

**St. Francis Xavier University  
Department of Sociology  
Climate Justice 397  
Course Outline: Winter 2022**

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**Office Hours:**

Mondays 2-3

Wednesdays 1-2

\*\*I will be available on demand for an additional 4 hours per week as it is convenient (online or in person) for students throughout the week. Students shall communicate with me in advance to set up a meeting either by Zoom link, or when it is permitted, in person.

**Classroom Schedule:** Mondays 9:45-11 am and Wednesdays 11:15-12:30 pm

**Classroom Location:** CO 242

**Course Description**

This course is grounded in a decolonial framework and employs the Mi'kmaq concept, *Etuaptumunk* (two-eyed seeing) to approach an analysis of the social, ecological, political and economic intersections of the climate crisis. Students are introduced to basic conceptions of 'climate change' in the context of Traditional Indigenous Knowledge, and western science. The course promotes a conversation between these two frames of reference in order to build fluency in the structural dimensions of climate destruction as it is informed by imperialism, settler colonialism, capitalism, the patriarchy as well as other linear, extractive systems.

Students should note that this course invites reflection and consideration of topics (images, audio, discussion and debate) that will likely be difficult and upsetting. The course will engage in active discussion in fact, of the psychological and emotional suffering associated with the climate crisis, as well as how human beings can work with such feelings in purposeful ways. Students should also note that this course is discussion driven, meaning that it is imperative that students have read, and can thereby engage respectfully in classroom debates and conversations in deep ways.

**Email and Office Policy**

I will communicate through email for matters requiring brief responses, although I never provide grades by email. Students should make use of my office hours and ask questions in class. I do not check email on weekends or evenings.

**Late Work**

The deadlines for course work are firm.

**Students Services and drop dates**

Please refer to the STFX Academic Calendar for a full description of student services and supports. Students can drop a course online, using Banner. Please refer to the calendar of events in order to ensure you process your course drop before the deadline.

### **StFX Equity Policy**

Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space—both face-to-face and online—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the StFX Discrimination and Harassment Policy which can be found at <http://www.mystfx.ca/campus/stu-serv/equity/>. Please feel free to talk to me about your questions or concerns about equity in our classroom or in the StFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair/Coordinator of the Department/Program or the Human Rights and Equity Advisor.

### **Electronics**

This course is about the existential threat of the climate crisis. There is no room for the distraction economy. Put another way: Phones and computers must be turned off and away while class is being held. Some students genuinely require supportive technologies, for instance, a computer to take notes (where handwriting notes is not an option)—in such instances, students should let me know.

### **Lecture policy**

With perhaps an exception in one single class, I do not use PowerPoint and do not post/provide my lectures to students. Students who miss classes are responsible to get lecture notes from another student in the class.

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### **Required Text—available at the Curious Cat on Main Street**

1. Krenak, Ailton. (2020). Ideas to Postpone the End of the World. Trans. by Anthony Doyle. Anansi International.
2. Other resources available through links in the syllabus.

### **Grading Scheme:**

1. **Critical Research Paper (40%): Due April 11<sup>th</sup>:**

This assignment asks students to demonstrate their critical thinking, writing and research skills by selecting a topic from below, and developing a coherent sociological argument that explains some relevant and significant issue pertaining to climate change. The focus must be on human power relations (race, class, gender, ability, sexuality, age etc..) and must advance a critical sociological perspective. All the conventions of powerful writing will be taken into consideration in the scoring of your work: grammar, force of argument, quality

of resources used, how those resources are used, coherence of argument, style formatting, relevance, complexity and clarity of argument.

**Suggested length:** 6-7 pages, double-spaced. No title page needed. Include references as your 7<sup>th</sup> page.

**Style of formatting:** APA

**Resources:**

This assignment requires you use at least 3 good academic resources, which includes peer-reviewed academic work that is sociological in nature, or teachings from Traditional Elders or Knowledge Keepers. Some media and grassroots organisations may also be useful. Should you wish to use these resources, please confirm with me first to ensure they are legitimate for use in this assignment.

**List of possible topics:**

- a. Indigenous worldviews and climate change
- b. Racism and climate change
- c. Poverty/social class and climate change
- d. The 'jobs vs the environment' debate
- e. Resistance and social movements
- f. Media and climate change
- g. Education and climate change
- h. Politics and climate change
- i. Gender and climate change
- j. Human exceptionalism and climate change

- B. **3 Weekly reflections: (Worth /10 each, or /30 in total):** Due each week as indicated throughout the syllabus

Suggested length: 2 typed double-spaced pages per week

Students are required to submit 3 reflections which, consider the theme examined during the week indicated. Resources or information external to the course should not be the primary focus.

**Here's how to approach a reflection:**

Using all the resources examined during the select week –the readings assigned, lecture material, guest speaker, class discussion, audio/video etc..., respond to the following:

1. Carefully explain the main message from the week.
2. Do you feel you understand the issue clearly? If so, comment on whether this issue is new to you, or if some aspect of it is new? If you do not fully understand the issue, what aspect is unclear? Please be careful to respond to this question in a deep way—

- casual or seemingly superficial reflections will not garner positive results. Simply saying you don't understand something is not useful here if you have not demonstrated effort in working with an idea or topic.
3. Include any further questions, frustrations, thoughts or comments you have about the topic.

Note: Spelling, grammar, word choice, *depth of contemplation* and tone matter are very important in my assessment of your submission. Do not simply provide superficial comments, for these will only result in a marginal score. Be thoughtful, careful and consider the topics and ideas rigorously. The goal of this assignment is to engage meaningfully, and richly with a complex, multifaceted health issue. Formal sourcing of resources is unnecessary-however students must be clear about where they are getting their support from. Students can do this by simply indicating the title of the resource, the name of a theorist, or refer to a lecture, discussion etc..

**C. Final exam:** Date TBA 30%

**Week 1 : January 17<sup>th</sup> and 19<sup>th</sup>**

**Introduction to *etuaptumuk***

No readings today

Climate Quiz

**Week 2: January 24<sup>th</sup> and 26<sup>th</sup>**

**Western science: How do we know what we know**

Western science and the climate presentation

**Week 3: January 31<sup>st</sup> and February 2<sup>nd</sup>**

**Climate grief**

<https://www.youtube.com/watch?v=yi7QTyHERjY&t=28s> (Attutauniujuk Nunami: Lament for the Land 35 mins)

<https://www.nature.com/articles/s41558-018-0092-2> : Cunsolo article.

**Week 4: February 7<sup>th</sup> and 9<sup>th</sup>.**

**Circles and Lines, and the Peace and Friendship Treaties: Changing our world view**

Mindfulness class to be held either online, or if we are in-person, in Wellspring -Ivan Drouin

No readings this week-*very* important to attend classes

**Week 5: February 14<sup>th</sup> and 16<sup>th</sup>**

**The original instructions on conservation**

Netukulimk video: [https://www.youtube.com/watch?v=jrk3ZI\\_2Dd0](https://www.youtube.com/watch?v=jrk3ZI_2Dd0) (22:12 mins)

Prosper, K. , McMillan, L. J. , Davis, A. A. , Moffitt, M. (2011). Returning to Netukulimk: Mi'kmaq cultural and spiritual connections with resource stewardship and self-governance. *The International Indigenous Policy Journal*, 2(4) . Available at:  
<https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1037&context=iipj>

Note: Reflection #1 combines Weeks 4 and 5 for your consideration. This reflection is due February 28<sup>th</sup> .

### **Week 6: February 21<sup>st</sup> and 23<sup>rd</sup>: Reading week**

### **Week 7: Feb 28<sup>th</sup> and March 2<sup>nd</sup>**

#### **Gender: Population control, immigration and militancy**

Gaard, Greta. 2015. 'Ecofeminism and climate change'. *Women's Studies International Forum*, 49, Pp. 20-33. Here:

[https://www.academia.edu/11875214/Ecofeminism and Climate Change?from=cover\\_page](https://www.academia.edu/11875214/Ecofeminism_and_Climate_Change?from=cover_page)

FILM: Human Flow; Prod. Ai Wei Wei (1.41 mins)

February 28<sup>th</sup>, Reflection #1 due.

### **Week 8: March 7<sup>th</sup> and 9<sup>th</sup>**

#### **Man camps: gender meets industry = climate destruction**

<https://theintercept.com/2018/07/01/nuuca-bakken-oil-boom-sexual-violence/> (12 mins)

Ruddell, Rick, Dheeshana S. Jayasundara, Roni Mayzer, and Thomasine Heitkamp. 2014. "Drilling Down: An Examination of the Boom-Crime Relationship in Resource Based Boom Counties" *Western Criminology Review* 15(1):3-17. Here:  
<http://westerncriminology.org/documents/WCR/v15n1/Ruddell.pdf>

Krenak, Ailton. (2020). *Ideas to Postpone the End of the World*

### **Week 9: March 14<sup>th</sup> and 16<sup>th</sup>**

#### **Capitalism, Colonialism and Climate Destruction**

Film: *Who's counting?: Marilyn Waring on Sex, Lies and Global Economics*

<https://www.youtube.com/watch?v=WS2nkr9q0VU> (1:28 mins).

Coulthard, Glen (Yellowknives Dene). 2013. "For Our Nations to Live, Capitalism Must Die." *Unsettling America: Decolonizing Theory and Practice*, November 5, 2013. <https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/>

Reflection #2 considers the materials from Weeks 8 and 9, and it is due March 21<sup>st</sup>.

**Week 10: Mar 21<sup>st</sup> and 23<sup>rd</sup>**  
**Water is Life**

<https://www.youtube.com/watch?v=m0N-lDcq1PQ> (Elsipogtok 25 mins)

Niheu, Kalamaoka'aina. 2019 Indigenous Resistance in an Era of Climate Change Crisis. *Radical History Review* 133: 117 – 129.

<https://www.youtube.com/watch?v=4FDuqYld8C8> (Mni Wiconi : Standing Rock 8 mins)

**Reflection #2, due March 21st**

**Week 11: Mar 28<sup>th</sup> and 30<sup>th</sup>**  
**Land and water**

[https://www.youtube.com/watch?v=D3R5Uy50\\_Ds](https://www.youtube.com/watch?v=D3R5Uy50_Ds) (Invasion Wet'sewet'en 18 minutes)

<https://edges.sites.olt.ubc.ca/files/2018/08/Wilson-and-Inkster-2018.pdf>

**Reflection #3 requires you consider the material from Week 11. It is due April 6<sup>th</sup>.**

**Week 12: April 4<sup>th</sup> and 6<sup>th</sup>**  
**Environmental racism in Nova Scotia**

ENRICH Map: <https://www.cbc.ca/news/canada/nova-scotia/ns-environmental-racism-map-1.3494081>

Film: "There's something in the water"

[https://www.enrichproject.org/wp-content/uploads/2013/12/Environmental\\_Sociology\\_Article.pdf](https://www.enrichproject.org/wp-content/uploads/2013/12/Environmental_Sociology_Article.pdf)

**Reflection #3, due April 6<sup>th</sup>.**

**Week 13: April 11<sup>th</sup> and 13<sup>th</sup>**

<https://today.duke.edu/2008/05/kingsolver.html>

Breathwork

**Critical analysis papers are due Monday April 11<sup>th</sup>**

