Climate Justice and Climate Consequences: Education and Action for Social Justice and Regeneration

Course Briefing

Marna Hauk, PhD
Prescott College Graduate
Group Mentored Course - Spring 2017
Course Overview

Climate Justice and Climate Consequences: *Education and Action for Social Justice and Regeneration*

Course Description

Course Objectives
Climate change entangles issues of fairness, vulnerability, historical and structural inequities, intergenerational ethics, and procedural and distributive justice. At sociocultural, regional, and global scales, often the populations who are most at risk for climate change impacts are least responsible for generating them (Adger, Paavola, & Huq, 2006). Attention, research, and investments in those communities more vulnerable and dispossessed could provide high value mitigation and adaptation zones (Taylor, 2000). Concurrently, marginalized rural and urban communities’ resilience practices offer lifestyle and structural strategies that could inform useful adaptations and mitigate continuing injustice and affluenza. Community-emergent organizing within these zones offers high-priority climate justice action spaces. Climate justice brings clarity to the structural dimensions of climate change and argues that community-based action to redress structural inequities can be effective at taking action on the environmental justice dimensions of climate change. Students use ethnographic research methods in community service engagement relevant to their research trajectory. They will also co-develop web resources for other climate justice researchers on exemplars from the field.
Description

Topics in this course include: climate ethics, environmental racism and environmental justice, the climate justice education spectrum for effective curricular design, community organizing exemplars and vibrant practices, coalition, allyship, and solidarity, and regenerating capacity for intergenerational flourishing. The course is structured with three simultaneous tracks (theory, educational context, and field organizing) and takes place during a seven-week burst in the second half of the spring semester. The course includes electronic resources, readings, and activities from Macy and Johnstone (2012, Active Hope), Macy and Brown (2014, Coming Back to Life), Agyeman (2013), Agyeman, Bullard, & Evans (2003), Hackman (2016), Kagawa & Selby (2009), Lotz-Sisitka (2010), Mohanty (2003), Schipper et al (2014), Taylor (2000), Tremmel & Robinson (2014), & more.
Learning Objectives

By the end of the course, students will be able to:

1. Identify, participate in, live deeply with, and transform through the stages and cycles of Active Hope and climate justice learning and leading
2. Identify ethical dimensions and community exemplars in climate justice and social justice regeneration
3. Demonstrate literacy in key concepts of climate justice, including distributive justice, procedural justice, intergenerational ethics, global dynamics, coalition, and solidarity
4. Actively conduct earth-regenerative climate change and climate justice community-based experiential learning
5. Contribute to original scholarly work via development of annotated resources, interlinked web resources, critical perspectives, and academic writing for a collaborative article submitted for peer review
6. Envision and sustain solutionary visionary-activism for the long haul
Course Flow

7 Content Weeks

3 Strands
Topics and Presentations
Resources
The course is structured with three simultaneous tracks:

- **Theory**
- **Educational context**
- **Field organizing**

**Reflected in Multiple Contexts**

- Web Resources of Concepts & Exemplars - What & Who
- Educational Activities/ Curriculum - How Teach?
- Field Ethnographies - Share Stories
7 Weeks - Content and Exemplars Concepts/Talks

+ 3/13 - Overview and Core Concepts (Marna)
+ 3/20 - Tamara - Social Justice Approach to Climate Justice and Exemplar Dr. Heather Hackman - Reading: 5 Key Components Social Justice Education
+ 3/27 - Rachel - Topic: Climate Ethics - Reading: Gardiner Perfect Moral Storm
+ 4/3 - TBD - Environmental & Distributive Justice - Selections - Global Fight for Climate Justice?
+ 4/10 - Rachel - Topic: Climate Justice Education - Kagawa & Selby (ebrary), Hauk’s Instrument for CJE
+ 4/17 - Carley - Community Organizing
+ 4/24 - Jayanna - Coalition, Allyship, Solidarity
+ 5/1 - Closure, Distributive Justice if not yet covered

https://docs.google.com/spreadsheets/d/1r5VnWFL5ADCla5SIYKUnIgtSJRY_5v6-3vni6QaaJxk/edit?usp=sharing
Assignments

_Weekly Active Class Participation_ (Objectives 1, 2, 3, 4, 5, 6)
++ We meet weekly for 1 hour joint teleconferences via Zoom for 7 weeks starting March 13th
++ Students will respond to weekly online discussion questions during the 7 weeks of class
++ Weekly Themes. There will be a weekly climate justice-related theme, including: climate ethics, climate justice education (Hackman, Hauk) distributive justice and the global context, environmental racism and environmental justice, the climate justice education spectrum for effective curricular design, community organizing exemplars and vibrant practices, coalition, allyship, and solidarity, and regenerating capacity for intergenerational flourishing.

_Community Based Experiential Learning_ (Objectives 2, 4, 6)
++Before class starts in mid-March, student will work with mentor to establish a community based experiential learning opportunity with a relevant climate justice related nonprofit
++Student will select a community nonprofit and engage in community based experiential learning (CBEL) over the span of the semester of at least 10 hours per semester credit

_Presentations_ (Objectives 2, 3, 5)
++ Each student will select at least 2 topics for the course they will develop materials on and present (google slide or Prezi): (1) a climate justice topic and (2) an exemplar person, community, or organization in the field.

_Academic Paper_ (Objectives 2, 3, 5)
++ Student will contribute to a jointly defined and authored academic paper on the topic of climate justice (joint paper concepting by 3/31, outline 4/9, draft 4/16, final 4/30)
Resources


Additional Resources
Core Concepts

Develop a Glossary?
Link

Develop Resource Annotations?
Link

Distributive justice
Procedural justice
Intergenerational ethics
Mitigation
Adaptation
Scales of solution
Perfect Moral Storm
Moral Corruption
Work that Reconnects/Active Hope Cycle
Distributive & Procedural Justice

“Discussions of environmental justice often distinguish procedural environmental justice from substantive (or distributive) environmental justice. Procedural environmental justice is usually understood to require the opportunity for “all people regardless of race, ethnicity, income, national origin or educational level” to have “meaningful involvement” in environmental decision-making. Procedural environmental justice, like democracy more generally, may be considered a good thing in itself. However, the main value of procedural environmental justice is often assumed to lie in the contribution it can make to substantive environmental justice. Substantive (or distributive) environmental justice is usually understood to require that environmental benefits and burdens are distributed fairly. If everyone has the opportunity to participate in environmental decision-making (procedural environmental justice), each person has the opportunity to defend her own and everyone else’s substantive environmental rights. Therefore, it is likely to be more difficult to impose unfair environmental burdens (substantive environmental injustice) on people through a just procedure than it is through an unjust procedure.”

NewCastle & Oxford Universities, What is Environmental Justice? Global Justice and the Environment (Site). Para. 2. Retrieved from https://www.staff.ncl.ac.uk/g.m.long/environmental_justice.html
“Bathtub” Conversations

The Justice Question: What levels of GHGs are allowed in the bathtub given that the higher the levels—the greater the harms to those countries and millions of poor people that have done little to fill the bathtub and given some levels of warming are an existential threat to millions of poor people around the world.

The Equity Question: Who gets to fill the rest of the atmospheric bathtub given limited remaining space to keep atmospheric ghg concentrations at safe levels, different historical and per capita emissions that have filled the bathtub to current levels, and the needs of poor countries to grow economically.

Developing Countries

Other EU
Russia
Germany
France
India
Brazil
Australia
USA
Canada
China

Donald A. Brown, Scholar In Residence and Professor, Widener University Law School

https://ethicsandclimate.files.wordpress.com/2014/05/bathtub-revised.jpg
Article: Transition Strategies

http://www.resurgence.org/magazine/article16-transition-strategies.html
Questions

Climate Justice and Climate Consequences: 
*Education and Action for Social Justice and Regeneration*

The Adventure Unfurls...
Spectrum of Inclusive Resilience

Adaptation

- Not focused on transforming current power structures or changing paradigms
- Stresses maintain or return to technocratic or “business as usual”
- Assumes current state is normative
- Focus on ameliorative technologies and mitigation
- Single-dimensional, linear, analytic, classify, and mechanistic ways of knowing
- Tends to be more static, deterministic, and hierarchical
- Pedagogically: Oriented to risk, control, management, rights
- Seen as opposition (separation) or something to be managed or a problem to be solved or dealt with

Designing and Assessing
Climate Justice Education

Transition

- Moves towards transformation, still oriented around structures of domination & control
- Might not focus on multiple scales (personal, social, structural, etc.)
- Begins to connect ontological and epistemological, with moment movement towards intersectionality and transformation of systems
- Pedagogically: begins to engage
- Begins to honor indigenous and community-based ways of knowing and acting

Transformation

- Justice orientation
- Systems thinking deeply integrated, including accepting transformational change
- Embeds Deep Material Justice Principles and Earth Honoring
- Radical transformation of current structures, power, and paradigms
- Pedagogically diverse approaches include experiential, immersive, holistic, inspiral, and relational
- Oriented towards community, change and action
- Nurtures community and learner agency, strengths, and meanings

Metasynthesis with
Multiple Case Application

Case 1: Formal
Graduate Education - Climate Change Education Courses
Instructor: Maria Huay \nCalifornia State University, San Diego

Case 2: Nonformal/Adult

Abstract:
This research offers a three-tier spectrum to assess and design for depth of implementation of transformative climate justice approaches in curricula and projects. This research seeks to avoid greenwashing and move more deeply towards social transformation, community-based action, inclusion, and resilience in environmental education.

Spectrum of Inclusive Resilience – Climate Change Education for Justice and Resilience

Vibrant Practices & Dimensions –
Climate Change Education for Justice and Resilience


All-Age & Project-Based Learning

Transdisciplinary Approaches (Kaszyn & Milion, 2013): Climate change education must happen within interdisciplinary and multidisciplinary frames (Kagan & Selby, 2009, CCE 5)


Systems Thinking (Stanley/EE Capacity, 2013; mens)

Collaborative, Creative, Artistic, Ethical, Visionary, & Transformative

Social Learning: Requires socio-ecological dimensions and stimulates and catalyzes community action (Pelling, 2011; Kaszyn et al)

Meaningful and Multiperspectival: Dynamically revisited from multiple perspectives and personally meaningful and important content (Crowell, 2013, p. 89)

Local: Locally empowered and relevant means: Must include global dimensions (Kagan & Selby, CCE 1, p. 242)

Embedded & Empowered: Catalyzes Justice Empowerment, Community-Based Learning and Power Shifts