

# Energy Justice ENVI/POLI 337

T/R 1:20-2:50

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This course explores the interface of energy and society. “Energy justice” builds on the concepts of environmental and climate justice, with a focus on the visible and invisible energy infrastructures that produce, deliver, maintain and transform our economies and societies. The first part of the course will introduce students to analytical tools for understanding the design and impact of energy systems, with a focus on electricity. We will then move to studying energy justice conceptual frameworks. The third part of the courses focuses on a community research partnership with the Citizens Utility Board. We will end with a dive into your own research projects, and new infrastructure and climate bills.

## *The main learning goals for this course are:*

- Gain interdisciplinary analytical tools for understanding the technical, material and socio-economic components of design of energy infrastructure and policy.
- Gain skills in collaborative research, visual and spatial analysis/representation, and oral presentation

## Student Evaluation

### • Attendance & participation (20%)

I expect you to attend class and engage in our discussions. If you are ill, have a crisis or college required event, please email me 24 hours before class for an excused absence. Please respect our limited time together and do not make appointments (of any kind) that conflict with class. **\*Zoom Policy:** In extenuating circumstances, and with some advance notice, you can join via Zoom. Do not expect to be able to join via Zoom at the last minute.

### • Submission of reading responses and homeworks (30%)

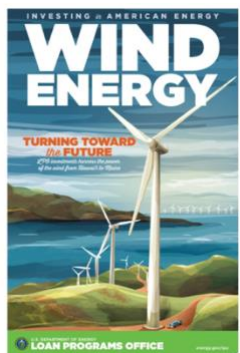
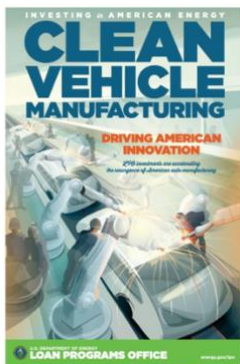
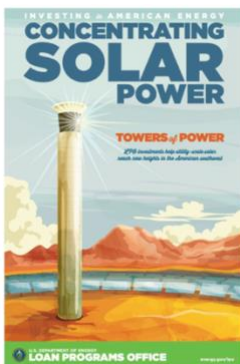
Your responses should be approximately 300-400 words long (about three paragraphs). They must be submitted on Moodle. Reflections will be graded on a five point scale: **outstanding (A)**, **excellent (A-)**, **good (B+)**, **satisfactory (B)** or **unsatisfactory (C)**. **These are due by 9am the morning of class or when noted on Moodle.** If you need an extra day let me now, but they are most useful for us both if you get it in on time. These are concentrated in the first half of the semester.

### • Community partner research project (20%)

We are working with the Citizens Utility Board on an energy justice challenge. This project will occur from March through early-April, and you will be assigned a role.

### • Energy transitions research paper and Storymap (30%)

Energy justice is very place-based. I’ll ask you to select a place that has/is experiencing a transition you want to document. This could be the focused around siting, project planning, or displacement. You will be asked to write a medium paper (~8 pages) and then create a Storymap to share out the highlights. This project builds on concepts we’ve learned in class. Our projects will be posted on a class atlas.



### My Availability

I can usually meet before and after class. If you need more time, please make an appointment [here](#). I do not often answer emails outside of the typical work day (M-F 9-5 pm). It may take me 24 hours to reply depending on my other workload.

### Academic Integrity

It is assumed that all members of the class will act with academic integrity and will not engage in behavior such as plagiarism, academic dishonesty, misrepresentation, or cheating. Please refer to the college's policy on academic honesty. A first offense will cause you to get a failing grade on the assignment, and a second offense means you fail the class. Please speak to me if you are in doubt about what constitutes cheating or plagiarism.

I will assign a **final** term grade by taking the following into account:

90-100% = A 80-89% = B 70-79% = C 60-69% = D

The top 3% of each category will typically receive a "+" (e.g. 87-90% will likely be a B+), and the lower 3% will receive a "-" (e.g. 90-93% is an A-).

This is an advanced research seminar and I have high expectations of your work in this course. It is important to know up front that I think an A means OUTSTANDING in all ways – in terms of effort, engagement, comprehension, and skills.

### Accommodations

I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with documented disabilities. Additional information regarding the accommodations process for students with disabilities can be found at:

[www.macalester.edu/studentaffairs/disabilityservices/](http://www.macalester.edu/studentaffairs/disabilityservices/)

### Student Health and Well-being

College life is stressful for most students. I know that you do a lot every day -- in and for our community. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, financial, etc., and how they can have an academic impact. If you are having difficulties maintaining your well-being, please don't hesitate to contact me to find support.

### Readings/Assignments

There is no required books for this class. Everything is on Moodle. Please check it frequently!