

**CGS 3531F 550 — Global Energy Regimes**  
**The Centre for Global Studies**  
**Huron University College**  
**Fall 2022**

Instructor: Dr. Alejandra González Jiménez  
Office Hours: Fridays 2:30 p.m. – 3:30 p.m.  
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**Class Day and Time: Thursday, 6:30 p.m. – 9:30 p.m.**

**Location: Huron-HC H111**

### **Course Description**

This course examines the political economy and ecology of dominant energy systems. Via snapshots of different energy regimes, we will pursue the following questions: How was nature turned into a commodified resource for human exploitation? How have different energy regimes transformed social and natural landscapes around the globe? What are the historical processes that have created the Anthropocene? To answer these questions, we will explore multiple dimensions constituting energy regimes: nature, capital, infrastructure, regimes of property ownership, political power, systems of labour, racial segregation, dispossessions, and livelihoods. A central aim of the course is to critically assess some of the emergent energy systems that aim to decarbonize the economy and to tackle the climate crisis. We will consider how these transition energy systems reinscribe historical inequalities and dispossessions, and we will critically assess attempts to reverse climate change by only transforming certain aspects of consumption. Critiques and resistance movements to seemingly progressive projects that seek to move beyond the carbon energy regime will also be examined. Throughout the course, we will assess our responsibility in the current climate crisis and our role in working towards equitable and just alternatives.

**Prerequisite:** 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

### **Course Learning Outcomes**

This course aims to equip students with experience in critical thinking and interdisciplinary research. By the end of the course students should:

- 1) have a critical, conceptual, and empirical understanding of how contemporary energy regimes have emerged and evolved, interconnections between them, and implications for the Earth and humans.
- 2) be able to articulate theoretical perspectives for critically assessing global energy regimes.
- 3) understand the relationship between modernity, colonialism, and capitalism in constituting energy regimes.
- 4) understand the social, political, economic, and cultural factors creating climate change.
- 5) be able to articulate sound critiques of contemporary energy regimes.

- 6) be able to identify the possibilities and limits of the current energy transition on a planetary scale.
- 7) be able to critically assess possibilities for radical transformation.

### **Textbooks and Course Materials**

- Articles and book chapters are found in OWL Course Readings section. Books are also found online at Western University Library.
- Cymene Howe. 2019. *Ecologics: Wind and Power in the Anthropocene*. Durham: Duke University Press. A free version is available [here](#).
- Dina Gilio-Whitaker. 2019. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Boston: Beacon Press.
- Bruno Latour. 2018. *Down to Earth: Politics in the New Climate Regime*. Cambridge, UK: Polity Press.

### **Methods of Evaluation and Due Dates**

- 1) Class attendance and participation (20%) - ongoing
- 2) 10 reading responses (10%)
- 3) In-class presentation (10%) – assigned due date
- 4) Paper proposal and literature review (15%) – due October 27
- 5) In-class presentation of research paper (15%) – due December 1
- 6) Final research paper (30%) – due December 8

### **Course Expectations**

Attendance and Participation: It is imperative that students attend and participate in class sessions. Participation includes active involvement in discussions and small group activities. Participation is important. If you find it difficult to speak in front of other people and you think that this will inhibit your performance in this class, please let me know as soon as possible. While everyone has the right to be five minutes late to class on occasion, consistent tardiness is disruptive and disrespectful to your classmates and to me. The same applies to early departures. You are responsible for the material covered during each class, even if you are not present. Absences do not relieve you of your responsibility to submit coursework. You should, in such cases, make arrangements to submit materials in advance or have them delivered by a classmate.

Reading Responses: You are required to post 10 reading responses over the course of the term. Each reading response should be about 300 words long, and it should show a thorough engagement with at least one of the readings assigned for that week. Your posting may take the form of a short commentary or an elaborate question. Reading responses must be posted **no later than Wednesday at 4 p.m. Please ensure that your postings are on time** so that the presenter can engage with them and your classmates can look at them before class. Contributions uploaded after class do not count. Please note that, although reading responses are pieces of informal and exploratory writing designed to help you to think critically about the texts, you must proofread your work before posting it.

In-class presentation: Each student must give an in-class presentation (10-15 mins) of the readings assigned for a particular week. On the first day of class, students will pick the week they will present. Presentations must cover the main idea of the text and the central argument(s)

and should include an engagement with your classmates' reading responses, followed by one or two questions for discussion. Presentations along with readings responses will support discussions in class. You don't post the day you present.

In-class presentation of research paper: Each student must give an in-class presentation (10-15 mins) on the research done for the final paper. The presentation can be a regular oral presentation aided by PowerPoint or it can be a short video or a podcast that you make related to your research topic. If you go for a creative alternative for your presentation, please discuss it with me in advance.

Writing Assignments: For the final paper assignment, students will explore a case study relating to an energy system not covered in class (nuclear, biomass, hydro, tidal, etc.) or expanding on a case study of an energy regime examined in class in a location of your choosing. There are three steps leading to the final paper. All steps will be explained in detail two weeks before they are due.

- 1) Paper proposal and literature review (due October 27): Paper proposal (500 words max): Introduce your case study and explain your central research question. Why is this an interesting question? Why is your case study interesting?  
Literature review: Pick no less than 8 scholarly articles or book chapters that are relevant to your case study. Write a brief annotated bibliography (about 250 – 300 words per item). For each article or chapter, identify the key argument and discuss how it relates to your case study and your question.
- 2) In-class presentation of research paper (December 1): Briefly present your case study and your discussion/findings to your peers. You can use PowerPoint and images to aid your oral presentation. The feedback given to presenters will help finetune their final research paper.
- 3) Final research paper (December 8; between 2,500 and 3,000 words double-spaced): Drawing together a) your case study, b) the literature review, and c) what you have learned thorough this course, discuss the pros and the cons of the energy system you have chosen. You can use the readings from class to support your paper, but they don't count as part of your literature review. Besides examining pros and cons, in your paper you will take a position and support it throughout the paper.

The final paper must have a title (the question given should not be used as a title), pages should be numbered, and your name and the date must appear on top of the first page. All texts used in the paper should be cited in-text—including page numbers—and in a bibliography using Chicago Style. Click [here](#) for a quick guide to the Chicago Manual of Style Online.

**Please note that paper proposal, literature review, and final paper must be handed in as an electronic copy and as a hard copy at the beginning of class.**

Penalty for late assignments: To ensure fairness to those who complete their work on time, a penalty of 10% per day will be deducted from assignments handed in after the due date, unless students present medical or other emergency reasons and have contacted the instructor in advance of the due date. Assignments more than one week late will not be accepted.

Plagiarism: Plagiarism is the act of using the ideas or work of another person as if they were one's own. Plagiarism will not be tolerated. Click [here](#) for more on how Western Libraries defines plagiarism and how to avoid it.

Communication: Course communication will be sent through the course website. All email queries should have a subject line clearly indicating the topic/question of your message. In the message's body, you must include your full name. I'll try respond within 48 hours. Any query related to essays must be sent in advance. If the answer to your query is on the syllabus, I'll not respond to your message.

## Course Schedule

### I. TRANSFORMING NATURE INTO A RESOURCE

#### Week 1: Introduction / September 8

- Brenna Bhandar. 2019. "Introduction: Property, Law, and Race in the Colony." *In Colonial Lives of Property: Law, Land, and Racial Regimes of Property*. Durham: Duke University Press, 1-32.
- Fernando Coronil. 1997. "History's Nature." In *The Magical State: Nature, Money, and Modernity in Venezuela*. Chicago: University of Chicago Press, 21-66.
- Jason W. Moore. 2015. "[Capitalism in the Web of Life](#)." Watch this talk before coming to class (1:07 mins).

### II. CARBON REGIME

#### Week 2: Carbon Economy / September 15

- Timothy Mitchell. 2011. "Introduction," "Machines of Democracy," and "McJihad." In *Carbon Democracy: Political Power in the Age of Oil*. London: Verso. 1-42; 200-230.

#### Recommended

- Kate Ervine. 2018. *Carbon*. Medford: Polity Press.

#### Week 3: Living in the Carbon Economy / September 22

- Lisa Breglia. 2013. "Part 2: The Pesquera and the Petrolera." In *Living with Oil: Promises, Peaks, and Declines on Mexico's Gulf Coast*. Austin: University of Texas Press, 103-189.
- Hannah Appel. 2019. "The Offshore" and "the Subcontract." In *The Licit Life of Capitalism: US Oil in Equatorial Guinea*. Durham: Duke University Press, 37-78; 172-203.

In-class screening: Nuuca

Recommended

- Jen Preston. 2017. "Racial Extractivism and White Settler Colonialism: An Examination of the Canadian Tar Sands Mega-Project." *Cultural Studies* 31(2-3): 353-375.

### III. TOWARDS LOW-CARBON ENERGY REGIMES

**Week 4: Wind Power, Part I** / September 29

- Cymene Howe. 2019. *Ecologics: Wind and Power in the Anthropocene*. Durham: Duke University Press, ix-72.

Recommended

- Dominique Boyer. 2019. *Energopolitics: Wind and Power in the Anthropocene*. Durham: Duke University Press.
- Jaume Franquesa. 2020. "[Wind Fever: Green Energy and Its Fetishes.](#)" *Cultural Anthropology*, from the series [Green Capitalism and Its Others.](#)

**Week 5: Wind Power, Part II** / October 6

- Cymene Howe. 2019. *Ecologics: Wind and Power in the Anthropocene*. Durham: Duke University Press, 73-145.

**Week 6: Decarbonizing Mobility**/ October 13

- Max Wilbert. 2021. "[Will Nevada Support Renewable Energy Versus Diversity & Indigenous Rights?](#)" *Mongabay: News & Inspiration from Nature's Frontlines*.
- Nick Rodway. 2022. "[All Eyes on Tesla as it Invest in a Trouble Nickel Mine.](#)" *Mongabay: News & Inspiration from Nature's Frontlines*.
- 2020. "[Demands for Raw Materials for Electric Cars to Rise Further.](#)" United Nations Conference on Trade and Development.
- "[Drive Towards Green Cars Shouldn't Rely on Mining Seabed, Conservationists Say.](#)" *Mongabay: News & Inspiration from Nature's Frontlines*.

In-class screening: The Fourth Revolution: Energy Autonomy.

Recommended

- 2021. "[Belgium Bans Biofuels Made from Palm Oil, Soy.](#)" *Mongabay: News & Inspiration from Nature's Frontlines*.

## Week 7: Solar Energy / October 20

- James Fairhead, Melissa Leach & Ian Scoones. 2012. "Green Grabbing: A New Appropriation of Nature?" *Journal of Peasant Studies* 39(2): 237-261.
- Nicolas Argenti and Daniel M. Knight. 2015. "Sun, Wind, and the Rebirth of Extractive Economies: Renewable Energy Investment and Metanarratives of Crisis in Greece." *Journal of the Royal Anthropological Institute* 21: 781-802.
- Jamie Cross and Tom Neumark. 2021. "Solar Power and its Discontents: Critiquing Off-Grid Infrastructures of Inclusion in East Africa." *Development and Change* 52(4): 902-926.

## IV. CRITIQUE AND RESISTANCE

### Week 8: Feminist Critiques / October 27

- Maria Mies and Vandana Shiva. 2014. "Foreword," "Preface," and "Introduction: Why We Wrote This Book Together." In *Ecofeminism*. London & New York: Zed Books, ix-21.
- Sheena Wilson. 2017. "[Energy Imaginaries: Feminist and Decolonial Futures](#)."
- Donna Haraway. 2015. "[Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin](#)." *Environmental Humanities* 6: 159-165.

### \*\*\*PAPER PROPOSAL AND LITERATURE REVIEW DUE\*\*\*

3 November – reading week, no class

### Week 9: Indigenous Traditions of Resistance, Part I / November 10

- Naomi Klein. 2012. "[Dancing the World into Being: A Conversation with Idle No More's Leanne Simpson](#)." *Yes! Solutions Journalism*
- Dina Gilio-Whitaker. 2019. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Boston: Beacon Press, ix-90.

#### Recommended

- Leanne Betasamosake Simpson. 2017. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press.
- Nick Estes. 2019. *Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*. La Vergne: Verso.

**Week 10: Indigenous Traditions of Resistance, Part II / November 17**

- Dina Gilio-Whitaker. 2019. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Boston: Beacon Press, 91-165.

**V. RADICAL TRANSFORMATIONS**

**Week 11: Making Futures I / November 24**

- Cymene Howe and Dominic Boyer. 2020. [Verdant Optimism: On How Capitalism Will Never Save the World.](#)” *Cultural Anthropology*, from the series, [Green Capitalism and Its Others](#).
- Bruno Latour. 2018. *Down to Earth: Politics in the New Climate Regime*. Cambridge, UK: Polity Press, v-48.

Recommended

- Arturo Escobar. 2020. *Pluriversal Politics: The Real and the Possible*. Durham: Duke University Press.

**Week 12: Making Futures II / December 1**

- Bruno Latour. 2018. *Down to Earth: Politics in the New Climate Regime*. Cambridge, UK: Polity Press, 48-109.

**\*\*\*IN-CLASS PRESENTATION OF RESEARCH PAPER\*\*\***

**Week 13: Final Remarks / December 8**

- In-class discussion

**\*\*\*FINAL PAPER DUE \*\*\***

## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022**

### **Pandemic Contingency**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic](#)



[Calendar - Western University \(uwo.ca\)](http://www.uwo.ca). The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academic-support.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade:  
Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect

documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>  
Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>  
Academic Support & Engagement: <http://academicssupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)