

LOCALIZATION SEMINAR: ADAPTING TO THE DOWNSHIFT

EAS 564 and ENV 484 – FALL 2021 – Wed 5:30-8:00 pm

Version: 28 September 2021

INSTRUCTIONAL FORMAT FOR FALL 2021

Much like the Localization Seminar asks us to respond to a changing scenario in an adaptive way, our Fall 2021 in-person model will be adaptive to the circumstances presented by the COVID-19 pandemic.

INSTRUCTORS

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READING MATERIALS

- De Young, R. and T. Princen (2012). *The Localization Reader: Adapting to the Coming Downshift*. Cambridge, MA: The MIT Press.
- Other readings will be provided on UM Canvas website under *Modules* and *Files*.

PREMISE

Consider the premise of this seminar carefully. The premise provides the biophysical grounding for all of our discussions. It differs significantly from that of other courses. The seminar will return to it frequently as we craft and discuss our response to it.

The seminar anticipates an eventual end to cheap, abundant, and easy-to-acquire energy as well as a significant drop in the availability of high-quality resources during this century. One implication of these historic changes is that everyday life will differ substantially from conventional expectations. There will be reduced consumption, curtailed mobility, and decentralized settlement patterns. Life will be much less affluent, likely more agrarian. And yet, as a result, psychological well-being and societal integrity might improve. Fortunately, the many changes will likely emerge slowly, over several decades, and throughout all of our individual lives – a persistent, sometimes punctuated, step-wise **downshift** to a new normal, experienced both personally and institutionally.

Evidence for this downshift is abundant, some believe it is already well underway, but discussions as to the timing are divisive. To debate the exact timing, however, is a dangerous distraction because, afterwards, we'd still need to develop a response. It is more sensible to accept the downshift as highly plausible, explore the many implications of resource limits, then construct responsible and positive responses, and test them. It is prudent to start this transition while we still have surpluses of material, energy and social capital.

The anticipated resource descent this century within techno-industrial societies will be without precedent. Considering alone the response needed to address climate disruption (i.e., holding constant any biophysical or thermodynamic limits on energy and material resource), the emissions drop needed is over 90% by mid-century with a significant part of this emission drop coming from reduced consumption of fossil fuels. However, independent of climate disruption is the matter of limits-to-growth and resource descent. These are material and thermodynamic issues, not economic issues. Analysis of this impending resource descent is highly contentious but will be briefly outlined in the seminar. We do know that US per capita energy consumption increased by a factor of about 3.5 during the last century. Historically, pre-fossil-fuel energy use

in the US was an order-of-magnitude lower than current usage (Figure 1). Certainly, it is possible to live at such a dramatically lower energy and material throughput. Indeed, almost all of human history occurred within a pre-industrial, low-energy context and such an existence is commonplace for much of the current global population. Yet, never before has the US and similar societies (i.e., the “Global North”) had to prepare for such a large descent in consumption.

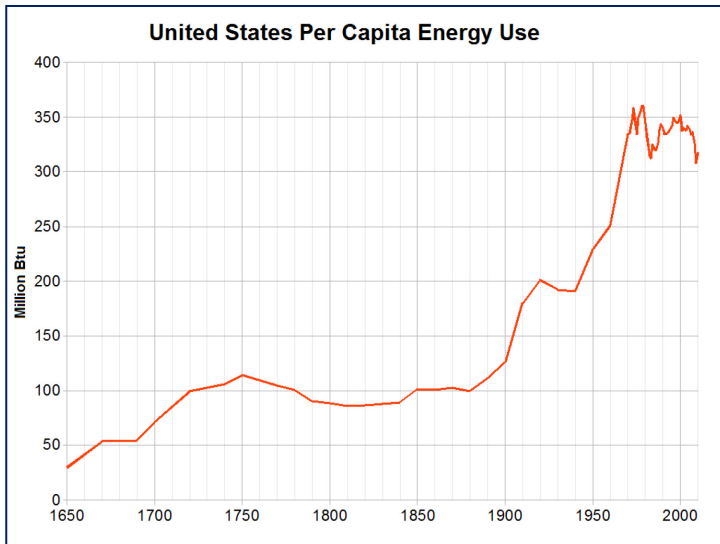


Figure 1 - US Per Capita Energy Use (1650-2010)

The astonishing comforts and conveniences afforded by techno-industrial society are unlikely to be possible under the new biophysical context of the climate crisis and resource descent. Thus, the focus of this seminar is on helping citizens of such societies weather their inevitable transition to a more frugal existence and it is the experiences, institutions, and behaviors of those individuals to whom this seminar will refer.

Yet, while energy and resource descent is a key driver, the seminar is not about energy and resource policy. It provides evidence for the premise but does not dwell on it. The seminar presumes that now is the time to envision responses, debate alternatives, and plan for the transition. The seminar focuses on crafting a wholesome, just, equitable, peaceful, and resilient transition. Throughout, members consider the local, regional, national, and even international dimensions of localization.

In summary, this seminar takes as given that high-consuming, growth-dependent societies soon will:

- Be operating on drastically less energy and material throughput;
- Need to make a rapid and enduring transition to a presently unfamiliar pattern-of-living;
- Be much less affluent, yet possibly function with higher levels of psychological well-being.

AFFIRMATIVE INTENTION OF THE SEMINAR

The material covered in this seminar will be unfamiliar to most members yet we hope compelling enough to be pursued at length. It will present an unusual scenario yet one that is totally plausible.

The resources used to construct modern industrial society were vast, but never limitless. Climate disruption, an unanticipated consequence of their use, is intensifying; abundant, high-quality and cheap energy is a gift soon gone; crude oil production plateaus and then slowly declines; other resources will follow in descent during this century; and continuous technological innovation, some of which could ease the transition to a new normal, will not fundamentally change the outcome. A new normal is emerging.

Re-reading the last paragraph, it would be easy to despair. However, the anticipated transition has unexpected features, many positive. First, it likely will not follow what the popular folk mythology of resource apocalypse predicts. It will lack Hollywood's sudden and catastrophic collapse motif and its hero/anti-hero story line. Second, awareness of this change is rapidly growing. Some observers are coming to recognize and accept this simple truth: high-consuming societies are extracting finite resources for which there are no adequate substitutions and no replenishment. These societies must turn from seeking new resources and toward the crafting of new patterns of living that function well within the limits of renewable, and primarily *local* ecosystems. The seminar uses the terms **downshift**, **descent**, and most generally **transition**, to capture this situation, and it rejects the unhelpful yet ever-popular term, collapse.

For reasons to be explained in the seminar, this transition is inevitable (hence, the premise of all discussions), but the nature of our individual and collective response to that premise is not predetermined. A positive response is possible, but so too is a negative one. Yet, of course, a positive response is desirable by all sane people. Thus, while we will not debate the premise; we will work to craft a plausible positive response

Localization is framed as a positive response. It is the name the seminar gives to the collection of actions that span the individual, community, region, nation, and globe, that focus on place and living within the limits of nearby natural systems. Some aspects of this positive response are unexpected, especially from the dominant perspective of endlessly increasing consumption, speed and novelty, yet will be welcomed.

LEARNING OBJECTIVES

To emphasize, then, the seminar's objective is to develop a plausible positive response to the reality of a people-rich, resource-poor planet. It does not take a doom and gloom outlook. Nor does it employ the misguided, and ultimately futile, coping strategies of avoidance, denial, or wishful thinking. It also, pointedly, does not take the business-as-usual, efficiency-driven, greener-and-cleaner perspective so comforting and common among environmentalists. With an eye to the practitioner, the social change agent, the activist, this seminar develops ways to intervene that can hasten the goal of positive localization.

The University of Michigan's 10th president, in an inaugural address, said a public university "*has a fundamental responsibility to be critical of society's current arrangements and to entertain, construct and test alternative visions.*" Now that is a radical and exhilarating thought. It is one that we instructors find is mostly honored in the breach. This seminar, nevertheless, accepts this responsibility. It is critical (in a constructive sense) and entertains an alternative vision to the prevailing one which has us dominating ecosystems and peoples alike. The seminar will:

- Develop principles, guidelines, and rules-of-thumb for the urgent transition from a resource-intensive, growth-oriented society to a resilient, localized society.
- Apply insights gained to specific instances of localization.
- Develop the competence and confidence to publicly present principles and practices of localization and collaborate with community officials and citizens.

EVALUATION

Evaluations will involve a combination of numeric and qualitative assessments.

The numeric evaluation will be graded out of 100 possible points and will include:

- Weekly preparation, summer work, and participation, including attendance (25 pts)

- Weekly written principles and occasional new case development (30 pts)
- Book report (15 pts)
- Team-based term project (30 pts)

ASSIGNMENTS

The assignments all assume that the premise and intention of the seminar have been fully accepted, even if only for the duration of the term. An exploratory yet affirmative approach should be used in all discussions and writings. Discussions and deliverables should not debate the premise nor criticize the authors, point out their faults, explore their limitations, etc. Our goal is to build upon their insights. It will prove necessary to periodically remind ourselves about the seminar's premise and intention, and to correct our own and other's misperceptions and misdirection.

1. **Preparation and participation** – Thorough preparation of readings and diligent weekly and term writings are essential to the success of the seminar. In-class activities are the core of the course, where active listening is as important as speaking. Attendance at all class sessions is required. There is no substitute for in-class discussions. Since the seminar is an integrative exercise, presenting one's views is essential to its success, but so is active, empathetic, and mindful listening and processing.
2. **Review of the summer reading article and the short book** – As outlined in the "Summer Reading" section below, regularly review the website *Resilience.org* (www.resilience.org) looking for articles about localization. Prepare a one-paragraph synopsis of an article of your choice and then prepare a short paragraph or two with your response to the piece given the premise of this seminar; be prepared to report out to the class. Prepare a similar synopsis, in length and content, for the short book you chose to read from the three listed in the "Summer Reading" section below.

Deliverables:

Post both paragraphs as a "Discussion item" on the seminar Canvas website by Monday, August 31 (i.e., enter as new item). Also, review and comment on each one of the other seminar members' discussion entries.

3. **Individual weekly principles** – The readings are selected to stimulate thought about localization. No one reading or combination of readings says definitively what localization is, yet each may offer a different perspective or frame for understanding localization. For each week's readings, members of the seminar will write at least two principles (e.g., criteria, guidelines, rules of thumb, propositions) for localization, based on that week's readings. One principle should derive from a case, the other from the conceptual reading(s).

Principles take the form of very short, general statements, not descriptive summaries. See "Downshift/Upshift: Our Choice," *The Localization Reader*, Pp. 325-340, for examples of principles. Principles are not a critique nor a summary, in any form, of the readings; they are to go beyond the readings by making specific suggestions for action. The objective is not to be right, but to be exploratory and synthetic, even, at times, provocative. The broader, long-term goal is to build a conceptual framework for localization and offer guidelines for action. The collection of principles from all members thus serves as a publicly accessible (initially only to the seminar members) database from which anyone can build a conceptual framework of localization.

The readings contain many possibilities for such principles. Sometimes the authors make them explicitly, but more often, only implicitly. Sometimes, we must infer them. **At most, a very few carefully crafted sentences** will suffice for each principle. After concisely stating the principle, it is

useful to indicate where in the reading the principle originated (e.g., page number, a short quote). In each class session a few principles will be expanded upon. This will be one basis for class discussion.

Deliverables:

- a) Upload the weekly written principles to the Canvas site by 8:00 pm on the Tuesday before class to the *Pinned Discussion* thread titled “Weekly Principles” for everyone to read before the beginning of class.
 - b) Have your principle also printed and physically posted on the classroom wall for everyone to read before the beginning of class at 5:30 pm (see agenda below).
4. **New case development** – As listed in the assigned readings list below, the course uses short case studies to show examples of localization-in-place (also sometimes referred to as *Box/harbinger/short case* readings). This assignment involves finding and reviewing a news article, and then preparing a short write-up that might be included in the next edition of the seminar text. Some news articles available for you to review for this assignment will be located under “Files” > “New Material for Cases 2021”. You may find other news articles on your own but they must fall within the premise and intention of the seminar, and be focused on the process of localization.

Deliverable:

Write a brief Box of a current example of localization. Format and source like those boxes found in *The Localization Reader*. Submit via Canvas, due Friday, October 8.

5. **Book report** – Each student reads an entire book (or a book’s worth of related articles) on localization or transition, searching actively for insights beyond those obtained in course readings.

A “Book Report Guidelines” handout (e.g., guidelines, expectations, list of books) is available on Canvas under “Files” > “Assignment handouts 2021” > “564 Book report assignment.” If you wish to read a book not on the list provided, then first consult with an instructor (and have several back-up books from the list). In the handout, note in particular the requirement of a discussion of the “value added” from the book to seminar discussions, (this is the most important component of this report).

Deliverables:

- a) Book choice, submitted to GSI via Canvas due Friday, September 10. Assignments will be confirmed shortly after. Acquire the book at UM or local library, via UM’s Inter-Library Loan (ILL), or by purchase.
 - b) Write a concise, one-page, single-spaced, bulleted book summary and submit via Canvas by Friday, October 1. Feedback will be provided.
 - c) Write a three-page, single-spaced, “nearly final draft” book report. Submit via Canvas by Friday, October 15. Feedback will be provided.
 - d) Write a three-page, single-spaced book report. Follow the “Book Report Guidelines” handout on Canvas that includes the items listed below. Submit via Canvas by Friday, November 5.
 - e) Contribute findings from the book to seminar discussions at opportune moments.
6. **Team-based term project** – Beginning at the start of the term, groups of students will develop a small research project. Optimal team size is 3 to 5 students. Smaller groups, even one-person, and larger groups are possible but strongly discouraged. After a discussion during the seminar of various potential topics in the early part of the term, students must make a commitment to a single team and

topic by late in September.

Documents that form the starting point for research topics are available on Canvas including a number of *Energy Descent Action Plans* (or links to such plans) that started emerging over a decade ago. Each team delivers a short draft paper for peer review, due early November. Seminar sessions are scheduled for presentations on two days at the end of the term. However, teams can choose how (e.g., formal presentation to class, a poster in the commons), where (the class, the school, a conference, a board meeting) and when, and in what format to present its findings. The how, when and what should be confirmed by late October.

Deliverables:

- a) A concise, one-page, single-spaced, proposal of your team's project. Submit via Canvas by Friday, September 24.
- b) Weekly updates from teams on research progress.
- c) A five-page, single-spaced project report. Submit via Canvas by Monday, November 8.
- d) A team-written one-page insightful and helpful peer-review of another team's report. Submit via Canvas by Friday, November 12.
- e) A professional 15-minute presentation for class review that responds to the feedback. Presented in class November 17 or December 1.

SEMINAR PROCEDURES

These procedures have been refined over 13 years by previous seminar members, GSIs, and instructors. **However, modifications may need to be made during the 2021-2022 academic year due to the Covid-19 pandemic.** An up-to-date syllabus will always be available on the Canvas website, and notifications of any syllabus updates will be sent via email.

1. SESSION AGENDA

Seminar begins promptly at 5:30 pm. We will follow the order below (with occasional deviations):

- a) Arrive in time to quietly begin the procedure below without any prompting. If conversations with other seminar members are needed, please arrive well beforehand so that those conversations can end, and seminar can start, promptly at 5:30 pm.
 - i. **Principles**
 - 1. **Promptly at 5:30 pm** – Students post principles on the board in the room.
 - 2. From 5:30 to 5:40 pm – Everyone reads and takes notes on posted principles.
 - 3. At 5:45 pm – Discussion of selected principles begins.
 - ii. **Mini-lecture**
 - iii. **Discussion** of readings (students bring insights, questions, comparisons among course readings; thus written notes on the readings will be useful)
 - iv. **Activity** (e.g., simulation, debate, reports on Resilience.org readings, reports on book project reading, updates on the term project)

- v. **Seminar administration** – We will wrap up all content by 7:50 pm to leave 10 minutes time for announcements about upcoming assignments and other updates and adjourn at 8:00 pm.

Agenda summary

TIME	CONTENT	ACTIVITY
Prior to seminar:		
Due Tuesday 8:00 pm	Written principles	Prepare and upload weekly written principles
By Wednesday 5:30 pm	Review other principles	Read other students' principles posted on Canvas
During seminar:		
5:30 – 6:00 pm	Principle development	Review, discuss, and develop principles as a group
6:00 – 6:30 pm	Mini-lecture and discussion	Discussion of mini-lecture
6:30 – 7:30 pm	Discussion of readings	Select and discuss readings
7:30 – 7:50 pm	Activity	Report out on resilience.org readings, book project, term project
7:50 – 8:00 pm	Administration	

2. CONVERSATIONAL STRUCTURE – BARN RAISING

The seminar sessions are a participative, high-interaction experience. Sessions explore the implications of the week's readings for change agents, citizens, researchers, and practitioners. There are many ways to conduct a seminar. It is assumed that we will each understand the difference among the various models below, focus on the barn raising model, and proactively monitor and correct the direction of our conversations when they deviate from that model (i.e., practice relational equipoise). Note, once again, our intention **not** to have our the seminar decay into a critique mode of discourse.

Recently, the seminar was honored to receive the feedback below, forwarded from a student-led committee on teaching. The success noted is the result of all members working constantly toward the goal of building upon each other's ideas. In improvisation this is practicing “yes, and” rather than “yes, but.”

[The seminar] prompted intellectual curiosity by building a classroom environment that was founded on building UP each other's thoughts, instead of on critiquing them and breaking them down. [The] course taught me the value in thinking ahead to how we'll respond as a community to our changing world, and that in higher education, we need to think more about doing through action, and by starting small.

Kahn has discussed the four basic types of seminars described below (Kahn, 1971; 746 Barn Raising, 2017; both these readings are available on Canvas for your review). **This seminar will use the barn raising model.**

A. FREE-FOR-ALL: There is a prize out there in the middle of the floor. It may be the instructor's approval or it may be one's own self-esteem, but it's there and the goal is to win it, and anything goes. You win by looking not just smart, but by looking smarter. And that means it's just as important to make others look dumb as to make you look smart. The main tool is



Figure 2 - This sort of barn raising.

criticism of the readings and other member's ideas. The academic critique mode fits well in this model.

B. BEAUTY CONTEST: In this model I parade my idea to you seeking your admiration. Then it's off the runway I go to get ready for my next appearance while you're parading your idea. Of course, I'm not paying any attention to your ideas, nor you to mine.

C. DISTINGUISHED HOUSE TOUR: In this model someone advances an idea. The rest of the seminar spends time exploring it, asking questions, uncovering inconsistencies, etc. When they have got a good grasp on it one of the other members offers another idea. It may be a whole different point of view on the same subject. The seminar members then explore that new idea. This is a high form of discourse and can produce good outcomes. However, while outright criticism is not used, neither are ideas compared, or built upon.

D. BARN RAISING: In frontier America when a family urgently needed a barn and had limited resources, their community gathered to help build the structure. The family described the idea, the kind of barn they needed, picked the site, etc. But it was the community that pitched in and actually built it (Figures 2 and 3).

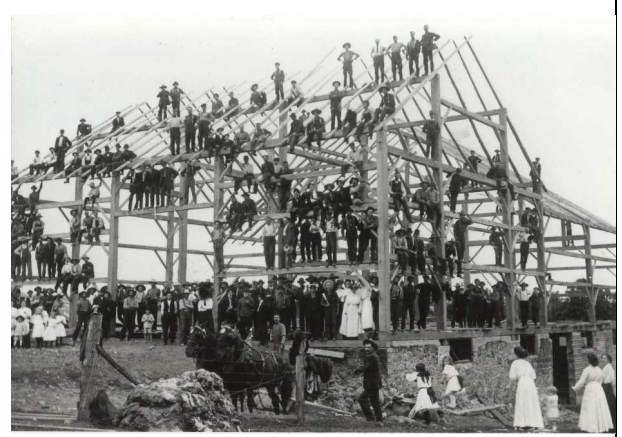


Figure 3 - Or this sort of barn raising.



Figure 4 - But NOT this sort.

3. READINGS – All readings are required; the seminar functions only when everyone has the same baseline knowledge, accumulated over the semester. Most readings are in the textbook. The goal is not to accumulate lots of facts. It is not to memorize. Rather, it is to identify key ideas, concepts, biophysical, psychological, and social contexts, and to generate principles, all as they relate to localization. To facilitate discussion, students should prepare comments and questions and do so before each class (these notes can also be submitted as an assignment on Canvas if you did not find the opportunity to participate in class discussion. Consult with GSI for submission details). Consider the following strategy:

- a) Approach the readings as an exploration, an active process of making sense of the piece. One resource that aids this process is Fu (2006). *Active reading revisited* (available on Canvas).
- b) Most of the authors were not part of a localization seminar. They'd likely frame their piece differently had they been in such a seminar. It will often be useful to reinterpret their work.
- c) As you read, takes notes of your own reactions, especially surprises or passages that contradict your previous understanding (or another reading). Share such notes in discussions.
- d) Approach the readings, your interpretation and/or reframing of them, and your note taking from a positive and generative perspective. The seminar seeks to build a pragmatic response to the underexplored biophysical reality of limits. **Its purpose is not to criticize each reading for its faults, limitations, sources, etc.** (what is otherwise the norm in seminars). The purpose is to build upon their ideas and combine them with the works of other authors.
- e) Note that some of the readings are older (both in the textbook and syllabus). This is intentional. White (2012) has an interesting perspective on this in her review of the text;

“...playing that favourite parlour game where you get to invite anyone, unbounded by time or space, to a dinner party” (available on Canvas in “Additional Resources”).

4. WRITTEN WORK – Unless directed, all submissions will be via Canvas. Weekly principles, new case/box development, book report, and other written assignments should be formatted single-spacing. At a minimum, always:

- a) Number all pages (and perhaps number all lines in drafts)
- b) Include your name, the date, email address, and assignment topic
- c) Edit very carefully: (1) clearly and logically organized with headings and, as appropriate, subheadings; (2) transitions from section to section and from paragraph to paragraph are clear; and 3) the language is concise and free of typos, grammatical errors, and misspellings. The reader should contend only with ideas and arguments, not with problems of exposition.

Writing assistance:

The instructors assume, and highly recommend, that all students take advantage of the services of the *Sweetland Writing Center* on campus (1111-1148 Angell Hall; 764-0429). In fact, those with poorly written papers will be referred to the Center and required to submit additional drafts. A direct link to the Center resources is available on the left side of the Canvas course page titled “*U-M Sweetland Writing Support*.” Well-written and carefully-edited work is expected.

SEMINAR SCHEDULE OF READINGS

The readings are the foundation of the seminar. They should be **completed well in advance** of the session during which they are discussed so as to give ample time for consideration of their content. Thoughtful, multi-day reflection on the content of the readings is essential to successful discussions. It is useful to write out, ahead of time, comments that build upon the readings.

1. **CASES** – Human societies have long been organized locally, but cheap energy, new technologies, and communications have shifted that organization to the national and international levels. Examples of localization are hard to come by, as opposed to “the local” which has become an overused notion. Cases can be useful examples; they demonstrate how to provide for basic needs in a durable and resilient manner. Within the readings listed below, there are cases to help us imagine what the transition could be like. Brief texts of these cases are found in *The Localization Reader* and on Canvas; other cases are listed below (with URL) and more examples regularly emerge in the media.
2. **READINGS** – These can be found in the textbook (*The Localization Reader*) or on Canvas. The first, and vital, assignment is to thoroughly read this syllabus, becoming familiar with all of its details.

SUMMER READINGS AND ASSIGNMENT

Introduction, premise, and principles:

De Young, R. & T. Princen (2018). *Localization Seminar Syllabus*. [This document].

Front Matter: Preface and Introduction (pp. vii-xxvi).

Chapter 25 – Downshift/Upshift: Our Choice (pp. 325-340). [Note the style of the principles. Mimic this style in your weekly principles.]

Princen, T. (2014). The Politics of Urgent Transition. *Civic Society and Climate Change*, 218-238

Brooks, D. (2018). The Localist Revolution, *New York Times* (19 July 2018).

Meadows, D. (1994). Envisioning a sustainable world. Presented at the *Third Biennial Meeting of the International Society for Ecological Economics*, Oct 24-28, 1994, San Jose, Costa Rica.

Read one of these very short books:

Read, R. & S. Alexander (2019). *This civilization is finished: Conversations on the end of empire and what lies beyond*. Simplicity Institute: Melbourne, Australia.

Ophuls, W. (2012). *Immoderate greatness: Why civilizations fail*. CreateSpace Publishing Platform: North Charleston, South Carolina.

Holmgren, D. (2009). *Future scenarios: How communities can adapt to peak oil and climate change*. Chelsea Green Publishing, White River Junction, VT. [Book or see Canvas for link].

Assignment: Regularly read *Resilience.org* (www.resilience.org) looking for articles about localization. By August 31 prepare a one-paragraph synopsis of an article and then a brief paragraph or two of your response to the piece given the premise of this seminar; be prepared to report out to the class. Publish as a **Discussion** item on Canvas website (i.e., enter as a new item). Also, review and comment on all other entries.

Similarly, prepare a synopsis of the short book you chose to read, and post as a **Discussion** item on Canvas by August 31. Again, review each of the other entries from classmates prior to the first day of class.

SEPTEMBER 1 – DRIVERS OF LOCALIZATION – RESOURCE DESCENT

Drivers of Localization – Introduction (pp. 2-4)

Chapter 1 The End of Fossil Fuels M. King Hubbert

Morgan, T. (2020). #175 The Surplus Energy Economy, *Surplus Energy Economics* (19 June 2020).

De Young, R. (2014). Some behavioral aspects of energy descent: How a biophysical psychology might help people transition through the lean times ahead, *Frontiers in Psychology*, 5, 1255.

SEPTEMBER 8 – DRIVERS OF LOCALIZATION – CONSUMPTION, THE INDIVIDUAL, AND THE NEIGHBORHOOD

Brooks, D. (2019). A Nation of Weavers, *New York Times* (18 Feb 2019).

Princen, Maniates, Conca (2002). "Confronting Consumption." In *Confronting Consumption*. Cambridge, MA: MIT Press. (pp. 1-20).

Alexander, Ussher (2012). The voluntary simplicity movement, *J. of Consumer Culture*, 12, 66-86

Midgley, M. (1981). Toward a new understanding of human nature: The limits of individualism. *How Humans Adapt*. (pp. 1-24), Seventh International Smithsonian Symposium. Smithsonian Institution: Washington, D.C. [Read *Introduction* (pp. 518 middle-519 top), *The Dark Side of Enlightenment* (pp. 522-523), and *The Plurality of Values* (pp. 528 bottom-532 middle). Scan rest].

Monbiot, G. (2015) Consume more, conserve more: Sorry, but we just can't do both, *Guardian*, 24 Nov.

Case: Kolbert, E. (2008) "2000 watt society," pp. 74-77 in "The island in the wind," *The New Yorker*.

SEPTEMBER 15 – DRIVERS OF LOCALIZATION – COLLAPSE

Scott, J. (2017). "Fragility of the Early State: Collapse as Disassembly." In *Against the Grain: A Deep History of the Earliest States*. New Haven: Yale University Press. (read pp. 183-202, 209-218, skim the rest).

Chapter 3 The Inevitability of Transition Joseph A. Tainter

Case: Prologue: La Canicule, in *Stone, The City and the Coming Climate*, 1-15.

SEPTEMBER 22 – DRIVERS OF LOCALIZATION – BEYOND COLLAPSE

Read, R. & S. Alexander (2019). Chapter 17 – The beginning is near. In *This civilization is finished: Conversations on the end of empire and what lies beyond*. (pp. 75-79). Simplicity Institute: Melbourne, Australia.

Norberg-Hodge, H. (2019). Postscriptum. In R. Read & S. Alexander, *This civilization is finished: Conversations on the end of empire and what lies beyond*. (pp. 80-85). Simplicity Institute: Melbourne, Australia.

Greer, J. M. (2012). Progress vs. apocalypse. In T. Butler, D. Lerch & G. Wuerthner [Eds.] *The Energy Reader: Overdevelopment and the Delusion of Endless Growth*. (pp. 95-101) Sausalito, CA: The Foundation for Deep Ecology.

Case: Box (Planful Shrinkage) (pp. 60) [Also read expanded case by same name on Canvas webpage]

Case: “Ancient Italian Town Has Wind at Its Back,” Elisabeth Rosenthal, September 28, 2010

SEPTEMBER 29 – LOCALIZATION IN PRACTICE

Localization in Practice – Introduction (pp. 56-58)

Chapter 5 An Arc of Scenarios Rob Hopkins

Chapter 6 Inhabiting Place Robert L. Thayer

Chapter 7 Locally Owned Business Michael Shuman

Case: Box (Localizing Finance) (P. 86)

Case: “How a Bakery Survives the Pandemic Apocalypse,” New York Times, 19 Apr 2020.

OCTOBER 6 – LOCALIZATION IN PRACTICE (continued)

Chapter 9 Civic Agriculture Thomas A. Lyson

Chapter 10 A Whole New Way of Life Karen Litfin

Irwin, D. et al. (2016). *Transition Design Monograph* (Final version – 15 March 2016).

Case: Box (Erie Canal) (pp. 110)

Case: Box (Belo Horizonte) (pp. 118)

OCTOBER 13 – PHILOSOPHIES OF LOCALIZATION

Philosophies of Localization – Introduction (pp. 142-143)

Chapter 11 The Decentralist Tradition Kirkpatrick Sale

Chapter 12 Technology at a Human Scale Ernst F. Schumacher

Case: “Revived paper Mill Brings a Town Back with It.” *New York Times*, 2008.

Case: “When rich New Yorkers fled, these workers kept the city running,” *New York Times*, 16 Jun 2020.

OCTOBER 20 – PHILOSOPHIES OF LOCALIZATION (continued)

Chapter 13 Provincialism Josiah Royce

Chapter 14 Local Enterprise Wendell Berry

Chapter 15 Conserving Communities Wendell Berry

Case: Box (Breaking the Fossil Fuel Habit) (pp. 14)

Case: “In a City in Italy, Schoolchildren Walk Where Once They Rode,” *New York Times*, 27 Mar 2009.

OCTOBER 27 – BRINGING OUT THE BEST IN PEOPLE

Bringing Out the Best in people – Introduction (pp. 208-211)

Chapter 16 Abundance and Fulfillment Sharon Astyk

Chapter 17 Motives for Living Lightly Raymond De Young

Chapter 18 Enabling the Best in People Rachel Kaplan & Stephen Kaplan

Case: Box (Work less) (pp. 209-210)

Case: “Are Bad Times Healthy?” *New York Times*, 7 October 2008.

Case: “Yes, there is panic, but I am embracing a slower life.” *The Washington Post*, 23 March 2020.

Case: “The virus is a reminder of something lost long ago.” *The Atlantic*, 1 April 2020.

NOVEMBER 3 – APPROPRIATE GOVERNANCE

Appropriate Governance – Introduction (pp. 242)

Kreitner, R. (2020) A More Perfect Kind of Union?, *New York Times*, 24 April 2020.

Chapter 20 Towards the Regional Gar Alperovitz

Chapter 21 Global Problems, Localist Solutions David J. Hess

Case: Box (Energy islands) (pp. 272)

Case: Kolbert, E. (2008) “Samsø,” pp. 68-73 in “The island in the wind,” *The New Yorker*.

Case: “A Land Rush In Wyoming Spurred by Wind Power,” *New York Times*, 28 Nov 2008.

NOVEMBER 10 – TOOLS FOR TRANSITION

Tools for Transition – Introduction (pp. 284-285)

Chapter 22 Adaptive Muddling Raymond De Young & Stephen Kaplan

Chapter 23 Promoting a Partnership Society Lester W. Milbrath

Case: Box (Corn to Veggies) (pp. 196)

Case: “An effort to bury a throwaway culture one repair at a time,” *Amsterdam J.*, McGrane (5-8-12).

NOVEMBER 17 – PROJECT PRESENTATIONS

THANKSGIVING RECESS (Classes resume on Monday, December 1).

DECEMBER 1 – PROJECT PRESENTATIONS

DECEMBER 8 – PRINCIPLES FOR A RESILIENT TRANSITION

Chapter 24 Tools for the Transition Donella Meadows, Randers & Dennis Meadows

Chapter 25 Downshift/Upshift: Our Choice Raymond De Young & Thomas Princen

Case: Box (The Potato) (pp. 338)