Environmental Studies 185
Human Rights and the Environment/Environmental Justice:
Equity, Justice, and Climate Change
Spring Quarter 2018

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Office hours Tu 12:30-1:30, Th 3:30-4:30 & by appointment

Course description
This course provides an overview of the equity and justice dimensions of climate change from the perspectives of environmental justice and human environmental rights. Although many aspects of climate change have attracted considerable scholarly, policy, and public attention, climate justice and equity have received far less consideration. The course begins with an introduction to environmental justice, human rights and the environment, and vulnerability and adaptation to climate change. Students will examine six case studies from the U.S and elsewhere that demonstrate climate change as an environmental justice/human environmental rights issue. The course is taught in a modified seminar format: i.e., I will give introductory lectures at several sessions that will be followed by class discussions. Students are required to attend class and come prepared with discussion questions based on the assigned readings for that week. Each student will be required to participate in a student led forum (consisting of approximately 7 students) on one of the case studies. Students also are required to submit a 6 page research paper on their forum topic.

Forum Topics

• Chicago heat waves (increased frequency and intensity of heat waves)

• Arctic “climate refugees” – especially Inupiat Inuit in North Western Alaska (melting of sea ice and sea level rise)

• Papua New Guinea – Ipili and Enga Speakers in the highlands (moral, agricultural, environmental, and cosmological changes)

• Northern Australia/Torre Islands - Australia aborigines (sea level rise, drought, others)

• Tuvalu Pacific Islands – Small Island Developing States (SIDS)/ Alliance of Small Island States (AOSIS) (sea level rise, acidification and increase in the temperature of sea water, vulnerability of small islands)

• Kalahari basin and desert, Sub-Saharan Africa – Kalahari San – Indigenous peoples and climate change (drought, heat waves, others)
Course Objectives

• To provide students with the opportunity to engage critically with scholarly, policy, and popular conceptions about environmental justice, human environmental rights, and climate change.

• To train students in interdisciplinary perspectives and approaches to understand and deal with crucial real world problems.

• To develop an integrative framework that links environmental justice, human rights, and climate change – in order to further “climate justice”.

• To facilitate students’ collaborative work in small groups to enhance learning in and outside the classroom.

Evaluation and Grades

Grades for the course will be determined on the basis of:
Class Attendance, Participation and Preparation (25%)
Midterm exam (25%)
Student Forum and Paper (total 50%)

• Oral presentation and discussion/argumentation (20%)
• Written forum paper on oral presentation (6 pages-1500 words) (30%)

Class Attendance, Participation and Preparation (25%)
This seminar’s format relies on interactive discussions and collaborative learning. Therefore, all students are expected to attend class, to prepare adequately for class, and to participate actively in discussions and forum groups.

Midterm Exam (25%). The midterm exam will be on May 10 and will consist of short essay questions and short identifications. No make-ups, check your calendar!

Student Forum and Paper (50%)
Forum groups. During the second week of the quarter, each student will be assigned to one of the 6 forum groups. You will have some choice regarding the forum group to which you will be assigned. I will distribute a list of all 6 forum topics and ask you to rank them according to your interest in each topic. I will do my best to assign you to one of the groups you are most interested in. During the first two weeks of the quarter you will have an opportunity to learn more about each forum topic so that you can make a more informed decision about your ranking. You will have some opportunities to meet with forum members during class in order to plan your forum, but you will have to spend some time outside of class meeting with your group as well.
Forum presentations (20% total=10% a group grade + 10% an individual grade). Each group will have the entire class period for their presentation and group discussion. Aim to make the presentation interesting as well as informative. Have fun with it. I’ll give you some suggestions in class. Attempt to bring in the rest of the class in some way. Your group should also prepare a set of provocative discussion questions that you will use to lead a class discussion on your forum topic. Think about the discussion period as a
public forum in which you solicit the views of the community – in this case, our class. We will spend some time in class discussing the requirements for your forum and written report/paper. Your forum and should include information on the following:

- What are the impacts of climate change that are relevant to this case? (threats to physical, cultural, social survival, household/family, individual survival)

- Which stakeholders/social group(s) (by race, ethnicity, nationality, class, gender, age, etc.) are affected by these impacts?

- Who are the winners and the losers (i.e., which groups benefit and which groups pay the price of these impacts)? (i.e., how are the risks and benefits distributed among the human populations?)

- What are the coping mechanisms various individuals, families/households, and/or groups are taking (or could take) to deal with these impacts? (How are various groups “adapting” to these impacts? How “resilient” are diverse human groups to these impacts?)

- What kind of mitigation is possible? (How can current or future impacts of climate change be ameliorated or eliminated?)

- Why/how/Is this case an example of environmental justice and/or human environmental rights?

Evaluation: Students will be evaluated both as a group and in terms of their individual contribution to the forum/presentation. Peer evaluations will be included.  
**Written Paper/Report** – Maximum of 6 pages/1500 words (30%).

There is no final exam for this course, however, each student must turn in a written report based on her/his forum topic. This report is due by 4 pm, Thursday, June 14. Papers must be submitted to me in my Environmental Studies mailbox (in Bren Hall 4312). Early submissions are welcome. I will not accept e-mail submissions.
**Academic Integrity Policy**

All students must complete original assignments with academic integrity. The use of others’ words or ideas as your own without adequate citation is plagiarism. This is unacceptable, and reportable under UCSB policy: “Cheating includes, but is not limited to, looking at another student’s examination, referring to unauthorized notes during an exam, providing answers, having another person take an exam for you, etc. **Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism [emph. added]**.

Whenever another person’s written work is utilized, whether it be a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another’s work, i.e., borrowing the ideas or concepts and putting them into one’s “own” words, must also be acknowledged. Although a person’s state of mind and intention will be considered in determining the University response to an act of academic dishonesty, this in no way lessens the responsibility of the student.” [http://www.sa.ucsb.edu/Regulations/](http://www.sa.ucsb.edu/Regulations/) (2008)

When in doubt, cite the sources of ALL ideas in your work, including websites, blogs, reviews, articles, newspapers, as well as more scholarly references.

**Assigned Class Materials**

Required readings will be available either in texts that are on reserve at Davidson Library and/or posted on GauchoSpace. Use your UCSBnetID and password to login to GauchoSpace [http://gauchospace.ucsb.edu](http://gauchospace.ucsb.edu). Your UCSBnetID is the same as your U-Mail account name. It is essential that you read the assignments on time and come to class prepared to discuss them.

**Texts on Reserve at Davidson Library**


Required Readings on GauchoSpace are listed in the Course Schedule below. Additional readings for subsequent weeks may be added throughout the session.

Useful Background Material on Climate Change:
Intergovernmental Panel on Climate Change (IPCC) Fourth Assessment Reports (2007) and Summaries for Policy Makers (2007) available online at http://www.ipcc.ch
AR4 Synthesis Report
Working Group I Report “The Physical Science Basis”
Working Group II Report “Impacts, Adaptation, and Vulnerability”
Working Group III Report “Mitigation of Climate Change”
US Climate Change Science Program (USCCSP) Syntheses and Assessments (SAP) (Several SAPs are relevant to this course. All are available online, but see especially,
United Nations Development Program

Course Schedule & Assignments

Note: This is a relatively new class and there likely will be changes to the syllabus and readings. I will announce these in class. It is your responsibility to come to class so that you are informed about any changes.

DR = Davidson Reserve
GS = GauchoSpace

WEEK 1
April 3 Introduction to the course: aims, organization and expectation
April 5 Key concepts in environmental justice, human environmental rights, and climate change
Readings:
• Introduction and Chapter 1 (Bullard) in The Quest for Environmental Justice (DR)(GS)
• Chapter 14 (Bullard, Johnson, and Torre) in The Quest for Environmental Justice (DR)(GS)
• Appendix A and Appendix B (Bullard) in The Quest for Environmental Justice (DR)(GS)
• Appendix, Draft Principles on Human Rights and the Environment (UN) in Life and Death Matters (DR)(GS)
• UN Resolution on Human Rights and Climate Change, March 2008 (GS)
• Connecting Human Rights to the Environment (Swiss Info), April 2008 (GS)
WEEK 2
April 10    Library session
April 12    Introduction to the 7 cases
Required readings:
• Chicago (1995) and European (2003) heat waves – skim Klinenberg (DR)
• Tuvalu Pacific Islands – Small Island Developing States (SIDS)/ Alliance of Small Island States (AOSIS) – “The Governance of Vulnerability: Climate Change and Agency in Tuvalu, South Pacific,” by Heather Lazrus (2009) (GS)

WEEK 3
April 17    Film: Yakoana
April 19    History of the Environmental Justice Movement
Rank cases for forums
No readings: own research

WEEK 4
April 24    In-class forum group meetings
April 26    Environmental Justice, Human Rights, and Climate Change (Climate Justice)
Readings: TBA

WEEK 5
May 1     Dispossession, Displacement and Climate “Refugees”
One page forum proposal due at the beginning of class
Reading: Anthony Oliver-Smith (2009) “Climate Change and Population Displacement” (GS)
May 3     Resource Wars: Indigenous Peoples and Climate Change
Required readings:
WEEK 6
May 8  The Human Face of Climate Change
May 10  Midterm Exam
Readings: Catch-up

WEEK 7
May 15  IN-CLASS FORUM GROUP MEETINGS
May 17  Forum 1

WEEK 8, 9, 10
May 22  Forum 2
May 24  Forum 3
May 29  Forum 4
May 31  Forum 5
June 5  Forum 6
June 7  Wrap-up and evaluation

JUNE 14  PAPERS DUE, 4 PM, IN DR. CREMERS’ MAILBOX, ENVIRONMENTAL STUDIES PROGRAM, BREN HALL 4312