

House Course: Climate Justice & Global Intersectionality
Fall 2022

Instructors:

- Yujin Kim (yk231@duke.edu)
- Ariel Chukwuma (aac76@duke.edu)
- Leah Roffman (leah.roffman@duke.edu)

Acknowledgements:

Thank you to Emily Nagamoto, Rachita Gowdu, Ashley Rosen for helping us put this course together!

Faculty Sponsor:

Nicki Cagle, PhD (nicolette.cagle@gmail.com)
Lecturer in Environmental Science and Policy
Associate Dean of Diversity, Equity, and Inclusion

Class Location and Time

Location: TBD
Time: 7:00 PM
Day: Thursdays

Course Description:

The house course aims to provide students with a strong understanding of climate justice. It highlights the connections between environmental justice internationally and within the United States. This course is set up as a series of guest lectures given by prominent academics and environmental justice advocates as well as small group discussions. It is a deep dive into the relationship between people, culture, justice, climate, and the environment. It touches upon the intersection of climate justice and health, energy, migration, disability rights, LGBTQ+ rights, transgender rights, and food systems, in the hope to amplify the voices and experiences of the diverse cultures, races, and identities fighting on the front lines to address these issues globally.

Class Policies:

Attendance: Students are required to attend at least 11 classes. If you miss more than three classes (only attend 10 classes in total) you will receive a grade of unsatisfactory. This policy will be strictly enforced.

Objectives:

- Understand the connections between environmental justice globally and within the US
 - Having case studies to compare and contrast
- Understand that environmental issues cannot be addressed without addressing environmental justice issues
- Understanding solutions to environmental injustices + environmental issues in general
 - Climate policy must consider and center equity + racial justice
 - Climate change disproportionately impacts marginalized communities
- Be able to define environmental justice, climate justice, and intersectionality
 - Be aware of the overlaps in the environment and other fields
- Understand the connections between various justice issues and the systems that create these conditions across the world
- Connect students with on-campus organizations that do work related to course topics
- Empower students to join grassroots organizations and community centers working towards fighting for environmental justice

Grading & Assessment:

All house courses are half-credit and graded on a satisfactory/unsatisfactory basis. This means students must, on a satisfactory basis, complete participation requirements, as well as the semester project and weekly assignments. A grade of satisfactory in this course requires satisfactory completion of all assignments of this course including written and oral assignments, attendance, and whatever individual other exercises an individual House Course may require. For this course, that includes attendance and participation.

Grading Breakdown:

- Class Participation and attendance– 30%
- Final Presentations- 30%
- Research Papers- 40% total
 - 10% Paper 1
 - 15% Paper 2
 - 15% Paper 3

Readings:

Each week a set of readings are assigned for the class session. Students will be required to read at least a total of 50 pages of articles of their choosing from the reading list for

that class. Some readings will be mandatory. You are required to do these readings and be familiar with them when we meet for class so you can contribute meaningfully to the class discussion. Participation is a significant part of your grade and assessment, thus you need to have read the material to be able to make positive contributions to the class discussions.

Discussions:

Discussions will be organized in the following way:

- Students will go into groups to discuss articles that they read the past week, first with others who read the same article.
- The students will then go into groups to discuss their articles with students who read different pieces. This will allow students to “share mastery” and learn about varying topics from their peers.

Participation:

After each class with a speaker, there will be a discussion class where students will speak on the readings assigned for that week as well as the information and insight shared by that class’s speakers. Student participation in these discussions will be graded.

Semester Final Project:

- Final project
 - Pick at least one international topic from this course and explore how it relates to a domestic environmental justice issue. Also discuss why this topic is important to you, how it will impact you/your perspective after this class, and why you selected it for this project.
 - Examples
 - Health: Cancer alley in USA & air pollution in India
 - Give people options for presenting final project
 - Video
 - Art piece
 - Flow chart showing connection between topics
 - Slideshow
 - Paper
 - Other
 - This will be a group project. You can have up to 3 people in your group. Groups will be determined based on the interest of students (students who are interested in the same topic will work on the same project)

- Presentations will be on the last day of class

Research Papers:

Students will be required to submit three short scholarly papers related to topics covered in class. Each paper must be 500 words in length. Due dates for the papers are outlined in the course schedule below. Students are required to cite and incorporate scholarly sources in their work. For your paper, pick one topic related to the module currently being discussed in class (ie EJ, Climate, and Health), and explore a related subtopic not covered in the course and how it relates to the larger module.

Land Acknowledgement. As Gould (1992) acknowledges, “there is not a university in this country that is not built on what was once native land”. That is true for Duke University and much of the work that we do in this class is located on Duke University’s campus. What is now Durham was originally the territory of several Native nations, including Tutelo (TOO-tee-lo) and Saponi (suh-POE-nee) - speaking peoples. Many of their communities were displaced or killed through war, disease, and colonial expansion. Today, the Triangle is surrounded by contemporary Native nations, the descendants of Tutelo, Saponi, and other Indigenous peoples who survived early colonization. These nations include the Haliwa-Saponi (HALL-i-wa suh-POE-nee), Sappony (suh-POE-nee), and Occaneechi (oh-kuh-NEE-chee) Band of Saponi.

North Carolina’s Research Triangle is also home to a thriving urban Native American community who represent Native nations from across the United States. Together, these Indigenous nations and communities contribute to North Carolina’s ranking as the state with the largest Native American population east of Oklahoma. We would like to acknowledge, honor, and respect the diverse history of Indigenous peoples in North Carolina and across the settler state. We would also like to recognize their continuing connections to land, water, and culture and pay respect to their Elders, past, present and emerging.

In addition, we acknowledge the overlapping histories of this land, including past violence and ongoing harm produced by the legacy of racialized slavery and oppression. We know of at least four sites where slavery was practiced on what is now considered Duke Forest land, including the Alexander Hogan Plantation in Blackwood Division, the Robson Mill and Barbee property in the Korstian Division, and the Couch property in the Durham Division.

Interested in learning more or supporting marginalized communities? Check out [Occaneechi: A Past and Present History](#) and the [Homeland Preservation Project](#). You are also invited to learn more about the impact of segregated communities in North Carolina at the [UNC Inclusion Project](#). You can learn about the [Rogers Eubanks community](#) in Orange County, which has a historic connection to the Alexander Hogan Plantation. Also visit the [North Carolina African American Heritage Commission](#) to learn more about local

African American history, art, and culture, and the [Black Family Land Trust](#) and the [Land Loss Prevention Project](#) in Durham, NC.

Citation: Cagle, N. 2021. Land Acknowledgement. ENV731 Dendrology Syllabus 2021 v. 26Aug2021.

Course Schedule:

- **Week 1: 9/1: Intro to EJ; Potential intro racial justice & equity training**
 - <https://www.ncclimatejustice.info/training-collective>
 - **Faculty Advisor in Attendance**
 - **Questions:** What is the history of environmental justice in the United States?
 - Show: [Mossville: When Great Trees Fall](#) (56 minute documentary)
 - **Pre-class readings**
 - [17 Principles of Environmental Justice](#) (2 pg.)
 - [Environmental Justice Timeline](#) (15 pg.)
 - [Climate Science and Climate Justice](#) (2 pg.)
 - [Climate and Economic Justice Screening Tool](#) (1 pg.)
 - [EPA EJScreen: Environmental Justice Screening and Mapping Tool](#) (1 pg.)
 - [Wastelanding and Racialized Reproductive Labor: “Long Dyings” in East Chicago from Urban Renewal to Superfund Remediation](#) (19 pg.)
 - [Dumping in Dixie: Race, Class, and Environmental Quality](#) (5 pg.)
 - [‘They chose us because we were rural and poor’: when environmental racism and climate change collide](#) (5 pg.)
 - [Queer Liberation and Environmental Justice](#) (2 pg.)
 - [Transgender Rights and Environmental Pollution](#) (5 pg.)
 - [Katrina Washed Away New Orleans’s Black Middle Class](#) (5 pg.)
 - [Indigenous environmental justice](#) (13 pages)
 - [Environmental Justice and Mass Incarceration](#) (2 pgs.)
- **Week 2: 9/8: EJ in Durham & NC**
 - **Questions:** What is the history of EJ in North Carolina, and how do we connect with it as members of the Duke/Durham community?
 - **Speakers:** William Barber III (Rural Beacon Initiative, Climate Reality Project) , [Crystal Cavalier Keck](#) (Chair of Environmental Justice Committee for NAACP, Cofounder of Seven Directions of Service)
 - **Pre-class readings**
 - [“No Justice, No Peace” and the Right to Self-Determination: An Interview with Gary Grant and Naeema Muhammed of the North Carolina Environmental Justice Network](#) (25 pg.)
 - [Biogas](#) (5 pg.)
 - [Atlantic Coast Pipeline: Flawed Environmental Justice Analyses \(Letter from Dr. Ryan Emanuel\)](#) (1 pg.)

- [North Carolina tribes fear pipeline will damage waterways, burial grounds](#) (7 pgs)
 - [Indigenous Activist Crystal Cavalier-Keck Takes on North Carolina Pipeline](#) (3 minutes)
 - [FERN's Back Forty: Q&A with William J. Barber III](#) (5 minutes)
 - [Disaster diaspora and the consequences of economic displacement and climate disruption, including Hurricanes Matthew \(October 8, 2016\) and Florence \(September 14, 2018\) in Robeson County, North Carolina](#) (16 pages)
 - [Finding voices in the foods of Freedom Hill: innovating solutions in Princeville, North Carolina](#) (11 pages)
- **Week 3 of September 15th: EJ in Durham & NC – Discussion**
 - **Faculty Advisor in Attendance**
 - Pre-class readings
 - [“New Growth in the Birthplace of Environmental Justice”](#) from NPR’s *Living Downstream* (podcast, 33 minutes)
 - [How Environmental Racism Impacts NC’s Drinking Water](#) (19 min. podcast)
 - [“How Local Politics Can Make an Impact in the Climate Movement: Durham, NC I with Jillian Johnson”](#) (19 min podcast)
 - [Mortality and Health Outcomes in North Carolina Communities Located in Close Proximity to Hog Concentrated Animal Feeding Operations](#) (21 pages)
 - [Duke Energy says it will fully excavate coal ash from unlined ponds, but that won’t fix the legacy of contamination](#) (5 minutes)
 - [Green New Deal for Durham](#) (website to explore)
 - [Environmental Justice Concerns and the Proposed Atlantic Coast Pipeline Route in North Carolina](#) (18 minutes)
- **Week 4 of September 22th: EJ, Climate, and Health – Speakers**
 - Paper 1 Due (500 words.)
 - **Questions:** How does climate change exacerbate health issues for vulnerable populations?
 - **Speaker:** [Danniel Carrion from the Yale School of Public Health](#) , [representative from WE Act for Environmental Justice](#)
 - Pre-class readings
 - [Daniel Carrion on the Heat Stroke or Go Broke Dilemma](#) (40 min podcast)
 - [What do new cookstoves in Ghana and air conditioners in NYC have in common? Energy justice.](#) (10 min read)
 - [Degrees of Injustice: The Social Inequity of Urban Heat Islands](#) (podcast, 35 minutes)
 - [Impacts of climate change on future air quality and human health in China](#) (8 pages)

- [The hidden culprit stealing people’s breath in Puerto Rico](#) (5 minutes)
 - [Peter Dykstra: US environmental sacrifice zones](#) (5 minutes)
 - [Connecting Environmental Justice and Community Health: Effects of Hog Production in North Carolina](#) (4 pgs)
 -
- **Week 5 of September 29th : EJ, Climate, and Health – Discussion**
 - Rosh Hashanah on 26th (Mon)
 - Questions: How do natural disasters and urban environments tie into health and climate?
 - Pre-class readings
 - [Gavin Rienne on children’s health and natural disasters](#) (40 min podcast)
 - [‘Everything Living Is Dying’: Environmental Ruin in Modern Iraq](#) (20 min read)
 - [Tropical deforestation accelerates local warming and loss of safe outdoor working hours](#) (12 pages)
 - [Fighting infectious diseases: the connection to climate change](#) (5 minutes)
 - Chapter from “All We Can Save”
 - [Environmental injustice in Pittsburgh](#) (7 minutes)
 - [The Oil Well Next Door: California’s Silent Health Hazard](#) (10 minutes)
 - [‘Rural women in Zimbabwe are in constant contact with climate change’: Q&A with Shamiso Mupara](#) (10 minutes)
- **Week 6 of October 6th: EJ, Climate, and Migration – Discussion**
 - Yom Kippur on 5th (Wed)
 - Questions: How does climate change exacerbate migration, and how does it relate to EJ?
 - Pre-class readings
 - Islands of Faith Movie (88 mins)
 - [Of Borders, Fences, and Global Environmentalism](#) (9 pg.)
 - [Climate Refugees Movie](#) (83 mins)
 - [Planet SOS from Palau to Alaska Video: Where will climate refugees go when the tide rises?](#) (25 mins)
 - [Migration as a human affair: Integrating individual stress thresholds into quantitative models of climate migration](#) (10 pg.)
 - [Climate Migrants Podcast with Colette Pichon Battle and Houma Nation Chief August Creppel](#) (30 mins)
 - [Hurricane Chasers: An Immigrant Work Force on the Trail of Extreme Weather](#) (5 pg.)
- **Week 7 of October 13th: EJ, Climate, LGBTQ+ Rights, Trans Rights– Speakers**
 - Columbus day on 10th (Mon); Fall break on Monday & Tuesday

- **Questions:** How are the LGBTQ+ and transgender communities impacted by climate change, and how does it tie into justice?
- **Speakers: Show Fire and Flood**
- **Pre-class readings**
 - [In Conversation: Climate Justice and Queer and Trans Liberation Podcast](#) (90 min)
 - [Queering Environmental Justice: Unequal Environmental Health Burden on the LGBTQ+ Community](#) (7 pg.)
 - [Sexual Orientation, Gender, and Environmental Injustice: Unequal Carcinogenic Air Pollution Risks in Greater Houston](#) (20 pg.)
 - [Why Queer Liberation Is an Environmental Justice Issue](#) (1 pg.)
 - [Yes, trans rights are an environmental issue, too](#) (1 pg.)
- **Week 8 of October 20th: EJ, Climate, LGBTQ+ Rights, Trans Rights– Discussion**
 - Paper 2 Due (500 words)
 - **Pre-class readings**
 - [Queering the Environmental Movement: Two Spirits are reclaiming their collective identity in the battle to protect Turtle Island](#) (3 pg.)
 - [I'm Black, Queer, and Fighting for Climate Justice at the UN Climate Negotiations](#) (5 pg.)
 - [Reimagining Movements: Towards a Queer Ecology and Trans/Black Feminism](#) (49 pg.)
 - [Advocacy for Sustainability Communication: Unseen Potential of Queer Communicators in Environmental, Climate Change and Sustainability Science](#) (7 pg.)
- **Week 9 of October 27th: EJ, Climate, and Energy – Speakers**
 - Diwali on 24th (Mon)
 - **Questions:** How does energy use drive climate change, and what are the EJ impacts both in the US and globally?
 - **Speakers:**
 - Cyril Obi: Program Director at Social Science Research Council, New York where he leads the African Peacebuilding Network (APN) and the Next Generation Social Sciences in Africa programs
 - **Pre-class readings**
 - <https://www.youtube.com/watch?v=pd5fQnuH5Ew> (2 hrs)
 - Preface & Intro to [Wastelanding by Dr. Traci Brynne Voyles](#) (30 pgs.)
 - Just transition (23 pgs.) by Dr. Lori Benbear
 - [This Changes Everything Film](#) (90 mins)
 - [“Energy 4 all? Investigation gendered energy justice implications of community-based micro-hydropower cooperatives in Ethiopia”](#) (20 pages)

- Questions: How is the disabled community impacted by climate change, and how does it tie into justice?
- Speakers: Speaker from [Alliance of Disability Advocates](#) on natural disaster relief, [Daphne Frias](#)
- Pre-class readings:
 - [Climate activists with disabilities fight for inclusion](#) (4 pgs.)
 - [Disabling Bodies of/and Land: Reframing Disability Justice in Conversation with Indigenous Theory and Activism](#) (17 pgs.)
 - [Climate change: Why are disabled people so affected by the climate crisis?](#) (3 pgs.)
 - [Intersections of disability justice, racial justice and environmental justice \(13 pgs\)](#)
 - [Bringing together feminist disability studies and environmental justice](#) (16 pgs.)
 - [Deafness and Disability—Forgotten Components of Environmental Justice: Illustrated by the Case of Local Agenda 21 in South Wales](#) (12 pgs.)
- **Week 15 of Dec 8th:** Disability Discussion/Final Presentations/ What Now?
 - Faculty Advisor in Attendance
 - LDOC on 9th
 - **Questions:** How do we continue to learn about EJ after this class ends?
 - **Pre-class readings:**
 - [The Tribe that's Moving Earth \(and Water\) to Solve the Climate Crisis](#) (44min podcast)
 - [Majora Carter: Greening the ghetto | TED Talk](#) (18 min)
 - [Gendered violences and resistances to development: body, land, territory, and violences against women in postwar Guatemala](#) (21 pg.)
 - [Environmental Justice, Health, and Carceral Facilities](#) (11 pg.)
 - [They Knew Which Way to Run Podcast Series](#)
 - [Infrastructure & Climate Change](#)