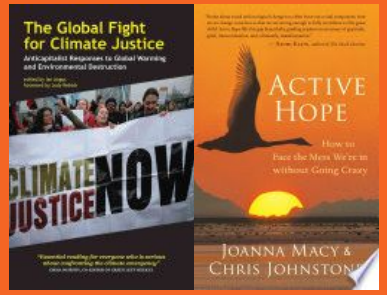


Climate Justice and Climate Consequences:

Education and Action for Social Justice and Regeneration

Course Briefing

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


FRONTLINES OF CRISIS
FOREFRONT OF CHANGE
POWER TO THE PEOPLE!
CLIMATE JUSTICE
NOW NOW NOW
green love
PEOPLE POWER
PEOPLES CLIMATE MARCH

Course Overview

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

Course Description

Course Objectives

Description

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

Three strands

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

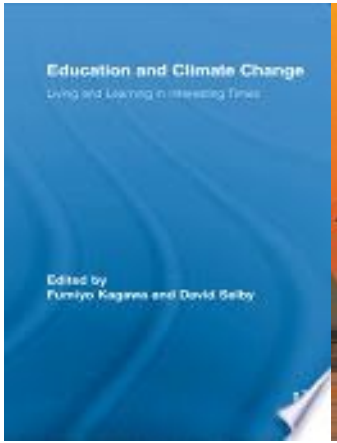
https://docs.google.com/spreadsheets/d/1r5VnWFL5ADCIa5SlYKUnIgtSJRY_5y6-3vnj6QaaJxk/edit?usp=sharing

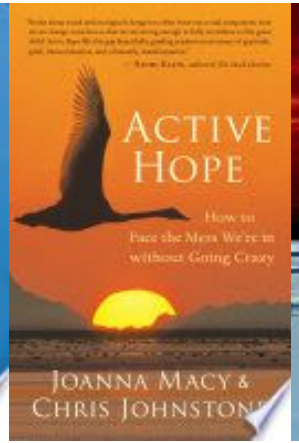
Assignments

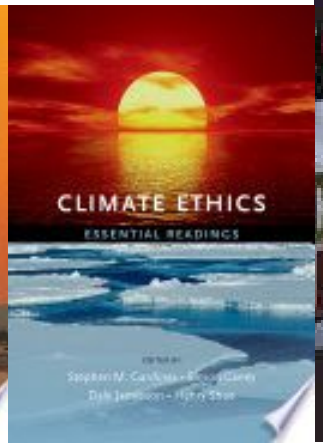
DRAFT

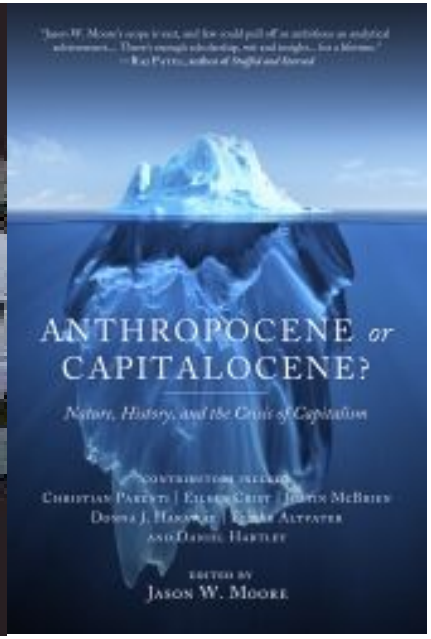
Weekly Active Class Participation (Objectives 1, 2, 3, 4, 5, 6)
++ We meet weekly for 1 hour joint teleconferences via Zoom for 7 weeks starting March 13th
++ Students will respond to weekly online discussion questions during the 7 weeks of class
++ Weekly Themes. There will be a weekly climate justice-related 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









Angus, I., and Rebick, J. (Ed.). (2010). *The global fight for climate justice.* Manitoba, Canada: Fernwood.

Gardiner, S. M. (2011). *A perfect moral storm: The ethical tragedy of climate change.* Oxford.

Hauk, M. (2015). Spectrum of inclusive resilience: Designing and assessing climate justice education. NAAEE.

Kagawa, F, and Selby, D. (Eds.). *Education and climate change: Living and learning in interesting times*. Routledge. [ebrary]

Macy, J., and Johnstone, C. (2012). *Active hope*. Novato, CA: New World.

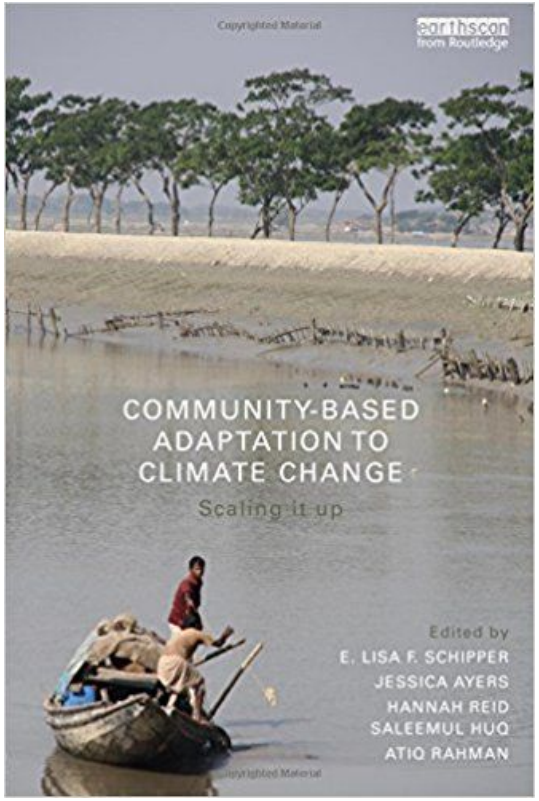
Posner, E. A., & Weisbach, D. (2010). *Climate change justice.* NJ: Princeton University Press. [ebrary]

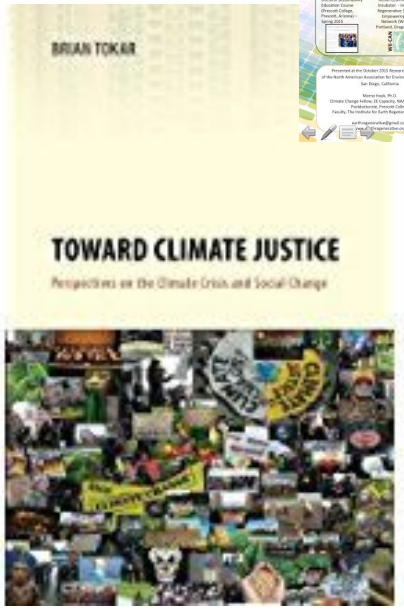
Roberts, J. T., and Parks, B. C. (2007). *A climate of injustice: Global inequity, North-South politics, and climate policy.* Cambridge, MA: MIT.

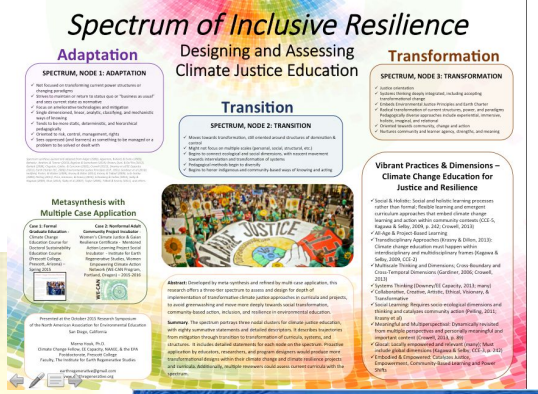
Tokar, B. (2014). *Toward climate justice: Perspectives on the climate crisis and social change.* Porsgrunn, Norway: New Compass.

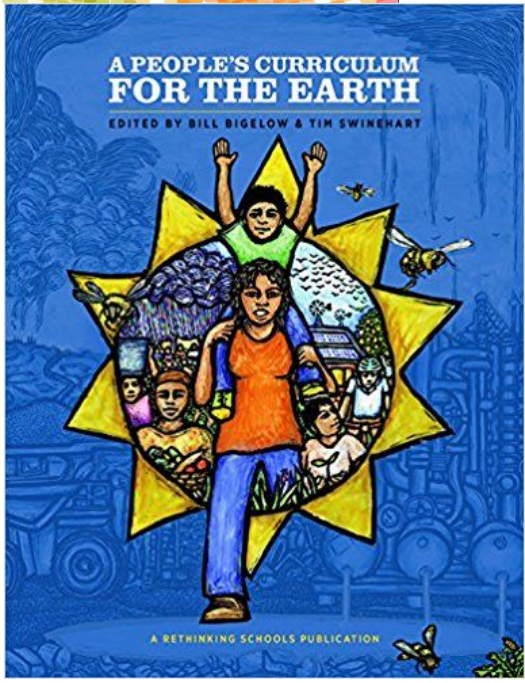
Tremmel, J., and Robinson, K. (2014). *Climate ethics : Environmental justice and climate change.* London: Tauris. [ebrary]

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

Theories of distributive justice seek to specify what is meant by a just distribution of goods among members of society.

http://www.iep.utm.edu/dist-jus/

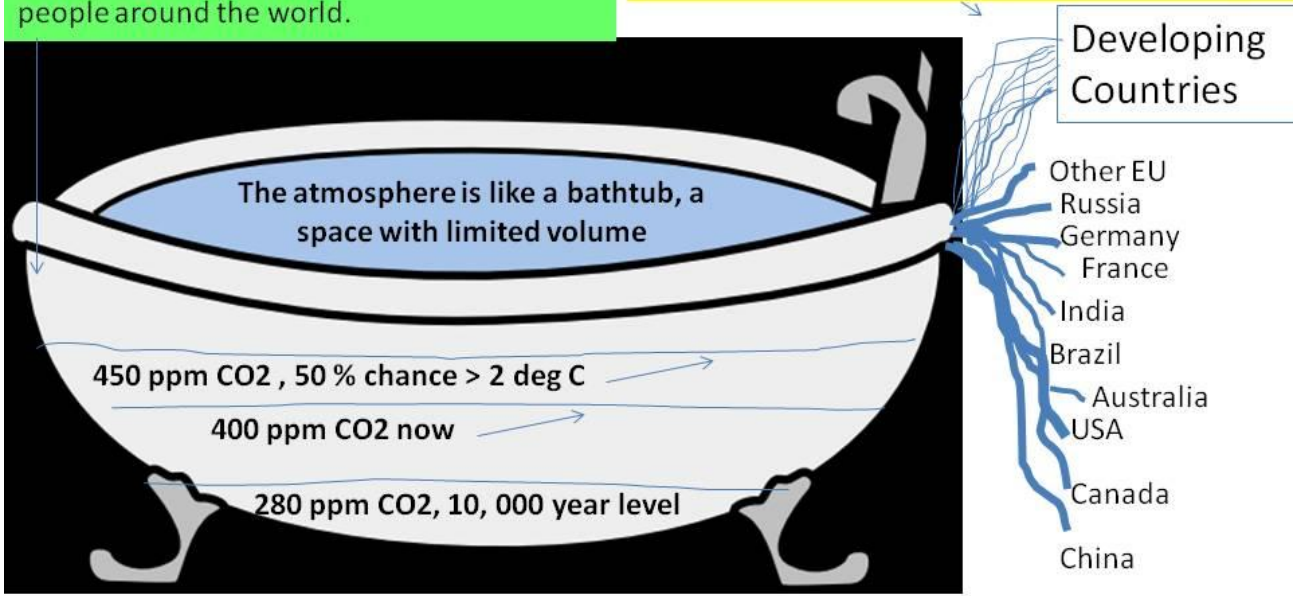
"Discussions of environmental justice often distinguish procedural environmental justice from substantive (or distributive) environmental justice. Procedural environmental justice is usually understood to require the opportunity for "all people regardless of race, ethnicity, income, national origin or 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



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

Designing and Assessing Climate Justice Education

Adaptation

SPECTRUM, NODE 1: ADAPTATION

- ✓ Not focused on transforming current power structures or changing paradigms
- ✓ Strives to maintain or return to status quo or "business as usual" and sees current state as normative
- ✓ Focus on ameliorative technologies and mitigation
- ✓ Single dimensioned, linear, analytic, classifying, and mechanistic ways of knowing
- ✓ Tends to be more static, deterministic, and hierarchical pedagogically
- ✓ Oriented to risk, control, management, rights
- ✓ Sees oppressed (and learners) as something to be managed or a problem to be solved or dealt with

Spectrum synthesis sourced and adapted from Kaiser (2006), Apfelbaum, Ballard, & Evans (2005), Gonzalez, Ibrahim, & Tanner (2010), Bigelow & Swinehart (2014), Brown, Dutt, & Del Rio (2012), Durkee (2008), Chapman, Calder, & Corcoran (2011), Crowell (2013), Downey et al/EE Capacity (2013), Earth Charter (EC, 2000), Environmental Justice Principles (EJP, 1991), Gardiner et al (2010), Hadfield, Foster, & Mahler (2008), Krasny & Dillon (2013), Krasny & Tidball (2009), Lotz-Sisitka (2009), Pelling (2011), Price, Simmons, & Krasny (2013), Schlossberg & Zoffer (2013), Selby & Kagawa (2009), Shor (2014), Staby et al (2007), Taylor (2009), Tidball & Krasny (2011), and others.

Transition

SPECTRUM, NODE 2: TRANSITION

- ✓ Moves towards transformation, still oriented around structures of domination & control
- ✓ Might not focus on multiple scales (personal, social, structural, etc.)
- ✓ Begins to connect ecological and social dimensions, with nascent movement towards interrelation and transformation of systems
- ✓ Pedagogical methods begin to diversify
- ✓ Begins to honor indigenous and community-based ways of knowing and acting

Transformation

SPECTRUM, NODE 3: TRANSFORMATION

- ✓ Justice orientation
- ✓ Systems thinking deeply integrated, including accepting transformational change
- ✓ Embeds Environmental Justice Principles and Earth Charter
- ✓ Radical transformation of current structures, power, and paradigms Pedagogically diverse approaches include experiential, immersive, holistic, imaginal, and relational
- ✓ Oriented towards community, change and action
- ✓ Nurtures community and learner agency, strengths, and meaning

Metasynthesis with Multiple Case Application

Case 1: Formal Graduate Education - Climate Change Education Course for Doctoral Sustainability Education Course (Prescott College, Prescott, Arizona) – Spring 2015

Case 2: Nonformal Adult Community Project Incubator - Women's Climate Justice & Gaian Resilience Certificate - Mentored Action Learning Project Social Incubator - Institute for Earth Regenerative Studies, Women Empowering Climate Action Network (WE-CAN Program, Portland, Oregon) – 2015-2016

WE-CAN

Abstract: Developed by meta-synthesis and refined by multi-case application, this research offers a three-tier spectrum to assess and design for depth of implementation of transformative climate justice approaches in curricula and projects, to avoid greenwashing and move more deeply towards social transformation, community-based action, inclusion, and resilience in environmental education.

Summary. The spectrum portrays three nodal clusters for climate justice education, with eighty summative statements and detailed descriptors. It describes trajectories from mitigation through transition to transformation of curricula, systems, and structures. It includes detailed statements for each node on the spectrum. Proactive application by educators, researchers, and program designers would produce more transformational designs within their climate change and climate resilience projects and curricula. Additionally, multiple reviewers could assess current curricula with the spectrum.

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

- ✓ Social & Holistic: Social and holistic learning processes rather than formal; flexible learning and emergent curriculum approaches that embed climate change learning and action within community contexts (CCE-5, Kagawa & Selby, 2009, p. 242; Crowell, 2013)
- ✓ All-Age & Project-Based Learning
- ✓ Transdisciplinary Approaches (Krasny & Dillon, 2013): Climate change education must happen within interdisciplinary and multidisciplinary frames (Kagawa & Selby, 2009, CCE-2)
- ✓ Multiscale Thinking and Dimensions; Cross-Boundary and Cross-Temporal Dimensions (Gardiner, 2006; Crowell, 2013)
- ✓ Systems Thinking (Downey/EE Capacity, 2013; many)
- ✓ Collaborative, Creative, Artistic, Ethical, Visionary, & Transformative
- ✓ Social Learning: Requires socio-ecological dimensions and thinking and catalyzes community action (Pelling, 2011; Krasny et al)
- ✓ Meaningful and Multiperspectival: Dynamically revisited from multiple perspectives and personally meaningful and important content (Crowell, 2013, p. 89)
- ✓ Glocal: Locally empowered and relevant (many); Must include global dimensions (Kagawa & Selby, CCE-3, p. 242)
- ✓ Embodied & Empowered: Catalyzes Justice, Empowerment, Community-Based Learning and Power Shifts

Presented at the October 2015 Research Symposium
of the North American Association for Environmental Education
San Diego, California

Marna Hauk, Ph.D.
Climate Change Fellow, EE Capacity, NAAEE, & the EPA
Postdoctorate, Prescott College
Faculty, The Institute for Earth Regenerative Studies

earthregenerative@gmail.com
www.earthregenerative.org