

ENVS 80E: Climate Justice
Summer 2024
5 Units

Instructor: Professor Sikina Jinnah

Contact for general course questions: Q&A Board on Canvas

Contact for questions related to you specifically: sjinnah@ucsc.edu

Course Grader: Valeria Cuevas

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Required Weekly Section: 2-3pm on Zoom

All lectures are asynchronous and available on Canvas. Please complete all lectures, readings, reflections, zoom prep assignments, and quizzes BEFORE coming to your required weekly section each week.

Office hours: Friday, 10-11am on Zoom. Drop in. No appointment needed. Use link on Canvas. *I welcome you to attend my office hours at any time. Office hours will be an opportunity to chat with me informally about the class, your career goals, or just catch up. You do not need an appointment. You can just drop in during the window noted above. You can find the link on the Zoom tab on Canvas.*

Course Description

Drawing inspiration from a long history of social justice movements, this course hopes to prepare a new generation of climate justice changemakers. This interactive course centers around equity with a holistic systems perspective. Systems thinking allows us to envision the larger system changes we need to make in order to adequately address the climate crisis. Through asynchronous lectures, students will learn directly from faculty from all across the state of California who are experts in various aspects of climate justice. In addition, students will engage with readings and multimedia content designed to deepen their understanding of the most pressing issues and solutions related to climate change. After engaging with lectures and supplemental materials on their own time, students will come together for one hour of synchronous online discussions to engage in active learning activities related to the asynchronous course content. Space will be made for students to reflect and discuss, giving them time to process and retain these different forms of knowledge, as well as opportunities to dialogue with peers and build community through discussion and group work.

Course Learning Objectives

1. Think critically and systematically about the root causes of climate change
2. Communicate complex ideas from readings, lectures and assignments
3. Learn leadership and teamwork for equitable and effective climate action through group projects
4. Analyze sustainability from an equity perspective and understand the role of political economy and unequal power relations in climate change
5. Understand the most pressing topics in the field of climate justice

Effort: This is a 5 unit course compressed into an intensive 5 week format. You will spend about 25 hours each week watching lectures/videos, reading course texts, completing quizzes, writing reading responses, and/or working on projects individually or with your classmates.

Online Structure: The majority of the course will be conducted asynchronously online with a required 1 hour synchronous discussion section each week with your TA. These synchronous sections will be held via Zoom.

Each week 2-3 hours of lectures and/or other video content will be available online via Canvas. Students should watch these materials at a time that is convenient for them, but keep in mind that assignments related to those materials are due weekly before coming to your weekly section.

Learning in this Online Course: This course was designed as an online course to support student learning. The course is highly accessible to all learners, and it provides flexibility for students who have work and family responsibilities in addition to being full-time students, as well as those who may not be able to be physically present in Santa Cruz for a variety of reasons. I want all of you to succeed.

Rather than using a traditional format of long lectures (as often happens in in-person courses), the lecture videos in this course are truncated into focused segments that are curated around quizzes that provide immediate feedback on your learning. All of the lecture videos can be rewatched. The learning activities and assessments in this course are designed with care to be aligned with the course learning outcomes so as to prepare you to articulate, analyze, develop, and apply the environmental concepts you learn in this class in practical and meaningful ways. As your professor I am dedicated to the improvement of this course, and I value the end-of-quarter feedback you provide on your learning.

Required Weekly Zoom Section:

Each week on Thursday, students will meet on Zoom together with the professor for a one hour discussion section. These meetings will be used for small group work on short assignments. These assignments will be designed to provide opportunities to build community and relationships while engaging with a specific climate justice issue of your choice. You will research that issue and each week will build on the last.

This is the only portion of the class that will take place synchronously (i.e. together at the same time). All other parts of the course can be done whenever you choose during the week *before* attending our weekly Zoom session.

Weekly sections will:

1. Encourage a supportive learning community between classmates
2. Facilitate asking questions about course content in real time
3. Engage students in hands-on applications of course topics through diverse case studies as opportunities to imagine what environmental work looks like

Attendance Policy: As this is a 5 week course that relies heavily on group work in section, missing even one discussion section will have a major impact on your own learning and that of your group. I ask that you make a commitment to me, to yourself, and to your group to attend the 5 one hour discussion sections that are required for this course. If you cannot commit to this please consider taking another course that has a schedule that works better for you. I will offer this class again and welcome to join in future.

Excused absences will only be granted in cases of medical or family emergency and must be requested from the Professor **in advance** of missing any one section.

Using Canvas to Navigate the Course: We will use Canvas to run all aspects of this course. Each week you should check the weekly “Module” on Canvas, which will provide links to all of the lectures and other videos that you should complete by 2pm Thursday each week. This is also where you will find links to complete and/or turn in all assessment activities, such as Zoom assignments, weekly reflections, and quizzes. Please look at this closely each week to ensure you don’t miss anything and mark the assignment as complete once you are done.

Using Zoom: Our Thursday Zoom sessions will be in our course Zoom room. Please link to the Zoom room through Canvas by clicking on the “Zoom” link and finding the right meeting date. You will need to be signed into Canvas to access the Zoom room.

If you need more guidance on how to use Zoom, please see <https://its.ucsc.edu/zoom/index.html>

Questions about the Course: Please post any questions you have about the course in the Q&A Forum on Canvas. If you have a question chances are someone else does as well. This will be way faster and more efficient than emailing the teaching team.

Program Learning Outcomes: The ENVS major and combined majors have a set of Program Learning Outcomes (PLOs); we hope each class will build your confidence in these areas. Here are those PLOs. In addition to the Course Learning Outcomes above, this course will specifically strengthen your ability to achieve PLO #1 and #4.

Students graduating with a B.A. in Environmental Studies should be able to:

1. Identify the societal (social, political, economic, cultural and ethical) agents and structures that contribute to environmental change. (social science competency)
2. Describe the structure and functioning of major physical and ecological components of the earth’s systems. (natural science competency)
3. Access and analyze a complex literature addressing specific topics in environmental studies, and evaluate the usefulness and limitations of individual sources of information. (analytic thinking)
4. Demonstrate effective oral and written communication skills. (communication skills)

Academic Integrity:

Scholarly integrity – other people’s perception of your word as true – is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. This is symbolic

of the public trust from which you will benefit in your future occupation and activism after you graduate from UCSC.

In order to practice a respectful environment of trust and responsibility, you are expected only to turn in work that is your own unless otherwise stated as a group assignment, and to acknowledge the work of others when deserved. In this class, like all classes at UCSC, you are expected to follow the UCSC policy on academic integrity:

http://www.ucsc.edu/academics/academic_integrity/. Academic integrity violations (e.g. plagiarism, cheating, multiple submissions, facilitating dishonesty) will be reported if encountered.

The creativity of your words, expression, understanding, and knowledge matters a great deal in your work as a scholar, and it matters to me. My AI policy reflects the emphasis our department places on original thought and scholarship.

AI Policy

- In this class, I ask that you complete your work *without* using AI-generated sources to augment, think through, or write your assignments.
- There is one exception: you are welcome to use AI tools for pre-submission editing (spell-check and grammar-check) as long as you do not use them for thinking or drafting.
- If you submit work that appears to have been written using AI sources, I will ask you to meet with me to discuss your thinking and writing process. If, after our conversation, I conclude it's more likely than not that you did not personally complete an assignment you submitted under your name, I may refer you to your college provost for further conversation.
- If you have questions about AI use and/or proper attribution of other people's work, please come ask me! We also have a lecture on this topic, which I encourage you to review. Scholarly citing is not particularly intuitive, and part of my role is to help you learn those conventions.

Accessibility and Disabilities: If you qualify for accommodations because of a disability, please submit an Accommodation Authorization from the Disability Resource Center (DRC) to Prof. Jinnah as soon as possible. You may submit these via email. Contact DRC at 831-459-2089 (voice), 831-459-4806 (TTY), or <http://drc.ucsc.edu> for more information on the requirements or process.

Other Support Services: Other support services on campus that you should be aware of include:

Campus Resources, Advocacy and Education: <https://care.ucsc.edu/who-we-are/about-care.html>

The [Title IX Office](#) is committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment, sexual violence, and gender-based harassment and discrimination. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process.

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling 831-502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, 831-459-2628. You can also report gender discrimination directly to the University's Title IX Office, 831-459-2462. Reports to law enforcement can be made to UCPD, 831-459-2231 ext. 1. For emergencies call 911.

[Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

ASSIGNMENTS AND GRADING

Weekly Quizzes (25%, your lowest two grades will be dropped)

To ensure you are comprehending the lectures and required supplemental materials, you must complete each week's quiz questions before coming to section each week. Your lowest two grades will be dropped.

All quizzes are multiple choice, untimed and available on Canvas.

Weekly Reflections (25%)

In response to a series of short discussion prompts on Canvas, each week you will have the opportunity to recount and assess your intellectual and emotional journey as you grappled with course content, intentional community building, as well as understanding the role of personal and collective agency in the movement for climate justice.

Your weekly reflection will be due to **Canvas by 2pm each Thursday** (i.e. before you attend section each week)

These will be graded as follows:

0 - No reflection posted

1 - Reflection posted late or does not address all questions in the prompt

2 - Reflection posted on time and answers all questions in the prompt

Zoom Prep (25%)

Each week you will individually complete a prep assignment before coming to your Zoom section. This assignment will help prepare you to actively engage in the group discussion. These assignments will generally require you to do some preliminary research about the topic to be discussed in section.

These will be graded as follows:

0 - No assignment posted

1 - Assignment posted late or does not address all questions in the prompt

2 - Assignment posted on time and answers all aspects of the prompt

Zoom Assignment (25%)

Each week during section you will work with peers on a short research-based assignment. You will assign roles each week and upload one document from the full group **due by 11:59 pm each Thursday**. Only one assignment per group is required. Weekly topics are identified below. Full instructions are in Canvas for each week's assignment.

Week 1 - Community and Accountability Agreements

Weeks 2 - Identifying a Climate Justice Case

Week 3 - Policy Analysis of Climate Justice Case

Week 4 - Economic Analysis of Climate Justice Case

Week 5 - Policy Interventions

Your weekly Zoom assignment will be due to **Canvas by 11:59 pm each Thursday**

These will be graded as follows:

0 - No assignment posted

1 - Assignment posted late or does not address all questions in the prompt

2 - Assignment posted on time and answers all questions in the prompt

Late Work Policy

Due dates for every assignment are provided on the Course Schedule below and are posted on Canvas. Unless otherwise stated, assignments are due on those days. Due to the highly collaborative nature of most assignments in this course, it is critical that assignments related to your group project are turned in on time.

Late assignments will incur a **30% grade drop per day starting immediately after the due date/time**. So if an assignment is due at 10am it will drop from a 3 to a 2 (or an B to an B-) at 10:01am. Late penalties will be calculated automatically by Canvas.

That said, I recognize that these are extraordinary times, and I understand that you will likely be balancing your coursework with other family and work commitments. While I encourage and expect you to submit every assignment on time, if something comes up that makes this impossible or overly burdensome, please send me an email to let me know. As long as you write to me **BEFORE** the due date/time, we will negotiate a solution. I want you to succeed, and am here to support you, so please reach out.

Classroom Protocol

This course covers issues and topics that can potentially inspire strong and sometimes opposing responses for some students. As members of a learning community, we require respect for one another's thoughts. **No demeaning language and comments or harassment of any kind** (sexual, racial, class, sexual orientation, gender, etc.) between students or towards/from the instructors will be allowed in this class. Everyone's comments, questions, and concerns are valid even when you do not agree with them.

COURSE SCHEDULE

Module 1 (July 29 - August 2) Foundations: Climate Change and Climate Justice

Note: Please review logistical information about the course in Module 0 to access Module 1

Videos:

- 1.0 Welcome to Course (Prof. Sikina Jinnah, UCSC)(1 video)
- 1.1 Feeling Climate: An Emotional Toolkit for Navigating an Uncertain Future (Sarah Ray, Cal Poly Humboldt & Nicole Seymour CSU Fullerton) (3 short videos)
- 1.2 What is Climate Justice? (Prof. Tracey Osborne, UC Merced) (5 short videos)
- 1.3 Climate Change 101 (Prof. Morgan Levy, UC San Diego) (4 short videos)

Readings:

- McCracken, Michael. 2019. "What is Climate Change?" In *Biodiversity and Climate Change*. Thomas Lovejoy and Lee Hannah (eds.). Pp. 12-22.
- Morello Frosch, Rachel, Manuel Pastor, Jim Sadd, and Seth Shonkoff (2009). *The Climate Gap: Inequalities in How Climate Change Hurts Americans & How to Close the Gap*. pp. 1-32. Available at:
https://drive.google.com/file/d/1BcUBC9yYI1w_zCO2ynjDle_BHEv5fdg/view
- Schlosberg, David and Lisette B. Collins. 2019. "From environmental to climate justice: climate change and the discourse of environmental justice." *WIRES Climate Change*. doi: 10.1002/wcc.275.

Assignments (note due dates):

- Quiz 1.0 and 1.3 (Due by 2pm on Thursday)
- Weekly Reflection (Due by 2pm on Thursday)
- Zoom Prep Assignment (Due by 2pm on Thursday)
- Zoom Assessment (Due by end of 11:59 pm on Thursday)

Module 2 (August 5-9) - Roots of (Climate) Injustice

Videos:

- 2.1 Roots and Shoots: Deep Interconnections of Social, Environmental, and Climate Justice Movements (Prof. Julie Tze, UC Davis) (3 short videos)
- 2.2 Exploring the Roots of Climate Injustice & the Quest for Climate Justice (Prof. David Pellow, UC Santa Barbara) (3 short videos)
- 2.3 Inflamed: Colonial Capitalism's Damage to the Body and the Planet (Prof. Rupa Marya, UC San Francisco) (2 short videos)

Readings:

- Gross, Lena. 2021. "Fuelling Toxic Relations: Oil Sands and Settler Colonialism in Canada." *Anthropology Today*. 37(4):19-22.
- McGee, Julius Alexander and Patrick Trent Greiner. 2020. *Climate Justice is Racial Justice. Racial Capitalism and the Fossil Fuel Economy*. Hampton Institute. Clifton Park, NY. Available at: <https://www.hamptonthink.org/read/racial-justice-is-climate-justice-racial-capitalism-and-the-fossil-economy>
- Gunn-Wright, Rihanna and Robert Hockett. 2019. "Mobilizing for a Just, Prosperous and Sustainable Economy: the Green New Deal." *New Consensus*. Pp 1-13. Available at: https://cdn.prod.website-files.com/64da8e908ef95adc337c97ca/650a02ee4cde23da2b10f607_gnd-overview.pdf

Assignments:

- Quizzes 2.1- 2.3 (*Due by 2pm on Thursday*)
- Weekly Reflection (*Due by 2pm on Thursday*)
- Zoom Prep Assignment (*Due by 2pm on Thursday*)
- Zoom Assessment (*Due by end of 11:59 pm on Thursday*)

Module 3 (August 12-16) - Just Transition and Social Movements

Videos:

- 3.1 Just Energy Transition (Prof. Dan Kammen, UC Berkeley)(3 videos)
- 3.2 The Role of Policy in Addressing the Climate Crisis (Prof. Mijin Cha, UCSC)(TBC)

Readings:

- Cha, Mijin J., Dimitris Stevis, Todd E. Vachon, Vivian Price, Maria Brescia-Weiler, A Green New Deal for all: The centrality of a worker and community-led just transition in the US. 2022. *Political Geography*, 95(102594): 1-10.

- Routledge, P, Cumbers, A and Driscoll Derickson, K (2018) States of Just Transition: realizing climate justice through and against the state. *Geoforum*, 88:78-86.
- Look at the Zoom Assessment for next week and choose 2 readings that will help you contribute to the group's discussion.

Assignments:

- Quiz 3.1 (*Due by 2pm on Thursday*)
- Weekly Reflection (*Due by 2pm on Thursday*)
- Zoom Prep Assignment (*Due by 2pm on Thursday*)
- Zoom Assessment (*Due by end of 11:59 pm on Thursday*)

Module 4 (August 19-23) - Indigenous Communities and Climate Justice

Videos:

- 4.1 Climate Justice and Action in Native California (Prof. Brittani Orona, UC Davis)(**TBC**)
- 4.2 Cultural Burning as Climate Adaptation (Prof. Beth Rose Middleton Manning, UC Davis) (6 videos)

Readings:

- Whyte, Kyle Powys. 2019. "Too late for indigenous climate justice: Ecological and relational tipping points." *WIRES Climate Change*. 11(603): 1-7
- Look at the Zoom Assessment for next week and choose 2 readings that will help you contribute to the group's discussion.

Assignments:

- Quiz 4.2 (*Due by 2pm on Thursday*)
- Weekly Reflection (*Due by 2pm on Thursday*)
- Zoom Prep Assignment (*Due by 2pm on Thursday*)
- Zoom Assessment (*Due by end of 11:59 pm on Thursday*)

Module 5 (August 26- 30) - Global Dimensions

Videos:

- 5.1 Global Climate Politics: Institutions and Responsibility (Prof. Sikina Jinnah, UCSC)

- 5.2 Warming Planet on the Move: Climate Migration and Refugees (Fonna Forman, UC San Diego)

Readings:

- Kolmaš, Michal. 2023. *The Failure of CBDR in Global Environmental Politics* *Global Environmental Politics* (2023) 23 (1): 11–19.
- Ajibade, Idowu, Meghan Sullivan, Melissa Haeffner. 2020. “Why climate migration is not managed retreat: Six justifications” *Global Environmental Change*. 65(102187): 1-8.
- Look at the Zoom Assessment for next week and choose 2 readings that will help you contribute to the group’s discussion.

Assignments:

- Quiz 5.1, 5.2, 5.3 (Due by 2pm on Thursday)
- Weekly Reflection (Due by 2pm on Thursday)
- Zoom Prep Assignment (Due by 2pm on Thursday)
- Zoom Assessment (Due by end of 11:59 pm on Thursday)