



Energy Justice Module

Instructor Guide

Introduction

This module introduces students to the energy system in the US and the energy justice movement that has sprung from a history of unequal coverage and a desire to shift from an energy system based on fossil fuels to one of renewable energy sources without economically or geographically isolating marginalized populations. This module includes content from energy justice activists, policy makers, scientists, community organizations, and other individuals. The module contains an introduction to energy justice, an overview of the U.S. energy system, special topics in energy justice, perspectives on energy justice, energy justice conflict, and information on the Just Transition.

Objectives

1. Understand energy justice in policy, research, science, and technology
2. Discover local and international energy justice case studies
3. Understand and analyze the Just Transition framework
4. Identify how you can implement energy justice in your work and life

Preparation for teaching

1. Review how energy is provided in the US
2. [Initiative for Energy Justice](#)
3. [MIT Energy Justice with Dr. Shalanda Baker](#)
4. [Mexican Energy Reform, Climate Change, and Energy Justice in Indigenous Communities](#)
5. [Indigenous Perspective on Energy Justice - Jihan Gearon: Towards a Just Energy Transition](#)
6. [Rural perspective on energy justice - Even in the bright of day, some Central Washington residents have a solar energy 'nightmare'](#)
7. [International perspective on energy justice - Humanizing sociotechnical transitions through energy justice: An ethical framework for global transformative change](#)
8. [Local perspective on energy justice - Energy Resilience in Chelsea, Massachusetts](#)
9. [MIT Renewable Energy Clinic](#)
10. [The Just Transition](#) website

In-class activities to expect



- Partner and class discussions
 - Students will discuss the definition of energy justice, the American energy system, how energy justice can be implemented, and will use discussions as wrap ups to in-class videos and readings.
- Video and podcast listening activities
 - Discussions after reading/viewing
 - Video: [MIT Energy Justice with Dr. Shalanda Baker](#)
 - Podcast: [Indigenous Perspective on Energy Justice - Jihan Gearon: Towards a Just Energy Transition](#)
- Activity #6 (slide 30)
 - Make groups of 3-4 and discuss the reading and the case study you encountered with your peers; try to be in a group with someone who looked at a different country than you. Afterwards, have students share with their group what they read about the country they picked.
- Activity #7 (slide 31)
 - Write down/think about some thoughts you have about the principle that stands out to you most. Some helpful questions to think about:
 - How does this principle advance the Just Transition?
 - How does it apply to your personal concerns?
 - What about professional ones?
 - Where/how have you seen this principle being acted upon?
 - Does your institution do a good job of enacting it?
 - Dyad: A dyad is a communication strategy wherein each student in a paired partnership takes an uninterrupted turn to verbally respond to a discussion prompt while the other student actively listens. Students will participate in a 2 minute dyad, where in pairs you will each have 1 minute to talk about your thoughts about these principles. Listeners should not interject, and instead focus on being an active listener.
- Activity #8 (slide 32)
 - This will be a pre-class assignment. Professors should create four groups and assign them each one of the case studies beforehand. During class, it might be helpful to have students summarize what their case study was about.
 - Discussion: These questions are designed so that students can answer them regardless of which case study they looked at. It might be beneficial to have the entire class share out, but this can be done in discussion groups, too.
 - How do they address the principles of environmental justice?
 - How do they talk about the just transition, and how has the just transition been helpful for minority communities?



- How do we make sure we are communicating with such communities in the best way possible?
- What are some strengths or weaknesses of the way these case studies are presented?
- Activity #9 (slide 33)
 - Concept map: A concept map is a diagram or graphical tool that visually represents relationships between concepts and ideas. Concept maps will vary greatly depending on what ideas you are looking to get across, and how you perceive them—that is welcome and shares different perspectives!
 - With all of these thoughts in mind, construct a concept map of the Just Transition framework, centering one of the case studies from activity #8. Go back to slide 32 for reference!

Suggestions for future learning

- 3 optional projects
 - Mapping energy justice project with a report
 - Analyze and grade a piece of energy policy using the [Initiative for Energy Justice Scorecard](#)
 - Analyze a case of energy justice with data from [BU Energy Justice](#) Data Sets, or students can create their own data visualization

Suggested readings

1. [Community Energy](#)
2. [Energy Justice and the Energy Transition](#)
3. Energy Justice Online

For more information, see [Teaching Climate Justice Resources](#)

Related module

[Climate Justice Policy](#)