

Global Climate Justice



ENVIRONMENTAL
SOLUTIONS
INITIATIVE



What's in this module?

Activities

3 videos
6 readings
9 optional activities
1 optional project

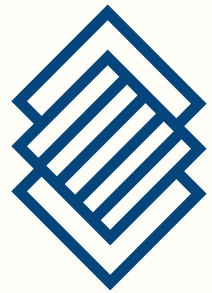
Contents

This module introduces foundational components, dilemmas and debates surrounding global climate justice. Students have the opportunity to see many examples through interactive case studies and activities with resources from BBC, MIT, TED.com and more.

Key Resources:

- [Bhavnani et al. \(2019\). *Climate Futures: Reimagining Global Climate Justice*. Bloomsbury Academic and Professional.](#)
- [The World's Fight for Climate Justice \(BBC\) \(Timperly, 2021\).](#)
- [The End of Oil Explained \(Vox/Netflix\)](#)

Agenda and Learning Objectives



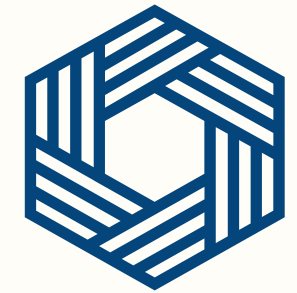
Identify
aspects of
global climate
injustice within
environmental
issues



Review the
history,
themes, and
origin of global
climate justice



Examine global
climate justice
action from
articles and
videos



Research local
climate justice
issues and
assess them on
a global scale

Warm-Up:

Turn to a partner or small group and discuss at least one of these questions

- ***Why are the impacts of climate change unequally shared?***

- ***What are some examples of global climate change impacts that disproportionately affect a group? How are these groups affected?***

Introduction

- Climate Justice recognizes the disproportionate impacts of climate change on low-income communities and communities of color around the world - the people and places least responsible for the problem

The University of California Center for Climate Justice
<https://centerclimatejustice.universityofcalifornia.edu/>

Individual → Local → National → Global



On global climate justice: "Only movements that firmly identify themselves within historical movements for social justice and change, and that arise from this planetary system failure, will be able to mobilize society-wide transformations around the globe. These movements have often based their strategies and tactics on challenging the forces that continue to deepen this historical ecological rift" (Bhavnani et al. (2019). *Climate Futures: Reimagining Global Climate Justice*. Bloomsbury Academic and Professional).

EX: Narmada Bachao Andolan (1985) v. Dams & Break Free (2016) v. Fossil Fuels

Background

Exploring global disproportionate impacts:

- 1990s: UN climate conventions implemented
 - The Paris Agreement recognizes the concept of climate justice
- *"Climate change is not only an environmental problem: it interacts with social systems, privileges and embedded injustices, and affects people of different class, race, gender, geography and generation unequally" (BBC)*
 - The most vulnerable countries produce the least global emissions
 - *"Many poorer countries haven't had the chance to amass wealth from burning huge amounts of fossil fuels, but are now being asked to give them up" (BBC)*



Context:

Addressing Global Climate Justice

Understand the roles of *climate change, colonialism, and capitalism.*

Why is it important to consider the colonial past and its current implications to ensure climate justice?

How does your current political system fail to respond to justice issues?

Understand the role of *culture.*

Perspectives of gender, indigeneity, race, sexuality, sustainability, etc. differ globally and locally and through language and dialects.

Although there are similar issues across the globe, solutions are not one-size-fits-all.

How can solutions be designed to be culturally adept?

Understand *past and current efforts.*

Issues do not go unnoticed, especially by those who are affected firsthand. Action often follows in varying capacities.

How can acknowledging and assessing existing efforts propel solutions?

Brainstorm:

- The London School of Economics states that the climate justice movement was "born primarily from the advocacy of people of colour both from the Global South and within rich countries, particularly the United States"



- **Does the origin of the climate justice movement influence what types of issues are brought to the global forefront (ex: in media)? Why or why not?**
- **Can focusing on a country's economic means deter from its internal disadvantaged groups? Why or why not?**

GLOBAL OIL DEPENDENCY



Activity #1:

Watch & Discuss

The end of oil, explained ([Vox/Netflix](#))



Retrieved from <https://www.youtube.com/watch?v=pafA-RU3q7U>

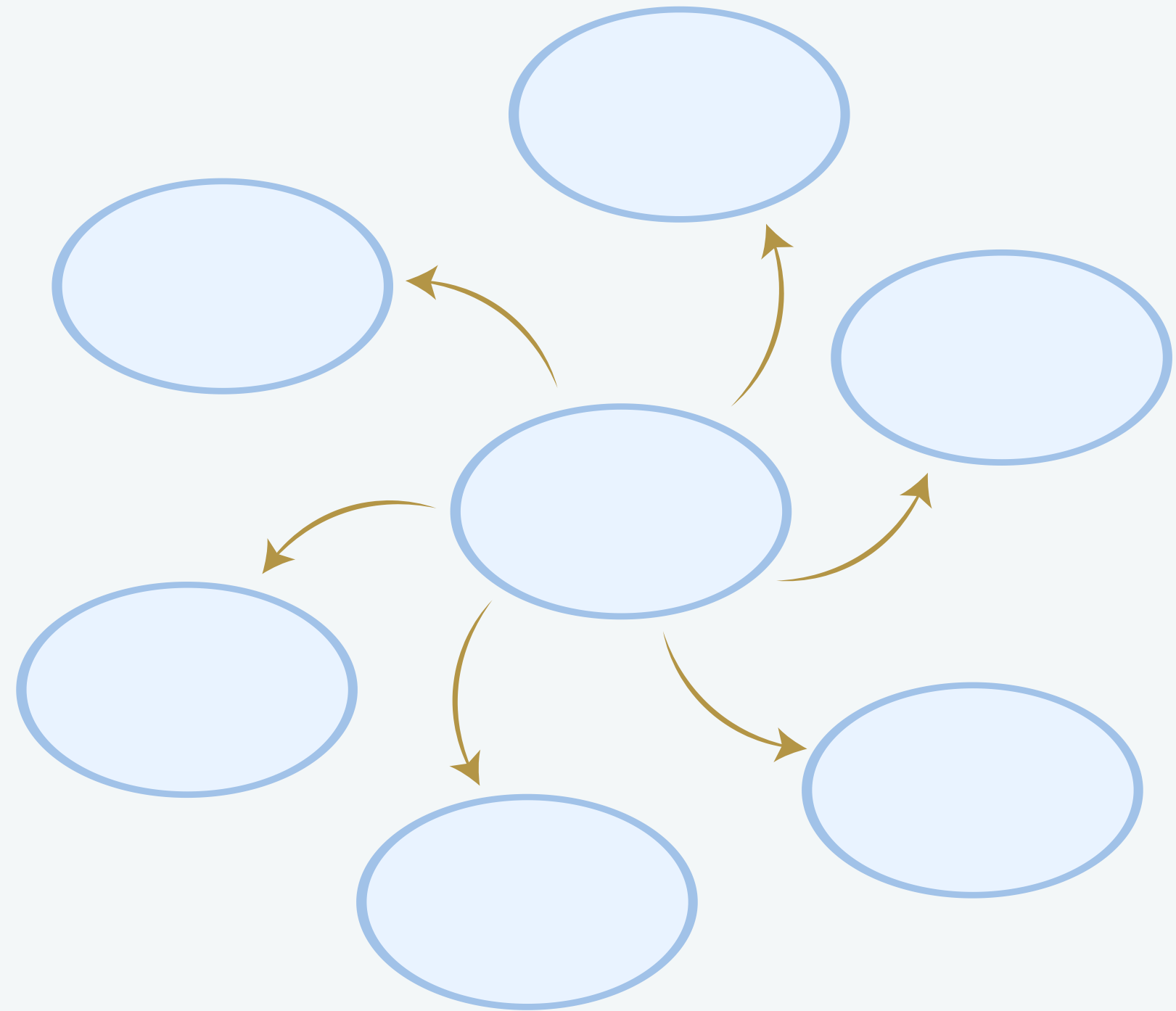
Discussion Questions (1a)

- 1) How has the oil industry cemented itself into nations that prioritized other industries?
- 2) Why do nations and laborers of these nations not experience greater benefit from the oil industry's wealth?
- 3) What is a "resource curse" and what are other resources/countries that observe this term?
- 5) What are some strengths and weaknesses of the video?

Create a group concept map of the elements needed to reduce the need for fossil fuels? Are these solutions realistic and justice-centered?

Concept Map (1b)

For a step further, add how these solutions can be implemented on both an individual and community scale



Activity #2:

Read & Discuss

Colonial Legacy and Development: Reflection on Nigeria's Oil Dependency and Economic Resilience amidst the COVID-19 Pandemic (2022)

<https://doi.org/10.26593/sentris.v3i2.6106.168-182>

Colonial Legacy and Development: Reflection on Nigeria's Oil Dependency and Economic Resilience amidst the COVID-19 Pandemic

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ABSTRACT

This paper argues that the lack of economic diversification caused by colonial practices serves as the cause of Nigeria's dependency towards the oil sector, hence exacerbating their economic condition amidst the COVID-19 pandemic. What began as colonialism with the British Empire has carried out into today's day and age as Nigeria's economic vulnerability and dependency on its oil industry. Despite previous experiences in facing crises due to fluctuating global oil markets, it is apparent that the sector of mining and quarrying –including oil– still holds a great proportion of Nigeria's domestic revenue sources, despite attempts to diversify the country's economic portfolio. It is clear that Nigeria's lack of diversification of economic sources as a colonial legacy makes the country more vulnerable towards crisis, especially in the context of COVID-19. Nigeria's dependency on Oil in the wake of post-colonialism offers a good example of the vulnerable nature of economies that lack diversification. Furthermore, this study uses literature findings as its main source of data. One can also see literature comparison of the concept regarding the impact of neo-colonial frameworks towards former colonies.

Keywords: *neo-colonialism, Colonial Legacy, Economic Diversification, Crude Oil.*

Discussion Questions

- 1) What is neocolonialism and how can its structure influence Nigerian national profits and internal conflict?
- 2) What are some ways in which mono-product society can occur? How can this affect internal labor opportunities of different specialties?
- 3) How can communities that depend on the oil industry be economically empowered?

**FOSSIL FUELS IN
THE GLOBAL
SOUTH**



Activity #3:

Watch & Discuss

A new social contract for global climate justice (TED)



Retrieved from
https://www.ted.com/talks/huma_yusuf_a_new_social_contract_for_global_climate_justice/transcript?language=en&subtitle=es

Discussion Prompt

Yusuf highlights Pakistan and the global consequences of marginalizing climatically vulnerable nations. Yusuf also mentions the idea of "climate creditors".

What are some examples of other climate creditors and countries fighting back?
Ex: Malaysia returning plastic waste to countries

Activity #4:

Choose & Debate

Do poorer nations with fewer global emissions have the right to pollute as richer nations/historically high polluters take on the responsibility of significant emission reductions?



Fossil Capitalism in the Global South
(UChicago Research Project)



"Who gets to keep burning fossil fuels as the planet heats up?" (Vox article)

"The accompanying issues of justice concern relations between poor and rich nations and between present and future generations. For example, should not the less developed and more populous countries (like China and India) have a greater right to pollute, while the developed nations take on more responsibility to make deep cuts in their emissions and undertake financial commitments to help the developing nations achieve their goals?" (*Climate Futures: Reimagining Global Climate Justice*, p. 22)

GLOBAL IMPACTS OF MINING



For more on mining, see [here](#)

Activity #5:

Read & Debate

How Can U.S. Safely Mine Minerals Critical to a Carbon-Free Economy?



How Can U.S. Safely Mine Minerals Critical to a Carbon-Free Economy?

Last year, the International Energy Agency warned that, according to current supply projections, the world may not have enough needed minerals to power a carbon-free world. Today's shortfalls, the agency alerted in a report, "Raises the risk of delayed or more expensive energy transitions." Renewable energy technologies like solar power, wind farms, and electric vehicles require more critical minerals—such as lithium, nickel, copper, and cobalt—for their technology to work than their fossil fuel counterparts. For example, the average EV requires six times as many of these vital minerals as a conventional car; onshore wind uses nine times more than a gas-fired power plant.

Recognizing this growing demand, the Biden administration announced in October an influx of \$2.8 billion under the Bipartisan Infrastructure Law toward domestic production of batteries and battery minerals. Yet extracting

more minerals means more mining—a process that can entail significant environmental and social impacts. They include potential water quality concerns, intrusions onto Indigenous nations, and harms to biodiversity, among others. Recent lawsuits over mines like the Lithium Americas mine in northern Nevada and the Rosemont copper mine near Tucson, Arizona, further highlight this growing controversy.

We ask a group of experts: How can we incentivize strong environmental and social safeguards for mining critical minerals? What reforms are needed in existing regulations, such as the General Mining Act of 1872? Could technological innovations like recycling of electric batteries and other components play a role? And fundamentally, how can policymakers ensure enough critical mineral supplies for clean energy without harming the lands and people affected by mining?

Discussion Prompts

Allow each group to share their answers with the class

Group 1: Supply Chain

- Compton expresses skepticism regarding matching energy demand with a stream of recycled metals. Is this skepticism warranted? Why or why not?
- What solutions does Compton propose? How can these be realized on both an individual & community level?

Group 2: Reform & Energy

- Henderson outlines the health damage & continued neglect for native communities on public land. What solutions does Henderson outline? How can these proposed solutions be exercised on an individual & community level?

Group 3: Electricity

- Mergen addresses claims that lithium mines are essential to a net-zero economy despite continued opposition and failed land protection. What solutions does Mergen propose? Do you think that this monetary proposal is enough? Why or Why not?

Group 4: International Cooperation

- Odell addresses the US's high GHG emissions and large import rates of mined goods causing environmental & social harms in many regions, including Latin America. What does Odell propose in terms of country relations and internal solutions? How can these proposed solutions be exercised on an individual & community level?

Group 5: Just Transition

- Sampat shares that mining metals "accounts for 10% of the world's GHG emissions" and that low-carbon energy sources will increase in demand. What concerns and solutions does Sampat share? How can these proposed solutions be exercised on an individual & community level?

Group 6: US Mineral Potential

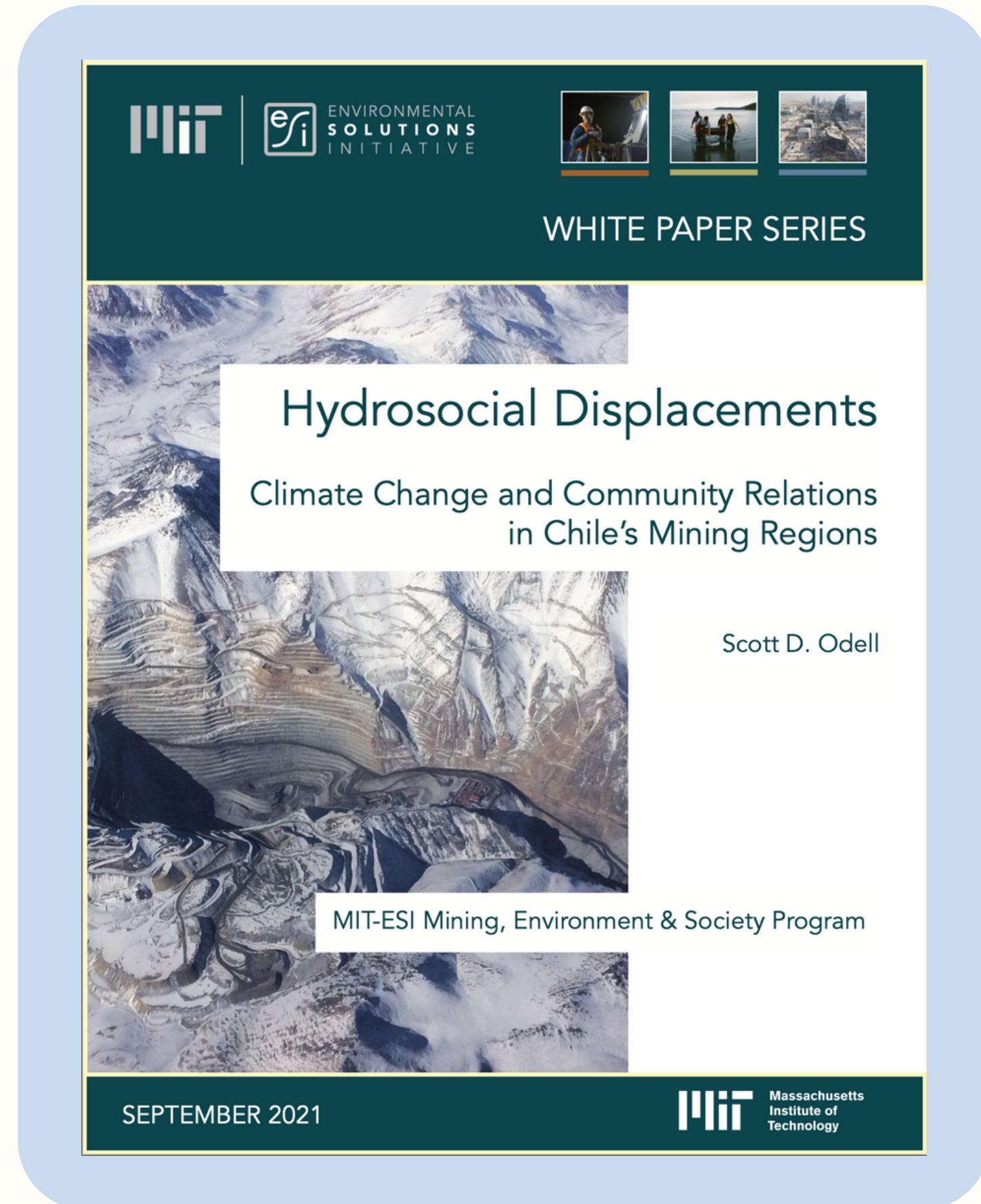
- Sweeney expresses that domestic mining and processing is a key component for preparing for new clean energy demands. What concerns and solutions does Sweeney share? How can these proposed solutions be exercised on an individual & community level?

Activity #6:

Read & Discuss

[Hydrosocial Displacements: Climate Change and Community Relations in Chile's Mining Regions](#)

Before the reading: Define hydrosocial conflict. What are some examples?



NATURAL CLIMATE SOLUTIONS



Activity #7:

Read/Watch & Discuss

[Natural Climate Solutions \(NCS\)](#) &
[Creative Capacity Building \(CCB\)](#)

Click on the links above or in
the bubbles (at right) to
explore.



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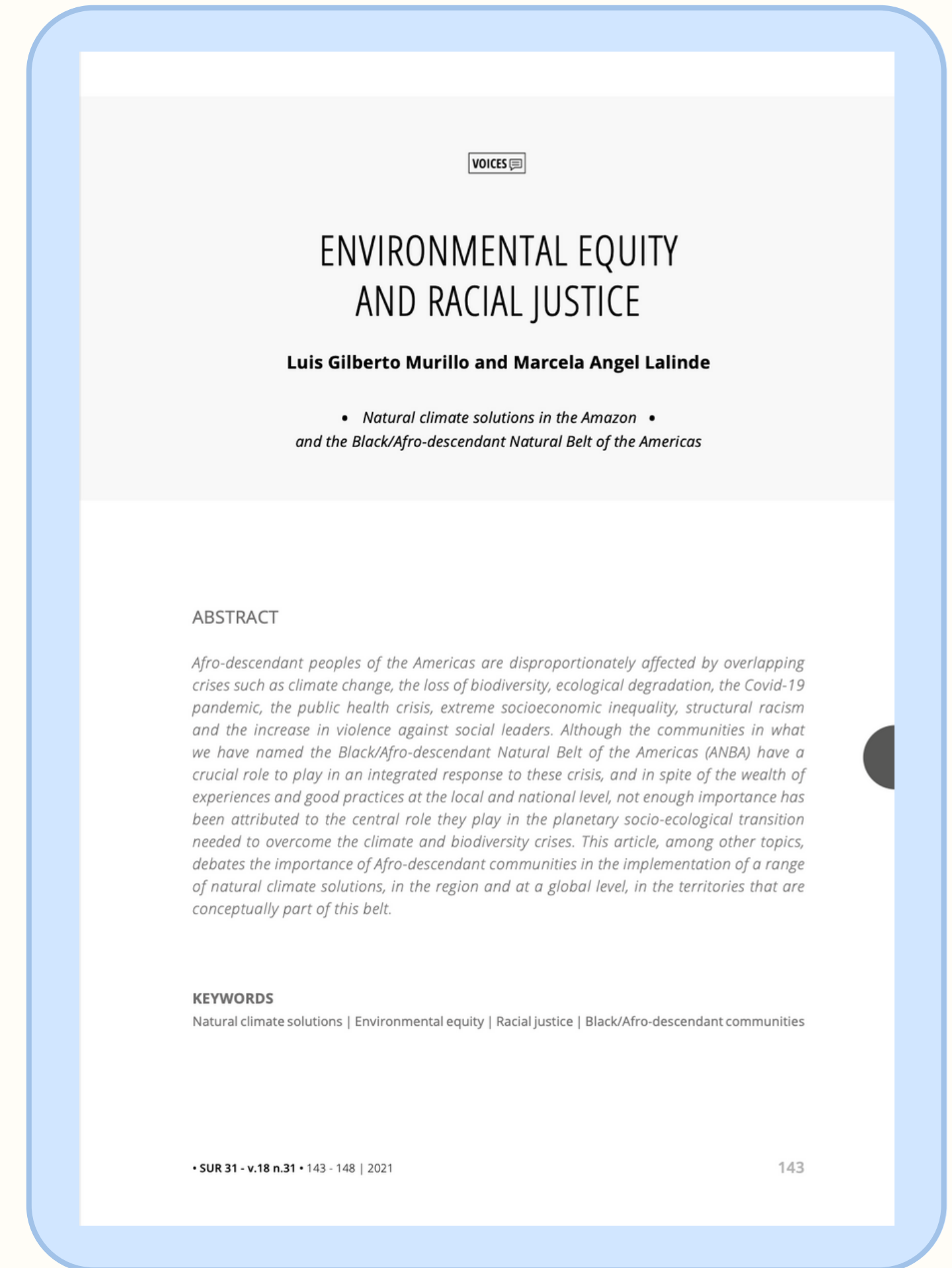
Discussion Questions

- 1) What does it mean to foster Creative Capacity Building?
- 2) Why is it important to empower groups to foster their own solutions? How is that different from including a community in planning solutions?

Activity #8:

Read & Discuss

List the key themes of Environmental Equity and Racial Justice



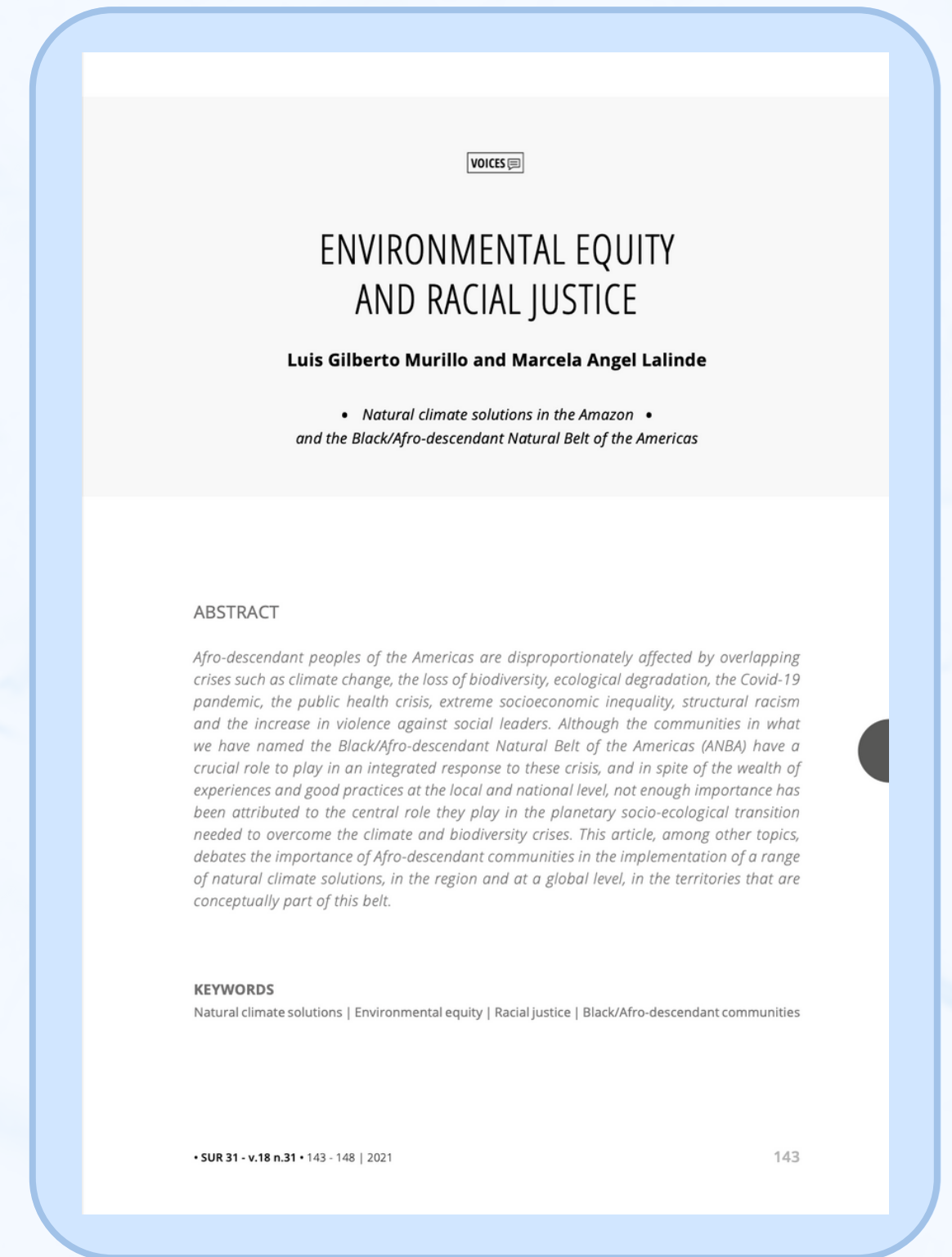
(Gilberto Murillo & Angel Lalinde, 2021)

Notes from the reading:

This *short* paper titled -- "Environmental Equity and Racial Justice" -- covers:

- How interconnected challenges center community-led natural adaptation and mitigation climate solutions (Ex: racial justice)
- Disproportionate affects, focused on Afro-descendant populations in Latin America and Caribbean
- The slave trade, colonialism, results of geographical isolation
- Significant contributions despite *disproportionate risk exposure and unequal access*
- Black/Afro-descendant Natural Belt of the Americas (ANBA)
- The importance of creating and reinforcing existing networks to strengthen communities

For more information about Afro-descendant communities and the climate crisis, visit [MIT's AIFCC website page](#)



(Gilberto Murillo & Angel Lalinde, 2021)

Activity #9:

Read & Discuss

"The remarkable floating gardens of Bangladesh" (BBC) (*dhap or baira*)



Discussion Prompt

Using the previous reading as an example, think about some historic cultural climate adaptations. Explore how these adaptations are used today to combat issues including -- but not limited to -- food security, energy efficiency, and cultural preservation.

CURRENT CONNECTIONS



Global Climate and Justice Activists

Read the short bios of [12 climate activists](#) from around the world.

Discuss with a partner and/or share out with the class:

- Which activist's work sticks out to you? Why? What are they doing for environmental protections and climate justice? Is it highly localized or does it have a global impact?
- How do you think global action plans differ from local climate action?
- How is engaging activists from around the world a climate justice approach?



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BEYOND THE MODULE



Additional Resources:

Project Option: Individually or with a group, use the resources below to learn about a topic within the context of global climate justice to present in any format with the class. One option is to pinpoint local climate injustice and assess it on a global scale and to propose solutions on both an individual and community scale.

[Decolonial Climate Justice](#)

[Food Security](#)

[EN-ROADS](#)

[The True Cost](#)

[Decoloniality Practices](#)

[Risk Management](#)

[Klimaforum, 09](#)

[Acronyms](#)

[Climate Futures](#)

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