

Environmental Justice Summer Course, University of Copenhagen

This note describes the Environmental Justice Summer Course at the University of Copenhagen, based on the 2018 version of the course.

This is a three-week intensive course with lessons 9 am – 4 pm all days (i.e. 10 days in total) and then an individual essay exam lasting a week. Most of the modules are 3-hour sessions, but a few are full days (9-4 with one-hour lunch break). The descriptions thus reflect this structure. The course runs with ~30 participants.

The [course description](#) sets out the overall purpose, learning outcomes and learning activities. The descriptions of the modules set out the learning activities and preparations for the modules that together comprise the course as set out in the [course schedule](#). The exam is described in the [exam sheet](#).

The course is taught by [Jens Friis Lund](#), [Mattias Borg Rasmussen](#), and [Rebecca Leigh Rutt](#). We are happy to answer any questions you might have about the course.

Course description (as it appears on the UCPH course portal)

Across the Globe, people rise up and protest against social inequities and environmental threats. They protest when confronted with environmental 'bads' such as polluted or degraded local environments. They protest when barred from accessing environmental 'goods' such as clean water, land for agriculture or grazing, or urban green spaces for recreation. They protest against environmental injustices associated with infrastructure development, industrial complexes, agribusinesses, and large corporations, which are seen to derive profit from activities that threaten the environments that underpin the livelihoods of current and future generations. These social movements can be grassroots groups and/or groups organized as non-governmental organizations, and often organize under the banner of 'environmental justice'.

Alongside the growth of environmental justice movements, the academic field of environmental justice has also rapidly expanded. It is a highly interdisciplinary field that draws on theories and concepts from across the natural and social sciences and humanities, such as environmental science, moral and political philosophy, science studies, development studies, and critical human geography. Environmental justice academics seek to analyze: (i) the nature of the distribution of environmental benefits and burdens; (ii) how environmental phenomena are experienced in different ways by different social groups; (iii) how justice claims are enacted/mobilized in struggles over resources, in particular the strategies of the social movements that call for justice.

This course offers students of environmental science, food science, natural resources governance, geography, global development or similar fields the opportunity to learn how to understand, analyze, and engage in environmental justice conflicts and debates. Through an intensive three-week course, students will practice unraveling claims of environmental (in-)justice from a social science perspective that also incorporates elements of environmental history and environmental science. Students will also engage with theories on how social movements strategize and communicate their claims, and will get a chance to formulate their own strategy and methods for communicating such claims. Finally, students will be exposed to the realities of environmental justice advocacy groups that struggle to affect current environmental injustices. By the end of the course, students have acquired the skills to formulate critical questions and clear methodologies around environmental justice that will enable them to engage in diverse environmental justice conflicts and debates across diverse topics, scales, and contexts.

Learning outcomes

Upon completing this course, the students should be able to:

Knowledge:

1. Describe environmental harms and benefits
2. Describe the history of environmental justice
3. Describe practical principles of communicative strategies for justice-based social movements
4. Explain how environmental justice draws on elements of political and moral philosophy, post-colonial theory, political-economic theory, and social movement theory

Skills:

1. Assess the distribution of environmental harms and benefits
2. Analyze claim-making in environmental justice conflicts
3. Develop communicative strategies for social movements in environmental justice conflicts

Competencies:

1. Critically analyze actor positions and claims in environmental justice conflicts
2. Reflect on communicative strategies used by social movements in the context of environmental justice conflicts

3. Collaboratively develop environmental justice campaigns and create communicative strategies for use in environmental justice conflicts

Literature

The curriculum for the course will include book chapters and scientific articles. A full reading list will be made available in advance of the course. The curriculum will include: foundational works of environmental justice; examples of the philosophical underpinnings of environmental justice; post-colonial theory, feminist theory, critiques of capitalism and neoliberalism, and theories on social movements; critical environmental history and; communicative strategies and action.

Teaching and learning methods

The course blends a number of learning methods. Theoretical and case-oriented lectures-cum-discussions, with an emphasis on in-class dialogue, will demand that students arrived prepared for active exchange. At least one excursion and one or more visits by representatives of social movements will diversify learning opportunities. Case-based group work will challenge students to collaboratively analyze and develop a communicative strategy for an environmental justice case. This communicative strategy will form the basis for an individual essay exam, where students will be asked to critically analyze the chosen strategy.

Academic qualifications

No academic qualifications are required.

Exam

Credit: 7.5

Type of assessment: individual essay exam written over one week (the third week of the course) with the possibility for one supervision session in groups on the Wednesday of the third week

Course schedule

This is the schedule for the course (green is lectures/discussions/excursions, yellow is group work/supervision/Q&A). There are active links to the descriptions of the individual sessions, including literature, that follows after this page.

Environmental Justice Course Plan August 2018					
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Introduction to the course	Rawls and Fraser	Critiques of capitalism	The decolonial critique	
Afternoon	Introduction to Environmental Justice	Applying Rawls and Fraser: Flint Water Crisis	Group work	Group work	Excursion: Justice in urban green spaces
Week 2					
Morning	Politics of Knowledge: Evidence, complexity and values	Narrative and affect	Contentious politics	Globalizing Environmental Justice	Group presentations and end-of-course
Afternoon	Politics of Knowledge: TEK	Group work	Feedback: Communicative strategies	Group work	
Week 3					
Morning			Q&A in groups about individual essay exam		
Afternoon					

Introduction to the course

We meet in the lecture room at 9 am sharp and are introduced to each other, to why one should study environmental justice, and to the course learning outcomes, structure, and learning activities.

We also form groups for the collaborative case-based work where we ask you to analyze and develop a communicative strategy for an environmental justice case.

Finally, we talk about how we want to organize ourselves to ensure a steady supply of coffee, tea, and maybe cake, over the coming two weeks.

Special task: No later than August 5, 2018, send one image to Jens, jens@ifro.ku.dk, that illustrates environmental justice to you, and prepare a short explanation/presentation of it, lasting a maximum of 2 minutes. On the day, we will start the course with your images and explanations/presentations.

How to prepare:

Read Carson, Rachel (2000 [1962]) 'A Fable for Tomorrow' & 'The Obligation to Endure' , in *Silent Spring*. London: Penguin Classics, pp. 21-30.

Walker, Gordon. 2012: *Understanding Environmental Justice* , in *Environmental Justice: Concepts, Evidence and Politics*. London and New York: Routledge

Introduction to Environmental Justice

This module introduces the historical roots of environmental justice, and invites course participants to reflect upon the possibilities and pitfalls of a critically engaged scholarship. How do we speak truth to power and reveal underlying dynamics of inequality without being biased? We look at the roots of the environmental justice movement in the US South, and will read an excerpt from one of the foundational texts: *Dumping in Dixie*, by Robert Bullard. That text will allow us to open up the field of environmental justice by focusing on some of its core ideas related to the uneven distribution of harm and what Bullard calls 'environmental racism'. In the discussion of Bullard we seek to situate him in both time and place to understand why environmental justice emerge as a field of inquiry at that moment. Situating Bullard will also allow us to explore the possible convergence of academia and grass-roots movements in scholarly activism. We then look at the developments of environmental justice as an academic field, and explore the widening scope of its field of inquiry including a shift in attention from focusing solely on environmental 'bads' to also including the distribution of environmental 'goods' such as urban green spaces.

In the second part of this introductory session we will begin to put some empirical detail to this debate. We will look at a recent, well-known case of uneven distribution of environmental harm: the Flint water crisis. To help us understand the urgency of the case, we will rely on a brief interview by Michael Moore. Through group work and a guided discussion we will seek to think about the extent to which we can understand the Flint water crisis as a case of environmental justice.

Readings

Bullard, Robert J. (2000[1990]) *Environmentalism and Social Justice*, in *Dumping in Dixie: Race, Class and Environmental Quality*. Third Edition. Boulder, CO: Westview Press: 1-20

Taylor, Dorceta (2014) *Toxic Exposure: Landmark Cases in the South and the Rise of Environmental Justice Activism* (Links to an external site.)Links to an external site., in *Toxic Communities: Environmental Racism, Industrial Pollution and Residential Mobility*. NY: New York University Press: 6-32

News stories:

New York Times: <https://www.nytimes.com/interactive/2016/01/21/us/flint-lead-water-timeline.html>

National Public Radio: <https://www.npr.org/sections/thetwo-way/2016/04/20/465545378/lead-laced-water-in-flint-a-step-by-step-look-at-the-makings-of-a-crisis>

CNN: <https://edition.cnn.com/2016/01/11/health/toxic-tap-water-flint-michigan/index.html>

Rawls and Fraser

This session explores the philosophical underpinnings of environmental justice. We will read to brief excerpts from social and moral philosophers Nancy Fraser and John Rawls, whose work has been instrumental in formulating theories of social justice that co-constitute the field of environmental justice.

We start out by discussing Rawls. John Rawls published widely on justice in the mid twentieth-century, and his *Theory of Justice* from 1971 collected his essays into a massive volume. To Rawls, justice is fairness as linked directly to distribution of benefits and burdens. He sees an imaginary 'original position' from where we can assess the best way of developing mechanisms for fair distribution. The primary project of Rawls and other liberal theorists of justice is thus on how and what will become distributed in the development of a just, fair and equitable society.

Rawls' perspective on justice as distribution has later been contested by a number of scholars, including Axel Honneth and Nancy Fraser. Along with others, they pose a set of challenges to Rawls' original proposition that justice at its core is about distribution. To Fraser and Honneth, recognition and in their later writing also representational or procedural justice must equally be taken into consideration not as subsets to distribution as argued by Rawls and other liberal social theorists, but as domains of justice in their own right. We will look in particular at Fraser's work, and explore how she creates an argument which is both in opposition to and yet extends from Rawls' position.

Readings

Rawls, John (2009 [1971]) Excerpt sections from Chapter 1 (Links to an external site.)Links to an external site. ('Justice as Fairness'): 'The role of Justice', 'The Subject of Justice', 'The main idea of the Theory of Justice', and 'The Original Position and Justification', in *A Theory of Justice*. Cambridge, MA and London: The Belknap Press of the University of Harvard Press, pp. 3-22

Fraser, N. 2008. From redistribution to recognition? Dilemmas of justice in a "postsocialist" age . pp. 9-42. In: Olson, K. *Adding insult to injury. Nancy Fraser debates her critics*. London: Verso.

Applying Rawls and Fraser: Flint water crisis

The session continues with the Flint water crisis – initially introduced yesterday - which has revealed deep social and racial inequalities in water provision in the US. Here we seek to understand this case from an EJ perspective, emphasizing the questions raised about distribution, recognition and representation in the morning's session. We then watch a documentary giving us a historical perspective on the current water crisis and discuss how knowledge of the past is important to understand struggles of the present.

How to prepare:

Rutt, R.L. and Bluwstein, J. 2018. Quests for Justice and Mechanisms of Suppression in Flint, Michigan. *Environmental Justice* 10 (2), 27-35.

Critiques of capitalism

This session engages in a theoretical critique of capitalism. We will seek to understand the phenomenon of capitalism by engaging with Marxist political economy. Marx developed a complete analytical system with which to describe the dynamics of capitalism. This system of concepts and their interrelations has been taken up by, among other, the geographer David Harvey, who has put it to use to understand the dynamics – also in terms of geography – of capitalism and its crises in the present. For our purposes, this view on ‘the economy’ can help us understand why we tend to see deepening human suffering alongside growing prosperity. It can also help us understand why production and consumption is distributed unequally across space and the spatial and temporal pattern of economic crises. Another perspective on Marxist theory – called ecological Marxism and particularly associated with John Bellamy Foster – can help us understand why capitalism tends to undervalue and exploit nature, i.e. why we often see environmental degradation and pollution as a consequence of extraction, production, and transport of goods for the market. In this session, we will seek an understanding of the ‘mechanics’ of Marxist political economy, to enable us to use this theory to analyze and understand EJ problems.

How to prepare (in that order):

Watch:

1. [David Harvey](#), 19 min video, explanation of Marxist theory and crises of capitalism.
2. [John Bellamy Foster](#), 34 min video, explanation of Ecological Marxism.

Read:

Harvey, D. 2011. Roepke Lecture in Economic Geography—Crises, Geographic Disruptions and the Uneven Development of Political Responses. *Economic Geography* 87(1):1–22.

The decolonial critique

This session examines the recent developments at Standing Rock through the lens of decolonial theory.

In 2016, the Dakota Access Pipeline (DAPL) was approved by the North Dakota Public Service Commission. Intended to channel oil from the Bakken oil fields to an oil tank farm some 1200 miles away in Illinois, the DAPL project was met with resistance from a number of social movements and indigenous organizations. The permanent camp of resistance at Standing Rock of the Sioux attracted particular attention. In this module we will look at the resistance against DAPL and how that became conducive of a number of different articulations of environmental justice related to water. We then zoom in on Standing Rock in particular and discuss the particular configurations of the resistance to the pipeline amongst the Sioux and other Native Americans whose land and water would be negatively affected.

We are interested in the ways in which we can understand the environmental racism (as per Bullard) as related to the persistence of internal colonialism. We will therefore be inspired by recent theorizations of the relationship between a settler colonial state (such as the US, Canada and Australia) and the peoples inhabiting these territories prior to the arrival of the settlers and the consolidation of the nation-state. Glen Coulthard is writing on Canada, but his insights travel well into the US context. The introduction to his book is a demanding text. To aid the reading of his introduction, you have been assigned an interview with in which his ideas are presented in a more accessible language. You will also be reading a text by Kyle P. Whyte, which makes the explicit link between DAPL, colonialism and environment justice. To accompany that text you will furthermore read Archambault II and NoiseCat & Spice, both of whom are directly involved in the struggles and provide positioned accounts of the events.

We suggest that you read the texts in the following order: Epstein, NoiseCat+Spice, Archambault II, Whyte, and Coulthard.

Readings

Archambault II, David (Standing Rock Sioux). 2016. Taking a Stand at Standing Rock. New York Times, August 24, 2016. 2pp.

Coulthard, Glen Sean (2014) Introduction. Subjects of Empire, in *Red Skind, White Masks. Rejecting the Colonial Politics of Recognition*. Minneapolis and London: University of Minnesota Press, pp. 1-24

Epstein, A.B. The Colonialism of the Present. An interview with Glen Coulthard, *Jacobin*, January 13, 11 pp.

NoiseCat, Julian Brave (Secwepemc/ St'at'imc) and Anne Spice (Tlingit). 2016. A History and Future of Resistance *Jacobin*, September 8, 5 pp.

Whyte, Kyle Powys (2017) The Dakota Access Pipeline, Environmental Injustice and U.S. Colonialism in *Red Ink* 19(1): 154-169

Excursion: Justice in urban green spaces

Urban green spaces (UGS) are a valued element of urban planning in much of the world. UGS such as parks, street trees, and urban agriculture areas are promoted by scholars and practitioners alike for their multiple ecosystem services, including their contributions to counteracting the adverse effects of climate change and to improving urban residents' physical and psychological wellbeing. UGS have come to be an integral part of planning efforts toward sustainability, as a 'nature-based solution' to help produce healthy, socially-cohesive, economically-competitive, and climate-resilient cities.

In reality, UGS, like many environmental 'goods', are prone to distributional and procedural inequities that favor elite interests. How 'good' UGS are must also be questioned, as differences in for instance the resources for maintenance or the types of amenities provided vary widely. UGS are also increasingly implicated in gentrification trends in many cities.

This two-part session will introduce some of the broad themes in relation to exploring and understanding justice in relation to urban green spaces and ground these in two examples from central Copenhagen: the urban agriculture project DYRK Nørrebro, and the green park 'Folkets Park' - both of which we'll visit during the day.

How to prepare:

Gordon, W. 2012. Urban greenspace, Distributing an environmental good . In: Environmental Justice: Concepts, Evidence and Politics. 12 pgs. A good summary piece of the key issues in relation to urban green spaces from a justice perspective.

Horst, M., McClintock, N. and I. Hoey 2017. The Intersection of Planning, Urban Agriculture, and Food Justice. *Journal of the American Planning Association* 83, 277-295. 15 pgs. A recent review paper grounded in practical implications for urban planners.

Rose, J. 2017. Cleansing public nature: landscapes of homelessness, health, and displacement. *Journal of Political Ecology* 24, 11-23. 11 pgs. A rather easy read on urban green spaces, homelessness, and narratives of health and cleanliness

Supplementary readings (we don't expect you to read this - see it as a resource if you are

Dooling, S. 2009. Ecological Gentrification: A Research Agenda Exploring Justice in the City. *International Journal of Urban and Regional Research* 33.3, 621–39.

Rutt, R.L. and Gulsrud, N. 2017. Green justice in the city: A new agenda for urban green space research in Europe. *Urban Forestry & Urban Greening* 19, 123–127. A recent paper I co-wrote that provides a nice summary of key justice questions to ask of UGS at a larger scale; the paper also points out that despite the rich research tradition in e.g. the USA, such research is still broadly lacking in Europe.

Politics of knowledge: Evidence, complexity and values

This session looks at evidence and values in the context of environmental justice. We start by examining environmental and social impact assessment tools and how they square with a justice perspective (Walker 2010). Then we look at the challenges of providing unambiguous evidence in a context of complex ecologies, which implies that facts are never value-free (Jørgensen 2013). We discuss how science is ambiguous and often deeply entangled with values in policy processes (Jørgensen 2013) and how facts are shaped by the societal context in which they exist and by who carries them forth (Langston 2012).

How to prepare:

Walker, G. 2010. Environmental justice, impact assessment and the politics of knowledge: The implications of assessing the social distribution of environmental outcomes. *Environmental Impact Assessment Review* 30 (5):312-318.

Langston, N. 2012. Rachel Carson's Legacy: Endocrine Disrupting Chemicals and Gender Concerns. *GAIA* 21/3: 225– 229.

Jørgensen, D. 2013. Environmentalists on both Sides: Enactments in the California Rigs-to-Reefs Debate. Chapter 4 in: Jørgensen, D., Jørgensen, F.A. and S.B. Pritchard (eds.) 2013. *New Natures: Joining Environmental History with Science and Technology Studies*. University of Pittsburgh Press.

Politics of knowledge: TEK

This session continues the morning debates on the politics of knowledge. In this second half of the day we focus in particular on the relationship between indigenous forms of knowing the world and the scientific knowledge. To explore these questions we will turn to the Arctic, whose accelerating resource exploitation can be linked both to the global political economy and to climate change. We will be particularly concerned with environmental impact assessments because these have emerged as a particular and institutionalized way of producing knowledge which can be used to hold industries accountable. However, often environmental impact assessments may exclude locally embedded knowledge in its attempt to render impacts scientifically legible. In this session we will therefore explore what is called Traditional Ecological Knowledge (TEK), and how that may or may not play a role in the uneven epistemological encounters over claims to environmental justice. We will also draw from examples from the oil spills in the Amazon and impacts on water in the Andes.

Readings

Cruikshank, Julie (2004) Uses and Abuses of 'Traditional Knowledge': Perspectives from the Yukon Territory. In: David Anderson and Mark Nuttall (eds.) *Cultivating Arctic Landscapes: Knowing and Managing Animal Populations and the Environment in the Circumpolar North*. Oxford: Berghahn. p. 17-32, 2004.

Nadasdy, Paul. "The Politics of Tek: Power and the 'Integration' of Knowledge." *Arctic Anthropology*, vol. 36, no. 1/2, 1999, pp. 1–18.

Keeling, Arn, and John Sandlos. "Environmental justice goes underground? Historical notes from Canada's northern mining frontier" *Environmental Justice* 2.3 (2009): 117-125.

Narrative and affect

This session explores communicative aspects of environmental justice movements. As any social movement, environmental justice relies on stories to mobilize participants and enroll activists in their program. This session builds on understandings on the politics of knowledge achieved in the previous session to inquire into the importance of narratives and storytelling to communicate aspects of environmental justice and to produce experience-based counter-narratives to the dominant, scientific narratives often instigated by state and industries. We will closely examine one of the birthplaces of the environmental justice movement: Warren County in North Carolina, where struggles against a landfill in the poorest county in the state which was furthermore inhabited predominantly by people of color made evident the convergence between environmentalism and the social rights movement. Its denomination as a birthplace is not unproblematic since it obscures ongoing struggles in the county. By looking at the performativity of storytelling in Warren County and with inspiration from a potential nuclear waste site in Nevada, we examine how narratives amongst activists and scholars can shape environmental struggles. We end the session by discussing our own role as environmental justice scholars in the production of narratives.

Readings

Houston, Donna. 2013. "Environmental Justice Storytelling: Angels and Isotopes at Yucca Mountain, Nevada " *Antipode* 45 (2):417-435. doi: 10.1111/j.1467-8330.2012.01006.x.

Pezzullo, Phaedra C. 2001. "Performing critical interruptions: Stories, rhetorical invention, and the environmental justice movement" *Western Journal of Communication* 65 (1):1-25

Vasudevan, Pavithra. 2012. "Performance and Proximity: Revisiting environmental justice in Warren County, North Carolina. " *Performance Research* 17 (4):18-26

Suggested reading

McGurty, Eileen Maura (2000) Warren County, NC, and the Emergence of the Environmental Justice Movement: Unlikely Coalitions and Shared Meanings in Local Collective Action. *Society & Natural Resources*, 13:4, 373-387,

Polletta, Francesca and Beth Gharrity Gardner (2014) Narrative and Social Movements, in Donatella Della Porta and Mario Diani (eds.) *The Oxford Handbook of Social Movements*, DOI: 10.1093/oxfordhb/9780199678402.013.3

Contentious Politics

This session looks at the contentious politics of social movements. It's about politics in the form of petitions, demonstrations, protests and rebellions orchestrated by collectives of people. We will learn about the concepts of contentious politics and social movements and conceptual frameworks that allow us to examine and understand their involvement. Social movements can be loosely defined as organizational structures and strategies that empower people to challenge existing structures and elites. Tarrow (2011) – which you'll read – has a more elaborate definition right up front in the text. With a point of departure in such definitions and a large body of theory that have sought to examine and understand why and how social movements evolve, we will develop an understanding of politics as it operates outside 'formal' institutional settings and the role that social movements play in such politics.

How to prepare:

Tarrow, S. 2011. Social Movements and Contentious Politics. Chapter 1 (pp. 16-37), In: Power in Movement - Social Movements and Contentious Politics. 3rd edition. Cambridge University Press.

Moss, D.M. and D.A. Snow 2016. Theorizing Social Movements . pp. 547-569. In: Abrutyn, S. (ed.) Handbook of Contemporary Sociological Theory. Springer.

Schlosberg, D. and R. Coles 2016. The new environmentalism of everyday life: Sustainability, material flows and movements. Contemporary Political Theory 15, 160–181.

Globalizing environmental justice

The section continues the debates generated by the preceding session on social movements, but with a distinct focus on social movements in the Global South. We focus in particular of the production of GM soy in Argentina, and use this opportunity to investigate possible links between North and South in two ways:

1. the links between global capitalism which means that patterns of consumption in the north have profound environmental and social impacts in the south, and
2. the possible emergence of a more global environmental justice movement.

Since its neoliberal restructuring during the 1990s, Argentina has been located firmly among the world top producers of GM soy. We locate the contemporary forms of resistance and collaboration to industrialized, export-oriented soy bean production within its historical context, and explore the predicament of what McMichael has called the corporate food regime: who should carry the environmental burdens of food production? Second, we look at the possible articulations between localized struggles for environmental justice and broader social movements. This pursuit brings us back to Nancy Fraser, who is also concerned with how to rescale justice in a world of global connections.

Readings

Fraser, Nancy (2010). Reframing Justice in a Globalized World, in *Scales of Justice. Reimagining Political Space in a Globalizing World*. NY: Columbia University Press

Leguizamón, Amalia. "Environmental Injustice in Argentina: Struggles against Genetically Modified Soy" *Journal of Agrarian Change* 16, no. 4 (2016): 684-92.

Martinez-Alier, Joan, Leah Temper, Daniela Del Bene & Arnim Scheidel (2016) Is there a global environmental justice movement? *The Journal of Peasant Studies*, 43:3, 731-755, DOI: 10.1080/03066150.2016.1141198

Snorek, Julie (2018) Tracking the battles for environmental justice: here are the world's top 10, in *The Conversation*.

Additional readings:

Cáceres, D. M. (2015), Accumulation by Dispossession and Socio-Environmental Conflicts Caused by the Expansion of Agribusiness in Argentina. *Journal of Agrarian Change*, 15: 116–147. doi:10.1111/joac.12057

Lapegna, Pablo (2016) Genetically modified soybeans, agrochemical exposure, and everyday forms of peasant collaboration in Argentina., *The Journal of Peasant Studies*, 43:2, 517-536, DOI: 10.1080/03066150.2015.1041519

Environmental Justice Group Work

This sheet introduces the background to the group work in the course on Environmental Justice. The group work starts out from the observation made by Martinez-Alier¹ amongst other ecological economists, who note that the modern production system enables the production and circulation of energy and waste. Inequality means that the benefits and the harm produced by such circulations are unevenly distributed.

In this group work, we focus empirically on the associated costs related to new and old forms of energy provision. We have selected five cases that all evolve around aspects of energy. All of them raise concerns of environmental justice such as climate change, property regimes, pollution of air and water, land grabbing, local mobilizations and global connections.

In the group, you are asked to perform three tasks:

1. Produce an overview of the selected case based on news-stories, reports, documentaries and other materials available online. You are not expected to include academic literature on the subject.
2. Analyze the selected cases using the basic EJ framework focusing on redistribution, recognition and representation. You are, of course, also welcome to draw from insight from other of the course sessions.
3. Choose an actor perspective (e.g. local farmers, indigenous people, hunters, a company) and formulate a communication strategy for this actor, which outlines the intended audience and builds on an analysis of the main stakes in the conflict.

Outcome

For the final day in the course we ask you to come up with a suggestion for how to best communicate the main stakes of the selected case to a wider audience. This could be a short video suitable for youtube, a site on the internet, a campaign, a booklet, or other ways of effectively (and perhaps affectively) communicating the issue. Creativity is encouraged. Note that you will present your next-to-final suggestion on the Wednesday of week 2 of the course, in the session 'Feedback: communicative strategies', in which you will get feedback from a professional social mobiliser and communications expert.

The communication strategy should be accompanied by a short matter-of-fact report with key information and the analysis of the three EJ domains. We expect 4-5 pages.

This activity is not graded, but active participation is a pre-requisite for being admitted to the course exam.

The five cases are:

Coal in Germany: Coal has arguably been one of the key drivers of industrialization and its concomitant social, economic and environmental transformations. It's soft form – lignite - is a main referent in the

¹ Martinez-Alier, J. (2007). Social metabolism and environmental conflicts. *Socialist register*, 43: 273-293

ongoing contestations of the sustainability of the current economic model in Germany. We ask of this group to look particularly the social mobilizations that have emerged around Ende Gelände's protests against lignite mining in Germany and beyond.

Oil in the Amazon: A long-time resource frontier, the Amazon is being transformed by the extraction of oil which pollutes waterways and erodes established patterns of sustenance and inhabitation. We ask this group to look specifically at the case of the Napo-river and the lawsuit between Texaco-Chevron and local indigenous groups, and to explore how the extraction of oil have impacted local livelihoods, environments and social movements in the Ecuadorian Amazon.

Fracking in the UK: One of the solutions to the end of oil and coal has been to expand the frontier of extraction using new technologies. Fracking is one such innovation which has proven to be particularly harmful to the environment. It is well established in the US, but European countries have had different responses from total legal bans to concerted extractive efforts. Lancashire in England is one of the sites. We ask this group to explore the social and environmental impacts of the shale gas industry in the UK.

Wind power in Kenya: Another strategy for transforming the power grid is wind power. While holding great promise for green transitions, it is not without its problems. This group is asked to look at the establishment of wind farms on Lake Turkana in Kenya, and in particular their impacts on livelihoods and land tenure systems.

Hydropower in Laos: Hydropower is widely seen as a key element of a future sustainable global energy supply. Yet, dams are also contested megaprojects that have far reaching consequences for people, plants, fish and wildlife. This group will look at the Don Sahong dam on the Mekong river in Laos, and the contestations surrounding it's planning and implementation.

Structure of group work

Six sessions are allocated for this work. We suggest that you structure your work along the following lines:

Group work session 1: The aim of this session should be to identify and read the sources related to the case. It is a good idea to initially divide the tasks amongst the group members (i.e. how will look for what type of sources) and make sure you have time to get acquainted with the texts. Make sure so set aside the last 45 minutes to discuss in the group what you have learned about the case, and try to map out the actors, impacts and interests you have identified.

Group work session 2: The aim of this session is to further the understanding of the case by thinking about the three inter-related domains of environmental justice: recognition, redistribution, and representation. You could start out from the mapping exercise of actors, impacts and interests from the previous session. When the session ends you should preferably have an idea of the stakes involved in this case: who gets what from the current state of affairs? Please agree on what must be done to enhance you understanding of the case before you meet again.

Group work session 3: You now have an understanding of the case. The next task for you is to decide who should benefit from the knowledge produced, and how you will design a communication strategy to that

end. We suggest you spend the first 30 minutes to discuss the case, and analyze who a communication strategy should be directed towards. Based on that, you can decide the adequate format of such a strategy which aligns content and receiving end. Finally, please brainstorm on what you would like to do, and venture into creating a first draft of that to be presented on the following day.

Group work session 4 (feed-back session): You should briefly present your case and suggested communication strategy. We have allocated 15 minutes for each group for presentation and 15 minutes for feedback and discussion.

Group work session 5: Based on the comments you have received you will now revise your communication strategy and your analysis of the EJ case. You can draw from other EJ perspectives if deemed relevant.

Group work session 6 (final presentation and feedback): This last day of the course we'll have final presentations by you and feedback from us teachers – also emphasizing elements that could be useful for your individual essay exams. We have allocated 20 minutes for each group for presentation and 15-20 minutes for feedback and discussion.

Essay exam general notes

In this document you will find information about the one-week long essay exam for the course in Environmental Justice.

The exam is a 5,000 word (excl. list of references) individual essay that must respond to a question/task that will be made available to you at the start of the exam.

The exam starts Friday August 24 at 12.00 noon and ends Friday August 31 at 12.00 noon Central European Time when you must submit your essay as a pdf file through Digital Exam. When the exam starts you will be able to access the exam question/task through Digital Exam and you will also have it handed out to you in class.

How to successfully complete the essay exam

From your previous university work you are expected to be familiar with how to develop and structure written essays. This section contains recommendations on how to approach and structure your essay:

- *Start from a solid foundation.* Make sure you have studied all the course material before the date of the essay exam. This will give you the best possible foundation.
- *Start by thinking* about what the posed essay exam question(s) imply – what are you being asked to write about? Make sure you are clear on this. Look for process words (such as discuss or assess). Does the question contain more than one part? What parts of the course materials are relevant for the question? What are the main issues, theories and arguments? How can you demonstrate that you have attained the learning outcomes for the course?
- *Plan your answer.* Brainstorm on and list all the key points you want to include in your answer. Re-read key texts and consult your notes from relevant parts of the course.
- *Structure your answer.* Space is always very limited in the essay – the absolute maximum is 5,000 words excl. the list of references, but including everything else. Remember that due to space limitations you have to decide which of the important points from your list you will include in your answer and what points you will leave out because they are not important enough (kill some of your darlings).
- *Start writing.* Depending on your writing style you may want to simply start writing without paying much attention to the word count. Later you can then rewrite text, and cut out entire sections and points, to get down to the maximum length. To show your understanding of materials you may want to include examples supporting your arguments and illustrating your main points.
- *Write in your own words.* Assessors will be looking for evidence that you have understood key issues in the course materials and that you are able to present these in your own words. **Note that university regulations require that you submit your own essay exam answer – the assessors will not assess essays that are similar across two or more students. Similar/identical essays will result in dismissal from the course without credits for the involved students (see below).** You are welcome to consult with fellow students to discuss issues related to the essay, but you must submit your own unique answer.
- *Use references.* An important part of your answer will be correct and accurate use of references – you can not successfully complete the essay without referring to existing studies and theories. **Note that plagiarism (copying other writer's wording and arguments pretending they are your own, i.e. 'forgetting' to state your sources) is a serious offence under Danish university regulations. Plagiarism will result in dismissal without credits from the course and possibly exclusion from your degree programme (see below).**
- *Respect the word limit.* Word limits are important and should be respected – they are there to force you to prioritise and think carefully about how you structure your answer. Serves to make you focus

on the central aspects of each question; making every sentence count. Essays that exceed the word limit of 5,000 words excl. the list of references, but including everything else will be penalised for that in the assessment.

Do not plagiarise

There is an increased focus on rooting out plagiarism at the university. You must NEVER plagiarise. The reference must ALWAYS be provided when you use the work of others. **Read this section very carefully** as it has been written to protect you against making a mistake that might cost you your degree.

Severe disciplinary procedures are applied at the University of Copenhagen in cases of plagiarism. Students found guilty of plagiarism are temporarily or permanently expelled from the University.

To illustrate the seriousness of plagiarism, here is a quote from the University of Copenhagen standard thesis contract material: "Plagiarism is illegal. It is considered a very serious offence for a researcher to present the words, ideas, illustrations etc. of other researchers as if they were his or her own. This is called plagiarism. Plagiarism is a serious offence because the plagiarist takes credit for work that rightly belongs to someone else. In that sense it can be considered stealing. In this way, the plagiarist appears to be more creative and full of ideas than he or she really is. You may also consider plagiarism a type of fraud because the plagiarist may achieve improper benefits in connection with job applications, scholarships etc."

Learn more about plagiarism at:

<http://en.stopplagiat.nu/>

Deadline and submission of essay exam answer

The deadline to submit the essay is Friday August 31 at 12.00 noon Central European Time. The essay must be submitted as a pdf file through Digital Exam.

EXAM IN ENVIRONMENTAL JUSTICE SUMMER COURSE

AUGUST 2018

University of Copenhagen

This document constitutes the August 2018 examination task for the Environmental Justice summer course. The examination set consists of 2 pages (including this one).

You hand in your essays through Digital Exam. You must upload in pdf format no later than Friday August 31 12.00 noon Central European Time.

You are welcome to discuss the exam questions and work together, but remember that the exam is individual. In practice, this means that partial or fully identical answers to any examination question by two or more students will render the involved students' examination void. Accordingly, if you work in groups, you can discuss the elements that should go into the essay but you must do the write-up process on an individual basis. Also, note that plagiarism (copying other writer's wording and arguments pretending they are your own, i.e. 'forgetting' to state your sources – see the 'Essay exam general notes' for more details on what plagiarism is) is a serious offence under Danish university regulations. Plagiarism will result in dismissal without credits from the course and possibly exclusion from the degree program.

During the exam period there is also the possibility of supervision in groups, specifically on Wednesday August 29 in the office of Jens Friis Lund, Department of Food and Resource Economics, Room 1.206A, Building B, 1st floor, Rolighedsvej 25. We ask that you come in groups according to the below schedule and agree beforehand on questions:

Amazon oil 9-10 am

German coal 10-11 am

UK fracking 12-1 pm

Laos hydropower 1-2 pm

Kenya wind power 2-3 pm

When working on your individual exam essays, remember to frequently save your writings on more than one medium. You may, for example, mail draft answers to your own e-mail address and use this as a reasonably safe temporary data store.

There is a strict word limit for your essay of 5,000 words excl. the list of references, but including everything else.

Importantly, name your essay: 'YourName' (eg. JensFriisLund) and remember to paginate your essay and clearly indicate your own name and study number on at least the front page.

On the next page you will find the task that we ask you to respond to in the essay.

The essay must respond to the task set out here below (specifically the underlined sentence):

In this course you have been presented with three dimensions of Environmental Justice, namely distribution, recognition and representation. You have also been presented with different theoretical perspectives that may inform analyses of environmental justice conflicts, namely Marxist political economy, post-colonial theory (decoloniality), theories of contentious politics and social movements, theories about narratives and affect, and the politics of different forms of knowledge. Finally, you have worked on a group project case. In this essay, you should:

Discuss the entwinements of the three dimensions of justice in your case using on one or more of the theoretical perspectives

Note that the essay should not discuss or evaluate the communication strategy you have developed with a basis in your case.

In developing your essay, keep the learning outcomes for the course in mind.

The good answer:

- Will argue carefully for the use of concepts. Demonstrate why concepts and theories you invoke are relevant to further our understanding.
- Will demonstrate awareness of the need to be critical of all sources of knowledge.
- Will draw on the course literature, and may also draw on other relevant theoretical literature.
- Will show in-depth understanding of concepts and theories, as opposed to superficial labelling or name-dropping
- Will demonstrate knowledge of the empirical context of the case that is of relevance to analyze the environmental justice issue
- Will demonstrate ability to invoke literature to draw parallels between different empirical contexts
- Will be consistent and clear in use of references
- Will be structured and written in a way that enables understanding by the reader