

Intensive Elective Course

Course Title: Climate Justice Practice

Academic Year: 2023

Faculty Name: Abhayraj Naik

About the Faculty: Abhayraj Naik is an activist-academic, community builder, and system practitioner. His work focuses on art, ecology, education, justice, technology, and transformation. He is a co-founder of the [Initiative for Climate Action](#), a visiting faculty member at the [Azim Premji University](#), a justice and transformation consultant, and an advisor to a number of progressive social and environmental causes in India and other parts of the world. Abhayraj is currently building an alternative learning centre in Bengaluru, India to give space for spiritual expression at this moment of ecological breakdown. He holds degrees from the National Law School of India University and the Yale Law School.

Course Description:

This intensive seminar course elective course develops abilities, character, and a sense of direction towards the practice of climate justice. The idea of climate justice is fundamentally predicated on viewing climate change as more than just a scientific concept, and shifts the focus to the philosophical, political, cultural, and contextual dimensions of climate change as refracted through theories and considerations of justice. The course enables learners to develop a 'climate justice mindset' and to develop familiarity with some commonly-used approaches, methods, tools and resources to augment the practice of climate justice in varied sectoral/disciplinary/professional contexts. The seminar will be built around specific exercises and experiential components focused on professional practice that responds to some key problems of climate injustice in India. Workshop-style segments will focus on brainstorming, envisioning, strategising, project design, research methodology, team-work, prototyping, documentation, fund-raising, and communication for professional practice relating to climate change.

The initial course module focuses on theoretical approaches to climate justice. The second module locates the boundaries and contours of climate change in the Indian context. Next, an experiential hands-on learning module guides learners in developing familiarity with some commonly used methods, tools and resources to augment the practice of climate justice in varied sectoral/disciplinary/professional contexts. Where applicable, students will be encouraged to practice using such methods and resources in the specific context of their individual projects. The concluding module on transformative approaches for climate justice in India further develops and synthesises the theoretical and practical insights generated earlier in the course through a close engagement with the student projects developed during the course.

The pedagogic approach of this course adopts a mixture of lectures, individualised guidance, peer learning, and learning by doing. In-class and online discussions on specific topics are of high importance as is preparing for each class by familiarising oneself with the background materials. Each class typically involves an initial instructor-led mini-lecture followed by a number of interactive and/or hands-on mini-sessions devoted to analysing, developing and applying relevant theory and background knowledge to well-defined socio- environmental problems/ contexts in India. Images, videos, and multimedia

resources are woven into the classes where relevant. Guest lecturers will be invited to take special sessions when possible.

Each student enrolled in the course will be guided and supported in developing an individual project (based on subject/topic interest) focused on climate justice practice. Final projects submitted can take a number of forms (to be decided with the approval of the course instructor), with possible options including: an analytical report, a research paper, a draft journal article, a public information website, a draft legislation, a policy brief, a client brief, a draft petition for a public interest litigation or specialised environmental litigation, a training manual or course curriculum, an environmental justice tool kit, etc. Students will be guided in conceptualising and developing their specific projects and (where possible) will be introduced to external experts suited to provide specific guidance.

No pre-requisites for enrolment and participation in this course apart from an interest in learning about and practising climate justice. Students with a background familiarity in environmental sciences, environmental law and policy, environmental economics, environmental ethics, eco-philosophy, social work, sustainable development, documentary film-making, etc. will be encouraged to develop suitable projects that reinforce and build upon their prior learning.

Course Objectives:

The course will help students to:

- know, understand, and learn more about climate justice and its relation to philosophical, political, scientific, policy, legal, educational, and cultural debates on climate change;
- apply the idea of climate justice to specific contexts and discrete domains;
- analyse and evaluate specific contexts in India from the perspective of climate justice;
- design, create and deploy specific responses to climate change in India;
- overall, develop abilities, cultivate character, and hone a sense of direction for future practice relating to climate justice in India.

Assessment and Evaluation Pattern:

Students enrolled in the course will be assessed continuously on elements including attendance, preparation for class sessions, participation in class sessions, quality of required submissions, contributions to peer learning, and overall commitment and contribution to the course objectives. Individualised and group feedback in verbal and/or written form on all these assessed elements will be provided as often as possible.

In accordance with university regulations, the marking scheme for seminar courses shall consist of the following components:

Class participation	10 marks
Written submissions for project (proposal, draft report based on project prototype, and final report submission)	60 marks
Project presentations	30 marks
Total	100 marks

BASIC READING

Navroz K. Dubash, *India in a Warming World: Integrating Climate Change and Development*, Oxford University Press (2019)

SESSION-WISE DISTRIBUTION OF COURSE SYLLABUS (10 Sessions of 4 hours each)

Module 1: Theorising Climate Justice

Session 1 (2+2 = 4 hours): Introduction to Climate Justice Practice

This introductory session explores the question of why it is useful to learn about and practice climate justice. The structure of the course, expectations, processes and timelines, etc. are also detailed.

Background Required Resources:

- 1) Greta Thunberg, Speech at COP24 (2018), video.
- 2) Mary Robinson, Climate Justice, Eat Forum (2016), video.
- 3) Kathy Jetnil-Kijiner speaking at the UN Climate Leaders Summit (2014), video.
- 4) Decision of the UN Human Rights Committee in the case of New Zealand's deportation of Ioane Teitiota to Kiribati (2020).

Session 2: What is Climate Justice?

This session examines certain influential theoretical accounts of climate justice and highlights important contexts, assumptions and tensions relating to practice emerging from the theorisations.

Background Required Resources:

- 1) David Schlosberg, *Climate Justice and Capabilities: A Framework for Adaptation Policy, Ethics and International Affairs* (2012).
- 2) Nives Dolšak and Aseem Prakash, Three Faces of Climate Justice, *Annual Review of Political Science* (2022).
- 3) Nicole Fabricant, Good Living for Whom? Bolivia's Climate Justice Movement and the Limitations of Indigenous Cosmovisions, *Latin American and Caribbean Ethnic Studies* (2013).

Session 3: Frameworks for Climate Justice

This session identifies and examines the boundaries and terrain of climate justice within certain influential international frameworks.

Background Required Resources:

- 1) IPCC Special Report on Global Warming of 1.5°C (2018) available at: <https://www.ipcc.ch/sr15/>
- 2) United Nations Framework Convention on Climate Change (1992) available at: <https://unfccc.int/resource/docs/convkp/conveng.pdf>
- 3) Paris Agreement under the UNFCCC (2015) available at: https://unfccc.int/sites/default/files/english_paris_agreement.pdf
- 4) 2030 Agenda for Sustainable Development (2015) available at: <https://sustainabledevelopment.un.org/post2015/transformingourworld>
- 5) Bali Principles of Climate Justice (2002) available at: <https://corpwatch.org/article/bali-principles-climate-justice>

** Project Proposals to be submitted **

Module 2: Contextualising the Space of Climate Justice in India

Session 4: Climate Change Impacts

This session examines the main current and predicted impacts of climate change in India with a focus on scientific frameworks, geographies, communities, and cultural practices.

Background Required Resources:

- 1) Mongabay India, Impacts of Climate Change News, collection of short articles, at: <https://india.mongabay.com/list/impacts-of-climate-change/>
- 2) 'Learning on Climate Justice for the Global Commons with Fishing and Tribal Communities in India' as part of the ongoing "Radical Climate Justice for the Global Commons" online conference organised by UC, Santa Barbara (<https://ejc.orfaleacenter.ucsb.edu/2021/09/rcjgc-panel-06/>) (video)
- 3) J. Srinivasan, "Impact of Climate Change on India" and Nagraj Adve, "Impacts of Global Warming in India: Narratives from below", both in Navroz K. Dubash, *India in a Warming World: Integrating Climate Change and Development*, Oxford University Press (2019).

Session 5: Climate Change Law and Policy in India

This unit examines the law and policy landscape for climate change in India.

Background Required Resources:

- 1) Navroz K Dubash et al., *India and Climate Change: Evolving Ideas and Increasing Policy Engagement*, *Annual Review of Environment and Resources* (2018).
- 2) Parul Kumar and Abhayraj Naik, India's Domestic Climate Policy is Fragmented and Lacks Clarity, *Economic & Political Weekly Engage* (2019).
- 3) Petition and final judgment in *Ridhima Pandey v. Union of India* before the National Green Tribunal (2017 and 2019).

Session 6: Climate Change, Civil Society and Communication

These units examine the landscape of civil society engagement with climate change in India and explores innovative ways to communicate research on climate change in India.

Background Required Resources:

- 1) Extinction Rebellion India, website, at: <https://www.extinctionrebellion.in>
- 2) Indian Network on Ethics and Climate Change, website, at: <http://inecc.net/Default.html>
- 3) *ecologise.in* - South Asian People's Action on Climate Crisis, website, at: <https://www.ecologise.in/sapacc/>
- 4) Tuomas Ylä-Anttila and Pradip Swarnakar, Crowding-in: how Indian civil society organisations began mobilizing around climate change, *The British Journal of Sociology* (2017)
- 5) Vincy Abraham et al, What can we do to build resilience in climate action civil society? Seven shifts to climate civil society resilience, *Forum for the Future* (2022)
- 6) Varinder Gambhir and Prerna Kumar, How the people of India live with climate change and what communication can do, *Climate Asia* (2016)

** Project Prototype Completed and Draft Report Submitted **

Module 3: Methods, Tools and Resources for Climate Justice Practice

Session 7: Assessments for Climate Justice

This session explores some of the common methods, resources and tools for carrying out relevant assessments in the context of climate change.

Background Required Resources:

- 1) Bioversity International and Institute of Development Studies, Climate Change and Food Security Vulnerability Assessment - toolkit for assessing community-level potential for adaptation to climate change (2015)
- 2) GIZ and Ministry of Environment, Forests and Climate Change, Government of India, A Framework for Climate Change Vulnerability Assessments (year unknown), at: https://www.adaptationcommunity.net/?wpfb_dl=236
- 3) International Institute for Sustainable Development (IISD), Community-based Risk Screening Tool—Adaptation and Livelihoods (CRiSTAL), at: <https://www.iisd.org/cristaltool/>
- 4) UNFCCC, Impact Assessment and Vulnerability Assessment, web-compilation, at: <https://www4.unfccc.int/sites/NWPStaging/Pages/Search.aspx?tags={%22informationtype%22:%22tool%22,%22adaptationelement%22:%22impactassessment,vulnerabilityassessment%22}>

Session 8: Climate Change Adaptation Tools for Working with Communities

This session explores some of the common methods, resources and tools for working with communities on climate change adaptation.

Background Required Resources:

- 1) Elvis Modikela Nkoana, Climate Change Adaptation Tools at the Community Level: An Integrated Literature Review, *sustainability* (2018)
- 2) International Institute for Sustainable Development (IISD), Community-based Risk Screening Tool—Adaptation and Livelihoods (CRiSTAL), at: <https://www.iisd.org/cristaltool/>
- 3) UNDP, Designing Climate Change Adaptation Initiatives (2010)
- 4) Suranjana Gupta, Community Resilience: The Heart of Climate Action - Opportunities for Philanthropy (2020)

Module 4: Transformative Approaches for Climate Justice

Session 9 & 10: Project Presentations, Synthesis, Feedback and Goodbye!

These final sessions are focused on transformative approaches to climate justice in India. Student projects for the course are presented and discussed in this context.

Background Required Resources:

- 1) Ioan Fazey et al, Transformation in a changing climate: a research agenda, *Climate and Development* (2017)
- 2) Bayo Akomolafe, What climate collapse asks of us (2019)
- 3) Katharina Hölscher, Steering transformations under climate change: capacities for transformative climate governance and the case of Rotterdam, the Netherlands, *Regional Environmental Change* (2019)
- 4) Earthfire Institute, The Psychology of Climate Action - A Conversation with Renee Lertzman (2020)
- 5) Vanessa De Oliveira Andreotti, The task of education as we confront the potential for social and ecological collapse, *Ethics and Education* (2021)

** Final Reports Submitted **