



Climate Justice and Climate Consequences: Education and Action for Social Justice and Regeneration

MA57705 and PhD77505 - Master of Arts and Doctoral Program Course
Spring 2017 Semester – Span B Credit: 2 hours
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Climate change entangles issues of fairness, vulnerability, historical and structural inequities, intergenerational ethics, and procedural and distributive justice. At sociocultural, regional, and global scales, often the populations who are most at risk for climate change impacts are least responsible for generating them (Adger, Paavola, & Huq, 2006). Attention, research, and investments in those communities more vulnerable and dispossessed could provide high value mitigation and adaptation zones (Taylor, 2000). Concurrently, marginalized rural and urban communities' resilience practices offer lifestyle and structural strategies that could inform useful adaptations and mitigate continuing injustice and affluenza. Community-emergent organizing within these zones offers high-priority climate justice action spaces. Climate justice brings clarity to the structural dimensions of climate change and argues that community-based action to redress structural inequities can be effective at taking action on the environmental justice dimensions of climate change. Students use ethnographic research methods in community service engagement relevant to their research trajectory. They will also co-develop web resources for other climate justice researchers on exemplars from the field. Topics in this course include: climate ethics, environmental racism and environmental justice, the climate justice education spectrum for effective curricular design, community organizing exemplars and vibrant practices, coalition, allyship, and solidarity, and regenerating capacity for intergenerational flourishing. The course is structured with three simultaneous tracks (theory, educational context, and field organizing) and takes place during a seven-week burst in the second half of the spring semester. The course includes electronic resources, readings, and activities from Macy and Johnstone (2012, *Active Hope*), Macy and Brown (2014, *Coming Back to Life*), Agyeman (2013), Agyeman, Bullard, & Evans (2003), Hackman (2016), Kagawa & Selby (2009), Lotz-Sisitka (2010), Mohanty (2003), Schipper et al (2014), Taylor (2000), Tremmel & Robinson (2014), & more.

The mentor: Dr. Marna Hauk is a North American Association of Environmental Education and EPA Community Climate Change Fellow and editor of the forthcoming Community Climate Change Education: A Mosaic of Approaches. She teaches graduate courses in climate change education and catalyzes an ecosocial incubator in the Portland area for climate justice and Gaian resilience as part of the Institute for Earth Regenerative Studies (www.earthregenerative.org). Dr. Hauk has developed a climate justice education spectrum and presents on Surfacing Unheard Voices in collaborative climate change writing. A contributing member of the Contemplative Climate Change Educator Teaching and Learning Community, Dr. Hauk leverages Macy's experiential and depth Work That Reconnects and Active Hope to support resilience and regeneration and prevent burnout for climate change educator-visionary-activists. Dr. Hauk is also a 30+ year permaculture and regenerative designer and teacher, and supports adult learners in community-based visionary-activism and research.