

**ANTH 10: Climate Justice**  
**Spring 2023**  
**T/TH 9:30-10:50**  
**PCYNH 122**

**Instructor:**

Nancy Donald, PhD Candidate, Department of Anthropology  
[nturtlet@ucsd.edu](mailto:nturtlet@ucsd.edu)

Office Hours: Tuesdays 11-1 outside Bird Rock Coffee or by appointment (in-person or Zoom)  
*I look forward to hearing from you in whatever way you are comfortable reaching out. My objective as your instructor is to be as available to you as possible throughout the coming weeks.*

**Teaching Assistant:**

Michael Hillyer, PhD Student, Department of Anthropology  
[mhillyer@ucsd.edu](mailto:mhillyer@ucsd.edu)

Office Hours:

**Course Description:**

As I imagine you have often heard, climate change and its various impacts is the defining issue of our current moment. This course invites you to consider such a proposition as reality. We will consider the historical foundations of climate change, the most pressing questions in the present, and the varying ideas and imaginations for different futures. Yet, we will approach the past, present, and future of climate change from the perspective of Climate Justice, meaning we will examine the unevenness central to provoking climate change and the inequality embedded in experiencing climate change. Rather than only teaching of the injustice inherent to the conundrum of a changing climate, I hope this course equips you with ideas, skills, tools, and knowledge to help inaugurate equitable futures on a stabilized planet.

**Course Learning Outcomes:**

***As a student and scholar:***

- 1) demonstrate a firm grasp of the historical processes that have brought us to our current climate conundrum and that inform how climate effects are differentially dispersed
- 2) identify and evaluate academic arguments and how they are supported, then design and implement your own argument

***As an individual and activist:***

- 3) contemplate your relationship to the natural world, your role in contributing to the degradation of the planet, and your position within the Climate Justice movement
- 4) promote personal capacities to think creatively about issues by exploring diverse means to advocate for climate justice and realize solutions

**Course Requirements:**

*I have designed these assessments to help you succeed both in this class and more broadly at university. I believe a key to student success is for you, as the student, to understand WHY you are doing what you are doing. Please refer to italicized portions for my explanation of how these assessments will not only help you become a budding scholar of Climate Justice but also a thoughtful, engaged citizen who can help our current crisis with attention to equity and justice.*

**1) Class Attendance – 15%**

Due: Every class period

Learning Outcomes: 3, 1, 4

Each class period, we will read a poem that in some way, either directly or tangentially, relates to the course material for that day. Students will write a 3-5 minute reflection, by hand – quite literally using pen and paper – in response to the selected poem. I will encourage students to keep a reflection journal for this in-class exercise.

To assess attendance, I will ask students to take a photo of their reflection and upload the photo to the Canvas date, selecting the correct date for that class period. While I/we will not read these reflections (they are meant to be personal!), submitting them will allow me to honor your efforts by offering credit for your attendance and participation.

We will have 19 classes throughout the quarter. To receive the full 10% for attendance, you will need to come to 15 of these 19 classes. Thus, you have 4 free missed classes! *As you can see, assessing attendance is not meant to be punitive, but rather to encourage you to be in class as your learning relies heavily on your (engaged) presence.*

**2) Analytical Reflections – 25%**

Due: Fridays at 5pm PST on assigned weeks

Learning Outcome(s): 2, 1, 4

Students will be required to submit five short reflections (400 words\*\*) on assigned readings during the course of the quarter – Weeks 2, 3, 4, 5, and 8. The readings with the single asterisk (\*) on these weeks are the scholarly article you will analyze. In your reflection, you will be asked to fulfill two key objectives: *first*, identify the author's main argument and discuss what evidence the author uses to support their argument; and *second*, relate their argument and analytical findings to another key concept(s) discussed in lecture.

*The objectives of this assignment are three-fold. First, a key outcome of this class is to prepare you as a student to read scholarly literature, that is, to interpret how scholars make their arguments. This is critical to your success at university but also to your savviness as a public citizen. My hope is that you will learn to be an apt discerner of all kinds of argumentative prose. Second, for your final assignment, you will be expected to design and implement your own argument. By practicing dissecting scholar's argumentative frames, you will train yourself to structure arguments that are strong and well-supported. Lastly, by putting arguments in relation to other learned material, you will practice synthesizing what you have learned as well as perform a growing understanding of the interconnectedness of course material.*

**3) Poem and Positionality Narrative – 20%**

Due: Friday, May 19 at 5pm PST (Week 7)

Learning Outcomes: 3, 4

In this class, we will obviously be reading poetry to help us reflect on environmental ills and climate (in)justice. Poetry offers another portal to slow down and consider our own culpability,

vulnerability, and/or responsiveness amidst the climate crisis. You will be asked to write your own poem, expressing yourself creatively as you process your position to the natural world, your role in the climate crisis, and your capacity to inaugurate a more just future. There are no guidelines or restrictions – be creative and enjoy!

In addition to the poem, you will submit a positionality narrative (750 words\*\*). Positionality can be thought of as our social situatedness, that is how our values, views, and recourse to social power inform our identity and access in the world. Reflect on your own positionality within the Climate Justice movement, considering elements such as race, ethnicity, gender, sexual orientation, (dis)ability, family, culture/community, economic class, and citizenship/immigration status. There are minimal guidelines on this assignment. Contemplate your positionality looking both backwards and forwards, as it has defined your relationship to the climate/environment and as it will inform the action you take moving forward. The most important criteria for grading will be your thoughtfulness.

*My desire is that you use this assignment to really contemplate both your past and your future. Each of you has a rich story to uncover. We only begin to weave the threads of our personal narratives together when we take the time to do so. Self-discovery can be one of the great gifts of university learning if you allow yourself the time, space, and energy to receive it.*

#### **4) Just Climate Solutions Research Paper – 40%**

Proposal Due: Friday, May 12 at 5pm PST (Week 6) – 5% of grade

Final Paper Due: Monday, June 12 at 5pm PST (Finals Week) – 35% of grade

Learning Outcomes: 2, 1, 4

Working in pairs, you will identify and research potential solutions to climate change and/or climate change-induced issues. You can select something as local as solar panels in San Diego to something as global as sea level rise. The most important element of your case study decision will be its connection to climate justice, recognizing the disproportionate impact of climate change and designing equitable pathways forward for addressing it.

By the end of Week 6, you will select and submit with your partner a brief *proposal* of the case study (200 words\*\*). Please briefly describe your case study, highlighting how you will apply a climate justice perspective. Furthermore, discuss how you plan to divide the workload between you and your partner. Finally, include citations for three sources that you plan to utilize.

Your *final paper* (1,500-1,800 words\*\*) will be due Monday of Finals Week. A key element of this assignment is that you develop an argument, taking a stance about your selected topic. You can make a *proposal* argument, advocating for some particular strategy/solution to climate change/climate change impacts and exploring how to best incorporate a climate justice perspective. Or, you can make an *evaluation* argument, dissecting a particular proposed climate solution/strategy and then evaluating its aptness from a climate justice framework. Please structure your essay in a logical manner with an introduction that leads to your thesis, several body paragraphs, and a conclusion. Include at least six sources. While at least two should be academic sources, I highly encourage using news sources and other forms of journalism.

*The intention of this project is to give YOU an opportunity to investigate an issue that is important, salient or meaningful to you. Rather than developing exams to test your knowledge of the material covered in class, I hope that you can use class material to understand and interpret real problems that matter to you. I hope this class equips you to enter the world and think critically about environmental/climate issues and their solutions; this research paper is where you can showcase this new ability. Second, while working with a partner can pose its own set of challenges, my intent is that you will both enjoy and learn from the process of thinking collectively. The issues we are facing cannot be solved by individual minds but rather in collaboration; this paper offers you a chance to practice this social skill.*

**\*\*A note on formatting:**

Please submit all written material using Times New Roman, 12 point font. Double space and use 1-in margins. This means that your Analytical Reflection will be 1.5 pages, your Positionality Paper will be 3 pages, and your Research Paper will be 5-7 pages.

**Course Policies**

*Academic Integrity & Plagiarism*

The work you submit in this course is expected to be your own. It seems that overnight we have entered into the brave new world of ChatGPT. Utilizing ChatGPT in this class to assist with all essay writing is not allowed and would fall under the category of cheating. I realize that we cannot regulate this (despite that we have received training on recognizing the work of ChatGPT), therefore it is up to your own integrity. These are moments where you decide the type of person you will be and how you will move through this world.

*Students with Disabilities*

At UCSD and in this class, all students are welcome. I recognize that different students have unique access needs and participation styles. Please inform me of any requested accommodations as early as possible. Furthermore, please be in touch with the Office for Students with Disabilities (OSD) on campus for formalized accommodations. See <https://osd.ucsd.edu/> for more information.

*Pronouns*

I will address you by your preferred pronouns in class. Please use the preferred pronouns of your peers to demonstrate respect for others and to create a generous class community.

*Health and Wellness*

Please be actively taking care of yourself, whatever that looks like for you – sleep enough, eat well, move around some, check in with your mental health, go to the doctor, get outside!! Like I believe university is an essential time to learn about yourself and grow as an individual, I also think these years offer you a chance to build routines of health and wellness that you will carry forward into your adult life. Don't miss the opportunity to create balance in your day-to-day existence and therefore move toward a future marked by physical, mental, and emotional well-being. *Know that your health is more important than any of your responsibilities in this class. All assessments take your well-being into account.*

Resources on campus –

*Basic Needs:* If you are or someone you know is experiencing hunger or homelessness, there are resources on campus to assist you. Visit <http://basicneeds.ucsd.edu> for more information on services such as the Triton Food Pantry and the Food Recovery Network.

*Counseling and Psychological Services (CAPS):* CAPS is pleased to provide a wide range of services to assist students, including confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 crisis counseling. CAPS is located in Galbraith Hall 190 and can be reached at 858-534-3755. You can also visit <http://caps.ucsd.edu>.

### **Course Schedule:**

A note of acknowledgement and gratitude to Nicole Fabricant, Alex Stewart, Meg Mills-Novoa, Nancy Postero, Rachel Hicks, and Farhana Sultana for sharing their syllabi and/or offering feedback on this one.

## **Part 1: Past**

### **Week 1 – Setting the Stage**

*April 4:* Intro to Course – and What’s Wrong with the Climate?

Poem: “Wild Geese” by Mary Oliver

*April 6:* The Colonial World Order and the Rise of Modern Capitalism

Poem: “The World Keeps Ending, and the World Goes On” by Franny Choi

Reading(s):

- Moore, Jason (2017). The Capitalocene, Part 1: on the nature and origins of our ecological crisis. *The Journal of Peasant Studies*.
- \*\*Begin on page 14 with “The rise of capitalism: an environment-making revolution”
- Patrick Trent Greiner. June 28, 2021. How colonialism’s legacy makes it harder for countries to escape poverty and fossil fuels today. *The Conversation*.  
<https://theconversation.com/how-colonialisms-legacy-makes-it-harder-for-countries-to-escape-poverty-and-fossil-fuels-today-159807>

### **Week 2 – Environmental Injustice in the US**

*April 11:* Settler Colonialism and Environmental Injustice

Poem: “For History on Behalf of My Children” by Gloria Bird

Reading(s):

- \*Whyte, Kyle (2018). Settler Colonialism, Ecology, and Environmental Injustice. *Environment and Society* 9: 125-144.

*April 13* – Racial Capitalism and Environmental Racism

Poem: “The Tradition” by Jericho Brown

Reading(s):

- Pulido, Laura (2016). Flint, Environmental Racism, and Racial Capitalism. *Capitalism, Nature, Socialism* 27(3):1-16.

Guest: Ke’la Kimble, PhD Student, UCSD Department of Chemistry, Prather Lab

### **Week 3 – From Environmental Justice to Climate Justice**

**April 18** – The Birth of Environmentalism and (Intersectional) Environmental Justice

Poem: “The Peace of Wild Things” by Wendell Berry

Reading(s):

- \*Cronon, William (1995). The Trouble with Wilderness; or Getting back to the Wrong Nature. In *Uncommon Ground: Rethinking the Human Place in Nature*. New York: Norton.
- SKIM: Taylor, Dorceta E. (1997). American Environmentalism: The Role of Race, Class and Gender in Shaping Activism, 1820-1995. *Race, Gender & Class* 5(1): 16-62.

**April 20** – What is Climate Justice?

Poem: “Harbor Fest in Olympia” by Lorna Dee Cervantes

Reading(s):

- Schlosberg, David and Lisette B. Collins (2014). “From Environmental to Climate Justice: Climate Change and the Discourse of Environmental Justice.” *WIREs Clim Change* 5:359-374.
- SKIM: Perkins, Patricia E. (2018). Climate justice, gender and intersectionality. In *Routledge Handbook of Climate Justice*. Tahseen Jafry, ed. London: Routledge.

### **Part 2: Present**

### **Week 4 – International Measures and Mitigation**

**April 25** – Global Climate Governance, the ‘Climate Debt’ and Reparations

Poem: From “State of the Planet” by Robert Hass

Reading(s):

- Chapman, Audrey R. and A. Karim Ahmed (2021). Climate Justice, Human Rights, and the Case for Reparations. *Health and Human Rights Journal* 23(2): 81-94.
- SKIM: People’s Agreement of Cochabamba from the World People’s Conference on Climate Change and the Rights of Mother Earth

Guest: Nancy Postero, Professor of Anthropology, UCSD

**April 27** – Energy: Fossil Fuels, Emissions, and Carbon Markets

Poem: “Requiem for a Nest” by Wanda Coleman

Reading(s):

- \*Richards, Carol and Kristen Lyons (2016). The new corporate enclosures: Plantation forestry, carbon markets and the limits of financialized solutions. *Land Use Policy* 56: 209-216.
- Stoddard I et al. (2021) Three Decades of Climate Mitigation: Why Haven’t We Bent the Global Emissions Curve? *Annual Review of Environment and Resources*. 46:653–89.

Guest: Will Clayton, Founder and CEO, Sky Harvest

### **Week 5 – Energy: Frameworks for Decarbonization**

**May 2** – Renewable Energy and Energy Justice

Poem: 15 from “Count” by Valerie Martínez

Reading(s):

- \*Howe, Cymene, Dominic Boyer and Edith Barrera (2015). Wind at the Margins of the State: Autonomy and Renewable Energy Development in Southern Mexico. In *Contested Powers: The Politics of Energy and Development in Latin America*. John-Andrew McNeish, Axel Borchgrevink, and Owen Logan, eds. London: Zed Books.

Guests: Andy Zhao and Olivia Dippo, UCSD Material Engineering PhDs and Cofounders of Limelight Steel

**May 4** – Green New Deals and the ‘Just Transition’

Poem: “Ruia” by Robert Sullivan

Reading(s):

- Cha, J. Mijin, Madeline Wander, and Manuel Pastor (2020). Environmental Justice, Just Transition, and a Low-Carbon Future for California. *Environmental Law Reporter* 50: 10216.
- *What 16 Young People Think About the Green New Deal*. The Nation.  
<https://www.thenation.com/article/archive/what-16-young-people-think-about-the-green-new-deal/>

Guest: Cathy Gere, Professor of History and UCSD Green New Deal

## **Week 6 – Contemporary Food Systems**

**May 9** – Industrial Agriculture, Toxicity and Waste

Poem: From “understory” by Craig Santos Perez

Reading(s):

- Hetherington, Kregg (2020). Introduction: Governing the Anthropocene (pages 1-8) and Chapter One: The Accidental Monocrop (pages 23-31). In *The Government of Beans: Regulating Life in the Age of Monocrops*. Durham: Duke University Press.
- Case, Emalani (2019). Caught (and Brought) in the Currents: Narratives of Convergence, Destruction and Creation at Kamilo Beach. *Journal of Transnational American Studies* 10(1): 73-92.

Recommended: *Animal, Vegetable, Miracle* by Barbara Kingsolver

**May 11** – The Promises of the Food Movement

Poem: “Meditation on a Grapefruit” by Craig Arnold

Reading(s):

- Holt-Gimenez, Eric (2011). Food Security, Food Justice, or Food Sovereignty? Crises, Food Movements, and Regime Change. In *Cultivating Food Justice: Race, Class, and Sustainability*. Alison Hope Alkon and Julian Agyeman, eds. Cambridge: MIT Press.
- \*\*Skim pages 309-318, read well the rest
- Huambachano, Mariaelena (2023). Indigenous Development: The Role of Indigenous Values and Traditions for Restoring Indigenous Food Sovereignty. In *The Routledge Handbook of Indigenous Development*. Katharina Ruckstuhl, Irma A. Velásquez Nimatuj, John-Andrew McNeish, and Nancy Postero, eds. London: Routledge.
- Review: <https://ourworldindata.org/food-choice-vs-eating-local>

Guest: Lindsey Ortega, PhD Student, UCSD Department of Communication

## **Week 7 – Ecosystem Upheaval and Differential Vulnerability**

**May 16** – Climate Displacement and Global Climate Discourses

Poem: “Marshallese Blue” by Faumuina Felolini Maria Tafuna‘i

Reading(s):

- Farbotko, Carol and Heather Lazrus (2012). The first climate refugees? Contesting global narratives of climate change in Tuvalu. *Global Environmental Change* 22: 382-390.

Recommended:

- Kelley, Lisa C., Annie Shattuck, and Kimberley Anh Thomas. Cumulative Socionatural Displacements: Reconceptualizing Climate Displacements in a World Already on the Move. *Annals of the Association of American Geographers* 112(3): 664-673.

**May 18** – Glacial Melt, Water Insecurity, and Disaster

Poem: “Glacier” by Claire Wahmanholm

Reading(s):

- Gagné, Karine, Mattias Borg Rasmussen, and Ben Orlove (2014). Glaciers and society: attributions, perceptions, and valuations. *WIREs Clim Change* 5: 793-808.

Guest: Sofia Lana, PhD Candidate, UCSD Department of Anthropology

### **Part 3: Future**

## **Week 8 – Adaptation & Alternatives**

**May 23** – Vulnerability, Resilience, and Adaptation from an Anthropological Perspective

Poem: “Liturgy to the Mississippi Gulf Coast” by Natasha Trethewey

Reading(s):

- \*Finan, Timothy J. and Md. Ashiqur Rahman (2016). Storm Warnings: An Anthropological Focus on Community Resilience in the Face of Climate Change in Southern Bangladesh. In *Anthropology and Climate Change: From Actions to Transformations*, 2<sup>nd</sup> ed. Susan A. Crate and Mark Nuttall, eds. London: Routledge.
- Peterson, Kristina and Julie Koppel Maldonado (2016). When Adaptation is Not Enough: Between the “Now and Then” of Community-Led Resettlement. In *Anthropology and Climate Change: From Actions to Transformations*, 2<sup>nd</sup> ed. Susan A. Crate and Mark Nuttall, eds. London: Routledge.

**May 25** – No Class!

- A recommended listen – “This is Water” by David Foster Wallace  
<https://www.youtube.com/watch?v=DCbGM4mqEVw>

## **Week 9 – Adaptation & Alternatives**

**May 30** – Nature-Based Solutions and Multispecies Justice

Poem: “Speaking Tree” by Joy Harjo

Reading(s):



**June 1** – Market Transformations: Degrowth, Ecosocialism, and Diverse Economies

Poem: “Thank You” by Ross Gay

Reading(s): *Pick One!*

- Kallis, Giorgos, Federico Demaria, and Giacomo D’Alisa (2015). Introduction: Degrowth In *Degrowth: A Vocabulary for a New Era*. Routledge: London.
- Kovel, Joel (2008) *Ecosocialism, Global Justice, and Climate Change*. *Capitalism Nature Socialism*, 19(2): 4-14.
- Ruwhiu , Diane et al (2023). Nga Whai Take: Reframing Indigenous Development. In *The Routledge Handbook of Indigenous Development*. Katharina Ruckstuhl, Irma A. Velásquez Nimatuj, John-Andrew McNeish, and Nancy Postero, eds. London: Routledge.

**Week 10 – Activism****June 6** – A Generational Shift: Youth in the Climate Justice Movement

Poem: “Earthrise” by Amanda Gorman

Reading(s):

- Fabricant, Nicole (2022). “Fighting the Nation’s Largest Trash-to-Energy Incinerator.” In *Fighting to Breathe: Race, Toxicity, and the Rise of Youth Activism in Baltimore*. Berkely: University of California Press.

Guest: Adam Cooper, PhD Candidate, Atmospheric Chemistry and Sunrise San Diego

**June 8** – Toward New Ethical Possibilities

Poem: “Dead Stars” by Ada Limón

Reading(s): ☺