

HDCC 300: Climate Change for Social Transformation

Spring 2021, CRN 21705

Lectures: Wednesdays 2:30 - 5:20, Online

Overall course description

This course provides an opportunity for critical engagement with climate change as physical transformation, cultural object, and incitement to social transformation. This interdisciplinary course approaches climate change as complex phenomena that are co-constituted by social and natural worlds. The course will introduce you to a variety of lenses, knowledge networks, culturally constructed narratives and social justice issues that will help you understand that while successful responses to climate change can be challenging to organize, such efforts can also be opportunities for transformative change in our communities and societies.

Online Course Delivery

HDCC 300 will be taught fully online using Brightspace and Zoom. Brightspace will serve as our 'home site' where all course content (outlines, announcements, grades, Zoom links) will appear. A synchronous (live) class will be held every Wednesday 2:30 - 5:20 on Zoom.

Course objectives

This course is organized into two complementary sections. The first section of the course will begin with a broad discussion of current and potential future human impacts of climate change, emphasizing the uneven distribution of impacts and issues of climate injustice. From here we analyze key drivers of climate change, focusing on 'fossil capitalism' and contemporary agricultural and food systems. A social and political history of these systems opens to a consideration of ecologically sound alternatives that can simultaneously open space for deep democratization and social justice. From this section students gain a conceptual and theoretical overview of key drivers of climate change and barriers to robust mitigation, while considering the need for solutions that are rooted in collective mobilization and action.

The second section introduces critical lenses in the political ecology, social movement theory, environmental justice and climate justice literature for how we may respond individually and collectively to the challenges that climate disruption imposes on our communities and our lives. Partnered with this academic knowledge will be an exploration of popular ideas in social change circles around effective strategies, tactics and theories of change. We will also welcome guest lectures from people at the forefront of these struggles. One key outcome of this course that is focused on in this section seeks to better equip you for future work, collaborations and discussions that build upon the recognition of how climate disruption is helping to inspire collective transformations, both troubling and positive ones, in our contemporary societies.

Sections of the course

Political Economy of Climate Change and Green Transition

Taught by Nicolas Graham

This section begins with broad discussion of current and potential future human impacts of climate change, followed by an examination of key drivers of the climate crisis. In regards to the latter, we first analyze the political economic and ecological dynamics of 'fossil capitalism,'

considering the crucial role of fossil fuels to economic growth and social reproduction since the late 18th century. A social and political history of fossil energy and climate change points us to the need for a collective and public project of decarbonization and energy transition. Second, we examine the contemporary corporate-global food system and its perils. In response, transformative food system alternatives, in the form of agroecology and food sovereignty, are briefly considered. Next, we will analyze nested social and political obstacles to agricultural and especially energy system transformation. Economic and political path dependencies and corporate power (including the political and cultural influence of the carbon sector) are emphasized. In counterpoint to these barriers, we will consider the emergence and promise of counter-hegemonic coalitions and projects for energy and green transition, such as the Leap and the Green New Deal.

First Section Assignments and Participation: For each class in this section (except for the first introductory class) you will complete a short in-class group assignment, responding in questions posed on the readings or other course activities. These assignments make up your participation grade.

Annotated Bibliographies: Two sets of annotated bibliographies are due based on weekly readings, in this section of the course. Each bibliography covers two readings of your choosing, providing both a summary/description and a short evaluative/reflective overview. Each entry is 1 ½ - 2 pages double-spaced (and therefore each submission is 3-4 pages total).

Political Ecology, Climate Disruption and our collective responses in the “Anthropocene”

Taught by Matt Fuller

The Anthropocene in the 21st century is an age of volatile changes in the environmental well-being of many human and non-human communities. Increasingly, communities, scientists and governments have found themselves involved in work that seeks to evaluate and mitigate the emerging effects of these human-caused ecological changes and disasters. But who stands to benefit from and whose well-being is left out of adaptation and mitigation efforts? Whose voices are at the table or silenced in discussions around sustainability, resiliency and recovery? With an introduction of the critical lenses in the political ecology, social movement and environmental justice literature, we will explore regional and globally-situated case studies of climate disruption and ask these questions of equity, justice and participation, centering a framework that recognizes that human systems never operate apolitically while exploring Indigenous, frontline and subaltern perspectives, movements and solutions. Examining these case studies, we will explore how environmental harms are not equally distributed and already vulnerable communities are often disproportionately impacted. We will probe our own roles as community members and concerned citizens, learning what we can each do and do better, as we dive into the socio-cultural reactions on the ground during these traumatic moments and work to recognize that complex political realities often affect the ability of communities, governments and organizations to respond to these challenges equitably.

Second Section Assignments and Participation: Two 3-4 page case studies of relevant regional or global contexts to our readings. As part of participation, short weekly reading responses, will be required alongside active engagement in class. Details and dropboxes to be found on brightspaces.

Final Paper and Presentation:

In addition to these section specific assignments, there is a final paper (8-10 pages, due at midnight April 12th) and a short presentation on the last day of class (April 7th). The presentation is 5-7 mins and provides an outline and overview of your final paper.

Further details and instructions for assignments are available on Brightspace.

Grading

For Section I:

2 Annotated Bibliographies (each 3-4 pages double-spaced)

Annotated Biblio 1 (Feb 7th)	12%
Annotated Biblio 2 (Feb 28th)	13%
In-class Participation	10%

For Section II:

Case study 1 (March 17th)	10%
Case study 2 (March 31st)	10%
In-class Participation	15%

Final Assignments:

Presentations (Apr 7th)	10%
Final Paper (April 12th)	20%

Total	100%
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Instructors

Nicolas Graham, Ph.D., is an instructor in the Department of Sociology at UVic. He often teaches HDCC 200 (Introduction to Human Dimensions of Climate Change), as well as courses in the areas of environmental sociology, social movements and social inequality. He is currently conducting research on competing projects for just energy transition.

e-mail: njgraham@uvic.ca

Office: Zoom

Office hours: Mon 1-3pm, and by appointment (Jan 11th - Feb 22nd)

Matt Fuller is a PhD candidate in Critical Geography and Political Ecology in the Geography Department at UVic. He has a Masters in Environmental Studies and B.A. in social movement theory and media justice from the Evergreen State College in Olympia, Washington. His research focus is on environmental and climate justice, especially pertaining to how Indigenous and other frontline communities resist and respond to the harmful presence of fossil fuel megaprojects in their own backyards. Matt has spent 20 years as a community organizer, activist and musician in the US and has been arrested organizing at many local and national protests, including the 2014 People's Climate March in NYC and in 2015 for locking himself to the anchor chain of a Shell Oil ship during the PNW resistance to Arctic drilling.

e-mail: mtfuller@uvic.ca

Office: Zoom

Office hours: Mon 3-5pm, and by appointment (March 1st - April 12th)

Schedule of lectures

Please note that this schedule and the readings listed are *subject to changes*. Please be attentive to announcements both in class and on Brightspace. *Informed* participation in class discussion will be expected, so *please read the assigned texts in advance*. Readings are to be found on the Brightspace website unless otherwise indicated.

Week 1 *Introduction to course*

11-15 Jan

Readings:

Klein, Naomi. 2014. "The Right Is Right: The Revolutionary Power of Climate Change." Pp. 31–63 in *This Changes Everything: Capitalism vs. The Climate*. New York: Simon & Schuster.

Section I: Political Economy of Climate Change and Green Transition

Week 2

18-22 Jan

Fossil Capitalism, Climate Change and Post Carbon Futures

Readings:

Malm, Andreas. 2016. "In the Heat of the Past: Towards a History of the Fossil Economy." Pp. 1–19 in *Fossil Capital: The Rise of Steam Power and the Roots of Global Warming*. London: Verso.

Huber, Matthew. 2013. "The Power of Oil? Energy, Machines, and the Forces of Capital." Pp. 1–26 in *Lifeblood: Oil, Freedom, and the Forces of Capital*. Minneapolis: University of Minnesota Press.

Week 3

25-29 Jan

Agriculture, Climate Change and Food Sovereignty

Readings:

Wittman, Hannah. 2009. "Reworking the Metabolic Rift: La Vía Campesina, Agrarian Citizenship, and Food Sovereignty." *The Journal of Peasant Studies* 36(4):805–26.

Desmarais, Annette Aurélie, and Hannah Wittman. 2014. "Farmers, Foodies and First Nations: Getting to Food Sovereignty in Canada." *The Journal of Peasant Studies* 41(6):1153–73.

Gliessmann, Steve. 2016. "Transforming Food Systems with Agroecology." *Agroecology and Sustainable Food Systems*, 40(3): 187-189.

Week 4

1-5 Feb

Petro-Politics, Hegemony and Climate Obstructionism

Readings:

Pineault, Eric. 2018. "The Capitalist Pressure to Extract: The Ecological and Political Economy of Extreme Oil in Canada." *Studies in Political Economy*, 99(2), 130–150.

Carroll, William K. 2020. "Fossil Capitalism, Climate Capitalism, Energy Democracy: The Struggle for Hegemony in an Era of Climate Crisis." *Socialist Studies/Études Socialistes* 14(1): 1-26.

The first annotated bibliography is due Sunday February 7th by midnight on Brightspace

- Week 5
8-12 Feb
- Environmental Movements and Counter-Hegemonic Politics*
Readings:
Adkin, Laurie. 2016. "Political Ecology and Counter-Hegemonic Politics." Pp. 93-110 in *A World to Win: Contemporary Social Movements and Counter-Hegemony*.
- Goodman, James and Ariel Salleh. 2013. "The "Green Economy": Class Hegemony and Counter-Hegemony." *Globalizations*, 10:411–424.
- Week 6
15-19 Feb
- READING WEEK**
- Week 7
22-26 Feb
- Green New Deals, Radical Reforms and Transition Pathways*
Readings:
Foster, John Bellamy. 2019. "On Fire This Time." *Monthly Review*, 71(6):1–17.
- Estes, Nick. 2019. "A Red Deal." *Jacobin Magazine*.
- Patel, Raj, and Jim Goodman. 2019. "A Green New Deal for Agriculture." *Jacobin Magazine*.
- The second annotated bibliography is due Sunday February 28th by midnight on Brightspace***
- *Last day for withdrawing from full year and second term courses without penalty of failure: Sunday, February 28th**
- Section II: Political Ecology, Climate Disruption and our collective responses in the "Anthropocene"**
- Week 8
1-5 Mar
- Social movements and social change: where theory meets praxis*
Readings:
Short excerpts from the books *We Are Everywhere*, *Beautiful Trouble* and *Tweets and the Streets* (posted on Brightspace).
- Week 9
8-12 Mar
- So what is Political Ecology, anyways?*
Readings:
Excerpts from Robbins, P. (2012). *Political Ecology: A Critical Introduction*.
- Week 10
15-19 Mar
- Environmental Justice: from Cancer Alley to the Alberta Tar Sands*
Readings:
Bullard, R. (2015). *Environmental Justice in the 21st Century: Race Still Matters*.
- Agyeman et al. (2016). Trends and directions in environmental justice: from inequity to everyday life, community, and just sustainabilities.

Short introduction in *A Line in the Tar Sands: Struggles for Environmental Justice*.

CASE STUDY: BC Fossil Fuel Resistance

Due by class time: Student Case Study #1

Week 11 *Climate Justice*

22-26 Mar

Readings:

Chatterton et al. (2013). *Articulating Climate Justice in Copenhagen: Antagonism, the Commons, and Solidarity*.

Okereke et al. (2016). *Climate justice and the international regime: before, during, and after Paris*.

Week 12 *Indigenous Resistance and Resurgence*

29 Mar-1 Apr

Readings:

Mantyka-Pringle et al. (2015). *Honouring indigenous treaty rights for climate justice*.

LaDuke (2006). *Indigenous Power: A New Energy Economy*.

Excerpts from *A Line in the Tar Sands: Struggles for Environmental Justice*.

CASE STUDY: Lummi Nation / Cherry Point coal terminal

Due by class time: Student Case Study #2

Week 13

5-9 Apr

Wrapping it all together, conclusions and presentations

No readings

Presentations

Course Experience Survey

Course organization

Readings and materials

Reading materials are to be found online, through Brightspace. Assigned weekly readings need to be done ahead of class lectures. Attendance during class periods, constructive participation, and tolerance with regard to the views of others will be expected and contribute to the participation grade credit. Students are responsible for class lectures covered, and for informing themselves about announcements missed if absent. Attendance, constructive engagement, and performance on assignments all contribute to course grades.

Grading scale and interpretation

Percentages will convert to a letter grade according to the standard University scheme:

A+ = 90-100	B+ = 77-79	C+ = 65-69	D = 50-59
A = 85-89	B = 73-76	C = 60-64	F = 0-49
A- = 80-84	B- = 70-72		

What the Grading Scale Means:

- A+, A, or A-** Earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
- B+, B, or B-** Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
- C+ or C** Earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
- D** Earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
- F** Work that is not worthy of course credit toward the degree.

Interpretation of these grade definitions is up to the discretion of the instructor. If you receive a grade during the course that you believe is unfair, please begin by discussing the matter with the instructor (or TA) in a respectful, open-minded manner. Rest assured that if you still believe the grade you received is unfair you can appeal the matter to the chair of the department. For additional information regarding grades, please see pp. 51-53 of the most recent edition of the UVic Undergraduate Calendar.

All evaluations of tests and assignments will be calculated according to *percentage scores*. Letter grades and grade point scores are listed purely for reference. Final examinations are the property of Uvic and are not returned. They are available for viewing at the Records Office according to UVic procedures and regulations (pp. 49-51 of the calendar).

Counseling Services

Many, if not most, students experience some difficulties with their mental health during their years as undergraduate students. Make sure you are familiar with UVic Counseling Services, which is an excellent resource you have at your disposal on campus. It is hard to shake the stigma associated with problems like depression and anxiety, if at any point you can benefit from help with mental health issues, please contact *Counseling Services*. They genuinely want to help, and why not take advantage of this free resource?

Territory Acknowledgment

The University of Victoria is committed to acknowledging and respecting the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territory the university stands and whose historical relationships with the land continue to this day. For information about support for indigenous students and efforts to foster reconciliation, please visit the UVic Office of Indigenous Academic & Community Engagement ([Indigenous Student Support Centre](#)).

Course policies

Assessments of graded work

In general, all graded work will be assessed on the basis of A) care in the explanation of key points, B) quality of development of points presented, C) clarity, neatness, and organisation of points. Furthermore, papers must meet the requirements of the assignment, i.e., all items mentioned in the assignment instructions must be covered, and should demonstrate insightful engagement with the material, conceptual clarity and solid argumentation.

Assignments must be written in standard English, be well organized and devoid of grammatical and typographical errors. Word or page count limits are set at a level that allow you to fully address the assignment instructions and must be met. Everything but your name, the references at the end of the document and permitted appendixes counts towards the word count.

Please stay on schedule as you work through your course materials and assignments. Give yourself adequate work time to complete the readings and complete your assignments. It is unlikely that you will do your best work at the last minute. If for some reason (such as a family emergency or ill health) you require an extension of a deadline, contact the appropriate instructor before the due date. **Penalties for Late Assignments:** Late assignments will not be graded if they are received more than three days after the deadline without prior approval. A penalty of 5% per day will apply until late work is submitted, unless you have received prior approval for an extension.

Accommodation

Students may require personal and/or technological assistance, some flexibility in attending lectures, or in meeting assignment deadlines. Accommodation may include students with a disability or chronic illness, students honouring religious commitments, and those with other unavoidable responsibilities. If you need accommodation, you must contact the course instructors at the beginning of term or when appropriate, in the case of bereavement.

Course Experience Survey

The HDCC program values your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience. The survey is vital to providing feedback regarding the course and our teaching, as well as to help us improve them for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage (<http://uvic.ca/mypage>). If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your Netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. We will remind you and provide you with more detailed information nearer the time.

University Academic Policies

- **Important University Dates:** Please consult the UVic calendar's Academic Year Important Dates for information about last possible dates to withdraw from courses without penalty, examinations period start/end dates, etc.
- **Academic Advising:** For information about declaring a program, academic concessions or interpreting your UVic CAPP report, please visit Undergraduate Advising or make an appointment with an adviser.

- [Academic integrity](#): The university takes very seriously infractions of academic integrity. This includes plagiarism, impersonation, and cheating on exams and assignments. Sanctions against such practices may include oral and written reprimands, the assignment of remedial work, a mark of zero for the assignment in question, a permanent notation on a student's academic record, suspension from classes, and expulsion from the university.

Clear indication of the use of another person's work (including ideas that you paraphrase in your own words) is done using accepted practices within a discipline. For this course, use any consistent, established style for footnotes or in-text references, together with a properly formatted list of references (that is, a bibliography).

All word-for-word passages must also be credited this way. For such direct quotations, the exact words borrowed must also be indicated and the page number of the quoted material included. This is done through single-spaced indentations of longer passages and the use of quotation marks for smaller ones. Style guides are available through the library website at <http://library.uvic.ca/instruction/cite/styleguides.html>.

According to official UVic policy, a student commits plagiarism when he or she does any of the following:

- submits the work of another person as original work;
- gives inadequate attribution to an author or creator whose work is incorporated into the student's work (please note that the second point includes failing to indicate clearly the inclusion of any other individual's work);
- paraphrases material from a source without sufficient acknowledgement as described above.

Students in doubt as to what constitutes plagiarism in a particular instance should consult with the instructor.

For full details, see: <http://web.uvic.ca/polisci/undergrad/plagiarism.htm>. You may also consult <http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html#>. Please note that we reserve the right to use plagiarism-detection software.

- The responsibility of the institution: Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.
- UVic's Policy on Academic Integrity (<https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html>) specifies that use of an editor for student work is prohibited unless the instructor grants explicit written authorization, either in a course outline or some other form.
- Peer editing: We recognize that peer editing is an important component of student learning, academic scholarship, and effective communication. We encourage undergraduate and graduate students in our courses to ask other students to read and comment on the clarity of their written work. There are benefits to getting feedback from your peers, and to rethinking and clarifying your ideas as you re-write and revise your work. Peer editing includes having the unpaid assistance of another student to read your document and provide comments on its content, grammar, and style. Peer editing does not include having a professional paid editor

read and revise your work. Students who require other forms of writing assistance should consult with their course instructor

- [RCSD Guidelines and Diversity Statement](#) (Equity and Human Rights): Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach your instructors and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
- Diversity statement: The University of Victoria is committed to fostering inclusive practices in and out of the classroom. As your instructors, we are also highly committed to inclusionary principles that not only tolerate differences in race, age, gender identity, sexuality, socio-economic status, first language, ability, etc. but that welcome these differences as enriching to all members of this course and the wider community. Your diverse positions, identities and experiences will inform much-needed diversity in class discussions on the topic of climate change. If you have concerns about diversity and equity issues in the classroom, you are welcome to contact the Director of HDCC, Dr. Jamie Lawson at hdcc@uvic.ca.
- [Grade review](#)
- [Academic concessions](#)
- [BC Freedom of Information and Protection of Privacy](#)