

EAS 501.018  
**Energy Justice**  
Fall 2018

Professor: Tony G. Reames  
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Office Hours: 10:00 am -11:00 am, Thursdays (or by appointment)

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Office Hours: 1:00 pm -3:00 pm, Tuesdays (or by appointment)

Time & Days: 1:00-2:30 pm, Mondays and Wednesdays Credits: 3  
Where: 1028 Dana Building

**Course Description:** **Energy justice** is one of the central global issues of our time, with profound implications for health and welfare, freedom and security, equity and due process, and technology development and implementation. This course explores the intersection of energy and equity issues related to a variety of domestic and global energy dynamics, to include ways for rectifying persistent unequal distributions of energy resources to ensure reliable, clean, and affordable energy access.

**Course Objectives:** The goal of this course is to understand current trends in framing, policy, and research on the topic of energy justice. This course will:

- Increase student understanding of the physical, institutional and cultural barriers that create energy-related disparities;
- Develop skills for analyzing energy-related data and policies to identify energy justice implications;
- Increase student awareness and understandings of disparities linked to place, socioeconomics and demographics; and
- Build student ability to develop innovative, theoretical, practical and long-lasting solutions that consider competing priorities on how to address energy-related disparities and achieve energy justice.

At the end of this course, students should not only have a good understanding of this topic but also be prepared to analyze, critique, and contribute to the academic, practical and political debates about energy justice.

**Course Material:**

*Textbook.* Benjamin K. Sovacool and Michael H. Dworkin (2014) [Global Energy Justice: Problems, Principles, and Practices](#) (Cambridge University Press). ISBN 987-1-101-66508-8

*Other Readings.* Pdfs of additional readings will be included on Canvas in the session folders.

Additional wed-based Readings will be uploaded to Canvas to assist you in finding relevant web pages on course topics. Many of these readings will be unrealistically long. Feel free to skim as needed. They serve as additional topical information and to assist you with course projects.

### Course Assignments & Evaluation

ITEM	% of GRADE
Class attendance, weekly readings, discussions and participation	15
Current Event News Article	10
Assignment 1 – Utilities and Virtue	20
Assignment 2 – Energy Justice Op-Ed	20
Community Engagement, Reflections, and Presentation	35
<b>TOTAL</b>	<b>100</b>

Class attendance participation and Attendance Policy: The class participation grade will be based on attendance in class and contribution in class discussions. Please be on time. Students are allowed two unexcused absences over the term, but please let me know in advance if you cannot come to class by sending me an e-mail. Unexcused absences (beyond 2) will result in point deductions from the class participation grade.

Readings: We will read every chapter from the required text over the course of the semester. You should read the chapter and other assigned readings prior to the lecture session as outlined below. Be prepared to discuss readings in both large class and small group formats. There may be random checks on learning.

Current Event News Article: Each student will be responsible for presenting one current event article, relevant to energy justice, during the semester. The student will post the article (link or pdf) on Canvas and conduct a 5-minute overview/discussion at the beginning of class on their assigned date.

Assignment 1: To understand Aristotelian concepts of virtue as it relates to electric utility companies, it is necessary to ask what is the essential purpose for which the utility exists. In the US, there are 3 primary types of electric utilities: investor-owned; electric cooperatives; and publicly-owned municipal utilities. In this exercise, you will choose one utility from each category to explore its stated purpose. The purpose can be found in the Certificate of Public Good, Articles of Incorporation, Mission Statement, or implied from other company verbiage. For each company provide the verbiage you are interpreting as its purpose. Write a reflection on the differences and similarities in purpose across the three types of utilities. Are there clear distinctions based on the type of utility? Also, if as Sovacool and Dworkin argue, a virtuous company would be one that does not waste energy (delivers energy most efficiently), what

implications can you garner from the purpose statements and other company information about its focus on energy efficiency (i.e. electricity demand-side management; smart grids; information and awareness campaigns).

Find utilities at the sites below.

- Publicly Owned Electric & Gas Utilities <http://www.utilityconnection.com/page2e.asp>
- Investor-owned electric companies  
<http://www.eei.org/about/members/uselectriccompanies/Pages/default.aspx>
- Electric cooperatives <https://www.electric.coop/our-organization/nreca-member-directory/>

Assignment 2: Energy Justice Editorial: Students will write an editorial (Op-ed) related to an energy justice issue of their choosing.

Community Engagement Project: The culminating project for this course is to co-develop and co-implement a mutually beneficial community-engaged learning experience for residents in the Hamilton Crossings community in Ypsilanti, Michigan. This project will enable students to apply the energy justice principles learned in class, while working with community members to ensure their needs are met. During the experience, students will engage in a reflection process through weekly journals. The journal should contain your reactions to what you learned, what you didn't learn, what you liked, what you didn't like, what worked well, what didn't work well, your reactions to in-class activities (including visiting speakers) and your observations about the community, and community engagement activities, including the ways they contributed or failed to contribute to your learning. Be specific and give examples. Each journal entry should be 3-5 double-spaced pages. Reflections should highlight the evolution of your theoretical and applied energy justice knowledge, as well as, retrospective thoughts on your community-engaged experience at that point.

Students will be organized into project groups and will give a group presentation at the end of the course. However, journal reflections are individual.

Late Assignments: There will be a two-point deduction in grade for every day an assignment is late. However, assignments later than seven days will not be accepted and will receive a grade of zero.

### **Principles of Conduct**

The University of Michigan Rackham Graduate School includes a policy on Academic and Professional Integrity: "As members of this community, and as future leaders in research and the professions, all Rackham students are expected to take personal responsibility for understanding and observing the following standards of academic and professional behavior that safeguard the integrity of the academic mission of the University."

Please familiarize yourself with this policy, particularly the section on Plagiarism and other forms of academic and professional misconduct at <http://www.rackham.umich.edu/current-students/policies/academic-policies/section11>.

### **Writing Help:**

We can all benefit from feedback and constructive input on our writing from time to time. The Sweetland Writing Center offers a variety of writing workshops (to groups and individuals), seminars, and courses specifically designed for graduate students. Their web address is: <http://lsa.umich.edu/sweetland/graduates/writing-workshop.html>.

### **Accommodations for Students with Disabilities:**

If you are a student with a documented disability who may require academic accommodation and have not registered with the Services for Students with Disabilities, please contact their office at (734) 763-3000 or email at [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu). Students who have registered with the Disability Resource Centre are eligible for formal academic accommodation; please note that the University's Policy is two weeks' notice for any academic accommodation. Their web address is: <https://ssd.umich.edu>.

### **Diversity, Equity and Inclusion:**

All students are welcomed and valued in EAS 501.018, and I will always strive to be inclusive of a diversity of voices and perspectives in the classroom and in course materials. I also strongly believe that energy justice cannot and will not be achieved without equitable and inclusive discussion and solutions. Diversity, equity and inclusion (DEI) is a priority in this class, but please do not hesitate to speak with me about your concerns. I would also like to draw your attention to the following DEI student resources and initiatives:

SEAS: <http://seas.umich.edu/dei>

Rackham: <http://www.rackham.umich.edu/diversity-equity-inclusion>

University-wide: <https://diversity.umich.edu>

CEW+ (Center for the Continuing Education of Women): <http://www.cew.umich.edu/about/>

Multi-Ethnic Student Affairs: <https://mesa.umich.edu/about-us>

Rackham Graduate School Students of Color: <http://www.rackham.umich.edu/students/campus-guide/students-ofcolor>

Rackham Graduate School Students with Disabilities:

<http://www.rackham.umich.edu/students/campusguide/disabilities>

Student Life Counselling and Psychological Services: <https://caps.umich.edu>

Student Life Spectrum Center: <https://spectrumcenter.umich.edu>

Students with Children: <http://www.studentswithchildren.umich.edu/index.html>

## TENTATIVE COURSE SCHEDULE & TOPICS

Session	Day	Date	Topic
1	W	9/5	Introductions and Syllabus Review Group Exercise: What is Energy Justice?
2	M	9/10	<b>What is energy, how does it work, and why is it important?</b> Resources: International Energy Agency: World Energy Outlook 2017 <a href="https://www.iea.org/weo2017/">https://www.iea.org/weo2017/</a> US Energy Information Administration: What is Energy? Explained <a href="https://www.eia.gov/energyexplained/index.php?page=about_home">https://www.eia.gov/energyexplained/index.php?page=about_home</a> Federal Energy Regulatory Commission: Market Oversight <a href="https://www.ferc.gov/market-oversight/market-oversight.asp">https://www.ferc.gov/market-oversight/market-oversight.asp</a>
3	W	9/12	<b>Guest Lecturer: Arman Golrokhian,</b> Senior Business Analyst, DTE Energy, Corporate Strategy
4	M	9/17	<b>The concept of “Energy Justice”</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 1, Introduction</li> <li>• Jenkins, K., McCauley, D., Heffron, R., Stephan, H., &amp; Rehner, R. (2016). Energy justice: a conceptual review. <i>Energy Research &amp; Social Science</i>, 11, 174-182.</li> <li>• Hernández, D. (2015). Sacrifice along the energy continuum: a call for energy justice. <i>Environmental Justice</i>, 8(4), 151-156.</li> </ul>
5	W	9/19	<b>The Global Energy System</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 2, The Global Energy System</li> </ul>
6	M	9/24	<b>Virtue and Energy Efficiency</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 3, Virtue and Energy Efficiency</li> <li>• <i>Assignment 1 Assigned</i></li> </ul>
7	W	9/26	<b>Guest Lecturer: Tedd Moya Mose,</b> Visiting Graduate Student, Queen Mary College of London
8	M	10/1	<b>Utility and Energy Externalities</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 4, Utility and Energy Externalities</li> <li>• Other readings as assigned</li> <li>• <i>Assignment 1 Due</i></li> </ul>
9	W	10/3	<b>Guest Lecturers:</b> <b>Richard Mark</b> , President Ameren Illinois Co. <b>Kristol Simms</b> , Director, Energy Efficiency Strategy & Innovation Ameren Illinois Co. <b>Carla Walker-Miller</b> , CEO Walker-Miller Energy Services
10	M	10/8	<b>Guest Lecturer: Jeremy Orr</b> Chair of Environmental and Climate Justice, Michigan National Association for the Advancement of Colored People (NAACP)
11	W	10/10	<b>Energy and Due Process &amp; Energy Democracy; Lecturer: Dominic Bednar</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 6, Energy and Due Process</li> <li>• Other readings as assigned</li> <li>• <i>Assignment 2 Assigned (How to Write an Op-Ed)</i></li> </ul>
-	<b>M</b>	<b>10/15</b>	<b>No Class – Fall Study Break</b>
12	W	10/17	<b>Energy and Human Rights</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 5, Energy and Human Rights</li> <li>• Other readings as assigned</li> <li>• <i>Assignment 2 workshop (Bring draft to class)</i></li> </ul>
13	M	10/22	<b>Energy poverty, access and welfare</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 7, Energy poverty, access and welfare</li> <li>• Other readings as assigned</li> <li>• <i>Assignment 2 Due</i></li> </ul>

14	W	10/24	<b>Energy subsidies and freedom</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 8, Energy subsidies and freedom</li> <li>• Other readings as assigned</li> </ul>
15	M	10/29	<b>Guest Lecturer: Marquan Jackson</b> Director, Hamilton Crossing Family Empowerment Program, Ypsilanti
16	W	10/31	<b>Guest Lecturer: TBD</b> Principles of Community Engagement
17	M	11/5	Community Engagement
18	W	11/7	
19	M	11/12	
20	W	11/14	
21	M	11/19	<p style="text-align: center;"><b>“Just Energy Transition”</b></p> <b>Energy Resources and Future Generations</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 9, Energy Resources and Future Generations</li> <li>• Other readings as assigned</li> </ul> <b>Fairness, responsibility and climate change</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 10, Fairness, responsibility and climate change</li> <li>• Other readings as assigned</li> </ul>
22	W	11/21	<b>The imperative of making just energy decisions</b> <ul style="list-style-type: none"> <li>• Sovacool and Dworkin Chapter 11, The imperative of making just energy decisions</li> <li>• Other readings as assigned</li> </ul>
23	M	11/26	<b>Guest Lecturer: Rachael Eubanks</b> Commissioner, Michigan Public Service Commission
24	W	11/28	Group Exercise: Michigan Sustainability Case Study (Decision-making)
25	M	12/3	Final Presentations
26	W	12/5	Final Presentations
27	M	12/10	Wrap-up and Reflections