

Syllabus

CONS449C 204: Conversations on race and climate change
Student Directed Seminar // Faculty of Forestry

Course details

Start and end dates 2 January 2019 to 4 April 2019
Meeting location Forest Sciences Centre (FSC) 1615
Meeting time Mondays 1:30 pm - 4:30 pm
Credits 3

Course team

Faculty Sponsor		Student Coordinator	
Name	Janette Bulkan	Name	HyunGu Kang
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Course description

In the natural sciences, white settler supremacy is made visible by racialized and Indigenous peoples' absence from conservation. This is both inequitable and ineffective, since white people are disproportionately sheltered from climate change, the defining issue in land management today. Because of its privileged position at the root of colonial dispossession and primitive accumulation of land, conservation has the potential to present transformative interventions to global practices that fuel climate change, so long as climate discourse decentres whiteness, rejects colonialism as normative, and complies with Indigenous nations. These shortcomings are apparent at UBC, where, despite "sustainability," "Aboriginal engagement," and "intercultural understanding" comprising 3 of 6 points in UBC's Strategic Plan, racialized people are not adequately represented in sustainability dialogue or dialogue with Indigenous nations. This is particularly troubling in the Faculty of Forestry, where 36% of undergraduates are international students. *Conversations* is thus an opportunity to make UBC's strategic goals mutually accountable and build a collective analysis of race in climate change that can serve as the basis of future organizing and research.

Conversations poses two questions: 1) How does white supremacy perpetuate climate change and block climate action? and 2) How can an anti-racist analysis support transformative climate resistance work? Drawing from critical race theory, environmental psychology, and conservation science, participants will evaluate current iterations of the climate resistance and consider strategic opportunities to address root causes, particularly through movement-based praxis.

Learning objectives and outcomes

The objective of *Conversations* is intended to interrogate the racialized causes and consequences of climate change.

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

- Identify social structures that uphold white supremacy and perpetuate climate change
- Articulate the shared root causes of white supremacy and unsustainable social and economic practices that underpin climate change
- Discuss recent histories of white supremacy and climate change at a local, regional, and global level
- Critique conventional climate knowledge and organizing from an anti-racist lens
- Compare climate organizing in Canada to climate organizing in the majority world
- Assess climate risk factors for distinct racialized communities in the province of British Columbia, the country of Canada, and across global landscapes
- Describe examples of effective anti-racist climate organizing in the past and in the present
- Position themselves with regard to local and global power dynamics related to climate change and racialization

Syllabus

CONS449C 204: Conversations on race and climate change Student Directed Seminar // Faculty of Forestry

For the final project of *Conversations*, students will analyze a racialized climate issue that affects one or more of the communities they are a part of.

Week by week summary		
#	DATE	TOPIC
1	N/A	The first day of Term 2 is Wednesday January 2 nd , which means that <i>Conversations</i> will not be meeting in Week 1.
2	7 Jan	<p>Introductions and root cause analysis of a racialized climate issue: Meeting the Faculty Sponsor, sharing intentions, assembling a timeline of white supremacy and climate change in the Metro Vancouver Area</p> <p>Relevant resources:</p> <ul style="list-style-type: none"> Vancouver Status of Women, Feminist Working Group. 2008. <i>History in our faces on occupied land: a race relations timeline</i>. Report. Vancouver Status of Women, Vancouver, Canada: Vancouver Status of Women.
3	14 Jan	<p>Root cause analysis of a racialized climate issue: Establishing group norms, signing up to facilitate a session of <i>Conversations</i>, considering racialization and climate change in the issue of the Site C dam, through Perera's <i>Inequalitree</i></p> <p>Relevant resources:</p> <ul style="list-style-type: none"> Amnesty International Canada (English Speaking). 2016. <i>The point of no return: human rights of Indigenous people in Canada threatened by the Site C dam</i>. Research report, Amnesty International, London, UK: Amnesty International Ltd. Amnesty International Canada (English Speaking). 2016. <i>Out of sight, out of mind: gender, Indigenous rights, and energy development in northeast British Columbia, Canada</i>. Research report, Amnesty International, London, UK: Amnesty International Ltd. British Columbia Utilities Commission. 2017. <i>British Columbia Utilities Commission Inquiry Respecting Site C – Executive Summary of the Final Report to the Government of British Columbia</i>. Report, British Columbia Utilities Commission, Vancouver, BC: British Columbia Utilities Commission.
4	21 Jan	<p>Racialization in the structure of climate change: Discussing racialization in climate change's root causes, beginning a "Hopes" documents of a world where climate decision-making is accountable to racialized people</p> <p>Required readings:</p> <ul style="list-style-type: none"> Griffin, P. 2017. <i>The Carbon Majors Database CDP Carbon Majors Report 2017: 100 fossil fuel producers and nearly 1 trillion tonnes of greenhouse gas emissions</i>. Research report, Carbon Disclosure Project Worldwide & Climate Accountability Institute, London, UK: Carbon Disclosure Project Worldwide. Black, T. 2016. "Race, gender, and climate injustice: dimensions of social and environmental inequality." In <i>Systemic crises of global climate change: intersections of race, class, and gender</i>, by P. Godfrey and D. Torres, 172-184. London, UK: Routledge. <p>Optional readings:</p> <ul style="list-style-type: none"> Faber, D. 2008. "Not all people are polluted equal: the environmental injustices of American capitalism." In <i>Capitalizing on environmental injustice: the polluter-industrial</i>

Syllabus

CONS449C 204: Conversations on race and climate change
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		<p><i>complex in the age of globalization</i>, by D. Faber, 15-66. Plymouth, United Kingdom: Rowman & Littlefield Publishers, Ltd.</p> <ul style="list-style-type: none"> • Heede, R. 2014. "Tracing anthropogenic carbon dioxide and methane emissions to fossil fuel and cement producers, 1854-2010." <i>Climatic Change</i>, 122(1-2), 229-241. https://doi.org/10.1007/s10584-013-0986-y <p>*Bring Root cause analysis to meeting for informal peer feedback</p>
5	28 Jan	<p>Racialization in the impacts of climate change: Understanding the racialization of space, examining the racialized impacts of climate change globally and in BC</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Cullors, P. & Nguvu, N. 2017. "From Africa to the US to Haiti, climate change is a race issue ." <i>The Guardian</i>, September 14th 2017. https://www.theguardian.com/commentisfree/2017/sep/14/africa-us-haiti-climate-change-black-lives-matter • Pacific Climate Impacts Consortium, Pinna Sustainability, & Metro Vancouver. 2017. <i>Climate projections for Metro Vancouver</i>. Government report, Vancouver, BC: Metro Vancouver. http://www.metrovancouver.org/services/air-quality/AirQualityPublications/ClimateProjectionsForMetroVancouver.pdf <p>*Root cause analysis and positionality statement due, peer evaluations of Root cause analysis and positionality statement due on Feb 1st</p>
6	4 Feb	<p>Racialization in climate organizing: Sharing experiences of racialization in climate organizing, critiquing the dominance of whiteness in climate spaces</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Dahmen, T.S., Elias, T., Morrison, D., & Morrison, D. . 2017. "The overwhelming whiteness of US environmentalism is hobbling the fight against climate change." <i>Quartz</i>, January 4th 2017. https://qz.com/877447/the-overwhelming-whiteness-of-the-us-environmentalist-movement-is-hobbling-the-fight-against-climate-change/ • Gibson-Wood, H., & Wakefield, S. (2013). "'Participation,' White Privilege and Environmental Justice: Understanding Environmentalism Among Hispanics in Toronto." <i>Antipode</i>, 45(3), 641–662. https://doi.org/10.1111/j.1467-8330.2012.01019.x • Gray, J. 2018. "These youth of color are organizing to address climate change." <i>PBS News Hour</i>, August 5th 2017. https://www.pbs.org/newshour/science/youth-color-organizing-address-climate-change.
7	11 Feb	<p>The need for self-determination: Discussing internalized racisms and colonization, understanding decolonization vs. Indigenization, applying principles of reciprocity to climate organizing</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Dowie, M. 2017. "Wanna save the planet? Follow the Haida Nation's example." <i>The Nation</i>, August 16th 2017. https://www.thenation.com/article/wanna-save-the-planet-follow-the-haida-nations-example/. • Shrader-Frechette, K. 2002. "Distributive Justice, Participative Justice, and the Principle of Prima Facie Political Equality." In <i>Environmental Justice: Creating Equity, Reclaiming Democracy</i>, by K. Shrader-Frechette, 64-76. London, UK: Oxford University Press. <p>*Annotated bibliography due (participants will bring their assignment and edit the assignments of two peers in class)</p>

Syllabus

CONS449C 204: Conversations on race and climate change
Student Directed Seminar // Faculty of Forestry

8	18 Feb	Reading Week
9	25 Feb	<p>Interventions – Grassroots organizing: Comparing pull factors and risk factors for racialized and non-racialized communities in grassroots organizing</p> <p><i>*Workshop: Who benefits?</i></p>
10	4 Mar	<p>Interventions – Governance: Discussing governance in the state, international, and alternative spheres.</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Barbier, E.B. 2010. "1-Introduction: Opportunity from crisis." In <i>A Global Green New Deal: Rethinking the Economic Recovery</i>, by E.B. Barbier, 3-30. London, UK: Cambridge University Press. • Gilpin, E. 2017. "Solar Panels and Sisterhood." <i>National Observer</i>, November 3rd 2019. https://www.nationalobserver.com/2017/11/03/indigenous-sisterhood-empowers-solar-panel-solutions
11	11 Mar	<p>Interventions – Academic research: Tracing the history, impact, and authorship of academic research on racialized communities affected by climate change</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Meek, D. "Cracks in the wall of capitalism: the Zapatistas and the struggle to decolonize science." <i>Towards Freedom</i>, February 26th 2018, https://towardfreedom.org/archives/americas/cracks-in-the-wall-of-capitalism-the-zapatistas-and-the-struggle-to-decolonize-science/ • Tuck, E. and Yang, K.W. 2014. "R-Words: Refusing Research." In <i>Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities</i>, eds. D. Paris and M.T. Winn. Thousand Oakes, CA: Sage Publications. • Union of Concerned Scientists. 2007. <i>National Call to Action on Global Warming</i>. https://www.ucsusa.org/national-call-action-global-warming <p><i>*Edited draft due (participants will bring draft and edit the draft of one of their peers in class)</i></p>
12	18 Mar	<p>Visioning – Climate past: Understanding intergenerational land-based trauma of racialized people due to colonization</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Porter, F.W III. (1979). "Strategies for survival: the Nanticoke Indians in a hostile world." <i>Ethnohistory</i>, 26(4), 325-345. https://doi.org/10.2307/481364 • Sayers, D. (2014). "Introduction." In <i>A Desolate Place for a Defiant People: The Archaeology of Maroons, Indigenous Americans, and Enslaved Laborers in the Great Dismal Swamp</i>, by D.O. Sayers, 1-13. Gainesville, FL: University Press of Florida. • Simpson, L.B. (2017). "12-Constellations of Coresistance." In <i>As We Have Always Done</i>, by L.B. Simpson, 211-232. Minneapolis, MN: University of Minnesota Press.
13	25 Mar	<p>Visioning – Climate futures: Exploring implications of Representative Concentration Pathways on racialized lands</p> <p><i>*Workshop: Collective vision statement</i></p>

Syllabus

CONS449C 204: Conversations on race and climate change
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14 1 Apr **Visioning – Climate present:** Closing exercise

*Final project due (peer evaluations will be due on April 10th)

Course grading scheme

ASSIGNMENT	WEIGHT
Facilitation: Co-leading a session of <i>Conversations</i> based on scholarly articles for the week, providing feedback for co-facilitator.	20%
Participation: Calculated at the end of the course based on contributions to class discussion and live documents.	5%
Root cause analysis and positionality statement: Participants will identify a racialized climate issue of interest and produce a root cause analysis map (due Jan 21 st), accompanied by a 750-1000-word academic analysis and statement on their own positionality based on course discussions and scholarly articles (due Jan 28 th). Participants will evaluate the essays of two peers.	20%
Annotated bibliography: Participants will compile an annotated bibliography in anticipation of their final paper. This annotated bibliography must synthesize academic and research sources, popular media sources, and non-traditional sources grounded in community. Participants will evaluate the annotated bibliographies of two of their peers and conduct a self-evaluation after having written their final paper.	10%
Edited draft: Participants will consider <i>Conversations'</i> two research questions from the perspective of the racialized climate issue of their choice and produce a draft of a 1500-2000-word formal academic paper. This draft must include the root cause analysis and positionality statement produced earlier during the term and be at least 1000 words long. Participants will evaluate the draft of a peer, with the expectation that peer edits will be incorporated into the final draft.	10%
Final project: Participants will consider <i>Conversations'</i> two research questions from the perspective of the racialized climate issue of their choice and produce a 1500-2000-word formal academic paper in response. This paper will include the root cause analysis and positionality statement produced earlier during the term, in addition to peer edits. Participants will evaluate the essay of one of their peers.	35%

Resources

All course resources will be made available through the course Canvas page. Course updates and photos of Live Notes will be available through the course website.

Academic integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Syllabus

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A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://www.calendar.ubc.ca/vancouver/?free=3,54,111,959>.

Standards and procedures for assignments

All assignments must conform to the following standards:

- Double-spaced
- 12-point font in New Times Roman
- Citations must be included in the text (e.g. Smith, 2004) and fully listed in a 'References' section on a separate page at the end of your assignment.
- APA Style must be used for all assignments. See <https://wiki.ubc.ca/images/6/6f/Apastyle.pdf> for further details

All assignments but the Annotated bibliography and Edited draft must be submitted by 11:59 pm on the day they are due. The Annotated bibliography and Edited draft will be due in hard copy at 1:30 pm, since peer evaluations for these two assignments will be completed in-class.