Instructor: Theo LeQuesne (pronounced Luh-Kane)
Office: Social Sciences and Media Studies (SSMS)
Email: tlequesne@ucsb.edu
Office Hours: Mondays 2.15pm – 4.15pm and By Appointment in SSMS 2012.
Class Meets: Mondays and Wednesdays 12.30pm – 1.45pm, Phelps Hall 1445

Purpose, Outcomes, Process

Purpose:

According to the Intergovernmental Panel on Climate Change, we have just 12 years left to cut global fossil fuel emissions in half if we are to avoid the most severe impacts of climate disruption. While doing so may seem all but impossible, this is a class that is all about reimagining the very meaning of what is possible. Together we'll discuss solutions to the climate crisis from the perspectives of social movements leading a just transition away from the politics, culture, and economics of fossil fuel dependency. We’ll look at how the Global Climate Justice Movement understands the climate crisis as an intersectional problem with intersectional solutions reaching far beyond fossil fuel emissions and requiring us to challenge power relations rooted in class, race, gender, and colonialism. Exploring several key case studies in which communities have fought to keep fossil fuels in the ground and advance a transition away from fossil fuels, we'll examine the theories of change, strategies, and tactics that climate justice activists use to win power as they take part in one of the most consequential struggles of our lifetime.

Outcomes:

The climate crisis is terrifying and we need solutions now. Students involved in this class will learn how to think critically about what solutions can look like, where they might come from, and how they could be implemented. This class will teach us that the urgency of
climate change should not lead us to solutions born of desperation, and, instead, that solutions must be thought about critically and carefully. With a focus on strategy, this class also seeks to equip students with the theoretical and practical tools necessary to participate in the movements we study.

Process:

The course places a high value on participation. I will tend to introduce each class to new concepts with a lecture for 30 minutes but will then open up the rest of our time to leading class discussion, activities, and student presentations. The discussion-heavy nature of this class will require that you come prepared, having done the reading, and with comments or questions to ask about it. There will be three randomly assigned 10-minute pop quizzes that will check whether you are keeping up with readings. There are also three class assignments that are designed to help you start using and applying what you are learning throughout the course.

Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Pop Quizzes (3)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30%</td>
</tr>
</tbody>
</table>

Assignments

Assignment 1: Climate Justice Memes, BuzzFeed Listicle, and reflection (250-500 words)

Part 1) Find or create a meme that communicates climate justice or the urgency of the climate crisis. Post on Gauchospace by January 16th. Be prepared to explain the original meme, the reason you chose it, and the assumptions or arguments represented in the meme.
Part 2) In groups, or individually, take your ten favorite climate memes from class and use them to create a listicle (a BuzzFeed-style article, for example, “10 things people get wrong about climate change”) that tells a story or argument about climate justice. (For another example see 8 tips for writing a listicle: [https://www.bustle.com/articles/134854-8-tips-for-writing-a-listicle-that-will-get-published](https://www.bustle.com/articles/134854-8-tips-for-writing-a-listicle-that-will-get-published))
Part 3) Individually write a short reflection on whether memes can have political power. Listicle and reflection will be due January 23rd.

Assignment 2: Virtual Case Study Presentations and Write Up (1200 words)

During our Climate Justice Case Studies section of the quarter, we will be exploring maps and cases that represent climate justice campaigns around the world. In each of the three classes I will present on one or two significant case studies and then hand out several case studies for you to research in groups. Each group will give a short presentation on their findings using worksheets to tell the class about the context or background in which the case study campaign is taking place: the who, what, where, when, and why. You will complete 4 worksheets in class. All worksheets will be shared on Gauchospace and you will then choose
one case study, the one you found most interesting, and will write a 1200 word paper reflecting on why this is a fight for climate justice, what strategies the campaign is using, and how you see them leading a just transition away from fossil fuels. I will give you more details on this assignment later in the quarter.

Assignment 3: Strategy Memo (1500 -2000 words)

Your final assignment will be to use what you’ve learned throughout this course to imagine yourself taking on the role of a strategy advisor to a campaign working on an issue of climate justice anywhere around the world. You can use the case study you presented on earlier in the quarter or you can choose a new campaign altogether. This assignment will require you to do some research on the background and reality of the political struggle you have selected and will ask you to think creatively about what that campaign may need to do in order to win. In the assignment you will first introduce the context in which the fight is taking place, then identify possible areas for the campaign to intervene in, and finally how you think the campaign could best use its resources to fight this battle. I will hand out a more detailed description of the assignment later in the quarter.

Expectations

Academic Integrity: Don’t Cheat. As a UCSB student, you are responsible for knowing what constitutes cheating and for the academic integrity of your work. If you’re unsure about the rules concerning cheating, see the Office of Judicial Affairs page on “Academic Integrity”: http://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx. You will be subject to the university’s strongest possible disciplinary action if you are caught cheating. Cheating includes submitting someone else’s work as though it were your own, copying, and plagiarizing. When in doubt, cite.

Class Conduct: Be considerate of your classmates during discussion. Let others speak and let them finish without interruption. Our class will feature conversations about race, class, gender, religion, immigration, and political power. To have productive discussions about these issues it is essential that everyone feels welcome to participate and to give their own informed views. I will be doing my utmost to ensure that this is a space in which people feel comfortable discussing all these issues. I ask that you do the same. We all have our own biases and in this class you are encouraged to raise critical questions and think for yourselves. Avoid resorting to sweeping generalizations, prejudice and stereotypes. Racist, sexist, homophobic or other hateful comments will not be tolerated in this class.

Reading: The only required text is an edited book called A Line In the Tar Sands and we’ll use this towards the end of the quarter. The other reading materials will be posted as links or PDFs on Gauchospace. This class will depend on you taking the readings seriously. If you don’t read the material, don’t come to class. This is a discussion intensive class and your participation grade is 20%, so you will be assessed on the thoughtfulness of your remarks and the relevance they have to the day’s topic. You will be expected to read anywhere between 20-65 pages per week, take notes, and bring the readings and notes to class. Most of the readings will be posted on Gauchospace, it is your responsibility to print them and bring them (Pages per week are listed on the syllabus so you can prepare for heavy or light reading weeks in advance). I will assign three 10-minute pop quizzes throughout the quarter
to ensure you are doing the reading. If you are struggling with the readings or find it hard to participate publicly in class please come and see me so that we can arrange accommodations.

No Screens Policy: In general, I do not allow laptops, phones, tablets etc. in the classroom. They tend to be more of a distraction than a help. Exceptions will be made for students with documentation of specific needs who require a computer. If there are in-class exercises that require us to access the Internet I will be sure to let you know in advance.

Course Schedule

Part One – *Climate Justice: Definitions, Concepts, and Debates*

**Week 1: The Science of Urgency**

Monday, January 7th: Climate Science is Scary

Readings: 32pgs

- Bill McKibben. 2012. Global Warming’s Terrifying New Math
- Kevin Anderson. 2012. Climate Change Going Beyond Dangerous – Brutal Numbers and Tenuous Hope
- Climate change: Warming gas concentrations at new record high. BBC, 2018: [https://www.bbc.com/news/science-environment-46289829?ns_source=facebook&ns_campaign=bbcnews&ns_mchannel=social&ocid=socialflow_facebook&fbclid=IwAR0wLM6-M0AqNCuF5ML3oCvALP2Sv1_CPvy4F8kv86cSe3J2iEi4_x44aBc](https://www.bbc.com/news/science-environment-46289829?ns_source=facebook&ns_campaign=bbcnews&ns_mchannel=social&ocid=socialflow_facebook&fbclid=IwAR0wLM6-M0AqNCuF5ML3oCvALP2Sv1_CPvy4F8kv86cSe3J2iEi4_x44aBc)

Class Exercise:
Video: Bill McKibben does the math

Wednesday, January 9th: Climate Change and Global Governance – Should we call the COPS?

Readings: 10pgs

- Indigenous Environmental Networks’ Keep it in the Ground Declaration 2015
- John Foran. 2016. Can we UnF*ck the UNFCCC?
- COP24: Key outcomes agreed at the UN climate talks in Katowice. 2018. Carbon Brief: [https://www.carbonbrief.org/cop24-key-outcomes-agreed-at-the-un-climate-talks-in-katowice?fbclid=IwAR1O6-Jv6gZEN--GvTd2i3k4WWMi28xqOZTM5I9tZOC_hWijMDKkGnipumL](https://www.carbonbrief.org/cop24-key-outcomes-agreed-at-the-un-climate-talks-in-katowice?fbclid=IwAR1O6-Jv6gZEN--GvTd2i3k4WWMi28xqOZTM5I9tZOC_hWijMDKkGnipumL)

Watch in class: Yeb Saño addresses UNFCCC [https://www.youtube.com/watch?v=z47DCShF7UU](https://www.youtube.com/watch?v=z47DCShF7UU)
Week 2: Whose problem is it anyway?

Monday, January 14th: Climate Accountability and Responsibility – who or what is to blame?

Reading: 10pgs *(Heads up! Light reading Monday, heavy reading Wednesday)*

- Emily Williams. 2018. Why Aren't We Calling Climate Impacts What They Are – Human-Caused Damages?
  [http://www.climatejusticeproject.org/2018/10/26/why-arent-we-calling-climate-impacts-what-they-are-human-caused-damages/?fbclid=IwAR11L_z6AghI5PVZHx2V1LupWaP4zuAtBn8dDA1pqgakzdpvSdBxOPAYyu2g](http://www.climatejusticeproject.org/2018/10/26/why-arent-we-calling-climate-impacts-what-they-are-human-caused-damages/?fbclid=IwAR11L_z6AghI5PVZHx2V1LupWaP4zuAtBn8dDA1pqgakzdpvSdBxOPAYyu2g)

Watch in class. mins 00.42-00.58: Climate Scientist: World’s Richest Must Radically Change Lifestyles to Prevent Global Catastrophe
[https://www.democracynow.org/2018/12/11/scientist_kevin_anderson_worlds_biggest_emitters?fbclid=IwAR32XnjqQ3lnH5m2-ZcDYRTY3ULZcgrVQ7pRQRPDfNYmUpkMHtzFGEnlAU](https://www.democracynow.org/2018/12/11/scientist_kevin_anderson_worlds_biggest_emitters?fbclid=IwAR32XnjqQ3lnH5m2-ZcDYRTY3ULZcgrVQ7pRQRPDfNYmUpkMHtzFGEnlAU)

Guest Lecture: Emily Williams
Exercise: Discussion on Climate Responsibility

Wednesday, January 16th: Eco Modernism, Neoliberalism, and Market Mechanisms – Are they doomed to fail?

Readings: 55pgs
- Naomi Klein. 2014. Introduction to This Changes Everything: Capitalism vs. the Climate. 1-25
- An EcoModernist Manifesto. 2015. pgs 6-32

Video: The Story of Cap and Trade

Exercise: Meme Analysis

Remember: BRING CLIMATE MEMES TO CLASS!

*Part Two – Case Studies in the Climate Justice Movement*
**Week 3: Mapping Climate Justices**

**Monday, January 21st:** No Class. Martin Luther King, Jr. Day

**Reading:** 5pgs
- Hashtag Politics
- Memes
- Letter from a Birmingham Jail

**Wednesday, January 23rd:** Mapping climate justice(s) in the global movement

**Reading:** 21pgs

**Skim:**

**Maps:**
- [Environmental Justice Atlas](http://www.climatejusticeproject.org/favorite-definitions-of-climate-justice/)
- [Climate Alliance Mapping Project](http://www.climatejusticeproject.org/favorite-definitions-of-climate-justice/)

**Class Exercise:** Explore climate justice movement maps

**Class exercise:** discuss virtual case study assignment

**ASSIGNMENT 1 DUE:** Listicle story and reflection write up

**Week 4: Climate Justice in the Global North**

**Monday, January 28th –** Climate Justice in the US and Canada: No DAPL, Trans Mountain, Unist’ot’en, Richmond (Bay Area), Black Mesa, Keystone XL, Line 3, Appalachia Mountain Top Removal, Tar Sands extraction, Bayou Bridge, Sunrise Movement and the Green New Deal
Readings: 48 pgs

- Naomi Klein. Blockadia in This Changes Everything. Pgs 253-390
- Jaskiran Dhillon and Nick Estes. 2016. Introduction: Standing Rock, #NoDAPL, and Mni Wiconi in Cultural Anthropology

Note: Bring a laptop, tablet etc to class today

Wednesday, January 30th – Climate Justice in Europe and at home: Montecito Mudslides, Oxnard Refinery, Cat Canyon, Fossil Free UCSB, Ende Gallende, Extinction Rebellion, Reclaim the Power, Gilets Jaunes (Yellow Vests)

Reading 12 pgs:

- California mudslides: as wealthy town recovers, undocumented are left behind: https://www.theguardian.com/us-news/2018/apr/18/california-mudslides-montecito-undocumented-immigrants
- 750 Wells in Cat Canyon http://350sb.org/no-new-oil-wells/ and http://www.safeenergynow.org/about
- Macron’s Climate Tax Is a Disaster. Kate Aronoff. Jacobin. https://jacobinmag.com/2018/12/yellow-vests-movement-climate-macron-cop24/?fbclid=IwAR2AI46BUK9z60boX0me2NIKedg8iaSWk13VR2Y8c12AUpzuCfVIV01mSwE
- France’s Yellow Vest Protests Have Been Framed as a False Choice of Climate Vs. The People: http://time.com/5473618/france-yellow-vests-climate-macron/?fbclid=IwAR3H0WNNDDQJKW9Nqj6aO5m3e5Gs1vqxAmjit4J1i-yU4fWPm4B7HmZMN8

Exercise: Presentations and Worksheets
Guest speaker: Dylan on No New Wells campaign?

Note: Bring a laptop, tablet etc to class today

Week 5: Climate Justice in the Global South


Reading 30 pgs: Read Watts and 2 other articles from the list below

- **Michael Watts. Oil Frontiers: The Niger Delta and the Gulf of Mexico. In Oil Culture Pgs. 189-211**
- Anti Coal activism in Kenya: http://www.decoalonize.org/
• Climate Justice: Uniting Struggles Across Latin America. [link]
• Sludge Match: Inside Chevron’s $9 Billion Legal Battle With Ecuadorean Villagers [link]

Note: Bring a laptop, tablet etc to class today
Exercise: Worksheets and Presentations

Wednesday, February 6th: Climate Justice in Small Island States – “We are not drowning we are fighting”

Reading 13pgs:
• Pacific Warriors Declare: “We Are Not Drowning, We Are Fighting” [link]
• Maldives sends climate SOS with undersea cabinet [link]
• World Bank: let climate-threatened Pacific islanders migrate to Australia or NZ [link]
• The Philippines holds world’s biggest corporations to account on climate change. [link]

Exercise:
Mid term teacher evaluations
Worksheets and Presentations

Note: Bring a laptop, tablet etc to class today


Week 6: The Climate Justice Movement Confronting Power

Monday, February 11th: Power and Hegemony

Reading: 9pgs
• Richard Day. 2016. Hegemony in Keywords for Radicals. Pgs 183-190
• Cultural Hegemony in Beautiful Trouble 234-236
The Global Climate Justice Movement
Global Studies 197 Special Topics
Winter 2019


ASSIGNMENT 2 DUE: Virtual Case Study

Wednesday, February 13th: The Power of the Fossil Fuel Industry

Reading: 55pgs (Prepare: Heavy reading!)

Show: Garth Lenz photography.

Week 7: Organizing for Climate Justice

Monday, February 18th: No Class - President’s Day

Wednesday, February 20th: Organizing against the fossil fuel industry
Reading: 38pgs
• Randolph Haluza-DeLay and Angela V. Carter. Social Movements Scaling Up: Strategies and Opportunities in Opposing the Oil Sands Status Quo. In First World Petro Politics. Pgs 456 – 484

Week 8: Climate Organizing and Mobilizing

Monday, February 25th: Climate Organizing

Reading 48pgs:
• Hillary Moore and Joshua Kahn Russell. 2011. Organizing Cools the Planet pgs. 8-54
• Escalate Strategically. In Beautiful Trouble. 2pgs.

Wednesday, February 27th: Non-violent Direct Action, Necessity Defense, Civil Disobedience, Blockades

Reading: 20pgs
• Introduction to Direct Action 2017 by L.A. Kauffman.
• Lessons from Direct Action at the White House to Stop the Keystone XL Pipeline in A Line in the Tar Sands Joshua Kahn Russell et al. 166-180
The Global Climate Justice Movement
Global Studies 197 Special Topics
Winter 2019

- Dr. Martin Luther King’s Letter From a Birmingham Jail

Week 9: Building and Wielding Power for Climate Justice

Monday, March 4th: Indigenous Rights, Climate Law and Policy; Dual Power
Reading: 27pgs

Optional:
- Divestment: At last, divestment is hitting the fossil fuel industry where it hurts [https://www.theguardian.com/commentisfree/2018/dec/16/divestment-fossil-fuel-industry-trillions-dollars-investments-carbon?fbclid=IwAR2HKzRo_C3Tmd4wCtqf1EQEHdKxladt2m_w7-pkqtb4fXhS7fPb-8WqaA]

Wednesday, March 6th: Climate Communications and Story-Based Strategy

Reading: 39pgs
- Patrick Reinsborough and Doyle Canning. 2017. Introduction to Re:Imagining Change. Winning the Battle of the Story. And Our Power Case Study. 20pgs
- George Marshall. 2015. Don't Even Think About It. pgs. 226-238
- Christine LeClerc and Rex Weyler. 2015. Culture Works. 160-165. in A Line in the Tar Sands
- *Know your Cultural Terrain In Beautiful Trouble* In Beautiful Trouble. 2pgs

Exercise: Website narrative power analysis. You will need internet access today.
Guest Lecture: Celia Alario, movement communications strategist

Week 10: Building Alliances and Mobilizing Climate Futures

Monday, March 11th: Solidarity, Alliances, Intersectionality and Populism: Building the Inclusive We

Reading: 38pgs
The Global Climate Justice Movement
Global Studies 197 Special Topics
Winter 2019

- Migrant Justice and the Tar Sands Industry. Harsha Walia and JK Russell. 2015. in *A line in the tar sands* pgs 84-90
- Dave Vasey. 2015. The Environmental NGO Industry and Frontline Communities. In *A Line in the Tar Sands*. 64-75
- Shift the Spectrum of Allies in *Beautiful Trouble*. 2pgs
- Seek Common Ground in *Beautiful Trouble*. 2pgs

Wednesday, March 13th: A Just Transition and/ or A Green New Deal: is it possible?

Reading 15pgs:
- Climate Justice Alliance, Just Transition: https://climatejusticealliance.org/just-transition/
- Ocasio-Cortez-backed Green New Deal sees surprising momentum in House https://thinkprogress.org/green-new-deal-alexandria-ocasio-cortez-democrats-95cb356e94ca/?fbclid=IwAR3XW8HF7nFjirZQYcnSwuldn1s1F9tSxXL8bencF-Njwo2WDfoqxM-UlZk
  - A green new deal must be rooted in a just transition for workers and communities most impacted by climate change: https://climatejusticealliance.org/green-new-deal-must-rooted-just-transition-workers-communities-impacted-climate-change/?fbclid=IwAR2oZlw5sSWnn1HPldVxMdsrcnb_iQvlKu8CZZx7dE7LiDe9fujgltlak

Exercise: Possible Gopal Dayaneni guest lecture via skype?

Monday March 18th ASSIGNMENT 3 DUE on Gauchospace!
The Global Climate Justice Movement
Global Studies 197 Special Topics
Winter 2019

Important Dates

- January 23rd: Assignment 1 Due.
- January 24th-25th: The Santa Barbara Oil Symposium
- February 11th: Assignment 2 Due.
- March 17th: Assignment 3 Due.

Image: A scene from Richmond's Water Writes mural