

## **Sociology 134CJ: Climate Justice**

**Tuesdays and Thursdays, 3:30 to 4:45 p.m.**

### **IV Theatre 2**

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Office Hours: Thursdays, 10-10:45 a.m. at the Coral Tree Café and 12:30-1:45 p.m. in SSMS 3417, and by appointment (I'll also do lots of e-mail consultation)

Corrie Ellis, Teaching Assistant

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Theo LeQuesne, Teaching Assistant

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Office hours: Wednesday 1:30-3:30 p.m.

*Feel free to discuss the issues raised by this course with any member of the Climate Justice team at class, by e-mail, or in office hours!*

### **Sections for Sociology 134CJ with Corrie Ellis**

Friday 8-8:50 p.m. in HSSB 1236

Fridays 9-9:50 p.m. in HSSB 1236

Fridays, 10-10:50 p.m. in HSSB 1237

### **Sections for Environmental Studies 134CJ with Theo LeQuesne**

Wednesdays 4-4:50 p.m. in HSSB 1214

Wednesdays 5-5:50 p.m. in HSSB 1231

Wednesdays, 7-7:50 p.m. in HSSB 2251

Compassion is an active expression of understanding that as I treat others, I treat myself. Therefore, we seek to mitigate suffering wherever we are able – including suffering of animals, the planet, our fellow humans and of every inhabitant of Mother Earth.

From the “Values” statement of the  
Pollination Project,

<http://thepollinationproject.org/>

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Appreciating the possible, even probable, severity of climate change requires a form of communication that connects with people intellectually, emotionally and imaginatively.

Danielle Clode and Monika Stasiak,  
 “Fictional Depictions of Climate Change”  
 (2014)

### **Statement of Purpose and Course Description<sup>1</sup> – PLEASE READ THIS**

Why is this class important? Because we are in a *big* mess and it’s time to *wake up!*

“Climate justice” can mean many things: for me (John) it is meaningful action taken to deal with the most pressing problem of the 21<sup>st</sup> century, the problem of climate change. Importantly, this means moving the world toward the most progressive possible global climate treaty, contributing to the strongest possible social movement participation in creating that treaty, and through both of these channels helping to bring about the creation of a low-carbon, sustainable, equitable, and deeply democratic future. *I believe that if we are to pass on a world worth living in to your own and the next generation, this movement for climate justice must become the biggest (and most effective) the world has ever seen.*

A growing international scientific consensus has emerged that there is now only a 50 percent chance that the official United Nations maximum target of limiting the rise in average temperature to 2 degrees Celsius by the year 2050 would effectively avert irreversible climate change.

The latest reports of the IPCC – the Intergovernmental Panel on Climate Change – in addition to the view of Dr. James Hansen, the world’s best-known climate scientist, point toward the need to limit warming to 1.5 degrees Celsius or less and restore the Earth’s atmosphere to the scientifically established sustainable level of 350 parts per million of carbon dioxide (it passed 400 ppm in May 2013 and continues to rise). Meanwhile, existing market-based programs such as carbon cap and trade are failing to constrain the steady increase of CO<sub>2</sub> and other greenhouse gases in the atmosphere, suggesting that accomplishing these goals without a radical change in our present economic system is simply not going to happen.

In his powerful essay, “Global Warming’s Terrifying New Math,” prominent U.S. climate activist Bill McKibben argues that to have a reasonable chance to stay under a two-degrees Celsius temperature rise in this century, we can only burn a given amount of fossil fuels (as he points out, in this case, “reasonable” means four chances in five, or “somewhat worse odds than playing Russian roulette with a six-shooter”). The science tells us that this means the world’s largest fossil-fuel producing corporations and countries must be compelled to leave 80 percent of their proven reserves (and thus their actual value) in the ground. This is the inescapable physical logic of salvaging a livable planet for future generations.

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<sup>1</sup> If you have a learning or physical disability and require extended time to complete assignments, please contact John Foran in the first week of the course.

In 2012, at the time of writing, McKibben estimated the cap for maximum atmospheric CO<sub>2</sub> emissions at 565 gigatons as the upper limit for staying at or below a 2 degrees Celsius temperature rise. With annual global emissions currently running around 34 gigatons a year, and rising about three percent per annum, this cap is roughly equal to a ten- year supply – till about 2026 – if “business as usual” trends of economic production and growth continue. The terrifying part, of course, is that the estimate that the world’s already proven reserves of fossil fuels exceeds McKibben’s cap by five times. In other words, the richest corporations in the history of the world would have to forego four-fifths of their future earnings – by some estimates, an astronomical \$20 trillion, maybe much more than that. But instead, they are currently spending over \$600 billion a year trying to discover *new* sources of fossil fuels – fracking, tar sands, deep-water drilling, Arctic oil, mountain-top removal – while each year the amount we can afford to burn decreases.

At the same time, the international climate negotiations produced an inspiring sounding but practically speaking, almost useless document, the “Paris Agreement” at the end of 2015.

Meanwhile, the dominant countries continue to advance positions completely at odds with this science, suggesting that humanity is on a collision course with nature that we cannot win.

Fortunately, dear Millennials, in the new millennium, a promising global climate justice movement has emerged behind the slogan “System change, not climate change!” and is making demands for a socially just, scientifically appropriate, and legally binding treaty. To get such a treaty in the future, governments whose short-term interests and economic elites are not served by signing will need to be persuaded or forced to do the right thing by their own citizens and Earth citizens everywhere – that is, *by us*. One major question addressed in this course has been posed by my friend Bill Barnes: “Can we create new, transformative narratives to inspire political movements able to force vigorous engagement with climate change?”

The purpose of this course, then, is to get our heads round the reality that we now live on an Earth in crisis, and to explore the possibilities of a climate justice movement for living in a better future. *This course is about gaining useful knowledge that will enable positive action to secure a better future.*

### **My Philosophy of Teaching and Learning**

I consider teaching a radical act of the imagination ... and we will need lots of imagination to achieve the purposes laid out above!

Learning and teaching are complex, endlessly fascinating collaborations. I learn enormous amounts from the students in my classes, whom I consider companions on an intellectual, potentially life-changing journey. My goals for my classes and myself include honing our critical thinking skills, improving on the ways we write and speak in class, acquiring the ability to work collaboratively, learning the art of applying theoretical concepts to actual historical and contemporary situations, and making connections between what we study and how we live.

In the course of more than two decades of university teaching I have come to value interaction, participation, and exchange – *discussion in its many forms* – as the best way to teach and learn. So we will teach and learn from each other.

We will do this through a variety of learning approaches, including discussions of many kinds, student-led presentations, sharing our writing, improvised mini-lectures, films, interaction with guests, role playing, short video clips, and ... *did I mention discussions?*

This quarter, Corrie, Theo, and I will ask each of you to do a lot of reading, thinking, discussing, and writing; my pledge is that engagement with these materials should prove a rewarding – and, who knows? – possibly a life-changing experience.

## **Texts**

There will be quite a bit of reading in this course. My goal is to keep the core reading down to around 100 pages a week – sometimes more and sometimes less – plus the novel (a quick and engaging read). This includes some exciting and inspiring materials you can't find elsewhere – or your money back! [No one's ever asked by the way ;)]

Three books and a set of readings are required for this course. The books are:

Saci Lloyd, *The Carbon Diaries 2017*. London: Holiday House. 2011. Just under \$9 [here](#) at Amazon.

Danny Chivers, *The No-Nonsense Guide to Climate Change: The Science, the Solutions, the Way Forward*. Oxford: New Internationalist. 2010. Just under \$14 [here](#) at Amazon.

Wen Stephenson, *What We're Fighting for Now is Each Other: Dispatches from the Front Lines of Climate Justice*. Boston: Beacon Press, 2015. Just under \$21 [here](#) at Amazon.

All of these books are available at the UCEN Bookstore, and are on two-hour reserve at the Library.

The other course readings are posted on our Gauchospace for the class. Please let me know if you have any problems accessing them, or if anything is missing. *I strongly advise you to print out or otherwise bring the day's readings to class.*

## **Using Gauchospace and Your UCSB E-mail**

Yes, we will use both – they are indispensable to our work, so check them regularly!

## **Some Important Messages from UCSB Student Services**

(1) *Disabled Students Program: accommodations for exams*

Students with disabilities may request academic accommodations for exams online through the UCSB **Disabled Students Program** at <http://dsp.sa.ucsb.edu/>. Please make your requests for

exam accommodations through the online system as early in the quarter as possible to ensure **proper** arrangement.

### *(2) Managing stress / Supporting Distressed Students*

Personal concerns such as stress, anxiety, relationships, depression, cultural differences, can interfere with your ability to succeed and thrive. For helpful resources, please contact **UCSB Counseling & Psychological Services (CAPS)** at [805-893-4411](tel:805-893-4411) or visit <http://counseling.sa.ucsb.edu/>

### *(3) Responsible scholarship*

Honesty and integrity in all academic work is essential for a valuable educational experience. **The Office of Judicial Affairs** has policies, tips, and resources for proper citation use, recognizing actions considered to be cheating or other forms of academic theft, and students' responsibilities, available on their website – <http://judicialaffairs.sa.ucsb.edu> Students are responsible for educating themselves on the policies and to abide by them.

### *(4) Academic support*

For general **academic support** visit **Campus Learning Assistance Services (CLAS)** early and often. CLAS offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. CLAS is located on the third floor of the Student Resource Building, or visit <http://clas.sa.ucsb.edu>

## **Course Requirements**

**Policy on Plagiarism** (we agree with the following quote from the syllabus of Dr. LeeAnn G. Kryder, for Writing 109AC). “Plagiarism is stealing. It is the copying of a part, or the whole, of another person’s work while promoting the text as if you created it. Avoid plagiarism by acknowledging the author or source of that idea or text. Plagiarism may jeopardize a student’s entire career.” If we detect plagiarism on any assignment (be aware that in the era of the internet, plagiarism is very easy to detect), we will not be happy because you will receive an F for the assignment, and quite possibly for the course, as well as face potential disciplinary action from the University.

**Now for the fun stuff!** Everyone is expected to attend **all** class meetings and sections, and to prepare reading assignments in order to participate *fully* in discussions – we *know* that speaking in class is difficult for some – perhaps many – students, and we will work together to ease the burden of this. For help, see “On talking in class” on our GauchoSpace. Participants will be asked on occasion to facilitate the discussion in various ways, which we will work out together in class. We will conduct the class in a discussion-based way much of the time, so *you must be prepared to participate at every meeting*. Have we mentioned this already?

***Attendance and Participation: Ten percent of your grade***

*Attendance at all meetings is indispensable for making this course a success for all of us.* Participation will be measured by attendance and participation in class and section, volunteering to present an assigned reading, contributing to class projects, and all-around engagement with the course materials and activities. You may ask for the occasional excused absence but we will have to see the reason for it within 24 hours of the missed class, if not in advance, in order to honor your request. ***It is always greatly to your advantage to attend class.*** Perfect attendance [a maximum of one excused absence out of thirty meetings in all] in both will earn you the full ten percent!

### ***Making a Class Presentation for Extra Credit!***

In some of our sessions, two or more students working together will make a 2-5 minute presentation on one of the readings. *This is a crucial contribution to the learning of the class, and we greatly value it.* Volunteers will be asked for one meeting prior to the presentation. This is a chance to improve your presentation skills (an important life skill) while earning extra credit, all in a supportive environment (no pun intended). Before presenting, please read “How to Make a Great Presentation” on our GauchoSpace.

### ***The Written Assignments: Ninety percent of your grade***

**Please note:** The format guidelines for all papers in this course are 1” margins all around, 12 point size, and double spacing (not 1.5 lines). You will upload papers as Word or pdf documents onto our class GauchoSpace.

#### *Two critical reading briefs. Twenty percent of your grade (ten percent each)*

Please write two short papers of up to but no more than five hundred words each on a class reading. These should cover one of the *issues* raised for you by the course materials or class topics, whether analytic or emotional. Though there is no single formula or set format for these papers, often a good way to proceed is to identify an issue, idea, controversy, etc., then state *your* point of view, backing it up with reasons and evidence. We want to know what *you* think, so please *do not waste valuable space in summarizing texts!* The first one should be completed before midnight on Monday, April 25, and the second by Monday, May 16.

#### *Two book reviews. Twenty percent of your grade (ten percent each)*

You will be asked to write short reviews of two books assigned for this class. *Do not* use your space to summarize the book. Instead, develop an argument or discuss an issue from your reading of the book. Be sure to state the reasons for your views, and back them up with evidence, quotations, and reference to specific page numbers. *If you plagiarize your review, you will receive an “F” for the course.*

- A two-page essay on Wen Stephenson’s *What We’re Fighting for Now is Each Other: Dispatches from the Front Lines of Climate Justice*, to be posted on GauchoSpace before class on Tuesday, May 10. This essay will count for ten percent of your grade.

- A two-page essay on Saci Lloyd's novel, *The Carbon Diaries 2017*. Post on GauchoSpace to posted on GauchoSpace before class on Thursday, May 26. This essay will count for ten percent of your grade.

*One film review. Ten percent of your grade*

You will be asked to a short, 600 word essay on one of the two films for the course: *This Changes Everything*, *Not Without Us*, or *Cowspiracy*. Do not use your space to summarize what the film is about. Instead, develop an argument or discuss an issue from your consideration of the film. This assignment must be completed by Monday, May 23.

*Final paper. Twenty percent of your grade*

You will be asked to write a four-page double-spaced essay due on Monday, June 6. This exciting final assignment will be the place where you get to reflect deeply on what you have learned about climate justice this quarter. The questions you get to choose from can be found at the end of the syllabus – you can even make up your own!

*Group project. Twenty percent of your grade*

*OK, here's the creative part of the class process, in more ways than one.* We will come up with ideas for group projects in the first three weeks of the class. Groups will be formed shortly after that, and group presentations are scheduled over the last two weeks of class. It will be a blast!

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Thus, to some degree, you can choose the topics and schedule your own work this term and focus on the issues that *you* find most interesting. *Your job is to manage these assignments; you are advised to do all of them as best you can rather than to miss any*, which will affect your grade more than doing a poor job on one or two of them.

With this comes the responsibility for careful planning and organization of your assignments, needless to say. You may also devote some time in section to discussing these assignments and how to prepare for them.

## **Writing Resources**

The class GauchoSpace contains several excellent guides on how to write well for this class and all your classes, by John Foran, Chris Bickel, *The Elements of Style*, Arthur McEvoy, and Manuel Callahan. It is well worth your while to study these before every piece of writing you do this quarter (for other classes as well), until you have mastered and can practice what they say.

## **Following the News: Tracking Current Issues**

As the occasion arises, we may discuss current events, so please feel free to share news with the class.

Excellent resources, among others, are:

*Grist* – *Environmental News, Commentary, Advice* – <http://grist.org/> – “An American non-profit online magazine that has been publishing environmental news and commentary since 1999. Grist’s taglines are ‘Gloom and doom with a sense of humor’ and ‘A beacon in the smog’” – Wikipedia.

*EcoWatch* – <http://ecowatch.com/> – “EcoWatch is a dedicated platform for environmental news that helps transform the ability of individuals to learn about environmental issues and take action. EcoWatch provides timely access to relevant information that educates and motivates individuals to become engaged in their community, adopt sustainable practices and support strong environmental policy.”

*Resilience* – <http://www.resilience.org/> – “both an information clearinghouse and a network of action-oriented groups. Our focus is on building community resilience in a world of multiple emerging challenges: the decline of cheap energy, the depletion of critical resources like water, complex environmental crises like climate change and biodiversity loss, and the social and economic issues which are linked to these. We like to think of the site as a community library with space to read and think, but also as a vibrant café in which to meet people, discuss ideas and projects, and pick up and share tips on how to build the resilience of your community, your household, or yourself.”

*The New York Times* – <http://www.nytimes.com> – the paper of record in the U.S.

BBC News – <http://www.bbc.co.uk/> – England and U.K.’s news source of record.

*The Guardian* – <http://www.guardian.co.uk/> – the United Kingdom’s best newspaper.

Amy Goodman’s *Democracy Now!* – <http://www.democracynow.org/> – the best source of progressive global political journalism in the U.S.

Climate Central – <http://www.climatecentral.org/> – “An independent organization of leading scientists and journalists researching and reporting the facts about our changing climate and its impact on the American public....”

Climate Connections – <http://globaljusticeecology.org/> – an archive of past reporting on climate activism and the global justice movement more generally, and is a project of the Global Justice Ecology Project.

Climate Debate Daily – <http://climatedebatedaily.com/> – a good source of contrary and controversial view, CDB “is intended to deepen our understanding of disputes over climate change and the human contribution to it. The site links to scientific articles, news stories, economic studies, polemics, historical articles, PR releases, editorials, feature commentaries, and blog entries.”

## Course Topics and Reading Assignments

### *Part One: In the Beginning... Everything is Changing*

#### **Tuesday, March 29. First meeting: Climate Justice 101...**

After an introduction to the course and to each other we will start a discussion of the realities of climate change and the term “climate justice,” and begin to identify some of the questions we want to answer this quarter.

Please read this essay **before** class:

Bill McKibben, Why We Need to Keep 80 Percent of Fossil Fuels in the Ground (February 24, 2016), <http://www.yesmagazine.org/issues/life-after-oil/why-we-need-to-keep-80-percent-of-fossil-fuels-in-the-ground-20160215>

#### **Thursday, March 31. *This Changes Everything* – film screening, part 1**

Today we will screen Avi Lewis and Naomi Klein’s documentary, *This Changes Everything* (Canada, 2015, 89 minutes).

We may also discuss the clearest statements of our predicament: Bill McKibben, “Global Warming’s Terrifying New Math: Three simple numbers that add up to global catastrophe - and that make clear who the real enemy is” and Bill McKibben, “Global Warming’s Terrifying New Chemistry” (March 23, 2016):

#### **Readings**

Bill McKibben, “Global Warming’s Terrifying New Math: Three simple numbers that add up to global catastrophe - and that make clear who the real enemy is,” 1-12, <http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719?page=5>

Naomi Klein, *This Changes Everything: Capitalism versus the Climate*, “Introduction,” pp. 1-28

Bill McKibben, “Global Warming’s Terrifying New Chemistry” (March 23, 2016), 1-10, <http://www.thenation.com/article/global-warming-terrifying-new-chemistry/>

#### **Tuesday, April 5. *This Changes Everything* – film screening, part 2**

Today we will finish screening *This Changes Everything*.

### Reading

Danny Chivers, *The No-Nonsense Guide to Climate Change*, foreword, introduction, and chapter 1: “How Do We Know that Climate Change is Happening?” 5-45; chapter 2: “How Bad Could it Get?,” 46-55; and chapter 3: “Why is Climate Denial on the Rise?” 56-68

Naomi Klein, *This Changes Everything: Capitalism versus the Climate*, Chapter 9: “Blockadia: The New Climate Warriors,” pp. 291-336

### \*\*\*Special event and extra credit opportunity!\*\*\*

Talk by Victor Menotti, Executive Director, International Forum on Globalization: “Will the pathway from Paris be blocked by Wichita? Impacts of American elections on the Paris Agreement for global climate protection” – 5 p.m. (straight after class on Thursday, April 7), SSMS 2135 Conference Room

**Thursday, April 7. How do we cope with the moment we are in?  
With special guest: Eddie Ellner of Yoga Soup**

Today will set the scene for our pursuit of climate justice this quarter with a mind-altering approach to thinking about life...

### Reading

Danny Chivers, *The No-Nonsense Guide to Climate Change*, chapter 4: “Where are All the Emissions Coming From?” 71-91; chapter 5: “How Much Do We Need to Cut?” 92-101; and chapter 9, “What is it going to take?,” 170-84

### *Part Two: The Shape of the Climate Justice Movement*

**Tuesday, April 12. A brief history of environmental and climate justice – as told through a survey of influential statements**

Today we’ll take a look at some of the influential statements and moments in the emergence of a climate justice movement, exploring various ways that people have been thinking about what it might mean to demand and act in terms of principles of climate justice.

### Readings

“The Principles of Environmental Justice (EJ),” First National People of Color Environmental Leadership Summit, held on October 24-27, 1991, in Washington DC

“Climate Justice Manifestos,” appendix 1, pp. 68-105 in John Foran and Richard Widick, editors, *What Now for Climate Justice: Social Movement Strategies for the Struggle over the Next Universal Climate Treaty* (2014), <http://www.iicat.org/wp-content/uploads/2015/02/What-Now-For-Climate-Justice-IICAT-2014.pdf>

Chris Hedges, “Flint’s Crisis Is About More Than Water” (February 7, 2016), [http://www.truthdig.com/report/item/flints\\_crisis\\_is\\_about\\_more\\_than\\_water\\_20160207](http://www.truthdig.com/report/item/flints_crisis_is_about_more_than_water_20160207)

### Optional reading

Pete Dolack, “Could an Economic Collapse be in Our Near Future?” (April 1, 2016), <http://www.counterpunch.org/2016/04/01/could-an-economic-collapse-be-in-our-near-future/>

### Thursday, April 14. Inside the U.S. environmental and climate justice movements – with Corrie Ellis, Theo LeQuesne, and special guest Becca Claassen

Today we’ll hear from scholar-activists of the U.S. environmental and climate justice movements, for an insiders’ look at the movements.

Please take at least 10-15 minutes to explore *each* of these websites:

[350.org](http://350.org)

<http://movementgeneration.org/>

<https://www.facebook.com/FossilFreeUC>

### Readings

Gopal Dayaneni, “Climate Justice in the U.S.,” pp. 80-85 in Ulrich Brand et al., editors, *Contours of Climate Justice: Ideas for Shaping New Climate and Energy Politics* (Uppsala: Dag Hammarskjöld Foundation, 2009), [http://www.dhf.uu.se/pdfiler/cc6/cc6\\_web.pdf](http://www.dhf.uu.se/pdfiler/cc6/cc6_web.pdf)

Eve Andrews, “Are women our best hope for fighting climate change?” August 14, 2014, [http://grist.org/climate-energy/whos-our-best-hope-for-fighting-climate-change/?utm\\_source=newsletter&utm\\_medium=email&utm\\_term=Daily%2520Aug%252014&utm\\_campaign=daily,1-8](http://grist.org/climate-energy/whos-our-best-hope-for-fighting-climate-change/?utm_source=newsletter&utm_medium=email&utm_term=Daily%2520Aug%252014&utm_campaign=daily,1-8)

Deirdre Smith, “The Climate Movement Must Stand with Ferguson” (August 21, 2014), 1-4,  
[http://climateandcapitalism.com/2014/08/21/climate-movement-must-stand-ferguson/?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+climateandcapitalism%2FpEtD+%28Climate+and+Capitalism%29](http://climateandcapitalism.com/2014/08/21/climate-movement-must-stand-ferguson/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+climateandcapitalism%2FpEtD+%28Climate+and+Capitalism%29)

## **Tuesday, April 19. Visions of climate justice: The Universal Declaration of the Rights of Mother Earth**

Today we’ll consider one of the most radical documents ever written, the “Universal Declaration of the Rights of Mother Earth,” adopted by the World People’s Conference on Climate Change and the Rights of Mother Earth, on April 27, 2010 in Cochabamba, Bolivia, and subsequently submitted by the Bolivian government to the United Nations for consideration.

Please take at least 10-15 minutes to explore these websites:

The Pachamama Alliance – <http://www.pachamama.org/about/mission>

The Global Alliance for the Rights of Nature –  
<http://therightsofnature.org/>

**Readings** (*read the document very closely before coming it to class, and bring a question about it*)

World People’s Conference on Climate Change and the Rights of Mother Earth “Universal Declaration of the Rights of Mother Earth,” Cochabamba, Bolivia (April 27, 2010), 1-3,  
<http://climateandcapitalism.com/?p=2268>

John Foran, “The Insanity of the COP: We Must Adopt a Different Vision” (December 8, 2015), <http://www.resilience.org/stories/2015-12-08/the-insanity-of-the-cop-we-must-adopt-a-different-vision>

## **Thursday, April 21. A program for climate and social justice: 21<sup>st</sup>-Century Ecosocialism**

Today, we’ll explore another radical strand of climate justice thinking by looking at some of the basic ideas of “ecosocialism,” which combines a critique of capitalism as the cause of the crisis of planet Earth with an alternative model for a future that would be ecologically advanced, economically just, and politically democratic.

Please take at least 10-15 minutes to explore the websites:

System Change Not Climate Change –  
<http://systemchangenotclimatechange.org/>

“21st Century Ecosocialism: Practicing System Change, Making Connections, Building a Movement” –  
<http://www.westcoastecosocialists.org/>

### **Readings: required**

Belem Ecosocialist Declaration, prepared by a committee elected at the Paris Ecosocialist Conference of 2007 (Ian Angus, Joel Kovel, Michael Löwy, <http://climateandcapitalism.com/2008/12/16/belem-ecosocialist-declaration-a-call-for-signatures/>)

System Change Not Climate Change, “What is Ecosocialism?” (September 2014), 1-14

Daniel Tanuro, “Environment: The foundations of revolutionary ecosocialism” (May 3, 2015),  
<http://internationalviewpoint.org/spip.php?article4013>

Ian Angus, “COP21, the climate crisis, and ecosocialism” (December 3, 2015),  
[http://climateandcapitalism.com/2015/12/03/22339/?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+climateandcapitalism%2FpEtD+%28Climate+and+Capitalism%29](http://climateandcapitalism.com/2015/12/03/22339/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+climateandcapitalism%2FpEtD+%28Climate+and+Capitalism%29)

### **Readings: read any two from this list**

Chris Williams, “How Will We Reach an Ecological Civilization and Who Will Build It?” (October 31, 2015), <http://www.truth-out.org/opinion/item/33439-how-will-we-reach-an-ecological-civilization-and-who-will-build-it>

Simon West, “Karl Marx: The first ecological sociologist?” (June 17, 2015), [http://climateandcapitalism.com/2015/06/16/karl-marx-the-first-ecological-sociologist/?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+climateandcapitalism%2FpEtD+%28Climate+and+Capitalism%29](http://climateandcapitalism.com/2015/06/16/karl-marx-the-first-ecological-sociologist/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+climateandcapitalism%2FpEtD+%28Climate+and+Capitalism%29)

Gemma Weedall, “Capitalism is Failing the Planet” (November 20, 2014), <https://www.greenleft.org.au/node/57834>

Daniel Tanuro, “Confronted by the ecological emergency: project of society, programme, strategy” (October 12, 2015),  
<http://www.internationalviewpoint.org/spip.php?article4252>

The Lima Ecosocialist Declaration (October 6, 2014),  
<http://ecosocialisthorizons.com/2014/10/the-lima-ecosocialist-declaration/>

Joel Kovel and Michael Löwy, “The EcoSocialist Manifesto” (2001-2008), two versions,  
[http://www.iefd.org/manifestos/ecosocialist\\_manifesto.php](http://www.iefd.org/manifestos/ecosocialist_manifesto.php)

**\*\*\*NOTE:** *Critical reading brief 1 must be posted on GauchoSpace by midnight on Monday, April 25*

### ***Part Three: The United States Climate Justice Movement***

**\*\*\*Special event and another extra credit opportunity! The Next System Teach In – Tuesday-Thursday, April 26-28**

April 26-28, 2016 UC Santa Barbara will host the Next System Teach-In, engaging a large section of our campus community in a serious reimagining of our society and economy in the face of unprecedented inequality, climate disaster and an erosion of democracy so deep that traditional reforms are demonstrably unable to resolve the growing needs of our communities. Focusing on uplifting existing initiatives and working together to fill in gaps, the convening will serve both to strengthen current local initiatives and provide intellectual space for out-of-the-box thinking to inspire new solutions to our growing problems. For more, visit [santabarbarateachins.org](http://santabarbarateachins.org)

#### **Tuesday, April 26. *What We Are Fighting for Now is Each Other* – from Walden Pond to the Front Lines of Climate Justice**

Today, we’ll begin a two week exploration of the climate justice movement in the United States, taking as our main text, the new book by journalist and activist Wen Stephenson, *What We’re Fighting for Now is Each Other: Dispatches from the Front Lines of Climate Justice* (Boston: Beacon Press, 2015). **It is very important that you read the assigned pages before class!** *And remember, you’ll be writing a book review on this book, due on GauchoSpace before class on Tuesday, May 10.*

#### **Readings**

Please read everything up to page 76 – the Preface, Prologue: “Walking Home from Walden,” and chapters 1: “The New Abolitionists,” and 2: “Prophets”

#### **Thursday, April 28. *What We Are Fighting for Now is Each Other* – “Organizing for survival”**

Today, we’ll get more deeply into our reading and discussion of *What We’re Fighting for Now is Each Other*. **It is very important that you read the assigned pages before class!**

## Readings

Please read pp. 77-138 – Chapters 3: “Organizing for Survival,” and 4: “We Have to Shut It Down”

### Tuesday, May 3. *What We Are Fighting for Now is Each Other* – “Too late for what?”

Today, we complete our reading and discussion of *What We’re Fighting for Now is Each Other*. **It is very important that you read the assigned pages before class!**

We will also discuss the Next System Teach-In!

## Readings

Please finish the book by reading pp. 139-220 – Chapters 5: “A Long-Haul Kind of Calling,” and 6: “Too Late for What? and the Epilogue: “And Yet”

### *Part Four: The Global Climate Justice Movement*

### Thursday, May 5. The UN Climate Negotiations: Forum for Climate Justice?

Today, through readings and video clips we’ll study the history of the global climate negotiations which have been taking place since 1995 and culminated in the much-celebrated but deeply flawed Paris Agreement of December 2015, designed to limit countries’ emissions of CO<sub>2</sub> into the atmosphere.

Study the “Global Climate Justice Movement On-line” document, pick one organization, visit its website, and read about it...

## Readings

Danny Chivers, *The No-Nonsense Guide to Climate Change*, chapter 7, “What is the Political History of Climate Change?” 127-139, and chapter 8, “Why Haven’t We Fixed It Yet?” 140-169

John Foran, “The Paris Agreement: Paper Heroes Widen the Climate Justice Gap” (December 13, 2015), <http://www.resilience.org/stories/2015-12-14/the-paris-agreement-paper-heroes-widen-the-climate-justice-gap>

John Foran, “A History of the Climate Negotiations in Six Videos” (November 10, 2015), <http://www.resilience.org/stories/2015-11-10/a-history-of-the-climate-negotiations-in-six-videos>

**\*\*\*NOTE:** Your **book review** of *What We Are Fighting for Now is Each Other* must be posted on GauchoSpace before class on Tuesday, May 10

**Tuesday, May 10. Inside the Global Youth Climate Justice Movement: with special guests Emily Williams, Mariah Brennan Clegg, and Theo LeQuesne**

### Readings

Read one of the interviews in the e-book edited by Corrie Ellis, John Foran, and Summer Gray, *At the COP: Global Climate Justice Youth Speak Out* (2014),  
<https://climatejusticeproject.files.wordpress.com/2014/12/foran-ellis-and-gray-2014-at-the-cop.pdf>

Corrie Ellis, John Foran, and Summer Gray. “Not Yet the End of the World: Political Cultures of Opposition and Creation in the Global Youth Climate Justice Movement,” forthcoming in Bron Taylor, Ursula Münster, and Joseph Witt, editors, *Ecological Resistance Movements Revisited: The Continuing Global Struggle for Biological Diversity and Environmental Justice*.

Cam Fenton, “Why the Climate Movement Needs a Reboot” (February 1, 2016), <http://www.resilience.org/stories/2016-02-01/why-the-climate-movement-needs-a-reboot>

*Manifesto!*, Conference of Youth – Paris 2015,  
[https://www.researchgate.net/publication/286927835\\_COY11\\_Manifesto\\_-\\_Conference\\_of\\_Youth\\_Paris\\_2015](https://www.researchgate.net/publication/286927835_COY11_Manifesto_-_Conference_of_Youth_Paris_2015)

### *Part Five: Issues of Climate Justice*

**Thursday, May 12. What we eat and how we live can make a difference: Cowspiracy!**

Today we’ll watch the controversial documentary, *Cowspiracy: The Sustainability Secret* (directed by Kip Andersen and Keegan Kuhn, A.U.M. films, 2014, 91 minutes). We will also stage a mini-debate about the issue of industrial and animal agriculture.

### Reading

Ask Umbra, “Would you give up cheese to slow climate change?” (March 21, 2016), [http://grist.org/living/would-you-give-up-cheese-to-slow-climate-change/?utm\\_medium=email&utm\\_source=newsletter&utm\\_campaign=daily-horizon](http://grist.org/living/would-you-give-up-cheese-to-slow-climate-change/?utm_medium=email&utm_source=newsletter&utm_campaign=daily-horizon)

Heather Smith, “Want to fight climate change? Here are the 7 critical life changes you should make” (February 19, 2016), [http://grist.org/climate-energy/want-to-fight-climate-change-here-are-the-7-critical-life-changes-you-should-make/?utm\\_medium=email&utm\\_source=climate-](http://grist.org/climate-energy/want-to-fight-climate-change-here-are-the-7-critical-life-changes-you-should-make/?utm_medium=email&utm_source=climate-)

[newsletter&utm\\_campaign=round-2-image](#)

**\*\*\*NOTE:** *Critical reading brief 2 must be posted on GauchoSpace by midnight on Monday, May 16*

## **Tuesday, May 17. Do our lifestyles matter? Cowspiracy, part two**

Today, we finish our screening of Cowspiracy, and take stock of what we have learned about the question of our own responsibility for making climate justice personal, practical, and permanent (enough p's for you?).

### **Readings**

Danny Chivers, "Cowspiracy: stampeding in the wrong direction?" (February 9, 2016), <http://newint.org/blog/2016/02/10/cowspiracy-stampeding-in-the-wrong-direction/>

Madeline Ostrander, "How Do You Decide to Have a Baby When Climate Change Is Remaking Life on Earth?" (March 24, 2016), <http://www.thenation.com/article/how-do-you-decide-to-have-a-baby-when-climate-change-is-remaking-life-on-earth/>

Reynard Loki, "3 Most Environmentally Damaging Habits You Might Be Able to Change" (April 17, 2016), 1-6, <http://ecowatch.com/2016/04/17/environmentally-damaging-habits/>

Nathanael Johnson, "Can we actually make a difference by changing the way we eat?" (April 20, 2016), 1-5, [http://grist.org/food/can-we-actually-make-a-difference-by-changing-the-way-we-eat/?utm\\_medium=email&utm\\_source=newsletter&utm\\_campaign=daily-horizon](http://grist.org/food/can-we-actually-make-a-difference-by-changing-the-way-we-eat/?utm_medium=email&utm_source=newsletter&utm_campaign=daily-horizon)

Ophélie Véron, "Vegetarians of the world, go vegan!" 1-2

## **Thursday, May 19. Climate Justice: Making a movement for Total Liberation!**

Today, John and special guest David Pellow will discuss their understandings of the deep meanings of climate justice, each from their own unique vantage point on this many-sided new area of study and activism

### **Reading**

David Pellow, "Climate Disruption in the Global South and in African American Communities: Key Issues, Frameworks, and Possibilities for Climate Justice"

John Foran, "A Few Thoughts on Studying the Most Radical Social Movement of the Twenty-first Century" (March 13, 2016),

<http://www.resilience.org/stories/2016-03-14/a-few-thoughts-on-studying-the-most-radical-social-movement-of-the-twenty-first-century>

Danny Chivers, *The No-Nonsense Guide to Climate Change*, chapter 6: “What are the Solutions?” 102-125, chapter 10: “What might a zero-carbon future look like?” 185-188, and chapter 11: “Ten top tips to save the planet,” 170-84 and 189-96

**Part Six: “The Fierce Urgency of Now”: May 24 through June 5, 2016 of Year One for Climate Justice (with an imaginative look at Year Two – 2017)**

**\*\*\*NOTE:** Your **movie review** of either *This Changes Everything, Not Without Us*, or *Cowspiracy* must be posted on Gauchospace by midnight on Monday, May 23

**Tuesday, May 24. Final Projects 1**

Today, we will host the first presentations of your final projects. This class is not to be missed!

**Readings**

Saci Lloyd, *The Carbon Diaries 2017* – finish this so you can hand in your book review on Thursday!

**\*\*\*NOTE:** Your **book review** of *The Carbon Diaries 2017* must be posted on Gauchospace before class on Thursday, May 26

**Thursday, May 26. *The Carbon Diaries 2017***

Today will feature a spirited discussion of Saci Lloyd’s cli-fi novel, *The Carbon Diaries 2017* – could it come true?

Your book reviews of *The Carbon Diaries* should be posted on Gauchospace *before class* today. We have no set expectation for this review, other than to see you engage with the book, whether analytically and/or emotionally. This essay will count for ten percent of your grade.

**Readings**

Saci Lloyd, *The Carbon Diaries 2017*

**Tuesday, May 30. Final Projects 2**

Today will be packed with your excellent group presentations – a class you will *not* want to miss!

**Thursday, June 2. Final Projects 3. Toward a Better Future: A Big Movement in Just Enough Time for Impossible...**

Today will conclude your excellent group presentations – plus many surprises! This will also be a final brainstorming session about everything we've all learned and for those who are interested, some ideas on how to get more involved.

\* \* \*

We need to engage in whatever actions appeal to us. There is no act too small, no act too bold. The history of social change is the history of millions of actions, small and large, coming together at certain points in history and creating a power which governments cannot suppress.

Howard Zinn, "An Occupied Country"  
(2002),  
<http://www.progressive.org/oct03/zinn1003.html>

\* \* \*

This fight, as it took me too long to figure out, was never going to be settled on the grounds of justice or reason. We won the argument, but that didn't matter: like most fights it was, and is, about power.

Bill McKibben

**\*\*\*NOTE:** *Final papers should be posted on Gauchospace by midnight on Monday, June 6:*

**Essay Question Options**

*Sociology 134CJ: Climate Justice*

Please write an essay of up to four double-spaced pages due as a Word document or pdf on GauchoSpace by 11:59 p.m. on Monday, June 6. This exciting final assignment is the place where you get to reflect deeply on what you have learned about climate justice this quarter.

The format guidelines for all papers in this course are 1" margins all around, 12 point size, and double spacing (not 1.5 lines).

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### *The Varieties of Climate Justice: Working Toward a Definition*

Explore the evolution of the notion of climate justice over time, discussing at least three statements of what climate justice means, and provide your own vision of what climate justice involves and a future society based on climate justice would look like.

### *Climate Justice: How Do We Get It?*

Starting with a discussion of what climate justice is, explore the paths to achieving it, both in the United States and globally. Who is the “we” in the question? How *do* we get climate justice? How do you see *your own* relationship to climate justice and future struggles for it?

### *Beyond Capitalism*

Do you think capitalism can be *reformed and made sustainable*, or should it be *radically transformed and/or abolished*? Make an argument for either position. If you think capitalism must be transformed or abolished, make sure you analyze 1) the reasons you think this system is undesirable or ineffective in the pursuit of climate justice, or whatever other fatal flaws you identify, 2) a working idea of alternative systems that would better address climate justice and 3) a working idea of how this transformation can actually be attained, informed by historical example and informed predictions. If you think capitalism can or should be reformed and made sustainable, in line with climate justice, try to address roughly the same 3 questions of reasoning, the model to be attained, and how it would be achieved.

### *Write your own question!*

We invite you to write your own question/topic for an essay, and after approval by the instructors, you may write your essay on the agreed upon topic. You should obtain this green light by Thursday, June 2, with a one-page proposal e-mailed to your TA and to me (John).

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Abolish grades.  
Abolish email.

Abolish borders.  
Abolish prisons.  
Create love, beauty, and justice instead.  
The beginnings of my platform.  
(And the government is run by cats, natural anarchists.)

■ Molly Talcott