

## 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
Environmental Justice and Social Change	GEOG 313	3.0

Class time & "location"
<p><b>Lecture:</b> class convenes each Wednesday of term from 2-3.50 PM Pacific Standard Time for synchronous lecture. The relevant sections will be recorded and uploaded for those who cannot make it. Attendance is strongly encouraged. In lieu of the Friday session we will have "podcast or film friday". :)</p> <p><b>Discussion groups:</b> mandatory, bi-weekly, synchronous discussion groups, meeting the weeks of Jan 18, Feb 1, Feb 22, March 8, March 22. The final discussion group is being rolled into the EJ conference (see below). Please note that each discussion group will have two TAs and students will be divided into smaller "learning pods" to facilitate more in-depth discussion and engagement.</p> <p><b>Environmental justice conference:</b> the major assignment in this class is to present in our inaugural EJ conference! It will take place in lieu of class and discussion groups between April 6-9. More info on that later in term.</p>

## PREREQUISITES

GEOG 121 or permission of instructor.

## CONTACTS

Course Instructors	Office Location	Office Hours
Jessica Dempsey (Jess) <a href="mailto:Jessica.dempsey@geog.ubc.ca">Jessica.dempsey@geog.ubc.ca</a>	<a href="https://ubc.zoom.us/j/9331455738?pwd=VXp2VmFXc3hVYS9JTmxRdGZlZWlnxQT09">https://ubc.zoom.us/j/9331455738?pwd=VXp2VmFXc3hVYS9JTmxRdGZlZWlnxQT09</a> Meeting ID: 933 145 5738 / Passcode: 773999	Wednesday 4-5pm and by appointment
Audrey Irvine-Broque	<a href="https://ubc.zoom.us/j/2551096495?pwd=TWlhLd2hNQytqY1g5TWkzWFhAxEw0Zz09">https://ubc.zoom.us/j/2551096495?pwd=TWlhLd2hNQytqY1g5TWkzWFhAxEw0Zz09</a> Meeting ID: 255 109 6495 / Passcode: 237829	Thursday 10-11am (on weeks with no discussion groups)
Joseph Daniels (Joe) <a href="mailto:joseph.daniels@geog.ubc.ca">joseph.daniels@geog.ubc.ca</a>	<a href="https://ubc.zoom.us/j/2141642200?pwd=T1ZhdjF5VDhueiIMU0FkSGVNZGd3UT09">https://ubc.zoom.us/j/2141642200?pwd=T1ZhdjF5VDhueiIMU0FkSGVNZGd3UT09</a> Meeting ID: 214 164 2200 / Passcode: 981821	Monday 4-5pm (on weeks with no discussion groups)

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Fernanda Rojas <a href="mailto:fernanda.rm@alumni.ubc.ca">fernanda.rm@alumni.ubc.ca</a>	<a href="https://ubc.zoom.us/j/7673264253?pwd=RXJWMi9SWks2aGlSSXR2T0xVendQZz09">https://ubc.zoom.us/j/7673264253?pwd=RXJWMi9SWks2aGlSSXR2T0xVendQZz09</a> Meeting ID: 767 326 4253 / Passcode: 52296	Thursday 11am-12pm (on weeks with no discussion groups)
Erik Post <a href="mailto:erikpost@mail.ubc.ca">erikpost@mail.ubc.ca</a>	<a href="https://ubc.zoom.us/j/4557762496?pwd=eVNZbTNTRTJlYm9sWWWhHc2Ftc3JYZz09">https://ubc.zoom.us/j/4557762496?pwd=eVNZbTNTRTJlYm9sWWWhHc2Ftc3JYZz09</a> Meeting ID: 455 776 2496 / Passcode: thankyou!	Monday 12-1pm (on weeks with no discussion groups)

*\*Please note: it may take up to 48 hours to receive a return to emails. We rarely answer emails on evenings, weekends, and holidays so please plan your inquiries accordingly. In-person meetings are preferred for substantive topics.*

## COURSE DESCRIPTION

This course is informed by two central dilemmas of our time. First, we live in a moment of profound ecological change. Second, the causes and consequences of these changes are also profoundly uneven. Across race, class, gender and other forms of difference, what we call “environmental problems” AND “solutions” benefit and burden some more than others. What these two core issues mean is that ecological problems are always more than ecological – ecological systems are entangled with social, political and economic systems. Our challenge (and it is ours!) is to restructure our political, social and economic systems to operate within ecological limits and to address inequalities and injustices, to move to something like environmental justice.

This context compels a whole host of big questions that we need to ask of ourselves and each other: What *is* the relationship between inequality and environmental degradation? What kind of restructuring or change is needed to advance environmental justice? Who decides? And how can we manifest such change in a society that appears to be driving off the edge of a cliff? Addressing these questions is not clear-cut or easy, and there certainly is not one right answer nor a silver bullet. A major goal of this course is to push each of us (including the instructors) to be more historical, geographical and analytical in our understandings of the socioecological challenges we face. Common refrains about how we are to “save the environment” always come with baggage (e.g. who is “we” and *whose* environments, exactly?). They have deep histories and hidden assumptions about causes and solutions, justice and inequality, politics and social change, which we will uncover in this course and wrestle with as a group.

Finally, this course is informed by one other dilemma, this one wholly personal. Many of us - as breathing, eating, thinking humans - are trying to figure out where to spend our precious time, where to direct our limited energies towards change, struggling to avoid a spiral into despair and nihilism. While there are no promises – none of us hold “the” answer – I hope this class will be a space for finding some even fleeting ground to stand on: “We are stuck with the problem of living despite economic and ecological ruination” (Anna Tsing 2015:19).

My own “fleeting ground” is weaved together by community. And I want to acknowledge a community of political ecology and environmental justice academics who have shaped and refined this course, including Kara Shaw, Rosemary Collard, James Rowe, Juanita Sundberg, and Rafi Arefin.

## GEOGRAPHY 313 IN A GLOBAL PANDEMIC

All of us are figuring out how to live in this “brave new world” of a global pandemic. Amongst all the uncertainties and changes, I am learning how to teach online and you are figuring out how to learn online. I’m anxious about getting it right and maybe you have worries or anxieties too – not only for this class but for the whole dang state of the world. I know I do. So let’s commit to: 1) supporting each other, 2) sharing and communicating clearly, and 3) being patient and kind as the semester moves along. My primary recommendation to you is to communicate in advance if you are struggling - inform me and/or your TA so we can collaborate on finding a pathway through the course. I also urge you to help me figure out how to make this course work in this new context: I definitely won’t get it right the first time, but really appreciate your ideas and feedback throughout the term about how to make it work for you, and for all of us.

### Important note for students not currently living in Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

## ASSESSMENTS OF LEARNING

There are two options for assessment. I strongly recommend option 1 as it helps you organize your learning, ideas and thoughts as you go, and will be indispensable for your take home exams as well as for your conference write-up.

### Option 1. (recommended)

Study guide (4 over term, template provided) - due Jan 27, Feb 10, Mar 3 & 24	10%
Midterm take home exam - due Feb 17	20%
Final take home exam - due April 21	30%
EJ conference presentation - between April 6-9	20%
Conference attendance and responses - due April 14	10%
Discussion group attendance and participation (5 over the term)	10%

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### Option 2. (no study guide, more weight on exams)

Midterm take home exam - due Feb 17	25%
Final take home exam - due April 21	35%
EJ conference presentation - between April 6-9	20%
Conference responses - due April 14	10%
Discussion group attendance and participation (5 over the term)	10%

*Study guide:* This will help you organize your learning and the course materials into an indispensable guide for the take home exams. I will provide a template for you to fill out. It will be due four times over the term: Jan 27, Feb 10, Mar 3 & 24.

*Take home exams:* Essay format; these will require you think across the course materials. You will have seven days to complete them. Collective brainstorming is encouraged, but your work must be your own. “They say, I say” will be a useful resource in writing these exams.

*Discussion group:* Every second week. Your participation in discussion groups will be worth 6%, including attendance, participation, and submitted work. Please note that each discussion group will have two TAs and students will be divided into smaller “learning pods” to facilitate more in-depth discussion and engagement.

*Conference presentation:* Our class will put on an “Environmental Justice Conference” the week of April 6-9th. Working alone, in pairs, or in groups of maximum 3, you will deliver a presentation on either an environmental justice struggle/movement OR an environmental justice alternative/idea. Assignment guidelines will be posted in Canvas in the coming weeks, and conference details will take shape over the term.

## ACADEMIC CONCESSION & LATE ASSIGNMENTS

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If you miss marked coursework for the first time (assignment, presentation, participation in class) and the course is still in-progress, immediately submit a Student Self-Declaration to [geog313@geog.ubc.ca](mailto:geog313@geog.ubc.ca) so that your in-term concession case can be evaluated. If this is not the first time you have requested a concession or classes are over, fill out Arts Academic Advising’s online academic concession form immediately, 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 me where appropriate.

Late assignments will be penalized at 5% per day, unless the above process is followed. There is no opportunity to make up for missing in-class assignments without formal documentation.

## LEARNING OUTCOMES

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At the end of this course you should be able to:

- (1) demonstrate awareness and understanding of the environmental injustice and racism on a variety of scales and jurisdictions,
- (2) synthesize across a range of learning materials (lectures, readings, multimedia) and evidence to compare, contrast and effectively communicate different approaches and debates within environmental justice,
- (3) understand some of the dominant assumptions, structures and institutions that shape contemporary environmental injustices and responses to these challenges,

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- (4) communicate a compelling, analytical and empirically sound analysis of an environmental justice struggle or alternative orally and in the written form;

## LEARNING MATERIALS

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- **Required text:** Ray, S. (2020). *A Field Guide to Climate anxiety: How to Keep You Cool on a Warming Planet*. Oakland, California: University of California Press.
- **Recommended text:** Graff, G., & Birkenstein, C. (2018). *"They say / I say": The moves that matter in academic writing* (Fourth Edition). New York: W. W. Norton & Company.
- All other readings will be drawn from a range of sources and posted on Canvas.

## SCHEDULE OF TOPICS AND READINGS/MULTIMEDIA

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Important: sometimes we will shift the readings slightly based on class interest and current events. The modules in Canvas are the most up to date - so check there regularly and before you read for the week!

*Wed Jan 13. What is this course about?*

- Justice, D. 2019. Demanding kinder classrooms doesn't make you a snowflake. *The Walrus* 11 Nov. Available at <https://thewalrus.ca/demanding-kinder-classrooms-doesnt-make-you-a-snowflake/>

*Fri Jan 15. Movement for Black Lives (BLM) and the climate movement*

- LISTEN: Johnson, AE, Blumberg, A. (Hosts) (2020, September 24). *Black Lives Matter and the Climate* [Audio podcast]. Available at <https://gimletmedia.com/shows/howtosaveplanet/39habgl/black-lives-matter-and-the-climate>

Other readings of interest on this topic:

- Al-Saleh, D., & M.R. Arefin. (2014, December 9). Doing Environmental Studies During Times of Racialized Violence. Available at <https://edgeeffects.net/environmental-justice-race-violence/>
- Linnet, C. and I. Waldron. 2020. 'This is about vulnerability': Ingrid Waldron on the links between environmental racism and police brutality. *The Narwhal*. Available at <https://thenarwhal.ca/vulnerability-ingrid-waldron-environmental-racism-police-brutality/>
- One of the podcast makers, Elizabeth Ayana Johnson is interviewed in Yale 360 on [Ocean Justice](#).
- Smith, D. 2017. Why the climate movement must stand with Ferguson. 350.org, August 20<sup>th</sup>. Available at: <https://350.org/how-racial-justice-is-integral-to-confronting-climate-crisis/>

\*\*\*\*\*WEEK of JAN 18<sup>th</sup>: attend discussion group # 1 \*\*\*\*\*

*Wed Jan 20. Environmental justice: histories, principles and debates*

- Ray, S.J. (2020). *A Field Guide to Climate Anxiety*. University of California Press. Introduction and Chapter 1.
- Environmental Justice Platform adopted at The First People of Color Environmental Leadership Summit, 1991. 17 principles. Available at <http://www.ejnet.org/ej/principles.html>
- Bullard, R. (2001). Environmental Justice in the 21st Century: Race Still Matters. *Phylon* 49(3-4) pp. 151-171.

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- Kashwan, P. (2020). American environmentalism's racist roots have shaped global thinking about conservation. *The Conversation*. Available at <https://theconversation.com/american-environmentalisms-racist-roots-have-shaped-global-thinking-about-conservation-143783>

Other readings of interest on this topic:

- Agyeman, J. et al. (2016). Trends and Directions in environmental justice: from inequality to everyday life, community, and just sustainabilities. *Annual Review of Environment and Resources* 41: 321-330
- Commission for Racial Justice (1987). *Toxic Waste and Race in the United States*. Retrieved from: <https://www.nrc.gov/docs/ML1310/ML13109A339.pdf>
- Cronon, W. (1995). The trouble with wilderness; or Getting Back to the Wrong Nature. In *Uncommon Ground: Rethinking the Human Place in Nature*. W. Cronon (Norton) (Ed.). New York: Norton. pp. 69-90.
- Nagata, K. (2019). Yes, racism is an environmental issue. *Dogwood* 7 Oct. Available at <https://dogwoodbc.ca/news/yes-racism-is-an-environmental-issue/>

*Fri Jan 22. An anatomy of a sacrifice zone: the case of Nigeria & oil extraction*

- WATCH: Johansson, L. (2008). Poison Fire. Available at <https://www.idfa.nl/en/film/91bfe258-4186-41d5-b30c-1d39d656ba04/poison-fire?gclid=Cj0KCQiA3NX BRDQARIsALA3fILpqnCDqOPIImzEU33mCZdgvsvCGHUI KOPpG2xMc3fBQztWYQK fuZ4aAl zEALw wcB>

*Wed Jan 27. Global environmental justice*

- Nixon, R. (2011). *Slow violence and the environmentalism of the poor*. Cambridge, Mass: Harvard Univ. Press. Read excerpt: pp. 1-10.
- Achiume, T. (2019). *Global extractivism and racial equality. Report of the Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance* (UN Special Rapporteur No. A/HRC/41/54; p. 20). Geneva: United Nations. Available at: <https://digitallibrary.un.org/record/3823039?ln=en>
- Martinez-Alier, J. (2016). Global Environmental Justice and the Environmentalism of the Poor. In T. Gabrielson, C. Hall, J. M. Meyer, & D. Schlosberg (Eds.), *The Oxford Handbook of Environmental Political Theory* (Vol. 1, pp. 1–21). Oxford University Press. Skim to get a sense of the variety of EJ-related global movements.
- Brecher, J., Costello, T., & Smith, B. (2000). *Globalization from below: The power of solidarity*. Cambridge, Mass: South End Press. Read Ch 2. The power of social movements (and its secret) (pp. 19–32).

Other readings of interest on this topic:

- Scheidel, A. et al. 2020. Environmental conflicts and defenders: A global overview. *Global Environmental Change*, 63.

**\*\*\*\*\* Study guide #1 due Jan 27 \*\*\*\*\***

*Fri Jan 29. Othering and extraction*

- WATCH Klein, N. (2016). *Let Them Drown: The Violence of Othering in a Warming World*. London: Southbank Centre, 2016. Available at <https://vimeo.com/166018049>

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- Alternatively, read the lecture at <https://www.lrb.co.uk/v38/n11/naomi-klein/let-them-drown>

**\*\*\*\*\*Week of Feb 1. Discussion group #2\*\*\*\*\***

*Wed Feb 3. EJ in Canada & Indigenous EJ*

- Tuncak, B. (2020). Report of the Special Rapporteur on the implications for human rights of the environmentally sound management and disposal of hazardous substances and wastes. Available at [https://www.ohchr.org/Documents/Issues/ToxicWaste/A\\_HRC\\_45\\_12\\_Add\\_1\\_AUV.docx](https://www.ohchr.org/Documents/Issues/ToxicWaste/A_HRC_45_12_Add_1_AUV.docx)
- McGregor, D. (2018). Mino-Mnaamodzawin. *Environment and Society*, 9(1), 7–24.

Other readings of interest on this topic:

- Locke, J. (1689). On property. *Second Treatise of Government*. Available at: <https://www.earlymoderntexts.com/assets/pdfs/locke1689a.pdf>
- Estes, N. (2019). A red deal. *Jacobin* 8 June. Available at <https://www.jacobinmag.com/2019/08/red-deal-green-new-deal-ecosocialism-decolonization-indigenous-resistance-environment>
- Kimmerer, R. (2013). *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. “The Gift of Strawberries.” pp. 22-32.

*Friday, Feb 5.*

- WATCH: *Angry Inuk*, (2016). Dir. A. Arnaquq-Baril. Available at the National Film Board website (with UBC library proxy).

*Wed, Feb 10. Environmentalist entanglements with colonial patterns of thought*

- Kuokkanen, R. (2011). Indigenous economies, theories of subsistence, and women: Exploring the social economy model for Indigenous governance. *American Indian Quarterly* 35 (2): 215-240 (focus on pp. 215-223).
- Curley, A. (2019). T’áá hwó ají t’éego and the Moral Economy of Navajo Coal Workers. *Annals of the American Association of Geographers* 109(1): 71-86.

Other readings of interest on this topic:

- Brave Noisecat, J. (Host). Episode 7: One Navajo’s Fight for a Just Energy Transition [Audio Podcast]. Available at <https://www.degreespod.com/episodes/episode-07>
- Curley, A. and M. Lister. (2020). Already existing dystopias: tribal sovereignty, extraction and decolonizing the Anthropocene. In *Handbooks on the changing geographies of the state*. pp. 251-262.
- Nadasdy, P. (2005). Transcending the debate over the ecologically noble Indian: Indigenous Peoples and Environmentalism. *Ethnohistory* 52(2): 291-331.
- Simpson, L. with N. Klein. (2013, March 6). Dancing the world into being. *Yes Magazine*. Available at <https://www.yesmagazine.org/social-justice/2013/03/06/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson/>

**\*\*\*\*\*Study guide #2 due Feb 10\*\*\*\*\***

**\*\*\*\*\*TAKE HOME EXAM FEB 10 - 17\*\*\*\*\***

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## Reading break Feb 15-19

## \*\*\*\*\*Week of Feb 22 Discussion group #3\*\*\*\*\*

Wed Feb 24. Panel discussion on energy transitions and environmental justice

- Ray, S. (2020). *A Field Guide to Climate anxiety: How to Keep You Cool on a Warming Planet*. Oakland, California: University of California Press. Read Chapter 2 (optional), Chapters 3-4 (required).
- Leonhardt, D. (2019). The problem with putting a price on the end of the world. *New York Times* Apr 9. <https://www.nytimes.com/interactive/2019/04/09/magazine/climate-change-politics-economics.html>

Fri Feb 26. Corporate power and environmental injustice

- WATCH: Kenner, R (Director). 2014. *Merchants of doubt*. Film.

Wed Mar 3. Uneven development, financial flows and the possibility for environmental justice

- Pulido, L. (1994). Restructuring and the contraction and expansion of environmental rights in the United States. *Environment and Planning A: Economy and Space*. 26(6), 915–936. doi: 10.1068/a260915
- Portfolio Earth. (2020). Bankrolling Extinction (excerpts to be defined). Available at <https://portfolio.earth/wp-content/uploads/2021/01/Bankrolling-Extinction-Report.pdf>
- Reyes, O. (2020). *Change finance not the climate*. Institute for Policy Studies and The Transnational Institute. Available at [https://www.tni.org/files/publication-downloads/change\\_finance\\_not\\_the\\_climate\\_online\\_def.pdf](https://www.tni.org/files/publication-downloads/change_finance_not_the_climate_online_def.pdf) (Read Intro and pick two chapters).

## \*\*\*\*\*Study guide #3 due Mar 3\*\*\*\*\*

Friday Mar 6.

- TBA

## \*\*\*\*\*Week of Mar 8 - Discussion group #4\*\*\*\*\*

Wed Mar 10. *The state in environmental justice: problem and cure (Part I)*

- Polanyi, Karl. (2001). *The Great Transformation: The Political and Economic Origins of Our Time*. 2nd Beacon Paperback ed. Boston, MA: Beacon Press. Read Chapters 3 and 6.
- Taylor, A. and L. Hunt-Hendrix. (2019). One for All: To avert global catastrophe, we urgently need to resurrect the ancient idea of solidarity. *The New Republic*, August 26. Available at <https://newrepublic.com/article/154623/green-new-deal-solidarity-solution-climate-change-global-warming>
- Ray, S. (2020). *A Field Guide to Climate anxiety: How to Keep You Cool on a Warming Planet*. Oakland, California: University of California Press. Chapter 5.

Other readings of interest on this topic:

- Maniates, M. F. (2001). Individualization: Plant a Tree, Buy a Bike, Save the World? *Global Environmental Politics*, 1(3), 31–52. doi: 10.1162/152638001316881395

Fri Mar 12.



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- Young, A and H. Walia. (2020). On dismantling militarized borders. *Into the Wild* podcast. Dec 2, 2020. Available at <https://forthewild.world/listen/harsha-walia-on-dismantling-imagined-militarized-and-colonial-borders-211>

Wed Mar 17. *The state in environmental justice: problem and cure (Part II)*

- Pulido, L. (2017). Geographies of race and ethnicity II: racial capitalism and state-sanctioned violence. *Progress in Human Geography* 41(4): 524-533.
- Brown, A. (2019, July 30). *More Than 160 Environmental Defenders Were Killed in 2018, and Many Others Labeled Terrorists and Criminals*. *The Intercept*. Available at <https://theintercept.com/2019/07/30/criminalization-environmental-activists-global-witness-report/>
- Charles, M. and P. Le Billon. (2020). Corporate accountability and diplomatic liability in overseas extractive projects. *The Extractive Industries and Society* online first. Available at <https://doi.org/10.1016/j.exis.2020.12.001>

Other readings of interest on this topic:

- Pulido, L., Kohl, E., & Cotton, N.M. (2016). State Regulation and Environmental Justice: The Need for Strategy Reassessment. *Capitalism, Nature, Socialism*, 27(2), 12–31. DOI: [10.1080/10455752.2016.1146782](https://doi.org/10.1080/10455752.2016.1146782)
- Birss, M. (2017) Criminalizing Environmental Activism. *NACLA Report on the Americas* 49(3): 315-322. DOI: 10.1080/10714839.2017.1373958
- Temper, L. et al (2020). Movements shaping climate futures: A systematic mapping of protests against fossil fuel and low-carbon energy projects. *Environmental Research Letters* 15: 123004. Available at <https://iopscience.iop.org/article/10.1088/1748-9326/abc197>

Fri Mar 19

- TBA

\*\*\*\*\*Week of Mar 22 Discussion group #5\*\*\*\*\*

Wed Mar 24. *The economy in environmental justice: challenges and possibilities*

- Magdoff, F. and J.B. Foster. (2011). The Growth Imperative of Capitalism. In Magdoff and Foster (Eds.), *What every environmentalist needs to know about capitalism*. New York: Monthly Review Press, pp. 37-60.
- Akublut, B. et al. (2019). Who promotes sustainability? Five theses on the relationships between the degrowth and the environmental justice movements. *Ecological Economics* 165 (106418).
- Mies, M. (1998). World Economy, patriarchy and accumulation. In N. Stromquist, Ed., *Women in the Third World*. New York: Garland. Read excerpt: pp. 37-40.

Other readings of interest on this topic:

- Martinez-Allier, J. (2012). Environmental Justice and Economic Degrowth: An Alliance between Two Movements. *Capitalism, Nature, Socialism* 23(1): 51-73. doi: 10.1080/10455752.2011.648839
- Mastini, R. et al. (2021). A Green New Deal without growth? *Ecological Economics* 179: 106832. Available at <https://doi.org/10.1016/j.ecolecon.2020.106832>.

\*\*\*\*\*Study guide # 4 due Mar 24\*\*\*\*\*

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*Fri Mar 26. Work Work Work on conference presentation*

*Wed Mar 31. Student choice*

\*\*\*\*\*April 6-9 Environmental Justice Conference\*\*\*\*\*

\*\*\*\*\*April 14 - Conference responses due\*\*\*\*\*

*Wed April 14. Conference debrief & final class*

- Ray, S. (2020). *A Field Guide to Climate anxiety: How to Keep You Cool on a Warming Planet*. Oakland, California: University of California Press. Read Chapter 6, 7, and Conclusion.

## UNIVERSITY POLICIES

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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.

Details of the policies and how to access support are available on [the UBC Senate website](#)

## ACADEMIC INTEGRITY

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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 - including your peers. This also means you should not cheat, copy, or mislead others about what is your work. 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, incidences 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 ACCOMODATIONS

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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](#) (previously known as Access & Diversity). 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