

R626 Syllabus Energy Justice and Policy Seminar

Fall 2021

Class time: Tuesday 8:30-11:00 AM

Class location: SPEA A205

If we ever need to switch to zoom: <https://iu.zoom.us/j/84739249834>

Instructor: Professor Sanya Carley

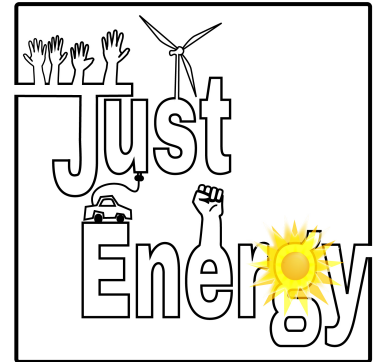
Professor's email: scarley@indiana.edu

Office: SPEA A319

Office phone: 812-856-0920

Professor's office hours: Tuesdays immediately after class, 11:00-12:00; or by appointment.

Office Administrative Assistant: Margaret Seitz, meseitz@iu.edu



Energy issues are among some of the most important and complex issues facing the modern world. Energy practices are related intimately to climate change, national security, air and water pollution, economic stability of nations, social inequality, and poverty. This seminar-style course takes an in-depth view at the issues surrounding energy, and both the policy approaches used across the world to address such issues and the justice and equity dimensions of energy systems. Of importance to the discussions in this course is not simply a consideration of which policies have been adopted and to what ends, but rather a comprehensive evaluation of the political environment in which policies are designed and implemented, the manner in which governments can redesign their approaches to energy, and how an energy justice approach has the potential to fundamentally redesign our energy systems. This year, we will also focus quite a bit on the intersections between energy inequalities and racial inequalities, with an objective to elucidate such intersections for the energy-curious public.

Course objectives

The objectives of this course are as follows:

- To explore and evaluate in detail the realm of energy policy, and to learn about some of the most complex and urgent energy issues currently facing the world.
- To help students think critically about the broader political, economic, social, and environmental realm in which energy policy exists.
- To think critically about the way in which energy policies introduce and exacerbate sociodemographic disparities, and how policies can also be a tool for addressing such disparities.
- To explore the various equity and justice dimensions of energy systems.
- To expose students to some of the leading theories and thinkers within the energy justice and policy realms.
- To help students develop their writing, presentation, communication, and discussion skills.
- To prepare students for future employment that involves energy justice and policy.

Course Learning Outcomes

By the end of this course, students will achieve the following outcomes.

- Speak and write eloquently and in detail about some of the key challenges and opportunities that are currently evolving in energy justice and policy realms.
- Identify which energy and climate policies are in place across the world, how they are designed, how they could be improved, and to achieve what ends.
- Identify fundamental trade-offs in energy policy and planning between efficiency and justice objectives, and other such trade-offs.

- Discuss multiple streams of energy justice and policy research, and articulate the connection between research and practice.

Learning outcomes will be assessed by a student's comments in class, written work, and final presentation.

Course Format & Style:

This is an elective graduate-level course taken by both master's and doctoral students. Some previous exposure to and interest in energy topics is expected. The course will consist of one 2.5 hour class meeting per week with a short break in the middle. Throughout the course of the semester, we will work together to prepare a limited-edition podcast series on energy justice, entitled "Just Energy".

This course is heavily discussion-based and will involve no lecturing. Students will take turns leading the group discussions in pairs or small groups. Each student will co-lead two sessions in total. Students will sign up for their discussion roles on the first day of class. The instructor will work with student groups ahead of time to help prepare discussion questions, related group activities, and podcast plans. It will be absolutely essential that students come prepared to discuss the readings and be highly engaged.

Prerequisites

There are no prerequisites for this course. It is expected, however, that students have had prior exposure to energy topics either in a professional or classroom setting.

Restrictions

I mandate that students do not use laptops or other electronic devices during class sessions unless a student discussion leader requests it for an exercise.

Office Hours

My office hours (i.e., drop-in hours) are on Tuesdays following class (11:00-12:00), or by appointment. If you would like to attend my office hours, please simply stop by during that time; I do not schedule meetings at set increments within office hours. If you cannot make my office hours, please email me and we can find another time.

Assignments

This course has no exams.

This course has two tracks: a master's track and a doctoral track. Assignments differ somewhat across the two tracks. If any master's student would like to follow the doctoral track, I will allow that and ask that you please just let me know this by the second week of classes.

Masters will write two papers during the semester. Both papers will require students to pull from the readings, demonstrate both an understanding of the authors' arguments and a mastery of the related concepts, and construct one's own argument. Students will also prepare a final presentation that they will give in one of the final class sessions. For these presentations, students will choose a topic of interest to them and that relates to the literature studied throughout the course, and prepare both a formal presentation on the topic as well as a list of related readings for the class. The presentation will include some degree of analysis, and not simply provide an overview of a subject matter. In advance, the instructor will provide a rubric and guiding materials on preparing effective presentation. We will devote two class sessions to the final presentations.

Doctoral students will write two papers as well. The first paper is the same assignment that is given to master's students. Instead of writing the same second paper and giving a presentation, however, doctoral students will write a final paper for the course that is drafted as a peer-review article. I will ask students to select a target journal, research question, theoretical or applied framework, research design, and methodological approach for

this paper, and then draft and present the analysis to the class. For the final presentation, students on the doctoral track will present their research paper to the class.

All assignments must be turned in on the day in which they are due. Time and location will be specified in the assignment request. I will accept late assignments, although your grade on an assignment will be reduced by 10 percentage points for each day it is late, starting in the hour that an assignment is late. I will not send out a reminder if you have not turned in your assignment. I will consider extending assignment due dates if the excuse is appropriate. You must also ask for an extension before the day of or the day before an assignment is due.

Grades

Students' written work will be assessed according to the following criteria:

- **Degree of critical thinking and analysis.**
- **Ability to relate the topic back to course readings and information**—Are you answering the question that was asked? Have you covered all of the assigned readings and/or course materials? Is it evident that you read and understood the course materials? Are you able to apply the theories and ideas covered in the readings to other topics?
- **Clarity of argument and writing** – Are you writing with concrete words and precise statements? Have you eliminated all confusion from your thoughts and writing? Have you expressed your observations and ideas so clearly and concretely that there is no possibility of my misunderstanding them?
- **Coherence of argument and writing**—Is your argument coherent, well supported with evidence, and logically consistent? Are your statements relevant to the course materials and to your argument?
- **Grammar and composition**—Correct spelling, grammar, and punctuation.

I will give you feedback on your written work. Please read it and think about it! This is one of the absolute best ways to learn and improve. The writing assignments in this class also make for great writing samples for future professional pursuits too, so feel free to use my feedback to revise the paper and use it as a sample.

Any paper that is submitted to the instructor but is also submitted to another class will be *automatically assigned a failing grade*. Similarly, any paper that I find has any plagiarized sentences or clauses from other sources, including your peers' written work, will also automatically receive a failing grade. It is also my responsibility to report any such instances to the University as cases of student academic misconduct.

Discussion leadership and active participation in discussion and planned activities comprises a substantial component of one's grade in this course. Each student will lead discussion twice, once in section I and again in section II. Discussion leadership entails the following:

- Read articles or book well ahead of the class period.
- Provide additional readings on the topic, when desired. Students do not need to provide additional sources beyond what the professor assigns but are welcome to suggest alternative readings at their discretion.
- Ahead of class session and meeting with instructor, discuss with co-leader major themes, plans for discussion facilitation, and possible discussion questions.
- Meet with Professor Carley before the class session (ideally in the week before) to confirm plans.
- If the student chooses to give reading questions ahead of the class period, circulate them in advance.
- Lead discussion and any related activities during the class session, following any format that is desirable.
- Draft podcast questions (in section II) and work with Professor Carley to refine them, as needed.
- One of the discussion leaders will serve as a co-host of a podcast episode related to the content of the class session.

One's participation grade is based primarily on the quality of his or her contributions to the discussion, as well as quantity of participation, attendance, and punctuality.

We will only record 6-8 podcast sessions in total. For each session, I will serve as the host and I will have one student co-host. Due to the size of our class, this means that not everyone will have the opportunity to co-host. But everyone will help prepare for a podcast session at least once in their role as discussion leader. Actual performance on the podcast as a co-host will not be graded. Team preparation for the sessions, however, including the appropriateness and content of the questions, will be a part of the discussion leader grades.

The grade distribution for master's students is as follows.

Discussion leadership #1	10%
Discussion leadership #2 (includes podcast preparation)	15%
Active participation:	25%
Papers (2 X 17% each):	34%
<u>Final presentation:</u>	<u>16%</u>
Total:	100%

The grade distribution for doctoral students (or those who choose to follow this tract) is as follows.

Discussion leadership #1	10%
Discussion leadership #2 (includes podcast preparation)	15%
Active participation:	25%
Paper #1:	17%
Final paper:	28%
<u>Presentation of paper:</u>	<u>5%</u>
Total:	100%

I will not track your grades in Canvas and keep a running grade tally given that different students will have different percentages for different assignments. Please keep track of your own progress outside of Canvas.

Student Responsibilities

I ask that students who take my courses abide by three rules and, in return, I will do the same:

1. Work hard.
2. Be respectful.
3. Do not complain.

Both teaching and taking a class can be far from fun when just one of these rules is broken, by either students or the professor. Individual courses, and your time in school more generally, are significantly more enjoyable and rewarding—in both the short and, especially, the long term—if you work hard to learn the material, connect concepts, and learn and practice the skills that the course aims to impart. Respect for your peers, your professor, and yourself helps establish a positive learning environment, and working relationships that may last years, if not decades. Finally, there is nothing worse than listening to whining and complaining about a class, from either a student or a professor. Complaining affects morale and class dynamics, and makes both teaching and learning significantly more difficult. When everyone works hard and respects each other, however, there is little need or inspiration for complaint.

There are also a number of more concrete student responsibilities that will help you succeed in this course, including the following:

- Active participation in this course is required.
- All readings must be completed before the class period in which the reading is due.
- Students are expected to attend all class sessions. Because this is a once-per-week course offering, missing just one session will be problematic.

- Students are expected to refrain from checking email, texts, or other social media during class hours, but for during our mid-class break.

Special needs

I am happy to accommodate any special academic needs. Please let me know within the first two weeks of class if you have any special needs.

For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>. If you need any DSS accommodations, please make sure that you get them and bring the paperwork to your professors!

Rejection of all forms of racism and discrimination

As a campus community at IUB, we place a high value on proactive and professional communication and as such, reject all forms of racism and all forms of discrimination. We hold the words of IU Vice President for Diversity, Equity, and Multicultural Affairs, James Wimbush, “At IU, we denounce all forms of bigotry, hate, and racism, and we will continue to do so. We believe strongly in a society that values the respect and dignity of life for all.” Educational spaces at IUB thrive on diversity of thought and perspective while maintaining respect and civility. See: <https://diversity.iu.edu/news-events/news/news-items/20-vp-statement.html>.

The O’Neill Student Honor Code:

The O’Neill [student honor code](#), passed by SPEA Faculty in 2007, outlines the honesty and integrity expected from each student. The Code outlines the scope, violations, reporting, handling of academic honesty, and civility and professional conduct for all students taking SPEA courses. I expect and mandate that all students follow this honor code. No form of academic dishonesty will be tolerated. Violations will result in failed assignments as well as potentially worse ramifications, depending on the severity of the violation. You are responsible for understanding the concept of plagiarism and for avoiding it all times.

Incompletes

The grade of Incomplete used on the final grade reports indicates that work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student’s work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work.

Late Withdrawal

Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director, and must be based on dire circumstances relating to extended illness or equivalent distress. Requests to drop due to a failing grade will not be approved. You must be passing the course at the time of withdrawal. Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal.

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Mental Health

Your mental health is incredibly important. College can be a very stressful time, but IU has at least two resources available to assist you. (1) You qualify for two free visits to the Counseling and Psychological Services (CAPS) – call 812-855-5711 for questions or an appointment. (2) The Crimson CORPS is a group of trained undergraduate students who provide peer support, advocacy, and outreach – email ccorps@indiana.edu for help. If you or someone you know is dealing with mental illness, I encourage you to visit the resources at the U Bring Change 2 Mind IU web site (<https://ubc2m.iu.edu/Resources/index.html>).

Emergency Food Relief

Food insecurity is a real challenge for many in our community, including students. Recent research estimates ~41% of students at 4-year colleges and universities are food insecure. If you find you are in need of food and do not have the resources to purchase it, please consider utilizing the emergency food relief system on campus and in the community. The following units/agencies are here to assist with food relief:

Crimson Cupboard: <https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>

Emergency Meal Project @ IU: <https://www.dining.indiana.edu/news-updates/emergency-meal.html>

Mother Hubbard's Cupboard Food Pantry: <https://www.mhcfoodpantry.org/>

Other pantries: <https://www.foodpantries.org/ci/in-bloomington>

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Course Schedule

Section I

Week	1
Date	Tues, August 24
Topic	Energy Justice and Policy, An Overview of the Class
Reading	1. Syllabus 2. Listen to one energy podcast episode. Possible podcasts to choose among: The Energy Gang, Energy Tradeoffs, Resources Radio, The Energy Transition Show, Electrify This!, and Politico Energy. After listening, help us fill in our podcast jamboard here .
Discussion Leader(s)	Carley
Assignment due	None

Week	2
Date	Tues, Aug 31
Topic	Policy Design and Policy Compatibility
Reading	1. Listen to 1-2 more energy podcast episodes. 2. Dijkgraaf, E., van Dorp, T.P., Maasland, E. 2018. On the effectiveness of feed-in tariffs in the development of solar photovoltaics. <i>The Energy Journal</i> 39(1), 81-99. 3. Carley, S. et al. 2018. Empirical evaluation of the stringency and design of renewable portfolio standards. <i>Nature Energy</i> . 4. The most recent report from the Evergreen Collaborative on Clean Electricity Standards, found here once it is released. Optional: 4. Carley, S., Baldwin, E., MacLean, L. M., Brass, J. N. 2017. Global Expansion of Renewable Energy Generation: An Analysis of Policy Instruments. <i>Environmental and Resource Economics</i> 68(2): 397-440.
Discussion Leader(s)	
Assignment due	None

Week	3
Date	Tues, Sept 7
Topic	Federalism and Transportation Markets
Reading	1. Listen to 1-2 more energy podcast episodes. 2. Linn, J., McConnell, V. June 2017. The role of state policies under federal light-duty vehicle greenhouse gas emissions standards. RFF Report. 3. Yozwiak, M., Abell, H., Carley, S. 2021. Energy policy reversal during the Trump administration: Examination of its legacy and implications for federalism. <i>Publius: The Journal of Federalism</i> 51(3), 429-458. 4. Fredriksson, G. et al. 2018. Is the European automotive industry ready for the global electric vehicle revolution? Bruegel Policy Contribution No. 2018/26.

Discussion Leader(s)

Assignment due

Optional:

5. Siddiki, S., Carley, S., Ziropiannis, N., Duncan, D., Graham, J. 2018. Does dynamic federalism yield compatible policies? A study of federal and state vehicle standards. *Policy Design and Practice* 1(3): 215-232.

None

Week

Date

Topic

Reading

Discussion Leader(s)

Assignment due

4

Tues, Sept 14

Making Energy Decisions Part I: Politics

1. Stokes, L.C. 2020. Short circuiting policy: Interest groups and the battle over clean energy and climate policy in the American states. Oxford University Press.

None

Week

Date

Topic

Reading

Discussion Leader(s)

Assignment due

5

Tues, Sept 21

Making Energy Decisions Part II: What and Who Counts?

1. Arrow, K. et al. 2013. Determining benefits and costs for future generations. *Science* 341: 349-350.
2. Wagner et al. 2021. Eight priorities for calculating the social cost of carbon. *Nature* 590.
3. Nock, D., Baker, E. 2019. Holistic multi-criteria decision analysis evaluation of sustainable electric generation portfolios: New England case study. *Applied Energy* 242: 655-673.
4. Carley, S. 2011. Normative dimensions of sustainable energy policy. *Ethics, Policy & Environment* 14(2): 211-229.

Optional:

5. van den Bergh, J.C.J.M., Botzen, W.J.W. 2014. A lower bound to the social cost of CO2 emissions. *Nature Climate Change* 4: 253-258.
6. Sagoff, M. 1988. The Economy of the Earth: Philosophy, Law, and the Environment. Cambridge University Press: New York. Chapter 4. Fragile prices and shadow values.
7. Sagoff, M. 1988. The Economy of the Earth: Philosophy, Law, and the Environment. Cambridge University Press: New York. Chapter 2. At the Shrine of Our Lady of Fatima; or, Why political questions are not all economic.

None

Section II

Week	6
Date	Tues, Sept 28
Topic	Environmental Justice as a Motivation for Energy Justice
Featured Guest	Jacqui Patterson (Recording scheduled for 9-10 AM, Friday, October 1)
Reading	<ol style="list-style-type: none"> 1. McKibben, B. Aug 18, 2017. Climate justice is racial justice is gender justice. Yes! Article link. [Bill McKibben's interview with Jacqui Patterson] 2. Listen to Climate X interview with Jacqui Patterson, Climate Conversations podcast S2, E11. Recording link. 3. Hernandez, D. 2015. Sacrifice along the energy continuum: A call for energy justice. <i>Environmental Justice</i> 8(4). 4. Carley, S., Konisky, D. 2020. The justice and equity implications for the clean energy transition. <i>Nature Energy</i> 5. 5. Research Jacqui Patterson's professional history and current work.
Discussion Leader(s)	
Assignment due	First paper due on Thursday, Sept 30

Week	7
Date	Tues, Oct 5 (Recording time: Oct 15, 1 PM)
Topic	Energy History, Meaning, and Justice for Indigenous Communities
Featured Guest	Andrew Curley
Reading	<ol style="list-style-type: none"> 1. Curley, A. 2019. "T'áá hwó ají t'éego and the moral economy of Navajo coal workers," <i>Annals of the American Association of Geographers</i>. 2. Curley, A. 2019. "A failed green future: Navajo Green Jobs and energy 'transition' in the Navajo Nation," <i>Geoforum</i> (88): 57-65. 3. Endres, D. 2012. Sacred Land or National Sacrifice Zone: Competing Values in the Yucca Mountain Controversy. <i>Environmental Communication: A Journal of Nature and Culture</i> 6(3), 328-345. 4. Research on Andrew Curley's professional history and research. <p>Optional:</p> <ol style="list-style-type: none"> 5. Zimmerman, M.G., Reames, T.G. 2021. Where the wind blows: Exploring barriers and opportunities to renewable energy development on United States tribal lands. <i>Energy Research & Social Science</i> 72.
Discussion Leader(s)	
Assignment due	None

Week	8
Date	Tues, Oct 12
Topic	Technology Access for Disadvantaged Communities
Featured Guest	Tony Reames (Dr. Reames' podcast session will occur during the week of November 16. We must, however, prepare his questions well in advance of his interview.)

Reading	<ol style="list-style-type: none"> 1. Reames, T.G., Reiner, M.A., Stacey, M.B. 2018. An incandescent truth: Disparities in energy-efficient lighting availability and prices in an urban U.S. county. <i>Applied Energy</i> 218, 95-103. 2. Sunter, D., Castellanos, S., Kammen, D.M. 2019. Disparities in rooftop photovoltaics deployment in the United States by race and ethnicity. <i>Nature Sustainability</i> 2, 71-76. 3. Reames, T.G. 2016. A Community-based Approach to Low-income Residential Energy Efficiency Participation Barriers. <i>Local Environment</i> 21: 1449-1466. 4. Research on Tony Reames' professional history and research. <p>Optional:</p> <ol style="list-style-type: none"> 5. Reames, T.G. 2020. Distributional disparities in residential rooftop solar potential and penetration in four cities in the United States. <i>Energy Research & Social Science</i> 69.
Discussion Leader(s)	
Assignment due	None

Week	9
Date	Tues, Oct 19 (Recording date on Oct 21, time TBD)
Topic	Energy Poverty and Insecurity
Featured Guest	Destenie Nock
Reading	<ol style="list-style-type: none"> 1. Cong, S., Nock, D., Qiu, Y., Xing, B. 2021. The energy equity gap: Unveiling hidden energy poverty. <i>Under Review</i>. 2. Memmott, T., Carley, S., Graff, M., Konisky, D.M. 2021. Socioeconomic disparities in energy insecurity among low-income households before and during the COVID-19 pandemic. <i>Nature Energy</i>. 3. Hernández, D. 2016. Understanding energy insecurity and why it matters to health. <i>Social Science & Medicine</i> 167, 1-10. 4. Refresh your memory on Nock and Baker, 2019. 5. Research on Destenie Nock's professional history and research. <p>Optional:</p> <ol style="list-style-type: none"> 6. Bednar, D.J., Reames, T.G. 2020. Recognition of and response to energy poverty in the United States. <i>Nature Energy</i> 5(6): 432-439.
Discussion Leader(s)	
Assignment due	None

Week	10
Date	Tues, Oct 26 (Recording time: Oct 27, 9 AM)
Topic	Energy Justice in the Global South and the Decarbonization Divide
Featured Guest	Benjamin Sovacool
Reading	<ol style="list-style-type: none"> 1. Sovacool, B. K. 2021. Who are the victims of low-carbon transitions? Towards a political ecology of climate change mitigation. <i>Energy Research & Social Science</i>.

	<p>2. Sovacool, B. et al., 2020. The decarbonization divide: Contextualizing landscapes of low-carbon exploitation and toxicity in Africa. <i>Global Environmental Change</i> 60.</p> <p>3. Monyei, C.G., Jenkins, K., Serestina, V., Adewumi, A.O. 2018. Examining energy sufficiency and energy mobility in the global south through the energy justice framework. <i>Energy Policy</i> 119: 68-76.</p> <p>4. Research on Benjamin Sovacool's professional history and research.</p> <p>Optional:</p> <p>5. Todd, I., et al. 2019. Response to "Monyei, Jenkins, Serestina and Adewumi examining energy sufficiency and energy mobility in the global south through the energy justice framework." <i>Energy Policy</i> 132: 44-46.</p>
Discussion Leader(s)	
Assignment due	None

Week	11
Date	Tues, Nov 2
Topic	Just Transition Policy
Featured Guest	TBD
Reading	<p>1. 2021. <i>Accelerating Decarbonization of the U.S. Energy System</i>. National Academy of Sciences Report.</p> <p>2. Find, skim, and share (in advance of class) at least one other Just Transition plan from another region around the world.</p>
Discussion Leader(s)	
Assignment due	None

Week	12
Date	Tues, Nov 9
Topic	The Energy Transition for Rural Resource-Dependent Communities
Featured Guest	Julia Haggerty
Reading	<p>1. Roemer, K., Haggerty, J. 2021. Coal communities and the U.S. energy transition: A policy corridors assessment. <i>Energy Policy</i> 151.</p> <p>2. TBD Dr. Haggerty article</p> <p>3. Carley, S., Evans, T.P., Konisky, D.M. 2018. Adaptation, culture, and the energy transition in American coal country. <i>Energy Research & Social Science</i> 37, 133-139.</p> <p>4. Research on Julia Haggerty's professional history and research.</p>
Discussion Leader(s)	
Assignment due	None

Week	13
Date	Tues, Nov 16

Topic	Race and Energy Equity
Featured Guest	TBD
Reading	<p>1. Pecan Street. May 2021. The Race and Energy Nexus.</p> <p>2. Lennon, M. 2017. Decolonizing energy: Black Lives Matter and technoscientific expertise amid solar transitions. <i>Energy Research & Social Science</i>.</p> <p>3. Newell, P. 2021. Race and the politics of energy transitions. <i>Energy Research & Social Science</i> 71.</p> <p>Optional:</p> <p>4. Burke, M.J., Stephens, J.C. 2018. Political power and renewable energy futures: A critical review. <i>Energy Research & Social Science</i> 35: 78-93.</p> <p>5. Baker, S.H. September 23, 2020. How to create anti-racist energy policies. WBUR. Article link.</p>
Discussion Leader(s)	
Assignment due	Second paper due on Thursday, Nov 18

Week	14
Date	Tues, Nov 30
Topic	Student Presentations
Discussion Leader(s)	
Assignment due	Final presentation for assigned students

Week	15
Date	Tues, Dec 7
Topic	Student Presentations
Discussion Leader(s)	
Assignment due	Final presentation for assigned students