the Research Poster. **I will not automatically give the collective grade if you do not contribute.**

Assignments will not be accepted after the third day beyond the deadline. Your grade ????

I use the +/- system, e.g., 89-91=A-; 92-96=A, 97-100=A+.

Participation, Attendance and Timeliness:

Attendance will be taken regularly. **Starting with the second absence from a formal discussion or other planned session (those in bold letters and within *) I will subtract 10 points, each, from your total 400 points. Starting with the seventh absence from a regular class session I will subtract 5 points, each, from your total 400 points.** Otherwise your attendance will have no impact. Absences will not be counted only if there is some university reason, an emergency or a chronic problem, provided that you compensate by not missing any more than the unavoidable class sessions. It is your responsibility to provide written evidence the soonest possible. Absences due to personal reasons (e.g., weddings, family reunions, travel, and so on) will not be excused. **Please note that these policies will be followed very strictly.**

Incentive:

Outstanding attendance and contribution to the class will be rewarded as follows. **Exceptional attendance and contribution:** (2) absences or less of regular class sessions and one (1) absence or less of all scheduled discussions and class sessions (those with **); constructive participation in group and class discussions; and timelines in submission of assignments; thoughtful and constructive peer evaluations will result in adding 30 points to your cumulative points; **Superior attendance and contribution.** (3) absences or less of regular class sessions and (2) absences or less of all scheduled discussions and class sessions (those with *); constructive participation in group and class discussions; and timelines in submission of assignments; thoughtful and constructive peer evaluations will result in adding 15 points to your cumulative points. Please absences are only one of the criteria.

SCHEDULE

August 22 **Introductions**

Our backgrounds and interests

Organization of the Class

Themes of the Class

PART I: HISTORY OF JUST TRANSITION

In this part we will learn about the origins of just transition and its continuing diffusion around the world. It is important to note the labor union origins of just transition so that its diffusion and proliferation become clearer.

August 24 The Origins of Just Transitions

Tony Mazzocchi (1993) An Answer to the Jobs-environment Conflict? At <https://www.greenleft.org.au/content/answer-jobs-environment-conflict>

Les Leopold (1995) Address to the Great Lakes International Joint Commission. [Canvas Readings Part I]

August 26 The Origins of Just Transition

Laurie Dougherty (2016) The Roots and Shoots of Just Transition. At <https://350pdx.org/roots-shoots-just-transition/>

Labor Network for Sustainability (2021) *Love, it Hate it: You've Heard the Term now Hear the Story*. Go to <https://www.labor4sustainability.org/just-transition-listening-project/> and click forward until you get to the one with the title.

August 29 The Globalization of Just Transition

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

JTRC (2018) Mapping Just Transitions to a Low Carbon World: 3-10 [Canvas Readings Part I]

Labor Network for Sustainability (2021) *Workers and Just Transition: A Global View*. Go to <https://www.labor4sustainability.org/just-transition-listening-project/> and click forward until you get to the one with the title.

August 31 The Globalization of Just Transition

International Trade Union Confederation, Just Transition Center (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>

Group Formation

September 2 The Globalization of Just Transition: Global South

Pucheta, Mauro and Ana Belen Sanchez (2022) *Just Transition in the Global South: Perspectives from Latin America*. At https://etui.org/sites/default/files/2022-06/Just%20transition%20in%20the%20Global%20South-Perspectives%20from%20Latin%20America_2022.pdf

September 5 Labor Day (no class)

September 7 The Globalization of Just Transition Beyond Labor: Business

Just Transition Centre and The B Team (2018) *Just Transition: A Business Guide*. At <http://www.bteam.org/announcements/just-transition-a-business-guide/>

Finalization of Groups

First Discussion

September 9 Just Transitions From

World Resources Institute (2022) *Just Transition and Equitable Climate Action Resource Center*. At <https://www.wri.org/just-transitions> Use the map below and identify which regions and countries are included and what the overall focus of these just transition cases is. No details.

September 12 Just Transitions To

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 II).

September 14 Just Transitions In/Of

Climate Justice Alliance. *Just Transition Principles*. At https://climatejusticealliance.org/wp-content/uploads/2019/11/CJA_JustTransition_highres.pdf

September 16 *Second Discussion*

Synthesis and Review

September 19 Finish first Essay (No class)

Due September 19 (8pm on Canvas), bring paper copy to class on Wednesday.

PART II: THE DIMENSIONS OF JUST TRANSITIONS

During the first three dates of this part we will discuss how we can describe just transitions. We will then explore how to interpret just transitions. We will use these to build our database.

September 21 Profile: What is it? What is the context?

We will start by identifying the name of the initiative, year initiated and timeline (if specified), initiator (public or private), type (policy, policy development, advocacy, research), other?

World Resources Institute (2021) State Level Planning for a Just Transition from Coal. At <https://www.wri.org/update/colorado-united-states-state-level-planning-just-transition-coal>

World Resources Institute (April 1, 2021) Scotland's Just Transition Commission: Guiding a Green Recovery and Seizing the Climate Opportunity. At <https://www.wri.org/update/scotlands-just-transition-commission-guiding-green-recovery-and-seizing-climate-opportunity>

September 23 Profile: Why and How a JT?

We will focus on why and how the initiative was adopted? Here there can be a combination of factors but we want to find out whether there was some broader development it was responding to, who advocated for it and who against it, and who played a major role in its development.

Previous cases and:

World Resources Institute (December 23, 2021) South Africa: Strong Foundations for a Just Transition. At <https://www.wri.org/update/south-africa-strong-foundations-just-transition>

September 26 Profile: Who will Implement a JT Initiative?

Here there will be variation depending on whether this is a policy, policy formulation, advocacy or policy research. Whichever they may be they are likely to include who will implement them, e.g., public or private entities or some combination, local or translocal entities? Other?

Cha, Mijin et al. (2019) A Roadmap to an Equitable Low-Carbon Future: Four Pillars for a Just Transition. Climate Equity Network. At https://dornsife.usc.edu/assets/sites/242/docs/JUST_TRANSITION_Report_FINAL_12-19.pdf

And WRI cases

September 28 Profile: How will the JT be implemented?

With the condition above what are the major implementation provisions, e.g., does the initiative establish or call for a new administrative unit? How will the initiative be implemented, e.g., public spending? Regulations? Incentives? How about financing? How long will the implementation take? Other?

Cha, Mijin et al. (2019) A Roadmap to an Equitable Low-Carbon Future: Four Pillars for a Just Transition. Climate Equity Network. At https://dornsife.usc.edu/assets/sites/242/docs/JUST_TRANSITION_Report_FINAL_12-19.pdf

Third Discussion

September 30 **Interpretation: Depth and Breadth**

Stevis, Dimitris and Romain Felli (2016) Green Transitions, Just Transitions? Broadening and Deepening Justice. Kurswechsel Heft 3: Klimapolitik und Systemwandel [Canvas Readings Part I]

October 3 **Depth: Social and Ecological (In)equality**

All policies are embedded and reflect broader visions of the world. Some affirm the world as is while others seek to transform it in ways that we may or may not agree with.

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

October 5 **Breadth: Geographic and Temporal Scales**

This week we will explore the spatial and temporal scales of just transitions. Spatially just transition initiatives may be local, national or transnational and temporally they may reach further into the past or the future.

Zografos, Christos and Paul Robbins (2020) Green Sacrifice Zones or Why a Green New Deal Cannot Ignore the Cost Shifts of Just Transitions. *One Earth* 3(5): 543-546. DOI: <https://doi.org/10.1016/j.oneear.2020.10.012>

October 7 **Breadth: Sectoral and Social Scope**

The scale of a policy may be very broad, e.g., global, but may be limited to some people and nature and exclude others.

Anderson, Jeremy (2021) Part 1: Defend and transform – mobilizing workers in all sectors for climate justice and Part 2: Just transition beyond the industry shutdown scenario. [Canvas Readings Part II]

October 10 **Ambition: Tensions between priorities**

Ciplet, David & Jill Harrison (2019) “Transition Tensions: Mapping Conflicts in Movements for a Just and Sustainable Transition”, *Environmental Politics*, published online, 31 March. <https://doi.org/10.1080/09644016.2019.1595883>

October 12 **Ambition: From Status quo to Transformation**

JTRC (2018) Mapping Just Transitions to a Low Carbon World: 11-15 [Canvas Readings Part I]

October 14 ***Fourth Discussion***
Synthesis and Review

Second Examination due on Canvas on Sunday, October 16, 8pm. Bring paper copy to class on Monday.

PART II: THE PROLIFERATION(S) OF JUST TRANSITION

October 17 Just Energy Production Transitions

World Resources Institute (2022) *Just Transition and Equitable Climate Action Resource Center*. At <https://www.wri.org/just-transitions>

Read Colorado, European Union and South African cases. Identify major similarities and differences.

October 19 Just Energy Use Transitions: Transportation

Schwane, Tim (2021) Achieving Just Transitions to Low Carbon Urban-Mobility. *Nature Energy* 6: 685-687. DOI: <https://doi.org/10.1038/s41560-021-00856-z>

and

International Transport Workers' Federation (2021) *A Just Transition for Urban Transport Workers*. At <https://www.itfglobal.org/en/reports-publications/just-transition-urban-transport-workers>

October 21 Just Energy Use Transitions: Manufacturing

IndustriAll (2022) Just Transition. At <https://www.industrialunion.org/what-we-do/just-transition>

and

A Just Transition for Workers: A Trade Union Guide. At https://www.industrialunion.org/sites/default/files/uploads/documents/Just_Transition_a_just_transition_-_english.pdf

October 24 Just Transitions in Agriculture

Viglione, Giuliana (2021) Climate Justice: The Challenge of Achieving a 'Just Transition' in Agriculture. At <https://www.carbonbrief.org/climate-justice-the-challenge-of-achieving-a-just-transition-in-agriculture/>

October 26 Just Transitions in Agriculture

Melissa Pinfield (2021) Why we Need a Just Rural Transition? At <https://justtransitioninitiative.org/why-we-need-a-just-rural-transition/>

October 28 Just Transitions and Biodiversity

Bastos Lima, Mairon (2022) Just transition towards a bioeconomy: Four dimensions in

Brazil, India and Indonesia. *Forest Policy and Economics* 136. DOI:
<https://doi.org/10.1016/j.forpol.2021.102684>

October 31 Just Transitions and Biodiversity

WWW (2021) Just Transitions towards a nature-positive economy. Canvas

November 2 Just Transition in Cities

C40 (2022) Why a Just Transition is essential for advancing ambitious city climate action? At
https://www.c40knowledgehub.org/s/article/Why-a-just-transition-is-essential-for-advancing-ambitious-city-climate-action?language=en_US

November 4 *Fifth Discussion*

Synthesis and Review

**Third Examination due on Canvas on Sunday, November 6,
8pm. Bring paper copy to class on Monday.**

PART IV: RESEARCH

November 7

November 9

November 11

November 14

November 16

November 18

November 21-25 Thanksgiving break

November 28

November 30

December 2

December 5 Presentations

December 7 Presentations

December 9 Presentations

December 16

Third Examination (poster or story map, short associated essays and third peer review) due on Canvas by 9:30am. Earlier submissions encouraged and welcome)

October 3

Bringing Justice and Transitions Together

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>

