



Global Climate Justice Module

Instructor Guide

Learning Objectives:

- Identify aspects of global climate injustice within environmental issues
- Review themes and history of global climate justice and the origin of the term
- Examine various topics from articles and videos
- Research local climate justice issues and assess them on a global scale

The module is divided into 5 sections following the introductory material: Global Oil Dependency (slide 8-13)/Fossil Fuel in the Global South (slide 14-17)/Global Impacts of Mining (slide 18-20)/Natural Climate Solutions (slide 21-27)/Further Study of Global Climate Justice (slide 28-29)

Key Resources: [University of California Center for Climate Justice/Climate Futures: Reimagining Global Climate Justice](#)/[BBC Future](#)

Activities Included:

- 1) [Slide 9: Watch & Discuss – “The end of oil, explained” \(Vox + Netflix\)](#)
 - a) Students watch the 23 minute video in-class which outlines the global dependence and future of fossil fuels
 - i) Recommended to adjust playback speed to at least 1.5x and enable subtitles
 - b) After watching, students can either/or **or** both/and discuss and report the 5 discussion questions in a group or create a concept map (following slide) to organize thoughts around what it takes to reduce the need for fossil fuels and the justice-centered impacts
 - i) Recommend displaying questions prior to playing the video
- 2) [Slide 12: Read & Discuss – “Colonial Legacy and Development: Reflection on Nigeria’s Oil Dependency and Economic Resilience amidst the COVID-19 Pandemic”](#)
 - a) Students read the short paper which functions as a country-specific case study based on the broader context of slide 9
 - b) After reading, students can discuss question as they are read out to the class or within small groups
 - i) Recommend displaying questions as students read
- 3) [Slide 15: Watch & Discuss – “A new social contract for global climate justice” \(TED Talk\)](#)
 - a) Students watch the 10 minute video in-class which focuses on the environmental issues in global south and global responsibilities
 - i) Recommended to adjust playback speed to at least 1.5x and enable subtitles
 - b) After watching, students can discuss the following question as a class
 - 4) [Slide 17: Choose & Debate – Fossil Capitalism in the Global South \(UChicago\) & “Who gets to keep burning fossil fuels as the planet heats up?” \(Vox\)](#)
 - a) Students read both brief articles which provide written context to slide 15
 - b) After reading, students split up evenly into two sides based off of the question:



- i) Do poorer nations with less global emissions have the right to pollute as richer nations/historically high polluters take on the responsibility of significant emission reductions?
- 5) Slide 19: Read & Debate – “How Can U.S. Safely Mine Minerals Critical to a Carbon-Free Economy?”
 - a) Student read the six 1-page briefs
 - b) After reading, students split up evenly into two sides defending “yes” and “no” as a response to the article title
- 6) Slide 20: Read & Discuss – [Hydrosocial Displacements \(MIT\)](#)
 - a) Students read the brief which functions as a country-specific case study based on the broader context of slide 19
 - b) After reading, students create and share a list of mining impacts and their implications of global climate justice between groups of 2-3 people and each group shares one impact and one implication
- 7) Slide 22: Read/Watch & Discuss – [Natural Climate Solutions \(MIT ESI\)](#) & [Creative Capacity Building \(MIT D-Lab\)](#)
 - a) Students read the ESI page and watch the 1-minute video
 - b) After reading and watching, students form small groups to discuss the two questions before sharing with the class
- 8) Slide 24: Read & Discuss – “[Environmental Equity and Racial Justice](#)”
 - a) Students read the brief and write a list of key themes in small groups
- i) List of key themes on slide 25
- 9) Slide 26: Read & Discuss – “[The remarkable floating gardens of Bangladesh](#)” (BBC)
 - a) Students read the brief article about the ancient technique of dhap/baira in flood farming in Bangladesh
 - b) After reading, discuss the following prompt with the class:
 - i) 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
- 10) Slide 29: Project Resources
 - a) Additional resources for students to use for a project

Suggestions for Future Learning:

After completing the module, ask students to reflect on the different aspects of the content and why the framework is applicable in their own field

- Utilize local and global case studies, especially from local news sources to address topics that may not be addressed in the mainstream and allows students to point out similar occurrences in different areas
- Provide the opportunity for students to share climate justice issues in their own hometown, as they can always be relevant to class topics

Additional Resources:



- Listed on slide 29

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