



UNIWERSYTET
IM. ADAMA MICKIEWICZA
W POZNANIU

Just Transition to Low Carbon Economies

Educational subject description sheet

Basic information

Study programme Etnologia (Cultural Differences and Transnational Processes) Speciality - Organizational unit Faculty of Anthropology and Cultural Studies Study level Second-cycle programme Study form Full-time Education profile General academic		Didactic cycle 2024/25 Subject code 20ETES.2FN.10221.24 Lecture languages English Course type Elective Block Subjects not assigned
Subject coordinator	Aleksandra Lis-Plesińska	
Lecturer	Aleksandra Lis-Plesińska	
Periods Semester 1, Semester 2, Semester 3, Semester 4	Activities and hours • Conversatory classes: 30, Graded credit	Number of ECTS points 5

Goals

Code	Goal
C1	Present students with main concepts in social studies of sustainable transition
C2	Practice critical reflection on the social impacts of sustainable transition processes
C3	Practice to discuss different cases of sustainable transition processes in different cultural and political contexts
C4	Learn to critically discuss concepts and cases of sustainable transition processes in writing

Subject learning outcomes

Code	Outcomes in terms of	Learning outcomes	Examination methods
Knowledge - Student:			
W1	<p>professional activity. [ETE_K2_W02] The graduate knows and understands specialized terminology in ethnology/cultural anthropology and related sciences [ETE_K2_W03] The graduate knows and understands in depth the theoretical and methodological knowledge in ethnology/cultural anthropology [ETE_K2_W04] The graduate knows and understands in a systematic and in-depth way the principles of anthropological interpretation of cultural phenomena. [ETE_K2_W05] The graduate knows and understands in a profound way the connections of ethnology/cultural anthropology with various disciplines of humanities and social sciences and related sciences enabling interdisciplinary integration of research perspectives. [ETE_K2_W06] The graduate knows and understands in an in-depth way contemporary achievements, centers and research schools covering selected areas of ethnology/cultural anthropology and related sciences. [ETE_K2_W07] The graduate knows and understands specialized methods of analysis, interpretation, valuation and problematization characteristic of selected traditions, theories and research schools in ethnology/cultural anthropology and related sciences. [ETE_K2_W08] The graduate knows and understands the importance of in-depth subject knowledge necessary to solve complex social and cultural problems, oriented to practical applications in various fields of professional activity (e.g., administration, local government, NGOs, aid agencies, media). [ETE_K2_W09] The graduate knows and understands in depth the complexity of nature, complexity of conditions and historical variability of language, culture and society [ETE_K2_W10] Graduate/graduate knows and understands in depth the most important socio-cultural problems of the modern world, including cultural institutions</p>	<p>ETE_K2_W01, ETE_K2_W02, ETE_K2_W03, ETE_K2_W04, ETE_K2_W05, ETE_K2_W06, ETE_K2_W07, ETE_K2_W08, ETE_K2_W09, ETE_K2_W10</p>	<p>Essay, Multimedia presentation</p>
Skills - Student:			

Code	Outcomes in terms of	Learning outcomes	Examination methods
U1	<p>[ETE_K2_U01] The graduate/graduate is able to search, analyze, evaluate, select and integrate new information using a variety of sources and methods of interpretation, and formulate critical judgments on this basis. [ETE_K2_U02] The graduate/graduate is able to independently complete complex research tasks involving analysis of the works of other authors, synthesis of various ideas and views, selection of methods and construction of research tools, development and presentation of results in the field of ethnology/cultural anthropology [ETE_K2_U03] The graduate is able to acquire knowledge and expand research skills independently and in a team, as well as to take independent actions aimed at developing his/her abilities and interests. [ETE_K2_U04] The graduate/graduate is able to integrate knowledge from various disciplines in the humanities and social sciences and apply it in situations related to the profession of ethnologist/cultural anthropologist [ETE_K2_U05] The graduate/graduate is able to carry out in-depth and critical analysis and interpretation of different types of cultural creations and fields, using original approaches, taking into account the latest trends in ethnology/cultural anthropology and new developments in the humanities [ETE_K2_U06] The graduate is able to substantively argue, formulate conclusions and create synthetic summaries of selected problems using his/her own views and the views of other authors. [ETE_K2_U08] The graduate is able to prepare competently complex written works in the field of ethnology/cultural anthropology. [ETE_K2_U09] The graduate/graduate is able to prepare competently complex speeches on issues of interest in ethnology/cultural anthropology or in an area on the borderline of various scientific disciplines. [ETE_K2_U10] The graduate is able to use a foreign language in the field of ethnology/cultural anthropology in accordance with the requirements specified for level B2+ of the Common European Framework of Reference for Languages.</p>	<p>ETE_K2_U01, ETE_K2_U02, ETE_K2_U03, ETE_K2_U04, ETE_K2_U05, ETE_K2_U06, ETE_K2_U08, ETE_K2_U09, ETE_K2_U10</p>	<p>Essay, Multimedia presentation</p>
Social competences - Student:			

Code	Outcomes in terms of	Learning outcomes	Examination methods
K1	<p>[ETE_K2_K01] The graduate is ready/ready to develop his/her own interests and competencies [ETE_K2_K02] The graduate is ready/ready to act effectively independently and in a group, organize and coordinate own and team activities, perform various roles [ETE_K2_K03] Graduate/graduate is ready/ready to appropriately determine priorities to achieve a specific research goal/task [ETE_K2_K04] The graduate is ready/ready to correctly identify and resolve dilemmas related to the profession of ethnologist/cultural anthropologist [ETE_K2_K06] The graduate is ready/ready to actively and responsibly participate in cultural and social life [ETE_K2_K07] The graduate is ready/ready to creatively and consciously use knowledge about the complexity of cultural phenomena, the organization and functioning of culture, the importance of its individual elements and the historical variability of its forms, and the ethno-cultural diversity of the world [ETE_K2_K09] The graduate is ready/ready to effectively establish interpersonal contacts with representatives of various social, ethnic, religious groups as an advocate of intercultural dialogue. [ETE_K2_K10] The graduate is ready/ready to thoroughly observe and identify the most important moral, political and social problems of the contemporary world</p>	ETE_K2_K01, ETE_K2_K02, ETE_K2_K03, ETE_K2_K04, ETE_K2_K06, ETE_K2_K07, ETE_K2_K09, ETE_K2_K10	Essay, Multimedia presentation

Study content

No.	Course content	Subject learning outcomes	Activities
1.	<p>Week 1: Introduction: climate change, energy transition and social justice</p> <ul style="list-style-type: none"> · Presentation of the syllabus · Discussion with students about their associations with different concepts: energy justice, environmental justice, just transition, renewable energy sources (RES), autonomous driving/vehicles 	W1, U1, K1	Conversatory classes

No.	Course content	Subject learning outcomes	Activities
2.	<p>Week 2: Concepts: different dimensions of energy justice</p> <ul style="list-style-type: none"> · Discussion with students about different dimensions of energy justice: distributional justice, procedural justice, justice as recognition, epistemic justice · Students' critic of this concept: is it too narrow or too broad? Can energy justice mean something else for different people? · Energy cultures and social practice theory: Harold Wilhite developed a new way of understanding energy sustainability through social practice theory. Wilhite highlighted that our habits with regard to cooking technologies, lighting strategies, or transportation can be valued differently and practiced in multiple and varied ways. · Discussion with students about the concept of energy cultures: why should we distinguish between different energy cultures? In what kind of energy culture do you participate? Are you observing changes in the energy culture in your own community? 	W1, U1, K1	Conversatory classes
3.	<p>Week 3: From environmental justice to climate justice</p> <ul style="list-style-type: none"> · Discussion with students about the concept of environmental justice: what is in the concept for us/anthropologists/environmental scientists/activists? Students' critic of the concept · Climate justice and its movement(s), watching a selected video, discussion in the class about the critic of oil capitalism/oil neoliberalism 	W1, U1, K1	Conversatory classes
4.	<p>Week 4: Marxist critic of capital-nature relations</p> <ul style="list-style-type: none"> · Discussion in the class about the historical perspective on the material/environmental history of capitalism: does nature exist outside of the capital? Is the Marxist frame sufficient to understand all contemporary environmental problems? · Discussion in the class: from Anthropocene to Capitalocene: what do we gain from this shift of perspectives? 	W1, U1, K1	Conversatory classes
5.	<p>Week 5: Phasing out coal – visions and vulnerabilities (an invited guest?)</p> <ul style="list-style-type: none"> · Discussion in the class about different legacies of coal: what is the legacy of coal in your country? Do you know any local histories of mining communities? · Discussion about the political implications of carbon-based economies based on the text by Tim Mitchell: how does the materiality of various energy sources enable different types of politics? What politics/democracy could be possible without carbon? 	W1, U1, K1	Conversatory classes

No.	Course content	Subject learning outcomes	Activities
6.	<p>Week 6: Energy humanities and the concept of Energopower</p> <ul style="list-style-type: none"> · Discussion in the class about the contribution of anthropology to energy studies: what do we need the concept of energypower for? 	W1, U1, K1	Conversatory classes
7.	<p>Week 7: Renewable energy sources – green and black renewables</p> <ul style="list-style-type: none"> · Discussion in the class about the main thesis of Franquesa's book: how to study wind projects ethnographically? What do ethnographies of energy projects reveal to us? · Discussion in the class about renewable energy sources: "green" and "black" renewables/wind – what do we gain with this distinction for a better understanding of contemporary energy and climate politics? 	W1, U1, K1	Conversatory classes
8.	<p>Week 8: Renewable energy sources – wind projects in Mexico</p> <ul style="list-style-type: none"> · Discussion in the class: how are the projects in Mexico different from the ones in Catalonia described by Jaume Franquesa? · Discussion in the class about energy futures: what futures do we envision? What energy futures do we want? 	W1, U1, K1	Conversatory classes
9.	<p>Week 9: Energy poverty – how to measure and how to address it</p> <ul style="list-style-type: none"> · Discussion with students about different definitions of energy poverty: looking for the right indicators · Discussion about various ways of addressing the problem of energy poverty 	W1, U1, K1	Conversatory classes
10.	<p>Week 10: The aesthetics of petro-cultures and petro-masculinities</p> <ul style="list-style-type: none"> · Discussion in the class about the concepts "petrocultures" and "petro-masculinities" with a reference back to the concept of energy cultures: what are the main characteristics? What is the main critic of petro-? What are the aesthetics of renewable-cultures? · Eco-modernist masculinities: a new man for the new era? 	W1, U1, K1	Conversatory classes
11.	<p>Week 11: Electric mobility – for whom?</p> <ul style="list-style-type: none"> · Discussion in the class about the various ways in which electric mobility enters our transportation practices? · E-scooters: is this an option for you? 	W1, U1, K1	Conversatory classes
12.	<p>Week 12: Autonomous vehicles – a seductive vision of a robot taxi and other promises of artificial intelligence</p>	W1, U1, K1	Conversatory classes

Additional information

Activities	Teaching and learning methods and activities
Conversatory classes	Conversation lecture, Problem-based lecture, Discussion, Work with text, Case study, Workshop method, Activating method - "brainstorming", Work in groups

Activities	Credit conditions
Conversatory classes	Obecność i aktywność na zajęciach, znajomość zadanych tekstów, udział w dyskusji, esej zaliczeniowy lub prezentacja

Literature

Obligatory

1. R.J. Heffron, D. McCauley, The concept of energy justice across the disciplines, *Energy Policy* 105 (2017) 658-667, <https://doi.org/10.1016/j.enpol.2017.03.018>.
2. Ramazan, S., Voyvoda, E., Lacey-Barnacle, M., Karababa, E., Topal, C., Islambay, D., Energy justice - a social sciences and humanities cross-cutting theme report., Cambridge: Shape Energy (2017). <https://shapeenergy.eu/> (accessed January 29, 2020).
3. High, Mette M. and Jessica M. Smith. 2019. Energy and Ethics? Special Issues of the Journal of the Royal Anthropological Institute, Volume 25(S1)
4. Cohen, B. and G. Ottinger. 2011. "Introduction: Environmental Justice and the Transformation of Science and Engineering", in: Cohen, B. and G. Ottinger (eds) *Technoscience and Environmental Justice*. MIT Press.
5. Kim Fortun "Afterword: Working Faultlines" ibidem.
6. Climate Gangsters vs. Climate Justice
<https://www.iicat.org/wp-content/uploads/2012/03/Greenhouse-Gangsters-vs-Climate-Justice-1999.pdf>
7. Andreas Malm (2016) *Fossil Capital: The Rise of Steam Power and the Roots of Global Warming*, Verso: London, New York. (selections in the class folder)
8. Jason W. Moore (2015) *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*, Verso: London, New York. (selections in the class folder)
9. Magdalena Kuchler, Gavin Bridge (2018) Down the black hole: Sustaining national socio-technical imaginaries of coal in Poland, *Energy Research & Social Science*, Volume 41, 2018. Pages 136-147.
<https://doi.org/10.1016/j.erss.2018.04.014>.
10. Mitchell, T. 2011. *Carbon democracy: political power in the age of oil*. Verso: London, New York. "Introduction" and "Chapter 1" or Carbon Democracy in Economy and Society
<https://blogs.cuit.columbia.edu/tm2421/files/2018/01/Carbon-Democracy.pdf>
11. Boyer, D. (2014) *Energopower: An Introduction*, *Anthropological Quarterly*, Spring 2014, Vol. 87, No. 2 (Spring 2014), pp. 309-333
12. Jaume Bartolome Franquesa (2018) *Power Struggles: Dignity, Value, and the Renewable Energy Frontier in Spain*. Indiana University Press. Chapter 6 "Accessing Wind"
13. *Energopolitics: Wind and Power in the Anthropocene*, Dominic Boyer, Duke University Press. Chapter 2 "La Ventosa".
14. Sareen, S., Thomson, H., Herrero, S. T., Gouveia, J. P., Lippert, P. Lis, A. (2020) "European energy poverty metrics: Scales, prospects and limits" *Global Transitions* 2(2020): 26-36. <https://doi.org/10.1016/j.glt.2020.01.003>
15. Daggett, C. (2018). *Petro-masculinity: Fossil Fuels and Authoritarian Desire*. Millennium: Journal of International Studies, 030582981877581. doi:10.1177/0305829818775817

Optional

1. Wilhite, Harold (2013): "Energy consumption as cultural practice: implications for the theory and policy of sustainable energy use" in "Cultures of Energy: Power, Practices, Technologies" Galvin, R., Economic inequality, energy justice and the meaning of life, in: *Inequal. Energy How Extrem. Wealth Poverty High Income Ctries. Affect CO2 Emiss. Access to Energy*, Elsevier (2020) pp. 75-96. <https://doi.org/10.1016/B978-0-12-817674-0.00004-7>.

Calculation of ECTS points

Activities	Activity hours*
Conversatory classes	30
Reading the indicated literature	50
Semester paper preparation	20
Preparation of a multimedia presentation	10
Preparation for classes	20
Student workload	Hours 130
Number of ECTS points	ECTS 5

* academic hour = 45 minutes

Efekty uczenia się dla kierunku

Kod	Treść
ETE_K2_K01	The graduate is ready to critically develop interests and professional competences throughout life
ETE_K2_K02	The graduate is ready to organize and coordinate their own and others' activities for the social good
ETE_K2_K03	The graduate is ready to properly determine priorities for achieving a specific research goal/task, considering the ethics and prestige of the profession of an ethnologist/cultural anthropologist
ETE_K2_K04	The graduate is ready to accurately identify and address contemporary civilizational problems related to the profession of an ethnologist/cultural anthropologist
ETE_K2_K06	The graduate is ready to actively and responsibly participate in cultural and social life
ETE_K2_K07	The graduate is ready to creatively and consciously use knowledge about the complexity of cultural phenomena, the organization and functioning of culture, the significance of its individual elements, and the historical variability of forms as well as the ethnocultural diversity of the world
ETE_K2_K09	The graduate is ready to effectively establish interpersonal contacts with representatives of various social, ethnic, and religious groups as an advocate of intercultural dialogue
ETE_K2_K10	The graduate is ready to thoroughly observe and identify the most important moral, political, social, and economic problems of the contemporary world
ETE_K2_U01	The graduate can search, analyze, evaluate, select, and integrate new information using various sources and interpretation methods, and formulate critical judgments based on this
ETE_K2_U02	The graduate can independently carry out complex research tasks, including analyzing other authors' works, synthesizing various ideas and viewpoints, selecting methods and constructing research tools, and preparing and presenting results in the field of ethnology/cultural anthropology
ETE_K2_U03	The graduate can independently and in a team, including leading its work, acquire knowledge and enhance research skills, as well as undertake independent actions aimed at lifelong development of their abilities and interests in a critical, creative, entrepreneurial, and ethical manner
ETE_K2_U04	The graduate can integrate knowledge from various disciplines in the field of humanities and social sciences and apply it in situations related to the profession of an ethnologist/cultural anthropologist
ETE_K2_U05	The graduate can conduct in-depth and critical analysis and interpretation of various types of cultural products and fields, using original approaches that consider the latest trends in ethnology/cultural anthropology and new achievements in the humanities and social sciences
ETE_K2_U06	The graduate can substantiate arguments, formulate conclusions, and create synthetic summaries of selected problems using their own views and the views of other authors
ETE_K2_U08	The graduate can competently prepare complex written works in the field of ethnology/cultural anthropology
ETE_K2_U09	The graduate can competently prepare complex presentations on issues of interest in ethnology/cultural anthropology or in areas at the intersection of various scientific disciplines
ETE_K2_U10	The graduate can use a modern foreign language in accordance with the requirements specified for level B2+ of the Common European Framework of Reference for Languages
ETE_K2_W01	The graduate knows and understands in-depth subject matter and methodology of ethnology/cultural anthropology and its creative applications in professional activities
ETE_K2_W02	The graduate knows and understands in depth the specialized terminology of ethnology/cultural anthropology as well as the terminology appropriate for disciplines related to ethnology/cultural anthropology
ETE_K2_W03	The graduate knows and understands in-depth theoretical and methodological knowledge in the field of ethnology/cultural anthropology
ETE_K2_W04	The graduate knows and understands the principles of anthropological interpretation of cultural phenomena in a systematic and in-depth manner

Kod	Treść
ETE_K2_W05	The graduate knows and understands in-depth connections between ethnology/cultural anthropology and various disciplines of humanities and social sciences as well as related sciences, enabling interdisciplinary integration of research perspectives
ETE_K2_W06	The graduate knows and understands in-depth contemporary achievements, centers, and research schools covering selected areas of ethnology/cultural anthropology and related sciences
ETE_K2_W07	The graduate knows and understands specialized methods of analysis, interpretation, evaluation, and problematization characteristic of selected traditions, theories, and research schools in the field of ethnology/cultural anthropology and related sciences
ETE_K2_W08	The graduate knows and understands the significance of subject knowledge, knowledge of copyright law, professional ethics, and entrepreneurship to solve complex social and cultural problems, oriented towards practical applications in various areas of professional activity of an ethnologist and cultural anthropologist (e.g., in research teams, administration, local governments, non-governmental organizations, aid agencies, media)
ETE_K2_W09	The graduate knows and understands in-depth complexity of nature, the complexity of conditions, and the historical variability of language, culture, and society
ETE_K2_W10	The graduate knows and understands in-depth understanding of the most important socio-cultural problems of the contemporary world, including cultural institutions