

Climate Change, Mitigation, Adaptation & Justice

Weekly Modules Reading List

Descriptions and objectives of the course

The core idea of the course is to provide an analytical around climate change, mitigation & adaptation policy and justice. This course will provide different ways of ‘knowing’ climate change and how different lens of ‘knowing’ in-turn can bring out a different narrative. It further discusses how the narratives are also (re)shaped by socio-political factors such as Geopolitics, Gender and Stakeholders. will also expose students to some of the ongoing concepts regarding climate change like climate injustice, climate citizens and climate infrastructure

Evaluation of the course:

Maintaining weekly field diary- 10%

Weekly Assignment- 25%

2 Assignment- 25%

Final Assignment- 40%

Themes and Areas of Study

Module 1. Introduction to Basics- What is climate change, causes and affects? Social and political factors driving climate mitigation, adaptation and justice?

Module 2 & 3. Climate Change, Gender, Stakeholders & Geopolitics- This section will investigate some of the dominant social and political factors (with a specific focus based on Gender, roles and responsibilities of Stakeholder and the global north and south division) that influences climate change mitigation and adaptation planning that further leads to climate (in)justice.

Module 4. Theoretical framework: Providing a theoretical framework to understand the different context of understanding plethora of social and political factors influencing climate action initiatives.

Module 5. Climate (in)justice – If different communities of people are affected by climate change differently, then what are the measures being adapted and adopted to safeguard these populations (will look at restoration, ethics issue, compensation, environmental racism). This section will investigate the profile of people involved in climate action mitigation. By whom and for whom?

Module 6. Climate citizens – This section will investigate case studies e.g. people, government, activist organization participating in climate justice activism. Who can participate, who cannot and why?

Module 7. Climate infrastructure – What infrastructure is required to address climate action (e.g. through data, institution, organization). Who can contribute and who can access?

Module 8. Climate Future(s) – How the vision across different communities (e.g. indigenous, urban, activist, government) differs while envisioning climate future(s).

In addition to position paper (mid-term assignment) and group project that will be the final output of this course A weekly activity will be carried out through-out this course. In this weekly activity a 'Field Diary' will be maintained by students where they have to address these questions.

- 7 things I observed (saw, heard, smelled, touched, tasted or otherwise noticed)
- Five things I did
- 3 headlines
- Picture with a caption

Building up on their weekly field diary. Students will have to produce weekly assignments of 250-300 words, two assignments of 500 words and a final critical review paper of 1500-1800word (excluding graphics and bibliography) over the course period.

Weekly Reading list

Module 1: Climate Mitigation, Adaptation & Justice

Objective: What is climate change? Causes, effects and impacts of climate change. Theories of justice in climate adaptation and its outcomes.

1.1 Quick Read: [Intro to climate change](#)

1.2 “Comm-Engage-for-CAP-LF.Pdf.” Accessed August 18, 2020.

<https://www.sustainlv.org/one/wp-content/uploads/2019/08/Comm-Engage-for-CAP-LF.pdf>.

1.3 Read: Saraswat, Chitresh, and Pankaj Kumar. “Climate Justice in Lieu of Climate Change: A Sustainable Approach to Respond to the Climate Change Injustice and an Awakening of the Environmental Movement.” *Energy, Ecology and Environment* 1, no. 2 (April 2016): 67–74. <https://doi.org/10.1007/s40974-015-0001-8>.

1.4 [UN Sustainable Development Goals | Climate Action](#) (1:18 mins)

Weekly Assignment: After going through all the assigned readings for this week identify an activity near you that you think can serve as climate injustice for other people. Either an activity happening in your neighborhood or place result into climate injustice for other or you can be at the receiving end of climate injustice due to the activity that is happening around you. You can use your field diary and go through the things you observed or do, the headlines or the picture to identify any activity. E.g. you observe the migratory birds have stopped coming to the park near the place you lived or used to visit; or that India is facing acute drinking water shortage. Submit it in 200-250 words (include title to your write-up) along with your field diary entry. Remember: The topic/activity/event that you will help you develop the final assignment for this course. For the final assignment we are suppose to write a critical paper on the topic of your choice related to ‘Climate Change, Mitigation, Adaptation & Justice’ for 1500-1800 words.

Module 2: Climate Change, Gender, Stakeholders & Geopolitics (Part I)

Objectives: Who matters? Who decides? Who benefits? What are the socio-political and cultural mechanisms that shape the climate agenda? Guide to climate agenda towards and

sustainable and just path?

2.1 Quick Read: [Why Gender Matters in Climate Change Adaptation](#)

2.2 Read: Fosado Centeno, Ericka. “The Socio-Political Construction of Climate Change: Looking for Paths to Sustainability and Gender Justice.” *Sustainability* 12, no. 8 (April 21, 2020): 3382. <https://doi.org/10.3390/su12083382>.

2.3. 1.3. Lakhani, Nina. “Killer Heat: US Racial Injustices Will Worsen as Climate Crisis Escalates.” *The Guardian*, July 28, 2020, sec. US news. <https://www.theguardian.com/us-news/2020/jul/28/us-racial-injustices-will-worsen-climate-crisis-escalates>.

Weekly Assignment: Identify how gender, or race or the socio-political construct is playing a role in the event or activity that you identified in your previous week’s assignment. Who will be in the receiving end or benefit the most out of it? Eg. You can say the interruption in migratory bird can drastically affect the pollination; or the water shortage in India can adversely affect the health of poor women in villages. Submit it in 200-250 words (include title to your write-up) along with your field dairy entry.

Module 3: Geopolitics, Gender, Stakeholders and Climate Change (Part II)

Objectives: How the geopolitics plays an important role in climate change debate? Some ways of creating inclusive space to approach climate action.

3.1. Read: Kamal Uddin, Md. “Climate Change and Global Environmental Politics: North-South Divide.” *Environmental Policy and Law* 47, no. 3–4 (October 28, 2017): 106–14. <https://doi.org/10.3233/EPL-170022>.

3.2. Quick Read: [As India Revises State Climate Plans, Who Should Have a Voice?](#) (Keep in mind that actors having voice will also act as factors influencing climate action.

3.4. Watch: [Why your 'Carbon Footprint' Is A Lie | Climate Town](#) (9:53 mins)

Weekly Assignment: Identify a global issue that you think could be the cause for the climate injustice that you identify in your last weeks’ assignment. E.g the increase in deforestation has increased the global warming which in-turn has disrupted the migration pattern of the birds in Prairie regions. Submit it in 200-250 words (include title to your write-up) along with your

field dairy entry. Also submit in one the idea of topic/theme/event of your final paper you are planning to write a critical review.

Module 4: Theoretical framework

Objectives: Providing a theoretical framework to understand the different context of social and political factors influencing climate adaptation and mitigation. Actor/stakeholders affected by the climate change also has in-turn the capacity to influence climate action initiative. How? Because they have different experience and are affected in different capacities from climate change, therefore their ways of knowing/experiencing climate change are different. Since they ‘know’ and ‘experience’ climate change differently they will have different perception about it which can further influence their ‘practice’ of mitigating climate change.

4.1 Read: Evans, Elizabeth M, Cristine H Legare, and Karl S. Rosengren. “Engaging Multiple Epistemologies: Implications for Science Education.” In Engaging Multiple Epistemologies: Implications for Science Education, edited by Roger S. Taylor and Michel Ferrari. Routledge, 2012. <https://doi.org/10.4324/9780203839638>.

4.2. Watch Video: [What is Theory of Knowledge?](#) (2:03 mins)

4.3. Watch Video: [Epistemology: Introduction to Theory of Knowledge](#) (6:10 mins)

4.4. Watch Video: [8 Ways of Knowing - TOK](#) (8:03 mins)

Weekly Activity:

Week Assignment: Think carefully about the 8 factors that can influence our ‘ways of knowing’ in this video? Provide an example of any one event or incident that you have

experienced in your lifetime and describe how the ways in which you interpreted (or have known) about that incident is different from the ways it was interpreted by your best friend or parents or any other person when you discussed the same incident to them. Further also provide at least two reason for why and what factors according to you might have influenced their ways of interpretation of the situation (250-300)?

Module 5: Climate (in)justice

Objective: If different communities of people are affected by climate change differently, then what are the measures being adapted and adopted to safeguard these populations (will look at restoration, ethics issue, compensation, environmental racism). This section will investigate the profile of people involved in climate action mitigation. By whom and for whom?

- 5.1. Read: Adams, Helen. "Climate Change Responses: Mitigation and Adaptation for Whom?," n.d., 3.
- 5.2 Marino, Elizabeth, and Jesse Ribot. "Special Issue Introduction: Adding Insult to Injury: Climate Change and the Inequities of Climate Intervention." *Global Environmental Change*, Adding Insult to Injury: Climate Change, Social Stratification, and the Inequities of Intervention, 22, no. 2 (May 1, 2012): 323–28.
<https://doi.org/10.1016/j.gloenvcha.2012.03.001>.
- 5.9. Watch: [Rich vs. Poor: Who Should Pay To Fix Climate Change?](#) (4:34 mins)
- 5.3. Watch: [Women Building Resistance to Climate Change and Disaster in Africa](#) (3:51 mins)

Assignment: Identify one journal article related to climate injustice relevant to the topic/event/activity your identified in your first week assignment and developed till now to see how it addresses your topic. Submit the journal article along with 500 words review of the paper. You can later use this review to develop final paper.

Moduel 6: Climate citizens

Objective: This section will investigate case studies e.g. people, government, activist organization

participating in climate justice activism. Who can participate, who cannot and why?

- 6.1. Read: Lassen, Inger, Anders Horsbøl, Kersten Bonnen, and Anne Grethe Julius Pedersen. "Climate Change Discourses and Citizen Participation: A Case Study of the Discursive Construction of Citizenship in Two Public Events." *Environmental Communication* 5, no. 4 (December 2011): 411–27. <https://doi.org/10.1080/17524032.2011.610809>.
- 6.2. Read: Kammermann, Lorenz, and Clau Dermont. "How Beliefs of the Political Elite and Citizens on Climate Change Influence Support for Swiss Energy Transition Policy." *Energy Research & Social Science*, Sustainable energy transformations in an age of populism, post-truth politics, and local resistance, 43 (September 1, 2018): 48–60. <https://doi.org/10.1016/j.erss.2018.05.010>.
- 6.3. Read: Nyberg, Daniel, André Spicer, and Christopher Wright. "Incorporating Citizens: Corporate Political Engagement with Climate Change in Australia." *Organization* 20, no. 3 (May 1, 2013): 433–53. <https://doi.org/10.1177/1350508413478585>.
- 6.4. Watch: [The Story of Stuff](#) (21:16 mins)
- 6.5. Watch: [Climate Neutral Now](#) (3:31 mins)

Assignment: Identity one journal article relevant to your topic/event/activity your identified in your first week's assignment and list down the stakeholders participating, who cannot and why (500 words)?

Module 7: Climate infrastructure

Objective: What infrastructure is required to address climate action (e.g. through data, institution, organization). Who can contribute and who can access?

- 7.1. Read: [Climate Resilient Infrastructures](#) (Just read the executive , chapter 1&2 i.e from p: 2 & 13)
- 7.2. Read: Shakou, Louisa Marie, Jean-Luc Wybo, Genserik Reniers, and Georgios Boustras. "Developing an Innovative Framework for Enhancing the Resilience of Critical Infrastructure to Climate Change." *Safety Science* 118 (October 1, 2019): 364–78. <https://doi.org/10.1016/j.ssci.2019.05.019>.

7.3. Watch: [Climate and Infrastructure I: Why does it matter?](#) (8:06 mins)

7.5. Watch: [Big Data for Sustainable Development](#) (3: 06 mins)

Weekly Assignments: Use the two-journal article along with any two readings assigned for this course to develop a draft version of critical review paper on your choice of topic/event/incident.

Module 8: Climate Future(s)

Objective: How the vision across different communities (e.g. indigenous, urban, activist government) differs while envisioning climate future(s).

8.1. Read: *Informing an Effective Response to Climate Change*. Washington, D.C.: National Academies Press, 2010. <https://doi.org/10.17226/12784>. (how a decision is made, who makes it and how can actors and stakeholders influence climate action initiative)

8.2. Read: [OPINION: WHAT DOES A SUSTAINABLE FUTURE ACTUALLY LOOK LIKE?](#)

Final Assignment: Submit a critical review paper