

6.00 credits

30.0 h + 10.0 h

Q2



This learning unit is not open to incoming exchange students!

Teacher(s)	Ruwet Coline ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	In this course, students are assessed in two ways: - Meeting deadlines for submitting assignments and attending classes (4/20) - An individual oral examination during the exam period focusing on a critical and reflective analysis of the main theoretical concepts covered in the course (16/20). In the event of failure or non-participation in the first examination session, the entire mark will be based on an oral examination during the August session. AI guidelines If using artificial intelligence tools (e.g. translation, transcription, search engines), students must do so in a responsible and transparent manner (see ESPO note of July 2024). Furthermore, sources of information must be systematically cited in accordance with bibliographic referencing standards. Students remain responsible for the content of their work, regardless of the sources used. Prohibited practices: (1) Presenting AI-generated work as one's own and copying word for word without fully citing the source (quotation, reference) of any AI-generated material (2) Using information provided by AI without cross-checking it with other sources
Teaching methods	The course is based on the philosophy of active pedagogy and is taught face-to-face. Discussions based on your own experiences, professional backgrounds and readings of scientific articles will play a key role. These student contributions will be combined with theoretical input from the teacher.
Content	The course is built around the "transition compass", a framework for understanding the various issues and possible tensions and trade-offs surrounding the question of socio-ecological transition. The course is divided into four parts, which will enable us to progressively deepen our understanding of the different dimensions of this reading grid throughout the semester. First, a general introduction will lay the foundations for the course. In an approach that is both historical and interdisciplinary, it will situate the concept of transition in the diversity of its uses, both descriptive and normative, both as a theory of social change in different disciplines and as a discourse mobilized by a multiplicity of actors (citizens, politicians, companies...). The other three parts of the course will focus on three families of controversies generally associated with socio-ecological transitions. Firstly, from a systems perspective, students will delve into the main dynamics and strategies of social change generally associated with socio-ecological transition (rupture, interstices, symbiosis, erosion); the relationships between these strategies and different spatial and temporal scales. Secondly, via an actor-based approach, controversies over the (de)politicization of transitions will be addressed (individual vs. collective actions; struggles, conflicts, civil disobedience, direct action vs. participation, collaboration, negotiations; <i>grassroots innovations</i>, territories, milieu vs. states, org. internationals). Thirdly, the course will focus on the subjective and cultural dimensions of transitions through a presentation of debates around visions and horizons of society associated with the imaginary around transitions (what desirable society(ies)? Anthropocentric vs. ecocentric; Relinquishment, ex-novation and phase-out).
Inline resources	Course material and information on the course's Moodle site or in the teaching contract
Bibliography	Une bibliographie détaillée sera intégrée au contrat pédagogique fourni aux étudiants lors de la première séance. Des lectures seront associées à chacune des séances, certaines d'entre elles seront obligatoires. Toutes les lectures seront disponibles sur la plateforme Moodle du cours.
Other infos	This activity takes place according to pedagogical, timetable and organisational modalities adapted to the specific public of the FOPES. We refer the students to the pedagogical contract.

Faculty or entity in charge	OPES
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