FACULTY OF ENVIRONMENTAL AND URBAN CHANGE
York University

Course: ENVS 4350/ENVS 5055 3.0 Climate Justice (Field Course)

Term: Summer 2024

Calendar Description

This intensive experiential course is an exploration of climate justice definitions, theory, case studies, and implications for policy and activism. It is organized around field visits and discussions with practitioners involved in various equity-related aspects of climate mitigation and adaptation, the history and evolution of fossil and post-fossil energy systems (with special focus on Toronto, Ontario, and Canada), global and local sacrifice zones, the renewable energy transition, and climate justice activism.

Field trips, guest speakers, and discussions are integral parts of this intensive one-month course.

Course Director: Dr. Patricia E. (Ellie) Perkins, esperk@yorku.ca
Office Hours: After class each day, or by email appointment.

Course Management

The class will normally meet from 9:30 - 3 p.m. on Mondays and Thursdays between May 6 and May 27, 2024. There will be a required all-day field trip to Petropolis, Oil City, Aamjiwnang First Nation, and Sarnia, Ontario on Thursday, May 23 (7 am – 7pm). Most classes will involve field trips to Toronto locations where we will explore various aspects of climate justice. The class will sometimes meet or be dismissed at downtown Toronto field trip locations. The detailed course reading list will be supplied to students by late April, 2024 and students are expected to have completed the readings by the start of the course.

Time and Location

The first meeting of the class will be in HNE 001 at 9 a.m. on Monday, May 6.

Purpose and Objectives of the Course

EUC strives to include a broad range of perspectives and substantive material in its course offerings. Central to a clear understanding of environmental problems is the link between exploitation of the natural world and justice issues related to racism, gender inequity, and poverty. Inclusion of non-Western perspectives is therefore essential to a fruitful discussion of North-South issues, climate justice, and environmental debates generally. We will include such approaches in this course.

Learning Outcomes

By the end of this course, students will have:

(1) A conceptual understanding of climate justice as an aspirational vision, field of study, activist movement, and political program.
(2) Basic knowledge and understanding of intersectional equity challenges and implications of the fossil fuel era and the energy transition.
(3) Familiarity with specific case studies and examples of climate-related injustices in Ontario and ways to address them.
(4) A critical, systems-based understanding of how climate justice issues arise in relation to energy and the climate crisis.
(5) A conceptual understanding of empirical ways to assess and address climate justice priorities at the local, provincial, national and global levels.

Experiential Education

This course emphasizes face-to-face interactions with government officials, activists, NGO representatives, and others involved in climate justice struggles, governance, and policy, through field trips to the sites of their work. Students will reflect on their learnings and are invited to contribute articles to newspapers, online publications, and social media about particular topics related to climate justice.

Evaluation

The grade for the course will be based on the following items, weighted as indicated:

Assignment	Grade value	Undergraduate assignments	Graduate assignments
Participation	40%	Attendance and active engagement with discussions of readings, speakers' presentations, and field trips, as assessed by the course instructor. Short presentation about your essay topic to the class on May 27.	Attendance and active engagement with discussions of readings, speakers' presentations, and field trips, as assessed by the course instructor. Short presentation about your essay topic to the class on May 27.
Reflection Paper	20%	A short paper (500-800 words) reflecting on what you have learned and how your experiences in this course relate to your academic interests. May be based on journal entries written during the course. Due by Thursday, May 30.	A short paper (1000-1500 words) reflecting on what you have learned and how your experiences in this course relate to your academic interests. May be based on journal entries written during the course. Due by Thursday, May 30.
Course Essay	40%	A climate justice case study (1,500-2,000 words) about a climate-related incident or situation with equity implications. Due on or before Monday, May 27. Students are encouraged to consider submitting a precis of their case study for publication as an op-ed piece, with the instructor's assistance.	A climate justice case study (3,000-3,500 words) about a climate-related incident or situation with equity implications. Due on or before Monday, May 27. Students are encouraged to submit a precis of their case study for publication as an op-ed piece, with the instructor's assistance.

Graduate students will be expected to do work at a higher level than undergraduates. Graduate students will be assessed for a deeper and critical engagement with and comprehension of the course material and activities. Graduate students will also be expected to complete longer assignments and assessment will also account for their writing's quality, clarity, and academic referencing.

Students may drop this course until May 16. By May 13, students will receive feedback on their Participation mark up to that point (20% of the course mark).

Final course grades may be adjusted to conform to Program or Faculty grade distribution profiles.

Required Texts:

Alook, Angèle et al. (2023) *The End of This World: Climate Justice in So-Called Canada* (Between the Lines).

Saad, Aaron (2022) *Worlds at Stake: Climate Politics, Ideology, and Justice* (Fernwood). [required for graduate students]

These books have been requested at the York University bookstore and are also available online.

A detailed reading list and course schedule will be distributed to all enrolled students by early May, 2024. The reading list will specify additional readings to be done by graduate students, who will be expected to share summaries and comments on these additional readings in course discussions.

Students are required to read the assigned readings before the start of the course on May 6, 2024. Additional materials (supplementary readings and videos) which help to clarify concepts and enrich students' understanding may also be assigned during the course.

Grading Scheme, Assignment Submissions, and Lateness Penalties

The grading scheme for ENVS courses conforms to the 9-point system used in other undergraduate programs at York. Assignments and tests will bear either a letter grade designation (e.g., A, B, C+, etc.) or an equivalent percentage grade. The final grade for the course will be calculated using the weighting formula established above for this course.

Graduate students will receive a Pass or Unsatisfactory grade in accordance with the MES program's official grading system.

Instructions for Submission and Return of Final Assignments

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, **the assignments for ENVS courses must be received by the Instructor in hard copy or by email on the due date specified for the assignment**.

Lateness Penalty

Assignments received later than the due date will be penalized 5% of the value of the assignment *per day* that the assignments are late. For example, if an assignment worth 20% of the total course grade is a day late, 1 point out of 20 (or 5% per day) will be deducted. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc. will be entertained by the Course Director **only** when supported by written documentation (e.g., a doctor's letter). ALL ASSIGNMENTS MUST BE SUBMITTED ELECTRONICALLY BY MIDNIGHT ON THE DUE DATE. The lateness penalties will apply as usual.

Student Representation

In order to facilitate the expression of student views, the Course Director will allow for class time to elect a student representative from the class list to represent student views and promote dialogue. This representative will also act as a liaison between the Office of Student Academic Services and the Undergraduate Program Director.

Academic Honesty

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Environmental and Urban Change supports the International Center for Academic Integrity's definition of academic integrity. That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons.
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work.

In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.

- Respect your course instructor(s): Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported, and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.
- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do allow others to impersonate you, or you do not yourself impersonate another person during a test or exam. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defense against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

Student Conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the Code of Student Rights and Responsibilities. Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any disruptive and/or harassing behaviour will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the student guide to e-learning.

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

Accessibility

While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer to these guidelines and procedures: Academic Accommodation for Students with Disabilities.

The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. **Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.**

Support

Student Counselling & Development (SCD) aims to help York students realize, develop and fulfill their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. You can get support for a wide range of concerns including, but not limited to: depression, anxiety, abuse, stress, self-esteem, relationship issues, eating and body image as well as issues related to sexuality.

You can also reach out to your TAs, course instructor, the Undergraduate Program Director, Student Support Coordinator, Peer Mentors, or the Writing Centre if you have questions, comments, concerns or need academic help.

Intellectual Property Notice

All materials prepared for this course are the intellectual property of the Course Director unless otherwise stated. Course materials should only be used by students enrolled in this course. This can include but is not limited to the following material: lecture notes, handouts and recordings; assignment handouts and instructions; spoken and written presentations; audio and video recordings; PowerPoint slides; and questions and/or solution sets for assignments, quizzes, tests and final exams.

As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course, or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's Code of Student Rights and

Responsibilities and the Senate Policy on Academic Honesty. In addition, you may face legal consequences for any violation of copyright law.