

## **Program for the PhD Course**

# **‘Environmental Justice’**

**12-16 June, 2017**

**VERSION 1**

### **Venue**

Von Langen Auditorium, University of Copenhagen, Frederiksberg Campus, Rolighedsvej 23, 1958  
Frederiksberg C, Denmark

### **Convened and organized by:**

The Department of Food and Resource Economics, University of Copenhagen, Norwegian  
University of Life Sciences and the Swedish University of Agricultural Sciences

The intimate relationship between environment and social difference calls attention to questions of equity and justice, or conversely, to the uneven distribution of harm and benefits and the production, maintenance (and sometimes, contestation) of injustices. While the early environmental justice movement arose from the efforts of local advocacy and rights-based groups, it has also come to constitute an academic field that examines how environmental inequalities arise and are maintained. Environmental justice research focuses on a wide array of environmental ‘goods and bads’, moving from the extremes of chemical dump sites to conflicting interests in, for instance, urban green spaces where the question is not so much about the geographies of hazard as the dynamics of exclusion. With this has come an expanding focus that goes beyond spatial distribution to examine procedures of decision-making around the environmental phenomena that determine both where they are and what form they take. This includes the study of knowledge production about and representations of the environment. It thereby represents a movement towards a more encompassing analytical interest in social differentiation around the environment.

Environmental justice highlights the nexus between environmental and social differences. Growing out of the civil rights movement the concept has migrated into the worlds of NGOs and academia. It is therefore a discourse for policy-making, a social movement for change and an analytical tool for understanding the uneven distribution of socio-environmental vulnerabilities related to environmental change. This reflects parallel and converging intellectual agendas. Social justice works in different and overlapping domains: how benefits and harm are distributed amongst a diverse society; how institutionalized forms of affirmative action may or may not ease or exacerbate social inequalities and how hierarchies be discursively constructed and thereby naturalized. It also draws attention to procedures, and how justice is tightly bound to political inclusion.

Environmental inequities are demanding more attention than ever. This course aims to prepare PhD students with critical questions and clear methodologies, to equip them to tackle diverse environmental injustices in terms of topic, scale and epistemologies. Drawing from the varied body work of critical geographers, political anthropologists and political ecologists, it will lay the foundation for future environmental justice academics.

This course will present the evolution of the concept of environmental justice, from the realm of local advocacy to academia and from the US to the global context. It will complicate the notion of justice itself, drawing from philosophical traditions and engaging with epistemological conflicts. It

will illustrate specific instances of environmental injustices in relation to topics such as *pastoralism, forestry, chemicals and waste, urban green spaces, climate change and extraction*.

Students will be exposed to the realities of environmental justice advocacy groups that struggle to affect current environmental injustices. Two such groups working out of the Copenhagen area will present their work and discuss their strategies and challenges they face with participants.

Specifically, the **learning objectives** of the course are:

1. Participants will identify and differentiate different epistemological assumptions in academic and advocacy literatures on social justice and the environment
2. Participants will be familiarized with key debates on environmental inequities and develop methodological and analytic strategies for understanding these
3. Participants will learn to critically interrogate the environmental justice discourse and discuss the ethical implications of socially engaged scholarship and advocacy
4. Participants will gain experience in critically reading and discussing research and scholarly work of other researchers

The **learning activities** comprise:

In **advance** of the course:

1. Participants must read the course curriculum
2. Participants are required to prepare an individual course essay
3. Participants must read written comments to the essays of their fellow group members

**During** the course:

1. Course essay sessions: participants are divided into groups – each of which is assigned a senior lecturer. The groups meet three times to discuss the course essays that participants have submitted in advance of the course. Depending on group size there will be 45-60 minutes for each essay.
2. The 11 lectures: these will blend theoretical/conceptual/methodological perspectives of relevance to Environmental Justice. We have emphasized to present a broad swathe of topics and theoretical and empirical approaches in developing the program.
3. Excursion: Wednesday we'll walk out and into an urban green space that has been the site of many contestations that speak to environmental justice issues.
4. The 2 advocacy visits: We'll have two sessions in the company of people who are active within environmental justice advocacy organizations – learning from them and share reflections on the theoretical and practical issues of engaging in Environmental Justice.
5. Lunches: We have 75 minute long lunches that are meant to be used for more than eating. Do take advantage of them to interact with fellow participants and the lecturers.

### **Lecturers**

1. Jesse Ribot, Professor, University of Illinois
2. Rebecca Hardin, Associate Professor, University of Michigan
3. Andrea Nightingale, Professor, Swedish University of Agricultural Sciences
4. Tor Benjaminsen, Professor, Norwegian University of Life Sciences
5. Rebecca Leigh Rutt, Postdoc, University of East Anglia
6. John Andrew McNeish, Professor, Norwegian University of Life Sciences
7. Jens Friis Lund, Associate Professor, University of Copenhagen
8. Mattias Borg Rasmussen, Assistant Professor, University of Copenhagen

### **Participant requirements**

The course will be held at the Frederiksberg Campus of the University of Copenhagen and will be open to around 20 participants. We invite applications from PhD candidates from (but not limited to) social sciences whose research project is in line with the thematic scope of the course. Candidates can apply by sending both a 1 page CV and a 500 words outline of their project. This outline should specify how their PhD project relates to the overall theme of this course and give clear indications on the theoretical and methodological approach adopted. Applications should be sent to Lisbet Christoffersen, [lc@ifro.ku.dk](mailto:lc@ifro.ku.dk), no later than **January 1, 2017**.

The course is free of charge for students enrolled at NOVA and BOVA institutions (see here <https://www.nmbu.no/en/students/nova>), while participants from other institutions will pay a fee of 200 €. Lunch on all days and one dinner will be provided. Participants will have to cover own transport and accommodation.

Successful applicants will be notified by **January 15, 2017**, and will shortly thereafter receive the list of literature, guidelines for drafting of the course paper and practical information about the course. The course paper is due **April 15, 2017** where it will be assessed by the course organizers and, if not approved, participants will receive comments by **May 1, 2017** and will have to revise and resubmit a paper by **May 20, 2017**. Participation in the course is contingent upon approval of the course paper.

By **June 1, 2017**, participants will be divided into groups based on their papers. Participants will then be required to read the papers of the other group members (expect 3-4 papers) and prepare detailed written comments to one of these papers. The written comments must be emailed to the other members of the group (incl. the assigned lecturer) no later than **June 10, 2017**.

Upon completing all the above course activities, participants will be awarded **6 ECTS** credits and a course certificate.

**Day 1 - June 12, 2017**

<b>Time</b>		<b>Venue / Lecturers</b>
08.45 – 09.15	<b><u>Arrival and morning coffee</u></b>	
09.15 – 10.45	<b><u>Welcome and introduction to the course</u></b> <ul style="list-style-type: none"> <li>▪ Introduction to the course</li> <li>▪ Ice breaker activity</li> </ul>	Jens Friis Lund & Mattias Borg Rasmussen
10.45 - 11.00	Break	
11.00 – 12.30	<b><u>Lecture 1:</u></b> The Evolution of the Environmental Justice Movement: Activism, Formalization and Differentiation	Rebecca Hardin
12.30 – 13.45	<b><u>Lunch</u></b>	
13.45 – 15.15	<b><u>Lecture 2:</u></b> Climate-related Vulnerability: Cause, Responsibility and Justice under a Changing Sky	Jesse Ribot
15.15 – 15.30	Break	
15.30 – 17.00	<b><u>Lecture 3:</u></b> Feminist Approaches to Justice	Andrea Nightingale
17.00 – 18.00	<b>Drinks and networking</b>	
18.00 – ??:??	<b>Walk to a restaurant and dinner (paid for by organizers)</b>	

**Day 2 – June 13, 2017**

<b>Time</b>		<b>Venue / Lecturers</b>
08.45 – 09.15	<b><u>Arrival and morning coffee</u></b>	
09.15 – 10.45	<b><u>Lecture 4:</u></b> Extracting Justice? Resource Exploitation in Latin America	John-Andrew McNeish
10.45 - 11.00	Break	
11.00 – 12.30	<b><u>Course essay session 1</u></b>	
12.30 – 13.45	<b><u>Lunch</u></b>	
13.45 – 15.15	<b><u>Lecture 5:</u></b> Degradation claims, marginalization and environmental injustice	Tor Arve Benjaminsen
15.15 – 15.30	Break	
15.30 – 17.00	<b><u>Advocacy session 1:</u></b> Forests of the World	Jens Friis Lund & Mattias Borg Rasmussen

**Day 3 – June 14, 2017**

<b>Time</b>		<b>Venue / Lecturers</b>
08.45 – 09.15	<b><u>Arrival and morning coffee</u></b>	
09.15 – 10.45	<b><u>Lecture 6:</u></b> Digital Media in EJ Today: from message to method	Rebecca Hardin
10.45 - 11.00	Break	
11.00 – 12.30	<b><u>Course essay session 2</u></b>	
12.30 – 13.45	<b><u>Lunch</u></b>	
13.45 – 15.15	<b><u>Lecture 7:</u></b> Urban Green Spaces and Justice	Rebecca Leigh Rutt
15.15 – 15.30	Break	
15.30 – 17.00	<b><u>Excursion</u></b>	Rebecca Leigh Rutt

**Day 4 – June 15, 2017**

<b>Time</b>		<b>Venue / Lecturers</b>
08.45 – 09.15	<b><u>Arrival and morning coffee</u></b>	
09.15 – 10.45	<b><u>Lecture 8:</u></b> Climate change and the politics of rescaling	Andrea Nightingale
10.45 - 11.00	Break	
11.00 – 12.30	<b><u>Course essay session 3</u></b>	
12.30 – 13.45	<b><u>Lunch</u></b>	
13.45 – 15.15	<b><u>Lecture 9:</u></b> Governing People Through Water?	John-Andrew McNeish
15.15 – 15.30	Break	
15.30 – 17.00	<b><u>Advocacy session 2:</u></b> NOAH	Jens Friis Lund & Mattias Borg Rasmussen

**Day 5 – June 16, 2017**

<b>Time</b>		<b>Venue / Lecturers</b>
08.45 – 09.15	<b><u>Arrival and morning coffee</u></b>	
09.15 – 10.45	<b><u>Lecture 10:</u></b> Degradation, values and measurements	Tor Arve Benjaminsen
10.45 - 11.00	Break	
11.00 – 12.30	<b><u>Lecture 11:</u></b> Unpacking inequality: Access as method	Jesse Ribot
12.30 – 13.45	<b><u>Lunch</u></b>	
13.45 – 15.00	End-of-course session	Jens Friis Lund & Mattias Borg Rasmussen

<p><b>Introduction:</b> <i>Environmental Justice</i></p> <p>The introductory session will focus on the core questions that we will explore during the course, its organizational and pedagogic logic, as well as the participants and lecturers.</p> <p><b>Readings:</b>  Schlosberg, D (2013) Theorising environmental justice: The expanding sphere of a discourse. <i>Environmental Politics</i>. Vol 22: 37-55.  Walker, G. (2012) <i>Environmental Justice: Concepts, Evidence and Politics</i>. New York: Routledge. [We expect that you will have read the introduction]</p>	<p>Jens Friis Lund &amp; Mattias Borg Rasmussen</p>
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<p><b>Lecture 1:</b> <i>The Evolution of the Environmental Justice Movement: Activism, Formalization and Differentiation</i></p> <p>This lecture delves into foundations and transformations within the U.S. environmental justice movement, and asks questions about the formalization of EJOs or environmental justice organizations, in relation to their accountability to their grassroots bases. It also begins to introduce a theme of technology and communication within EJ movements, particularly in the current era of social movements as/and formal political process.</p> <p><b>Readings:</b> (these are short articles; please also consider listening to the podcasts)  Grafton, Colsa Perez, Hintzen, Mohai, Orvis and Hardin (2015). From the Michigan Coalition to Transnational Collaboration: Interactive Methods for the Future of Environmental Justice Research. In <i>Politics, Groups and Identities</i> 3:1-8  <a href="http://www.tandfonline.com/doi/full/10.1080/21565503.2015.1080622">http://www.tandfonline.com/doi/full/10.1080/21565503.2015.1080622</a>  Perez, A.C. et al. (2015). Evolution of the environmental justice movement: activism, formalization and differentiation. <i>Environ. Res. Lett.</i> 10  <a href="http://iopscience.iop.org/article/10.1088/1748-9326/10/10/105002/pdf">http://iopscience.iop.org/article/10.1088/1748-9326/10/10/105002/pdf</a> (video abstract here: <a href="http://bcove.me/uz11432z">http://bcove.me/uz11432z</a>)</p> <p>EJOLT website here: <a href="http://www.ejolt.org">www.ejolt.org</a>, EJAtlas is here: <a href="http://www.envjustice.org/">http://www.envjustice.org/</a></p> <p>Podcast Resources:  <a href="http://www.hotinhere.us/podcast/03-20-2015growing-authentic-leaders-from-communities-most-impacted-by-environmental-injustice-and-climate-change/">http://www.hotinhere.us/podcast/03-20-2015growing-authentic-leaders-from-communities-most-impacted-by-environmental-injustice-and-climate-change/</a>  <a href="http://www.hotinhere.us/podcast/get-the-lead-out-science-for-policy-in-the-light-of-environmental-racism-then-and-now/">http://www.hotinhere.us/podcast/get-the-lead-out-science-for-policy-in-the-light-of-environmental-racism-then-and-now/</a></p>	<p>Rebecca Hardin</p>
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<p><b>Lecture 2:</b> <i>Climate-related Vulnerability: Cause, Responsibility and Justice under a Changing Sky</i></p> <p>Adaptation is forward looking. But we need to look back at the causes of fragility to move toward justice and security. Causal analysis of vulnerability aims to identify the roots of crises so that transformative solutions might be found. Yet root-cause analysis is absent from most climate response assessments. Framings for climate-change risk analysis often locate causality in hazards while attributing some causal weight to proximate social variables such as poverty or lack of capacity. They rarely focus on the multi-layered injustices that produce precarity. They rarely ask why capacity is lacking, assets are inadequate or social protections are absent or fail. This talk frames vulnerability and security as matters of unequal access to assets and social protections. Assets and social protections each have their own context-contingent causal chains. A key recursive element in those causal chains is the ability – means and powers – of vulnerable people to influence the political economy that shapes their assets and social protections. Vulnerability is, as Sen rightly observed, linked to the lack of freedom – the freedom to influence the political economy that shapes entitlements. In this talk I want to explore why broader political-economic causes have such a difficult time entering into climate impact models – and thus solutions to vulnerability, that is various policies called adaptation, remain relatively shallow.</p> <p><b>Readings:</b>  Ribot, J. (2014). Cause and response: vulnerability and climate in the Anthropocene. <i>Journal of Peasant Studies</i>, 6150(June), 1–39.  <a href="https://doi.org/10.1080/03066150.2014.894911">https://doi.org/10.1080/03066150.2014.894911</a>  Schroeder, R., Martin, K. St., Wilson, B., &amp; Sen, D. (2008). Third World Environmental Justice. <i>Society &amp; Natural Resources</i>, 21(7), 547–555.  <a href="https://doi.org/10.1080/08941920802100721">https://doi.org/10.1080/08941920802100721</a></p>	<p>Jesse Ribot</p>
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<p><b>Lecture 3:</b> <i>Feminist Approaches to Justice</i></p> <p>This session introduces two core aspects of feminist theory as it is applied to environmental justice concerns. First, feminist theorists have probed the consequences of Enlightenment thinking on understandings of environment. The separation of society from environment is one of the roots of unsustainable practices and solutions to environmental justice concerns. Feminist critique has embraced other ontologies to articulate alternative ways of imagining living well in the world. Second, feminists insist on attention to the way difference, and thus inequalities, are created in the world. Gender, race, class, ability and other embodied dimensions are not separate concerns, but rather they intersect in complex and often unpredictable ways. Within environmental justice contexts it is crucial to probe how such embodied intersections are both produced by environments and serve to shape the kinds of environmental justice challenges that emerge. It is not a linear or essential relationship. Feminist theory helps to understand how social differences are defined, contested and shape environmental justice outcomes both by creating new exclusions but also new possibilities for action. These two contributions from feminist theory have been integral to how environmental justice debates have emerged. The session will introduce core concepts and use small groups to discuss in more depth.</p> <p><b>Readings:</b></p> <p>Arora-Jonsson, S. (2011). Virtue and vulnerability: Discourses on women, gender and climate change. <i>Global Environmental Change</i>, 21(2), 744-751.  <a href="http://dx.doi.org/10.1016/j.gloenvcha.2011.01.005">http://dx.doi.org/10.1016/j.gloenvcha.2011.01.005</a></p> <p>Di Chiro, G. (2008). Living environmentalisms: coalition politics, social reproduction, and environmental justice. <i>Environmental Politics</i>, 17(2), 276-298.  <a href="http://dx.doi:10.1080/09644010801936230">http://dx.doi:10.1080/09644010801936230</a></p>	<p>Andrea Nightingale</p>
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<p><b>Lecture 4: <i>Extracting Justice?</i></b></p> <p>The class draws on recent research conducted in four Andean countries (an area with a rich history of mining and resource exploitation). The class will discuss current legal and political strategies and mechanisms used by local communities to "extract justice" within their territories i.e. to tame the damaging social and environmental impacts of extractive practices within their territories. Previous research on environmental justice identifies the spatial and temporal dynamics responsible for sparking off and guiding the form in which Latin American communities and social movements militantly confront extraction. Less has been done, however, to consider the more pragmatic engagements used in parallel with outright protest to meet, challenge and circumvent the governmentality and modernist assumptions of Andean extractive states e.g. efforts to claim justice through expressions of popular sovereignty, and to counterwork existing mechanisms for prior consultation, law, development plans and territorial planning, environmental and social impact assessments and local referenda. Aiming to explore these mechanisms, the class emphasizes that to understand their place in claims for environmental justice it is important to trace complex dynamics beyond the moment and space of extraction, and to see social action as the culmination of political experience, grievance and ontological relationships to territory, nature and the state. Following a short presentation I will open for a discussion of the texts and student perspectives and experience.</p> <p><b>Readings:</b></p> <p>McNeish, J (2016) <i>Extracting Justice: Colombia's commitment to mining and energy as a foundation for peace</i>. The International Journal of Human Rights. <a href="http://dx.doi.org/10.1080/13642987.2016.1179031">http://dx.doi.org/10.1080/13642987.2016.1179031</a></p> <p>McNeish, J &amp; Borchgrevink, A (2015) <i>Recovering Power from Energy- reconsidering the linkages between energy and development</i>. In McNeish, Borchgrevink &amp; Logan (eds) <i>Contested Powers: The Politics of Energy and Development in Latin America</i>. Zed Books.</p> <p>Urkidi, L &amp; Walter, M (2010) <i>Dimensions of environmental justice in anti-gold mining movements in Latin America</i>. <i>Geoforum</i> 42. pp 683-695.</p>	<p>John-Andrew McNeish</p>
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<p><b>Lecture 5:</b> <i>Degradation claims, marginalization and environmental injustice</i></p> <p>Environmental degradation is a contested and value-laden topic, especially when discussed in relation to marginalized communities. This lecture will problematize frequent claims about overstocking and mismanagement among pastoralists in particular. It will demonstrate how degradation narratives may lead to further marginalization of pastoralists drawing both on examples from Africa as well as on recent research among Sámi reindeer herders in northern Norway. While these degradation narratives pretend to be based on science, they are imbued with values and power, which are either ignored or made invisible by powerful actors such as natural scientists, conservationists, bureaucrats and politicians. The outcome is often that these narratives lead to policies that result in further marginalization of pastoralists. This discussion represents processes of environmental injustice that are rarely focused on in the environmental justice literature. Contrary to most cases discussed in this literature, it is here environmental values and concerns that constitute the driving force causing injustice. Participants are expected to take active part in discussing the cases presented.</p> <p><b>Readings:</b>  Benjaminsen, T. A., R.F. Rohde, E. Sjaastad, P. Wisborg and T. Lebert. 2006. Land reform, range ecology, and carrying capacities in Namaqualand, South Africa. <i>Annals of the Association of American Geographers</i> 96 (3): 524-540.  Benjaminsen, T. A., H. Reinert, E. Sjaastad and M. N. Sara. 2015. Misreading the Arctic landscape: A political ecology of reindeer, carrying capacities and ‘overstocking’ in Finnmark, Norway. <i>Norwegian Journal of Geography</i> 69 (4): 219-229.  Hausner, V., Fauchald, P., Tveraa, T., Pedersen, E., Jernsletten, J.-L., Ulvevadet, B., Bråthen, K. 2011. The ghost of development past. <i>Ecology and Society</i>, 16, Article 4.  Paine, R. 2004. Saami reindeer pastoralism: Quo vadis? <i>Ethnos</i> 69 (1): 23-42.</p>	<p>Tor Arve Benjaminse n</p>
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<p><b>Lecture 6:</b> <i>Digital Media in EJ Today: from message to method</i></p> <p>This lecture and set of small group activities draws from Hardin’s emerging research on communication and education through digital media in EJ projects, as well as recent political events in the United States including community scale protests in Flint, Michigan and the Dakota Access Pipeline Project sites. Podcasts help us to consider how we have moved in a few short decades from the success of de-leading gasoline to the failure to protect the people of Flint, Michigan (and many other places) from lead in their drinking water.</p> <p><b>Readings:</b>  Taylor, D. 2014. <i>Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility</i>. Chapters 3, 9 and Conclusion.</p> <p><b>Podcasts:</b>  <a href="http://www.hotinhere.us/?s=get+the+lead+out">http://www.hotinhere.us/?s=get+the+lead+out</a>  <a href="http://www.hotinhere.us/podcast/standing-rock-part-one/">http://www.hotinhere.us/podcast/standing-rock-part-one/</a>  <a href="http://www.hotinhere.us/podcast/standing-rock-part-3/">http://www.hotinhere.us/podcast/standing-rock-part-3/</a></p>	<p>Rebecca Hardin</p>
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**Lecture 7: Distributing ‘good’? A discussion of EJ and urban green spaces**

Rebecca  
Leigh Rutt

Urban green spaces (UGS) are a key component of urban planning across the world. UGS such as parks, street trees, urban agriculture areas and green roofs are promoted as a means to counteract adverse effects of climate change and to increase quality of life, by improving residents’ physical and psychological wellbeing. As such, UGS are an integral part of planning efforts toward ‘sustainability’, as a ‘nature-based solution’ to produce socially-cohesive, economically-competitive, and climate-resilient cities. However, UGS are also resource demanding and prone to ‘elite capture’ in terms of their distribution and amenities. Good intentions can inadvertently produce contestation, particularly in cities with diverse demographics.

This session features a visit to a contested UGS in Copenhagen, which forms the basis of participant-driven dialogue around key questions and strategies in terms of justice concerning public urban spaces. *Folkets Park* or ‘People’s Park’, was first established by local residents in 1971, and in large part represented the interests of lower income and ‘alternative’ groups. Over the years the park has been a site of contestation between residents/users and public authorities. Major renovation took place in 2008 and 2013. Today, it functions as a base for homeless persons, many from African countries, and people believed to be associated with gangs. It is also popular for recreation and hosts concerts and local events. However, not everyone enjoys its particular diversity.

**Day schedule:**

From 1.45 – 3.15 pm, we will be introduced to *Folkets Park*, and use this example to discuss how green spaces can be understood according to parameters of environmental justice. Think in advance about examples from where you live and be prepared to share!

From 3.30 – 5.00 pm we will visit the park. It is a 15-minute walk from the classroom. There, we will hear from one or more persons with knowledge about the park’s contested history, its multiple rounds of ‘renovation’, the values embedded in those attempts, and its current use today. I hope for a lively discussion in which *you* lead in asking critical questions about how justice struggles play out and are planned for in public urban green spaces.

**Readings:**

Walker G. 2012. Chapter 7: Urban greenspace: distributing an environmental good. *Environmental Justice: Concepts, Evidence and Politics*. Routledge, London (2012), pgs. 156-178. *This book chapter introduces some of the core ways in which green spaces can be examined and understood in environmental justice terms.*

Rutt R.L. & Gulsrud N.M. 2016. Green justice in the city: A new agenda for urban green space research in Europe. *Urban Forestry & Urban Greening* 19: 123-127. *This short article speaks to the European context and green space scholarship, identifying a lack of justice perspectives and reiterating how we can approach justice with regard to green space development and management.*

Dooling S. 2009. Ecological Gentrification: A Research Agenda Exploring Justice in the City. *International Journal of Urban and Regional Research* 33(3): 621–639. *This article engages with ‘ecological gentrification’, and unpacks the ideological constructions of home, homeless, and public green space that perpetuate injustices experienced in the daily lives of homeless people.*

<p><b>Lecture 8:</b> <i>Climate Change and the politics of rescaling</i></p> <p>Environmental justice activism has long derided the impacts of industrial societies on people and environments. Climate change, however, appears to be generating new environmental justice challenges. Environmental justice movements have been on the forefront of highlighting the ethnical dimensions of climate change, but much of the outcry has continued to operate at the global scale. Africans, for example, are said to suffer more without attention to how some Africans will suffer while others will profit from changes in temperatures, rainfall and productive resources. This session looks at the politics of rescaling within environmental governance that is driven by both these kinds of ethical arguments and efforts at climate change adaptation and mitigation. As the scale of environmental problems is reframed, there is a corresponding reframing of who has the appropriate expertise, who is responsible for what and what people and environments are more crucial than others to ‘protect’. These processes of rescaling reflect the dynamics of power and play out on the ground with very real consequences for people and environments. Students should come prepared to debate the ethical issues they believe are at stake. The session will consist of a very short introductory lecture and most of the time will be devoted to a discussion/debate about questions raised in the readings.</p> <p><b>Readings:</b>  Mahony, M. (2014). The predictive state: Science, territory and the future of the Indian climate. <i>Social Studies of Science</i>, 44(1), 109-133.  Taylor, M. (2013). Climate change, relational vulnerability and human security: rethinking sustainable adaptation in agrarian environments. <i>Climate and Development</i>, 5(4), 318-327.</p>	<p>Andrea Nightingale</p>
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<p><b>Lecture 9:</b> <i>Governing People Through Water?</i></p> <p>The class considers the way in which water and its management frequently becomes the site of contrasting visions of development and modernity. Water sources are at once intimately connected to nations visions of capital, power and progress and local communities conflicting senses of security, cosmology and sustainability. The class traces and discusses a series of examples in which water has become the site of contrasting political claims and visions i.e. from State Projects for dam building and energy generation in Colombia and Brazil, to the Water War in Bolivia, and community protests against the impact of mining on water sources and canals in Peru. In doing so the class aims to disturb the idea of water as a neutral resource and to demonstrate its socially constructed and highly political nature. It exploring this complex nature the class also aims to explain why water is frequently seen as fundamental to claims for environmental justice. Following a short presentation I will open for a discussion of the texts and student perspectives and experience.</p> <p><b>Readings:</b>  Swungendouw, E (2015) <i>Politicizing Water, Politicizing Natures, Or...Water Does Not Exist!</i>. In <i>Liquid Power: Contested Hydro-Modernities in 20th Century Spain</i>. MIT Press.  Rasmussen, M (2015) <i>Outflow: Time, Place and the Politics of Water</i>. In <i>Andean Waterways: Resource Politics in Highland Peru</i>. University of Washington Press.  Fabricant, N &amp; Hicks, K (2013) <i>Bolivia’s Next Water War: Historicising the Struggles over Access to Water Resources in the 21st Century</i>. <i>Radical History Review</i>. Issue 1.</p>	<p>John-Andrew McNeish</p>
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<p><b>Lecture 10:</b> <i>Degradation, values and measurements</i></p> <p>This lecture will follow up from the previous lecture 5 and discuss how ‘degradation’ can be measured and how values may interfere in the interpretation of data. Examples will be given from research on pastoralism in Mali, South Africa and Norway. These examples will demonstrate how the same data may be used to construct contrasting environmental narratives. Participants are expected to take active part in discussing the cases presented.</p> <p><b>Readings:</b>  Benjaminsen, T. A. 2015. Political ecologies of environmental degradation and marginalization. Chapter 27 of <i>The Routledge Handbook of Political Ecology</i>.  Benjaminsen, T. A., J. Aune and D. Sidibé. 2010. A critical political ecology of cotton and soil fertility in Mali. <i>Geoforum</i> 41: 647-656.</p> <p><b>+ repetition from lecture 5:</b>  Benjaminsen, T. A., H. Reinert, E. Sjaastad and M. N. Sara. 2015. Misreading the Arctic landscape: A political ecology of reindeer, carrying capacities and ‘overstocking’ in Finnmark, Norway. <i>Norwegian Journal of Geography</i> 69 (4): 219-229.  Benjaminsen, T. A., R.F. Rohde, E. Sjaastad, P. Wisborg and T. Lebert. 2006. Land reform, range ecology, and carrying capacities in Namaqualand, South Africa. <i>Annals of the Association of American Geographers</i> 96 (3): 524-540.</p>	<p>Tor Arve Benjaminse n</p>
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<p><b>Lecture 11:</b> <i>Unpacking Inequality: Access as method</i></p> <p>For the methods talk, I will examine Causes of Vulnerability as a matter of access. I will merge together vulnerability and access analytics. I can give a short talk that frames inequalities as differences in access to resources, markets and representation, and then ask select students to volunteer to talk about the methods issue they are confronted with in their studies of vulnerability and its causes. So, I would ask students to think about how they are framing their analysis of the causes of vulnerability. I am not interested in merely characterizing vulnerability and its unequal distribution. I want to see how you think about the historical material and social origins of these inequalities. We can use these cases to think through how we get from immediate explanations and rationalizations to structural relations that shape inequalities.</p> <p><b>Readings:</b>  Des Gasper (2013): <i>Climate Change and the Language of Human Security, Ethics, Policy &amp; Environment</i>, 16:1, 56-78  Ribot, J. C. (1998). Theorizing access: forest profits along Senegal's charcoal commodity chain. <i>Development and Change</i>, 29(2), 307-341</p>	<p>Jesse Ribot</p>
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