

CLIMATE JUSTICE (GEOG 302)

“We spent a long time thinking we were engaged in an argument about data and reason...But now we realize it’s a fight over money and power” - Bill McKibben

“What lies ahead? Reimagining the world. Only that” - Arundhati Roy

***NOTE:** 2022-23 is the first offering of this course. This syllabus is a draft and will be updated closer to the start date of the course.

ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Climate Justice	GEOG 302	3.0

PREREQUISITES

Second year standing is a prerequisite. This course has no prerequisite courses. Students from other disciplines and faculties are welcome and encouraged.

INSTRUCTIONAL TEAM

Course Instructors	Contact Details	Office Location	Office Hours
[Course Instructor]			TBA
[Teaching Assistant]			TBA

COURSE DESCRIPTION

Here on UBC campus the phrase Climate Justice has become somewhat commonplace, used within the institution’s climate emergency declaration, heard within climate strike protests, in your classes, likely. But what does it mean? In the most general sense a “climate justice approach” acknowledges that climate change has disproportionate drivers and impacts and therefore disproportionate responsibility along racialized, gendered, class and often geographical lines. And it also aims to ensure that the strategies to address climate change are equitable. In this class

we will “look under the hood” to better understand these disproportionate impacts and to parse the many debates one can find within climate justice, debates often about underlying drivers and strategies for change. What, for example, is the relationship between climate change and social systems, structures, and relations of injustice that have existed in some form for centuries like colonialism, racism, class oppression, gendered violence, exploitation, and speciesism? What would such an understanding suggest about the needed social and political transformations to address climate change and how does that relate to the urgency of climate action? How are concentrated wealth and power implicated in both climate inaction and actions-taken and what is being done or can be done about it? In this class we will work through these questions on a variety of scales and sites, through examinations of concrete movements, organizations, policies, solutions and strategies.

COURSE STRUCTURE

The class convenes twice a week for 80-minute synchronous lectures with discussions and interactive learning throughout; readings and learning materials should be completed prior to the lecture. The relevant sections will be recorded and uploaded for those who are unable to attend but participation in lectures is strongly encouraged because they will provide opportunities for applying concepts and engaging in conversations that deepen understanding and broaden perspectives.

COURSE LEARNING MATERIALS

Readings are available online through the library at the link [TBA] or linked to Canvas weekly modules. Lesson outlines (slides or summaries) for lectures are typically uploaded after the class for which they are scheduled. Readings should generally be completed in advance of the weekly classes.

LEARNING OBJECTIVES

At the end of this course, you should be able to (brackets note which assessment type will address the LO, SG=Study Guide, EX = Exams, TI=Teach In):

1. Define the concepts of climate justice and just transitions and communicate key debates over these concepts. (SG, EX, TI)
2. Discuss these climate justice concepts and debates in the analysis of various climate change projects/approaches proposals/actions. (SG, EX, TI)
3. Identify the various impacts of climate change on human and natural systems including impacts beyond aggregate statistics. (SG, EX)
4. Synthesize understanding from a variety of research types and disciplines that describe the disproportionate and compounding impacts of climate change on BIPOC and other equity-seeking communities. (SG, EX)
5. Apply an intersectional lens (including but not limited to processes of racialization, patriarchy and colonialism) to analyze social drivers and impacts of climate change and climate actions. (SG, EX, TI)
6. Critically assess different explanations for the socio-political, economic, cultural and historical processes that have both led to climate change and present barriers to solutions. (SG, EX, TI)
7. Assess the efficacy and equity implications of various efforts, policies and strategies that have been developed to address climate change. (TI, EX)
8. Synthesize across a diverse range of research (empirical and conceptual) to build your own analysis of the past, present and future of climate justice (EX)
9. Collectively plan for and engage peers in a critical analysis of a policy, concept, struggle, organization, or thing through a climate justice lens. (TI)

ASSESSMENTS OF LEARNING

Study guide (3 submissions over the term), includes engagement with student-led teach-ins (Week 4, Week 9, Week 13)	15%
Midterm take home exam (Week 7)	20%
Final take home exam (Exam period)	30%
Student-led Teach-ins delivery and participation (varies)	35%

Study guides (15%): These guides serve to help students organize and reflect on their learning and the course materials as it progresses, including from student-led teach-ins. The result is an indispensable guide for the take home exams. A template will be provided to students to fill out with question prompts and share annotations. It will be due three times over term (end of week 5, end of week 9, end of week 13)

Take home exams (Midterm 20% + Final 30%): These essay-style exams will require students to think across, apply and reflect on the course materials. Students will have seven days to complete them, and the exams will include essay questions that address course themes. Collective brainstorming is encouraged, but students' responses must be their own.

Student-led Climate Justice Teach-Ins (35%): The major assignment in this class is for groups of 4-5 students to plan, deliver and facilitate a 30 minute teach-in that engages their peers in critical analysis of a policy, concept, struggle, organization, or think through a climate justice lens. That is, students will be involved in not only describing, but assessing efficacy and equity implications of their chosen topic to the class. There are five classes dedicated to these student teach-ins (see below). This will also include assigning pre-readings and facilitating discussions and potential activities to engage with key themes. More information will be provided later on in the term.

What are Teach-Ins? Teach-ins are a format of learning designed to be participatory and non-hierarchical. The term “teach-ins” entered into the academic lexicon in the context of the Vietnam War when professors at the University of Michigan decided to share their expertise with students protesting the draft and war. Teach-ins provided a way for students, faculty and scholars to engage in free expression and constructive dialogue and be a part of the tradition of peaceful protest and activism. Teach-ins have different goals of deploying and producing knowledge for use by participants, raising awareness and urgency on an issue, facilitating informed dialogue around an issue or prompting a call to action.

Assignment components:

- Pre-outline and meeting with professor or TA (5%): Due week 3
- Pre-circulated teaching outline with objectives, assigned readings/preparation (e.g. podcasts, videos) (5%): Due 1 week before teach-in
- Presentation delivery (15%): Based upon presentation organization/delivery & student engagement. See rubric.
- Presentation reflection and peer evaluation (5%): Can be individual or in pairs
- Participation (5%): Attendance at student-led teach-ins

Possible topic areas and ideas for the teach-in:

- Policies: carbon tax, feed-in tariffs, fossil fuel non-proliferation treaty, central bank action, nature-based solutions, carbon market, fuel standards, public transit, carbon budgets (personal), food taxes (e.g. on meat), rationing, climate finance

- Place-based struggles: TMX, Dakota Access Pipeline, Fairy Creek, Line 3 pipeline
- Concepts: Indigenous sovereignty, de-growth, circular economy, climate justice, fossil capitalism, energy democracy, racial capitalism, extractivism, eco-socialism
- Things: lithium, EV cars, copper, carbon offset, heat pumps, buses, trains
- Movements and Organizations: Sunrise Movement, Our Time, Extinction Rebellion, Land Back movement, Indigenous Climate Action, Indigenous Clean Energy, Task-force on Climate-related Financial Disclosures, divestment

SCHEDULE OF TOPICS

Week	Topics	Description, readings, assignments and activities
<p>Module 1: Impacts</p> <p><i>In this module, we will focus on debates within the concept of climate justice, understand various aspects of climate injustice as a descriptive, empirical reality, and grapple with questions of attribution and representation of the problem of climate change.</i></p>		
1	From climate injustice to climate justice	<p><i>This week introduces the concept of climate justice, including debates and tensions between it as a movement, an approach, and a field of study.</i></p> <p>Readings</p> <p>Lecture #1:</p> <ul style="list-style-type: none"> • Overview of syllabus and course expectations • Baum, K.B. & McClearn, M. 2021. Extreme deadly heat in Canada is going to come back, and worse. Will we be ready? <i>Globe and Mail</i>. Available at: https://www.theglobeandmail.com/canada/article-extreme-deadly-heat-in-canada-is-going-to-come-back-and-worse-will-we/ <p>Lecture #2:</p> <ul style="list-style-type: none"> • Carbon Brief. 2021. What is climate justice? Available at https://www.carbonbrief.org/in-depth-qa-what-is-climate-justice • Tokar, B. 2019. On the evolution and continuing development of the climate justice movement. In T. Jafry, M. Mikulewicz & K. Helwig (Eds.), <i>Handbook of Climate Justice</i> 1: 13-25. Routledge. doi: 10.4324/9781315537689-2 • Deranger, E. 2017. Reclaiming Our Indigeneity and Our Place in Modern Society. <i>Bioneers</i>. Available at: https://bioneers.org/eriel-deranger-indigenous-communities-leading-environmental-justice-movement-ztvz1709/ • Tschakert, P. et al. 2021. Multispecies justice: Climate-just futures with, for and beyond humans. <i>Wiley Interdisciplinary Reviews: Climate Change</i> 12(2): e699. doi: 10.1002/wcc.699

		<ul style="list-style-type: none"> • IPCC, 2018: Annex I: Glossary entries for equity, justice, fairness [Matthews, J.B.R. (ed.)]. In: <i>Global Warming of 1.5°C. An IPCC Special Report</i>. In Press. Available at: https://www.ipcc.ch/sr15/chapter/glossary/ <p>Additional Readings:</p> <ul style="list-style-type: none"> • Mattar, S.D. et al. 2021. Climate justice: priorities for equitable recovery from the pandemic. <i>Climate Policy</i> (in press). Available at: https://www.tandfonline.com/doi/full/10.1080/14693062.2021.1976095 • Bond, P. 2012. <i>Politics of Climate Justice: Paralysis Above, Movement Below</i>. Chapter 7. University of Kwazulu-Natal Press. • Schlosberg, D. 2014. From environmental to climate justice: climate change and the discourse of environmental justice. <i>WIREs Climate Change</i> 5(3): 359-374. doi: 10.1002/wcc.275 • Whyte, K. 2018. Way Beyond the Lifeboat: An Indigenous Allegory of Climate Justice. In <i>Climate Futures: Reimagining Global Climate Justice</i>. Edited by D. Munshi, K. Bhavnani, J. Foran and P. Kurian. University of California Press. doi: 10.2139/ssrn.3003946
2	<p>How we represent climate injustice matters.</p>	<p><i>This week continues to explore debates about climate justice, including its relationship to Indigenous struggles and resistance. It also invites students to consider issues of representation of climate impacts and injustice, namely those related to victimization and hopelessness.</i></p> <p>Readings</p> <p>Lecture #1: potential guest lecture by Candis Callison</p> <ul style="list-style-type: none"> • Tuck, E. 2009. Suspending Damage: A Letter to Communities. <i>Harvard Educational Review</i> 79(3): 409-427. doi: 10.17763/haer.79.3.n0016675661t3n15 • Dimaline, C. 2017. <i>Marrow Thieves</i>. Cormorant Books Incorporated. <p>Additional Readings:</p> <ul style="list-style-type: none"> • Whyte, K. 2018. Indigenous Science (Fiction) for the Anthropocene: Ancestral Dystopias and Fantasies of Climate Change Crises. <i>Environment & Planning E: Nature and Space</i> 1 (1-2): 224-242. doi: 10.1177/2514848618777621 • [Watch]: Spring Creek Project. 2018. Indigenous Peoples and Climate Justice by Kyle Powys Whyte [video]. Youtube. available at: https://www.youtube.com/watch?v=7ypvsocuhi8 • Atleo, C. 2021. Between a rock and a hard place: Canada's carbon economy and Indigenous ambivalence. <i>Regime of Obstruction</i>. Available at: https://read.aupress.ca/read/regime-of-obstruction/section/11

		<p style="text-align: center;">ea9068-0f23-41c9-85a5-c20d5afbde2</p> <p>Lecture #2:</p> <ul style="list-style-type: none"> ● Cohen, D.A. 2018. Apocalyptic Climate Reporting. <i>The Nation</i>. Available at: https://www.thenation.com/article/archive/mainstream-media-un-climate-report-analysis/ ● Hausfather, Z. 2018. Primer on Shared Socioeconomic Pathways. <i>Carbon Brief</i>. Available at: https://www.carbonbrief.org/explainer-how-shared-socioeconomic-pathways-explore-future-climate-change ● Hayhoe, K. 2021. <i>Saving Us</i>. Excerpts TBA. <p>Additional Reading:</p> <ul style="list-style-type: none"> ● Rogelj, J. et al. 2018. Scenarios towards limiting global mean temperature increase below 1.5°C. <i>Nature Climate Change</i> 8: 325-332. doi:10.1038/s41558-018-0091-3
3	<p>How do we know the extent of human impact/injustice from climate change?</p>	<p><i>This week introduces key terminologies, findings and debates from the IPCC related to human impacts, threading the needle between climate science and human impacts. It also introduces criticisms of the framings (not findings) of the IPCC. We will also think carefully about attributing social impacts to climate change and the political stakes therewithin.</i></p> <p>Readings</p> <p>Lecture #1: Potential guest lecture from Robert Patterson, Tenant Resource & Advisory Center</p> <ul style="list-style-type: none"> ● IPCC, 2018: <i>Global Warming of 1.5°C. An IPCC Special Report</i>. In Press. Available at: https://www.ipcc.ch/sr15/ <ul style="list-style-type: none"> ○ Excerpts: chapter 3, pp. 177-181, 236-265, 282-283 ○ Glossary terms: vulnerability, resilience, evidence, agreement ● Ribot, J. et al. 2020. Climate of Anxiety in the Sahel: Emigration in Xenophobic times. <i>Public Culture</i> 32(2): 47-74. doi: 10.1215/08992363-7816293 <p>Lecture #2:</p> <ul style="list-style-type: none"> ● Nightingale, A.J. 2019. Beyond Technical Fixes: climate solutions and the great derangement. <i>Climate and Development</i> 12(4): 343-352. doi: 10.1080/17565529.2019.1624495 ● Cameron, E. 2012. Securing Indigenous Politics: A critique of the vulnerability and adaptation approach to the human dimensions of climate change in the Canadian Arctic. <i>Global Environmental Change</i> 22(1): 103-114. doi: 10.1016/j.gloenvcha.2011.11.004

4	<p>Intersectional analysis of climate impacts and responses</p>	<p><i>This week we focus on the application of an intersectional lens to analyze social drivers and impacts of climate change.</i></p> <p>Readings</p> <p>Lecture #1:</p> <ul style="list-style-type: none"> • Kaijser, A & Kronsell, A. 2013. Climate change through the lens of intersectionality. <i>Environmental Politics</i> 23(3): 417-433. doi: 10.1080/09644016.2013.835203 • Whyte, K. et al. 2015. <i>Climate Change Through an Intersectional Lens: Gendered Vulnerability and Resilience in Indigenous Communities in the United States</i>. Portland, OR: U.S. Department of Agriculture, Forest Service, Pacific Northwest Research Station, 1-74. Excerpts TBA. • [Listen]: Johnson, A. 2021. We Can't Solve The Climate Crisis Without Gender Equality. We'll Prove It To You. [Audio Podcast Episode]. In <i>How to Save a Planet</i>. Gimlet. Available at: https://gimletmedia.com/shows/howtosaveaplanet/wbhv27e/we-cant-solve-the-climate-crisis-without <p>Additional Readings:</p> <ul style="list-style-type: none"> • Hoogeveen, D et al. 2021. Climate Change, Intersectionality, and GBA+ in British Columbia: Summary Report. Available at: https://www2.gov.bc.ca/assets/gov/environment/climate-change/adaptation/resources/climate_change_gba_in_bc_summary_report.pdf (introduces intersectionality, some ways that policy is trying to incorporate these views) • Perkins, P. E. 2018. "Climate justice, gender, and intersectionality." In Jafry, Mikulewicz, and Helwig (eds.) <i>Routledge Handbook of Climate Justice</i>. Pp. 349-358. • Konsmo, E.M. & Kahealani Pacheco, A.M. <i>Violence on the Land, Violence on our Bodies: Building an Indigenous Response to Environmental Violence</i>. Chapter 1 and 2. Available at: http://landbodydefense.org/uploads/files/VLVBReportToolkit2016.pdf • [Listen]: Darrow, R.R. 2020. Planetary Whistle Blowers. [Audio Podcast Episode]. In <i>Into the Crip Universe: Crippling the Anthropocene</i>. Available at: https://www.sinsinvalid.org/podcast/2020/10/16/episode-3-resisting-the-medical-industrial-complex <p>Lecture #2: Climate Justice field trip in the region (TBD, but we plan to work with Musqueam, Squamish and Tsleil-Waututh to develop and run.)</p> <ul style="list-style-type: none"> • Readings selected in collaboration with field trip organizers
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5	Racialization, extractivism and climate change to just transitions	<p><i>This week explores the relationship between racialization, colonialism, extractivism and climate change. It also introduces relationships between racialization, disability, ableism and climate justice.</i></p> <p>Readings</p> <p>Lecture #1:</p> <ul style="list-style-type: none"> • United Nations Human Rights Office of the High Commissioner. 2019. <i>Natural resource extraction and racial discrimination: Report</i>. Available at: https://www.ohchr.org/EN/Issues/Racism/SRRacism/Pages/ThematicReportNaturalResourceExtraction.aspx • Hopkins, H. 2020. Racism is Killing the Planet. <i>Sierra</i>. Available at: https://www.sierraclub.org/sierra/racism-killing-planet • Jampel, C. 2018. Intersections of disability justice, racial justice and environmental justice. <i>Environmental Sociology</i> 4(1): 122–135. doi: 10.1080/23251042.2018.1424497 <p>Additional Readings:</p> <ul style="list-style-type: none"> • [Watch]: London Review of Books (LRB). 2016. Naomi Klein: “Let Them Drown: The violence of othering in a warming world. [Video]. Youtube. Available at: https://www.youtube.com/watch?v=CChLEtlu4iY • Alook, A. et al. 2021. Indigenous gendered experiences of work in an oil-dependent, rural Alberta community. In <i>Regime of Obstruction</i>. AU Press. Available at: https://read.aupress.ca/read/regime-of-obstruction/section/f13bd993-cc16-41ff-8100-9c522900de62 <p>Lecture #2: Potential guest lecture from Sandeep Pai from CSIS Energy Program</p> <ul style="list-style-type: none"> • McCauley, D & Heffron, R. 2018. Just transition: Integrating climate, energy and environmental justice. <i>Energy Policy</i> 119: 1-7. doi: 10.1016/j.enpol.2018.04.014 • Mertins-Kirkwood, H. & Deshpande, Z. 2019. Who is included in the Just Transition?: Considering social equity in Canada’s shift to a zero-carbon economy. <i>CCPA</i>: 4-28. Available at: https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2019/08/Who%20is%20included%20in%20a%20just%20transition_final.pdf
6	Global climate Injustice and Responsibilities	<p><i>This week explores tensions and synergies between global sustainable development, climate change and climate justice.</i></p> <p>Readings</p> <p>Lecture #1: Potential guest lecture from Chee Yoke Ling, Director of</p>

		<p>Third World Network</p> <ul style="list-style-type: none"> ● IPCC, 2018: <i>Global Warming of 1.5°C. An IPCC Special Report</i>. In Press. Available at: https://www.ipcc.ch/sr15/ <ul style="list-style-type: none"> ○ Ch. 5 pp. 447-449, section 5.3.3. p 458-59, Box 5.1, Mitigation and SDGs: 459-463, Section 5.5 ○ IPCC Glossary: path dependence, climate-resilient development pathways , transformations ● Carbon Brief. 2021. What countries are historically responsible for climate change? Available at https://www.carbonbrief.org/analysis-which-countries-are-historically-responsible-for-climate-change ● [Watch]: TeleSUR English. 2021. “We need global leaders with strategies to address our current problems.” [Video] Youtube. Available at: https://www.youtube.com/watch?v=eiPI6LuuUhs <ul style="list-style-type: none"> ● Speech by Mia Amor Mottley, Prime Minister of Barbados, at the 76th Session of the United Nations General Assembly ● Bigger, P. et al. 2021. The Carbon Bootprint of the US Military and Prospects for a Safer Climate. In <i>Negotiating Climate Change in Crisis</i> (eds. S. Böhm and Sian Sullivan) Open Book Publishers. Available at https://books.openbookpublishers.com/10.11647/obp.0265.05.pdf <p>Additional Reading:</p> <ul style="list-style-type: none"> ● Patterson, J.J. et al. 2018: Political feasibility of 1.5°C societal transformations: the role of social justice. <i>Current Opinion in Environmental Sustainability</i> 31: 1–9. doi:10.1016/j.cosust.2017.11.002. ● Roberts, E. & Pelling, M. 2020. Loss and damage: An opportunity for transformation? <i>Climate Policy</i> 20(6): 758–771. doi:10.1080/14693062.2019.1680336 <p>Lecture #2: Exam review and discussion</p>
<p>Module 2: Drivers and debates</p> <p><i>In this module, we explore debates about the barriers and challenges to climate justice and action and different strategies for addressing those barriers and challenges.</i></p>		
7	<p>Reform and/or radical, pragmatic and/or utopian</p>	<p><i>This week we explore the debate about whether we can reform our systems to stay within a liveable climate or if we need a more fundamental re-think. We will do so by examining a continuing debate. We will also think about what a structural analysis is, and the kinds of questions that a structural analysis asks and their limits.</i></p> <p>Readings</p> <p>Lecture #1: No class; Exam due Wednesday of this week</p>

		<p>Lecture #2:</p> <ul style="list-style-type: none"> Asafu-Adjaye, J. et al. 2015. An Ecomodernist Manifesto. <i>An Ecomodernist Manifesto</i>. Available at http://www.ecomodernism.org/ [Watch]: This Changes Everything Mann, M. 2019. Radical reform and the Green New Deal. <i>Nature</i>. Available at: https://courses.library.ubc.ca/i.xqFbmp Engler, M. & P. Engler. 2021. Making our demands both practical and visionary. <i>Waging nonviolence</i>. Available at: https://wagingnonviolence.org/2021/07/making-our-demands-both-practical-visionary/ <p>Additional Readings:</p> <ul style="list-style-type: none"> O'Brien, K.L. 2016. Climate change and social transformations: is it time for a quantum leap? <i>Wiley Interdisciplinary Reviews: Climate Change</i> 7(5): 618–626, doi:10.1002/wcc.413. Rowe, J.K. & Carroll, M. 2014. Reform or radicalism: Left social movements from the Battle of Seattle to Occupy Wall Street. <i>New Political Science</i> 36(2): 149-171. doi:10.1080/07393148.2014.894683
8	<p>The role of corporations and big finance</p>	<p><i>This week engages in the role of corporate power and concentrated wealth/power in advancing climate action and inaction.</i></p> <p>Readings</p> <p>Lecture #1:</p> <ul style="list-style-type: none"> Carroll, W. & Sapinski, J.P. 2018. “What on Earth is Corporate Power? Corporations and Capitalism.” In <i>Organizing the 1%: How Corporate Power Works</i>. Fernwood Publishing. [Listen]: Stokes, L. & Wilkinson, K. 2021. The ‘Prestige Problem’ Making Fossil Fuels Powerful. [Audio Podcast Episode]. In <i>A Matter of Degrees</i>. Post Script Audio. Available at: https://www.degreespod.com/episodes/episode-10 <p>Additional Readings:</p> <ul style="list-style-type: none"> [Listen]: Westervelt, A. 2018. The First Step To Influencing Policy: Setting Research Agendas. [Audio Podcast Episode]. In <i>Drilled</i>. Drilled News. Available at: https://drillednews.com/podcast/the-first-step-to-influencing-policy-setting-research-agendas/ Dunlap, R.E. & McCright. A.M. 2011. “Organized Climate Change Denial.” In Dryzek, Norgaard, and Schlosberg (eds.) <i>The Oxford Handbook of Climate Change and Society</i>. Oxford University Press. Pp. 1-20.

		<ul style="list-style-type: none"> Patel, R. 2021. Agroecology is the solution to world hunger. <i>Scientific American</i>. Available at: https://www.scientificamerican.com/article/agroecology-is-the-solution-to-world-hunger/?fbclid=IwAR1y2Lcn5bOz9h_4RERxqG25p1zSQoyn8GrN4OoAYsAfN2LnY_kv1WDyLg <p>Lecture #2: Student teach-in #1</p> <ul style="list-style-type: none"> Student-assigned readings (TBA)
9	Grow or die; Grow to die	<p><i>It also begins to talk about relationships between economic growth, capitalism and climate justice.</i></p> <p>Readings</p> <p>Lecture #1:</p> <ul style="list-style-type: none"> Hickel, J. & Hallegatte, S. 2021. Can we live within environmental limits and still reduce poverty? Degrowth or decoupling? <i>Development Policy Review</i>. 1-24. Available at: https://onlinelibrary.wiley.com/doi/10.1111/dpr.1258 Hickel, J. & Kallis, G. 2020. Is green growth possible? <i>New Political Economy</i> 25(4): 583-613. doi:10.1080/13563467.2019.1598964 [Listen]: Young, A. 2021. Thea Riofrancos on Planetary Perspectives of Green Energy/250. [Audio Podcast Episode]. In <i>For The Wild</i>. For The Wild. Available at: https://forthewild.world/listen/thea-riofrancos-on-planetary-perspectives-of-green-energy-250 Brand, U & Wissen, M. 2013. Crisis and continuity of capitalist society-nature relations: the imperial mode of living and the limits to environmental governance. <i>Review of International Political Economy</i> 20(4): 687-711. doi:10.1080/09692290.2012.691077 [Listen]: Abdelfatah, R. 2021. Capitalism: What is it? [Audio Podcast Episode]. In <i>Throughline</i>. NPR. Available at: https://www.npr.org/2021/06/21/1008906741/capitalism-what-is-it <p>Additional Readings:</p> <ul style="list-style-type: none"> Magdoff, F. & Foster, J.B. 2010. "What every environmentalist needs to know about capitalism." <i>Monthly Review</i>. Pp.1-31. Available at: https://monthlyreview.org/2010/03/01/what-every-environmentalist-needs-to-know-about-capitalism/ Coulthard, G. 2013. For our nations to live, capitalism must die. (short) <i>Unsettling America</i>. Available at: https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism Svartzman, R.& Althouse, J. 2020. Greening the international

		<p>monetary system? Not without addressing the political ecology of global imbalances. <i>Review of International Political Economy</i>. doi:10.1080/09692290.2020.1854326</p> <ul style="list-style-type: none"> • Kallis, G. 2018. "Chapter 5: The Utopia of Degrowth." In <i>degrowth</i>. Agenda Publishing. Pp. 117-148. • Schmidt, C. 2006. "An Environmental, Social, and Economic Revolution." In <i>Workers of the World, Relax: The Simple Economics of Less Work</i>. Work Less Party. Pp. 90-131. <p>Lecture #2: Student teach-in #2</p> <ul style="list-style-type: none"> • Student-assigned readings (TBA)
10	The state is the answer; the state is the problem	<p><i>This week we take up a conversation about the role of the state in climate injustice and justice; is the state friend or foe and under what conditions.</i></p> <p>Readings</p> <p>Lecture #1:</p> <ul style="list-style-type: none"> • Mann, G. and Wainwright, J. 2018. The state will not save us. <i>Public Books</i>. Available at: publicbooks.org/the-state-will-not-save-us/ • Parenti, C. 2020. A left defence of carbon dioxide removal: the state must be forced to deploy civilization-saving technology. In <i>Has it come to this? The promises and perils of geoengineering on the brink</i>. Rutgers UP. • Hausknot, D. 2020. The environmental state and the glass ceiling of transformation. <i>Environmental Politics</i> 29(1): 17-31. doi:10.1080/09644016.2019.1680062 <p>Additional Readings:</p> <ul style="list-style-type: none"> • M'Gonigle, M. & Takeda, L. 2013. The Liberal Limits of Environmental Law: A Green Legal Critique. 30 <i>Pace Environmental Law Review</i> 30(3): 1005-1115. Available at: https://digitalcommons.pace.edu/pelr/vol30/iss3/4 • Patterson, M. 2016. Political economy of the greening of the state. In <i>Oxford Handbook of Environmental Political Theory</i>. (eds. Gabrielson et al). Oxford UP. • Gobby, J. et al. 2021. Decolonizing Climate Policy in Canada. <i>Indigenous Climate Action</i>. Available at: https://www.indigenousclimateaction.com/entries/new-ica-report-critique-of-federal-climate-policy-plans <p>Lecture #2: Student teach-in #3</p> <ul style="list-style-type: none"> • Student-assigned readings (TBA)
11	The case for and against a more	<p><i>This week presents different viewpoints on the climate movement.</i></p>

	<p>radical climate movement</p>	<p>Readings</p> <p>Lecture #1:</p> <ul style="list-style-type: none"> LeBaron, G. & Dauvergne, P. 2014. <i>Protest Inc.</i> Polity Press. (excerpts) Illing, S. 2021. The case for a more radical climate movement. Vox. Available at: https://www.vox.com/vox-conversations-podcast/22691428/vox-conversations-climate-change-andreas-malm Stern, S. W. 2021. Sabotage Can Be Done Softly: On Andreas Malm’s “How to Blow Up a Pipeline.” <i>LA Review of Books</i>. Available at: https://lareviewofbooks.org/article/on-the-front-lines-of-climate-change/ Goldtooth, D. et al. 2021. Indigenous Resistance Against Carbon. <i>Indigenous Environmental Network</i>. Available at: https://www.ienearth.org/indigenous-resistance-against-carbon/ <p>Lecture #2: Student teach-in #4</p> <ul style="list-style-type: none"> Student-assigned readings (TBA)
<p>12</p>	<p>Populationism and climate justice</p>	<p><i>This week will focus on the debate around population growth and its role in driving climate change (or not), as well as consider “populationism” through a climate justice lens.</i></p> <p>Readings</p> <p>Lecture #1:</p> <ul style="list-style-type: none"> Find and post a reading engaging the question of population growth for climate change in Canvas. Hendrixson, A. et al. 2020. Confronting populationism: Feminist challenges to population control in an era of climate change. <i>Gender Place and Culture</i> 27(3): 307-315. doi:10.1080/0966369X.2019.1639634 <p>Lecture #2: Student teach-in #5</p> <ul style="list-style-type: none"> Student-assigned readings (TBA)
<p>13</p>	<p>We Are How We Relate</p>	<p><i>This week we reflect and review where we’ve come as a class, including through the student teach-ins. We consider the role of our relationships as part of climate justice and think through the way we proceed as we work towards climate justice.</i></p> <p>Readings</p> <p>Lecture #1:</p> <ul style="list-style-type: none"> Whyte, K. 2020. “Against Crisis Epistemology.” In <i>Handbook of Critical Indigenous Studies</i>, edited by B. Hokowhitu, A.

		<p>Moreton-Robinson, L. Tuhiwai-Smith, S. Larkin, and C. Andersen. Routledge</p> <ul style="list-style-type: none"> • Shotwell, A. 2016. "Complexity and Complicity: An Introduction to Constitutive Impurity." In <i>Against Purity: Living Ethically in Compromised Times</i>. The University of Minnesota Press. Pp1-19. • <i>Le Guin, U.K. 2015. Annals of Pard: Some People Are Just As Equal As Others.</i> (short) Available at: https://bookviewcafe.com/blog/2015/07/20/some-people-are-just-as-equal/ • Ray, Sarah Jaquette. 2020. "Chapter 5: Be Less Right and More In Relation." In <i>A Field Guide to Climate Anxiety</i>. University of California Press. Pp. 97-113. <p>Lecture #2: Review and wrap up</p>
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ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what your work is. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidents of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#)

ACADEMIC CONCESSION

If you miss marked coursework (assignment, exam, presentation, participation in class) and are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact the instructor, where appropriate.

Version: Nov 25, 2021

Rubric for Assessing Presentations

	Exemplary (>85%)	Proficient (65%-85%)	Developing (55%-65%)	Unacceptable (<55%)
Delivery [4 point]	Holds attention of audience with use of direct eye contact; Speaks with variation in volume and inflection to maintain audience interest. Emphasizes key points.	Consistent use of direct eye contact with audience, but still returns to notes. Speaks with satisfactory variation, volume and inflection.	Displays minimal eye contact with audience, while reading mostly from notes. Speaks in uneven volume with little or no inflection.	Holds no eye contact with audience; report is read from notes. Speaks in low volume and / or monotonous tone, causing audience to disengage.
Content/ Organization [8 points]	Demonstrates full knowledge of their topic and provides evidence, arguments and supporting figures; Summarizes their findings and answers any class questions with appropriate explanation and elaboration; Any conclusions are supported with evidence	Is at ease with material and answers all questions, without elaboration. Has somewhat clear purpose and subject; some data/figures evidence to support conclusions	Is uncomfortable with information and is able to answer only rudimentary questions. Attempts to define purpose and subject; provides weak arguments, which do not adequately support subject	Does not have a grasp of information and cannot answer questions about subject. Does not clearly define subject; gives insufficient support for ideas or conclusions.
Enthusiasm/ Effectiveness/ Audience Awareness [4 points]	Demonstrates strong engagement with topic during pres. Significantly increases audience understanding and knowledge of topic; convinces audience to recognize validity and importance of the subject.	Shows some engagement about the topic. Raises audience understanding and awareness of most points.	Shows little or mixed feelings about the topic being presented. Raises audience understanding and knowledge of some points.	Shows no interest in topic presented. Fails to increase audience understanding and knowledge of topic.

Adapted from BIOL 424, UBC, and http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf