

**JPG1818: The Geography and Planning of Climate Activism
Fall 2021**

Instructor: Sue Ruddick

Time: Thursday 12 – 3pm*

Place: Online**

Contact information: sue.ruddick@utoronto.ca

* Time shown unless otherwise specified. Please note the seminars will not always run for 3 hours but we have secured a 3-hour block to allow for discussion. We also have a panel which will be held outside of class time.

** Although the course will be held online I will arrange for at least one outdoor meeting so the class can interact face to face.

Course Description:

In the face of growing concerns around the climate crisis and its immediate and long-term impacts on our planet, organizations focused on activism and action have mushroomed locally and globally – from the very local scale to the international scale. The purpose of this course is to introduce students to range of tools critical to successful peaceful social mobilization (both within and outside of the state). This year we will be exploring the roles of Indigenous peoples and local communities in combatting climate change and the necessity of securing and honouring their rights, access to and knowledge of lands and resources in achieving this goal.

Learning Objectives:

To gain a deeper understanding of the characteristics of climate justice and the role Indigenous people's and local communities play in reducing green house gases

To gain a deeper understanding of the complex opportunities and challenges offered to Indigenous peoples when engaging with the institutional frameworks of the UN

To learn about the dilemmas facing Indigenous Activists who are inserted into a global platform (such as the UN)

To develop knowledge mobilization tools to amplify struggles and successes of Indigenous peoples and local communities

Panel (outside class time, attendance required, date TBD):

In this course we will have a discussion with scholar/activists who are engaged in securing rights to resources for Indigenous peoples and local communities. The panel will include:

Archana Soreng, India: An Indigenous woman who is member of the UN Secretary General Youth Advisory Council for Climate Change and an activist working on forests, climate change, conservation and indigenous knowledge.

Kundan Kumar. A Researcher/Advocate for Ecologies of Care and Rights Based Approaches to Climate Justice climate activist who spent seven years as the Director of the Asia program for Rights and Resources, and has strong connections to other organizations in India around forest rights.

The meeting time for the panel is being finalized (we will know by Sept 17th). But it will be on a Saturday beginning at 8 am (either Sept 25, Oct 2 or Oct 9). Archana Soreng is currently travelling to the COP26 in Glasgow and this will impact her availability.

Assignments:

Class Participation: 25%

As a seminar class we focus a great deal on discussion of the readings.

Your participation will be based on your reflections on the readings – posted on Quercus and due at midnight on the Monday before class. You will be asked to comment every week beginning in week 2. Not all of the readings reflect a critical engagement with Indigenous and local community rights and you will be expected in those cases to identify the limits of those perspectives.

Presentation of additional readings and leading seminar discussion: 25%

Beginning in week 3 you will be expected to present additional readings and lead a seminar discussion drawing on the responses of your colleagues for readings that week. I am happy to meet with you on the Tuesday before class to discuss good strategies for leading discussion. (varied deadlines). I have a wealth of readings for each week that are not listed in this syllabus.

In week 2 you need to sign up for your preferred week. Choose a week based on your interest (not the listed number of readings. Depending on the number of people interested in a presenting in a given week I can offer additional recommended readings you can present to the class.

Proposal, Presentation and Final Paper: (10%, 10%, 40%)

The purpose of the final assignment is to develop **knowledge mobilization tools** that act to amplify the voices, perspective and insights of Indigenous peoples and local communities in their struggles to secure rights to lands and resources, the particular vision of climate justice that this represents and its implications for reducing green house gas emissions.

There are flexible options for this assignment (see below).

You must meet with me in week 4 informally to discuss the option you will choose and whether you will work individually or in teams. Please contact me to set up a time – Friday afternoons work best for me but we can arrange an alternate meeting time.

Proposal: (10%) (due week 5)

Your 2-5 page should include the questions you will engage, your final format and duties and responsibilities of team members. The length of the proposal depends on the size of the team if you choose to work in teams. If working alone a 2-page proposal (excluding bibliography) is sufficient.

Presentation: (10%) (final week of class)

Depending on the size your team and length of your final project the presentation time will range from 10- 20 minutes allowing 5 – 10 minutes for Q and A. The typical format is a slide deck (PowerPoint) with one or many presenters, but you are not restricted to this format. I am happy to discuss the format with you in advance of your presentation.

Final Paper: (40%) (due 1 week after class)

The final paper can take many forms including a report, a story map or an infographic, or some combination of these. Its purpose is **knowledge mobilization**, and its intent is to amplify existing knowledge and practices of Indigenous peoples and local communities – for consumption by a general public. Depending on the quality of the work, what you produce may be posted by one of several institutions representing regional or global alliances. You will have access to several resources to assist you in the development of your proposal and final format. If you want to engage a different format (from reports, story mapping or infographics) this option is available but please discuss with me in advance.

Resources to assist you in developing your final paper (content and format):

Kundan Kumar is a wealth of knowledge and information and has kindly agreed to be available to discuss your project in the proposal stage including which sites and sources of information and data might be useful to you.

Marcel Fortin Data Visualization Librarian in the Map & Data Library has developed a set of videos on how to develop a story map and different versions of story maps.

Kelly Schultz Data Visualization Librarian in the Map & Data Library has created a series of videos on what makes a successful infographic (and what does not) which will be included as a module on Quercus.

Specific Course Readings: In Weeks 5 and 6 of the course we will be exploring both mapping and framing techniques and issues – these will assist you in further developing your projects.

Possible Topics include but are not limited to the following:

- Developing Story map of rights-based conservation; climate mitigation through conservation or restoration of ecosystems on a global or regional basis including major examples of where Indigenous peoples have had impact.
- Country level analysis of Intended Nationally Determined Contributions and Nature Based Solutions initiatives from the perspective of Indigenous Peoples and Local Communities and rights-based approaches.
- A review of Nature based Solutions impacts from the perspective of Indigenous Peoples and or Local Communities (regional or global). How 'so called' nature based solutions as proposed by institutions such as the UN or leading NGOs impact local communities.
- A review of Community based conservation cases, success stories featuring for example community forest rights.

Weekly Schedule

Week 1.

Introduction – who are you, what brings you to this course, who am I, how this course evolved, review of syllabus and assignments, questions.

SECTION 1 WHAT IS CLIMATE JUSTICE?

Week 2. From Climate Leviathan to Climate X

Required:

Interview with Mann and Wainwright on Climate Leviathan. In Cultures of Energy 172 (podcast_ <http://culturesofenergy.com/172-climate-leviathan-feat-geoff-mann-and-joel-wainwright/> (Starts 17 minutes in)

Foran (2020) What Is Climate X? Wainwright and Mann's Climate Leviathan: A Political Theory of Our Planetary Future, *Rethinking Marxism*, 32:4, 417-424

Foran (2020) The Future of Revolutions: (Ch 38) in *The Routledge Handbook of Transformative Global Studies*

"More Powerful Together: Conversations with Climate Activists and Indigenous Land Defenders"

<https://www.youtube.com/watch?v=HQQesQCaAYE&t=217s>

Please come to class having done the readings, written your responses and with your first and second choice of the week you would like to lead discussion and present additional readings.

Week 3: What is climate justice? Nature based solutions, rights and resources

Required:

Rights in Resources (2018) *A Global Baseline of Carbon Storage in Collective Lands*

Rights in Resources (2018) *Cornered by Protected Areas: Replacing Fortress Conservation with Rights Based Approaches*

Rights in Resources (2020) *Rights-Based Conservation: The path to preserving Earth's biological and cultural diversity?*

Recommended:

Martinez (2003) Protected Areas, Indigenous Peoples, and The Western Idea of Nature *Ecological Restoration* 21(4) 247-250

Rights in Resources (2019) *Secure Indigenous Peoples and Community Land Rights as a Nature Based Solution to Climate*

Week 4: What climate justice is not.

Required:

Long, Roberts and Dehm (2010) Climate Justice Inside and Outside the UNFCCC: The example of REDD *The Journal of Australian Political Economy* (66)222-246

De Lucia (2013) *The Climate Justice Movement and the Hegemonic Discourse of Technology from: Routledge Handbook of the Climate Change Movement* Routledge
Singh (2013) "The affective labor of growing forests and the becoming of environmental subjects: Rethinking environmentality in Odisha, India." *Geoforum* 47: 189– 198.

Recommended:

De Puy et al (2021) Environmental governance: Broadening ontological spaces for a more livable world *EPE: Nature and Space* 0(0) 1–29
(additional readings may be assigned)

INVITED PANEL Saturday October 9th 8 am (tentative date – attendance required)

Discussion with an invited panel on issues surrounding rights and resources. The panel will be invited to speak about their history, experiences, the dilemmas facing Indigenous activists when inserted into global platforms, and how to leverage alliances to make political change. Tentatively the panel will include:

Archana Soreng, India: An Indigenous woman who is member of the UN Secretary General Youth Advisory Council for Climate Change and an activist working on forests, climate change, conservation and indigenous knowledge.

Kundan Kumar. A Researcher/Advocate for Ecologies of Care and Rights Based Approaches to Climate Justice climate activist who spent seven years as the Director of the Asia program for Rights and Resources, and has strong connections to other organizations in India around forest rights.

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SECTION 2 MOBILIZING KNOWLEDGES – MAPPING, FRAMING

Week 5: How does climate activism scale?

Required:

Fisher (2015) **The emerging geographies of** climate justice *The Geographical Journal* 181(1): 73-82

D Rocheleau (2015) **Roots, rhizomes, networks** and territories: reimagining pattern and power in political ecologies in *The international handbook of political ecology*, (online at Robarts)

Rights and Resources Initiative (2008) **Seeing People** *Through the Trees: Scaling Up Efforts to Advance Rights and Address Poverty, Conflict and Climate Change*. Washington DC: RRI

Fernando Tormos-Aponte and Gustavo A. García-López (2018) **Polycentric struggles:** The experience of the global climate justice movement *Env Pol Gov.* 28:284–294.

Recommended:

Munck (2009) Glocalization and the New Local Transnationalisms: Real Utopias in Liminal Spaces ch13 in *Globalization and Utopia Critical Essays* (online at Robarts)

Featherstone (2013) The Contested Politics of Climate Change and the Crisis of Neo-liberalism *ACME: An International E-Journal for Critical Geographies* 12(1), 44-64

Claeys and Pugley (2017) Peasant and indigenous transnational social movements engaging with climate justice, *Canadian Journal of Development Studies* 38:3, 325-340

Temper et al, (2020) **Movements shaping climate futures**: A systematic mapping of protests against fossil fuel and low- carbon energy projects *Environ. Res. Lett.* 15 123004 (24 pages)

*Additional Resources: **

India Landconflicts <https://www.landconflictwatch.org/#home>

Indonesia www.tanahkita.id

GLOBAL MOVEMENTS <https://www.ejAtlas.org>

**I encourage you to consult these resources as possible sources in development of your final papers (in particular if you choose to develop a story map of translocal/polycentric/rhizomatic movements and their connections.)*

Week 6: The power of frames: missing narratives

Required:

Benford and Snow (2000) Framing Processes and Social Movements: An Overview and Assessment
Annu. Rev. Sociol. 26:611-39

Cox (2010). Beyond frames: Recovering the strategic in climate communication. *Environmental Communication*, 4(1),

Overbeek (2020) "Resistance to REDD" Ch 7 in B. Tokar and T. Gilbertson *Climate Justice and Community Renewal* Routledge Milton Park New York

A short-ish history of Congress of Parties (infographic)

Recommended:

Quijano, A. (2017) 'Good Living': between 'development' and the De/Coloniality of Power Ch 32 in
The Routledge Companion to Inter-American Studies

Morgan, R. (2004) Advancing Indigenous Rights at the United Nations: Strategic Framing and its Impact on Normative Development of International Law *Social and Legal Studies* 13(4) 481-500

SECTION 3: THE CHALLENGES AND OPPORTUNITIES OF GLOBAL PLATFORMS

Week 7: Indigenous Governance and the United Nations as 'soft power'

Required:

How UNDRIP Changes Canada's Relationship with Indigenous Peoples (2018)

<https://www.youtube.com/watch?v=-Tq7Mnlavqs>

How UNDRIP Recognizes the Sacred Relationship with Nibi (Water)

https://www.youtube.com/watch?v=r_9fMDB825w

Powless (2012) *An Indigenous Movement to Confront Climate Change, Globalizations*, 9:3, 411-424

Recommended:

Center for International Governance Innovation (2017) UNDRIP Implementation: Braiding
International, Domestic and Indigenous Laws (100 page report, select chapters)

Mitchell (2019) Realising Indigenous rights in the context of extractive imperialism: Canada's shifting and fledgling progress towards the implementation of UNDRIP *International Journal of Critical Indigenous Studies* 12(1) 46-59

Week 8: United Nations and the Challenges to Processual Justice

Required:

Iris Marion Young (2001) Activist Challenges to Deliberative Democracy *Political Theory* 29(5) 670-690

Corntassel (2007) Partnership in Action? Indigenous Political Mobilization and Co-optation during the First UN Indigenous Decade (1995-2004) *Human Rights Quarterly* 29(1) 137-166

Belfer et al (2019) Pursuing an Indigenous Platform: Exploring Opportunities and Constraints for Indigenous Participation in the UNFCCC *Global Environmental Politics*, 19(1) 12-33

Recommended:

Climate Home News (2019) Irreconcilable Rift Cripples UN Climate Talks

Buxton (2016) COP 21 Charades: Spin, Lies and Real Hope in Paris *Globalizations*, 13(6) 934-937

Newell and Taylor (2020) Fiddling while the Planet Burns? COP25 in perspective *Globalizations* 17(4) 580-592

P. Salon Is Buen Vivir possible? 2019 Ch 30 In *Climate Futures: Reimagining Climate Justice* (online)

Week 9: United Nations soft power, trasformismo and rupture

Required:

Kimberly R. Marion Suiseeya, Laura Zanotti & Kate Haapala (2021): Navigating the spaces between human rights and justice: cultivating Indigenous representation in global environmental governance, *The Journal of Peasant Studies*

De Moor, J. (2001) Alternative globalities? Climatization processes and the climate movement beyond COPs *International Politics* 58:582-599

Sheryl Lightfoot (2016) *Global Indigenous Politics: A subtle revolution* Routledge chapters 1 "transformational norm vector" and 3

Recommended:

The initial two-year workplan of the Local Communities and Indigenous Peoples Platform for the period 2020-2021 (report 3 pages)

Mwendwa Adamba Kaleb, Obiri John, Agevi Humphrey (2020) Climate Justice within the UNFCCC Negotiations: The Case of the Rights of Indigenous Peoples from Copenhagen Accord to Paris Agreement. *International Journal of Natural Resource Ecology and Management*. 5(4) 10-167

Claudia Comberti, Thomas F. Thornton, Michaela Korodimou, Meghan Shea & Kimaren Ole Riamit (2019) Adaptation and Resilience at the Margins: Addressing Indigenous Peoples' Marginalization at International Climate Negotiations, *Environment: Science and Policy for Sustainable Development*, 61:2, 14-30

Week 10: Climate Rights revisited: Real Utopias

Required:

- Lightfoot and Macdonald (2017) Treaty Relations Between Indigenous Peoples: Advancing Global Understandings of Self-Determination." *Diversities* 19 (2): 25–39
- Claeysa and Pugley (2017) Peasant & indigenous transnational social movements engaging with climate justice *Canadian Journal of Development Studies* 38(3) 325-340
- Simpson L. (2008) Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships *Wicazo Sa Review*, 23(2) 29-42

Recommended:

- Eric Olin Wright *Real Utopias* select chapters
- Rights and Resources 2021 Status of Legal Recognition of Indigenous Peoples', Local Communities' and Afro-descendant Peoples' Rights to Carbon Stored in Tropical Lands and Forests

Week 11: Allyship and Coalitions

Required:

- Leonard and Musumi (2016) W.A.I.T. Why am I talking? A Dialogue on Solidarity, Allyship, and Supporting the Struggle for Racial Justice Without Reproducing White Supremacy *Harvard Journal of African Public Policy* 61-74
- Dixon (2016) For the long haul: Building social movements with one eye on the past and the other on the future. *Briar Patch*, 45(4), 6-20 <https://briarpatchmagazine.com/articles/view/for-the-long-haul>
- Gobby (2020) *More Powerful Together, Conversations with Climate Activists and Indigenous Land Defenders* Fernwood. Select Chapters

Recommended:

- Di Chiro (2008) Living environmentalisms: Coalition politics, social reproduction, and environmental justice. *Environmental Politics*, 17(2), 276-298.
- Tarrow, S. G. (2011). Networks and organizations. Power in movement: Social movements and contentious politics Cambridge: Cambridge University Press. (3rd ed., pp. 119-139).
- Gobby, Jen (2020) *More Powerful Together, Conversations with Climate Activists and Indigenous Land Defenders* Fernwood. Additional Chapters

Week 12: Class Presentations and Wrap up

Policies

The department's full [Graduate Course Policies](#) apply to all courses offered.

Accessibility Services

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

Where there is an accommodation recommended by [Accessibility Services](#), the department and/or instructors will be provided with an accommodation letter.

Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the [Code of Behaviour on Academic Matters](#) (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses without the knowledge of the instructors, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources webpage](#) outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Religious Accommodations

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Copyright in Instructional Settings

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.

Extension Requests

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension beyond a grade deadline, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Mental Health Statement

As a student at U of T, you may experience circumstances and challenges that can affect your academic performance and/or reduce your ability to participate fully in daily activities. An important part of the University experience is learning how and when to ask for help. There is no wrong time to reach out, which is why there are resources available for every situation and every level of stress. Please take the time to inform yourself of available resources, including:

- [Geography & Planning Mental Health Support Website](#)
- [Graduate Wellness Services](#)
- [Student Mental Health Resources](#)
- [Emergency support if you're feeling distressed](#)

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Other Student Services and Support Resources

- [Links to Additional Student Services and Support Resources](#) (general services and support for students, international student support, Health & Wellness, financial aid and professional development)