

CLIMATE JUSTICE WINTER 2023

GEOG 474

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CLASS SCHEDULE

Section	Location	Time	Instructor(s)
GEOG 474 002 [SEM]	EV1 350	Wednesdays 6:30 p.m. - 9:20 p.m.	Mathieu Feagan mathieu.feagan@uwaterloo.ca
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INSTRUCTOR / TA INFORMATION

Instructor: Dr. Mathieu Feagan (he/his) – you can address me as “Matt” or Prof. Feagan

Email: mathieu.feagan@uwaterloo.ca (mailto:mathieu.feagan@uwaterloo.ca)

Class sessions: Wednesdays, 6:30-9:20pm in EV1 350

Student hour: Wednesdays 11am-12pm. Please come by my **office in EV1-212** or join via **zoom**

COURSE DESCRIPTION

Calendar Description for GEOG 474

These courses allow for additions to the program on a short-term basis, and for the development of future permanent courses.

Prereq: Level at least 3A Honours students only

As an exploration of the implications of climate change for human rights, this course considers questions about who is responsible for climate change, how the burdens of mitigation, adaptation and compensation should be distributed, and how to evaluate climate policies, programs and technologies from a range of scientific, Indigenous, and critical perspectives. Climate justice changes the way people think about climate change by centering the voices of those on the front lines of the crisis: women, Indigenous peoples, island state inhabitants, youth, and a growing number of businesses, politicians, and scholars. Understanding the future of climate justice requires learning how to change the systems of injustice that lie at its roots, including colonialism, capitalism, racism, and patriarchy. Through readings, short written reflections, group discussions, guest visits, and a class project, you will practice identifying the core assumptions framing equity, sustainability, and justice across different ways of knowing, while developing your own stance on climate justice.

LEARNING OUTCOMES

By the end of this course students should be able to:

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| 1. Define climate justice in your own words, demonstrating an understanding of the dominant systems and structures that must be confronted |
| 2. Provide examples of applied climate just work |
| 3. Identify different frames of reference for the human rights implications of climate justice across Indigenous, critical, and scientific perspectives |

TENTATIVE COURSE SCHEDULE

Module	Weeks	Due
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Module 1:
Defining and
situating
climate
justice within
an historical
process of
change

Week 1 : Welcome!

Wed Jan 11:

- Introductions and overview of the course
 - One thing you want to get
 - One thing you want to give
- Definitions
 - What is anthropogenic climate change?
 - Why do we need climate justice?
- Write a positionality statement
 - Who are you?
 - Why does climate justice matter to you?
 - Talk about your relationship to climate change
 - What are the affective dimensions?

Week 2

Wed Jan 18:

- Abimbola Joshua, Kwesi Aikins, Tselane Makhesi-Wilkinson, Erin Roberts “[Racism and Climate \(In\)Justice](https://us.boell.org/sites/default/files/2021-03/FINAL%20-%20Racism%20and%20Climate%20%28In%29Justice%20Framing%20Paper.pdf) (https://us.boell.org/sites/default/files/2021-03/FINAL%20-%20Racism%20and%20Climate%20%28In%29Justice%20Framing%20Paper.pdf) ”
- Andreas Malm “Fossil capital” chapter 1
- In class film (ohttps://www.google.com/search?q=where+to+watch+there%27s+something+in+the+water&oq=where+to+watch+there%27s+&aqs=chrome.1.69i57j0i20i263i512joi512l2joi20i263i512joi512l2joi390l2.5402j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:ae6aa9f6,vid:ZRP4Ikwsqsls) : “[There’s something in the water](https://www.youtube.com/watch?v=nKhIYFDnCoY) (https://www.youtube.com/watch?v=nKhIYFDnCoY) ”

Week 3

Wed Jan 25:

- Sonja Klinsky “[Climate Justice and the Built Environment](https://journal-buildingscities.org/articles/10.5334/bc.65/) (https://journal-buildingscities.org/articles/10.5334/bc.65/) ”
- Kyle Whyte “Indigenous science (fiction) for the Anthropocene”

Jan 11: Come to class

Jan 16 Discussion Post:

- Share your positionality statement on LEARN

Jan 18 Discussion post:

- what is the “sacrifice zone” referred to in Abimbola et al. and how does it relate to Malm’s double reading of “power” and the fossil economy?

Jan 25 Discussion Post:

- What is the relationship between the film “Something in the Water” and climate justice? (Refer to Whyte and Klinsky readings in your response.)

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Module 2:

Framing climate change policy in terms of justice: scientific, Indigenous, and critical perspectives

Week 4

Wed Feb 1:

- Quiz 1
- Group formation + group contract

Week 5

Wed Feb 8:

- Frame analysis lecture
 - [Vijay Prashad](https://www.youtube.com/watch?v=Sj_ficQFz1o) (https://www.youtube.com/watch?v=Sj_ficQFz1o)
 - [Zadie Smith](https://www.google.com/search?q=zadie+smith+climate+change&oq=zadie+smith+on+climate&aqs=chrome.1.69i57joi22i30.9545j0j4&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:48ea82d3,vid:kxAVIlggIJU) (<https://www.google.com/search?q=zadie+smith+climate+change&oq=zadie+smith+on+climate&aqs=chrome.1.69i57joi22i30.9545j0j4&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:48ea82d3,vid:kxAVIlggIJU>)
 - [Greta Thunberg](https://www.youtube.com/watch?v=KAJsdgTPJpU) (<https://www.youtube.com/watch?v=KAJsdgTPJpU>) (<https://www.youtube.com/watch?v=KAJsdgTPJpU>) and (https://www.youtube.com/watch?v=Eo_-mxvGnq8) (https://www.youtube.com/watch?v=Eo_-mxvGnq8)
- [Indigenous Climate Action “Decolonizing Climate Policy in Canada](https://static1.squarespace.com/static/5e8e4b5ae8628564ab4bc44c/t/6061cb5926611066ba64a953/1617021791071/pcf_critique_FINAL.pdf) (https://static1.squarespace.com/static/5e8e4b5ae8628564ab4bc44c/t/6061cb5926611066ba64a953/1617021791071/pcf_critique_FINAL.pdf) ”
- [Mary Robinson Foundation report on defining geography of climate justice](https://www.mrfcj.org/pdf/Geography_of_Climate_Justice_Introductory_Resource.pdf) (https://www.mrfcj.org/pdf/Geography_of_Climate_Justice_Introductory_Resource.pdf)
- [Suncor Climate Report 2022](https://sustainability-prd-cdn.suncor.com/-/media/project/ros/shared/documents/climate-reports/2022-climate-report-en.pdf?modified=20221124191332) (<https://sustainability-prd-cdn.suncor.com/-/media/project/ros/shared/documents/climate-reports/2022-climate-report-en.pdf?modified=20221124191332>)
- [United Nations Framework convention on climate change](https://unfccc.int/sites/default/files/resource/cma2021_08_adv_1.pdf) (https://unfccc.int/sites/default/files/resource/cma2021_08_adv_1.pdf)

Week 6

Wed Feb 15:

Feb 8 Discussion Post:

- Climate justice around the world – brain dump of groups and links to their work

Feb 15 Discussion Post:

- Who is on the front lines of fighting for climate justice? AND: what are the ethical implications of climate justice intergenerationally?

	<ul style="list-style-type: none"> • Group work • First self-evaluation for participation <p>Week 7</p> <p>Feb 18-26 is READING WEEK, no class</p>	
<p>Module 3:</p> <p>Challenging the underlying systems of domination</p>	<p>Week 8</p> <p>Wed March 1:</p> <ul style="list-style-type: none"> • Ian Angus’s <i>Facing the Anthropocene</i> Chapters 1, 4, 7, 10. <p>Week 9</p> <p>Wed March 8</p> <ul style="list-style-type: none"> • Leanne Betasamosake Simpson’s <i>As we have always done</i>, Chapters 5, 6, 7 <p>Week 10</p> <p>Wed March 15: Guest TBA</p> <p>Week 11</p> <p>Wed March 22</p> <ul style="list-style-type: none"> • Karen O’Brien “Activating personal and political agency (https://greattransition.org/images/Climate-Movement-O'Brien.pdf)” • Wijsman and Feagan “Rethinking knowledge systems for urban resilience (https://www.sciencedirect.com/science/article/abs/pii/S1462901118310827)” <p>Week 12</p> <p>Wed March 29</p> <ul style="list-style-type: none"> • Quiz 2 	<p>March 1 Group project:</p> <ul style="list-style-type: none"> • Submit five source frame analysis to another group <p>March 8 Group project:</p> <ul style="list-style-type: none"> • Peer Review 1 <p>March 22 Group project:</p> <ul style="list-style-type: none"> • Action plan <p>March 29 Group project:</p> <ul style="list-style-type: none"> • Peer Review 2 (feedback on another group’s action plan)

<p>Module 4:</p> <p>Practicing your voices</p>	<p>Week 13</p> <p>Wed April 5:</p> <ul style="list-style-type: none"> • Presentations 	<p>April 5 Group project:</p> <ul style="list-style-type: none"> • Presentations <p>April 10</p> <ul style="list-style-type: none"> • Second self-evaluation for participation <p>April 19 Final essay reflections (grad students only)</p> <ul style="list-style-type: none"> • your analysis of affective dimension of climate justice discussion one or more essays from Mary Annaïse Heglar’s selections (https://news.climate.columbia.edu/2020/02/11/climate-personal-essay-reading-list/)
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TEXTS / MATERIALS

No materials required.

STUDENT ASSESSMENT

Component	Value
Participation	20%
Online Discussion Posts	25%
Quizzes	20%
Group project Showcasing climate justice	35%

ASSIGNMENT SCREENING

No assignment screening will be used in this course.

ADMINISTRATIVE POLICY

Territorial Acknowledgement: The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the [Office of Indigenous Relations](https://uwaterloo.ca/indigenous) (<https://uwaterloo.ca/indigenous>)

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <https://uwaterloo.ca/campus-wellness/> (<https://uwaterloo.ca/campus-wellness/>) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Recording lecture: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) . For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>) .

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/disability-services/) (<https://uwaterloo.ca/disability-services/>) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.