

Environmental Justice: Origins, Theory, Issues and Movements

Module Coordinator: Valentina Lomanto Perdomo
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Introduction and Structure of the Module

This module is structured into three complementary parts or courses of 10 hours of class each. **Part 1, Global Environmental Justice, taught by Dr. Mariana Walter**, is oriented to explore different approaches to Environmental Justice from academia and activism and from the Global North and the Global South. In this course you will explore different forms of environmentalism and their role in EJ struggles and public policy making and you will dig into the transformative role of Environmental Justice struggles. This course will provide conceptual and methodological tools to study/support environmental conflict transformations.

Part 2, Art Expression in Environmental Justice, facilitated by Maria Heras and Carlo Sella, will introduce the role and potential of artistic expressions in research and action around Environmental Justice and share some arts-based practical tools to foster collective explorations and dialogues about Environmental Justice. Students will be involved in a reflective process of how to transform our way of learning. Through the combination of a reflective-experiential, embodied approach based on participatory theatre and process work, you will explore the conceptual notions of environmental conflict, roles, strategies of resistance and power relations. You will reflect on: What can the arts bring to the understanding and enactment of these concepts? What needs and challenges do we face when engaging with these art-based approaches? The course will offer an approach to these reflections through the lenses of feminist epistemologies, activist research, decolonial anthropology, and pedagogy of the oppressed approaches.

Part 3, Urban Environmental Justice, taught by Dr. Elia Apostolopoulou and Dr. Sergio Ruiz Cayuela, aims to debate and deepen knowledge on some of the key themes, as well as new emerging approaches, in urban environmental justice scholarship and activism. You will explore the origins and the principles of the environmental justice (EJ) movement in the US in the 1980s, as a movement against “environmental racism”, and its global spread. This course will close with an approximation to the evolution of urban environmental justice agendas until today and their ramifications with other movements and agendas for sustainable cities.

Masters in Political Ecology, Degrowth and Environmental Justice
Academic year: 2022-2023

General Evaluation of the Module

Global EJ grade (35%) + Urban EJ grade (35%) + Arts EJ grade (30%)

PART 1. GLOBAL ENVIRONMENTAL JUSTICE

Coordinator and Instructor: Mariana Walter (mariana.walter@uab.cat)

Dates, time and location:

Tuesdays 4/10, Tuesday 11/10, Tuesday 18/10, Wednesday 2/11 and Tuesday 8/11
From 15 to 17hs.

Global Environmental Justice	4.10.22	15:00-17:00	Sala Perelló - Escola de Postgrau
	11.10.22	15:00-17:00	Aula 16 - Aulari J. UAB Campus Bellaterra
	18.10.22	15:00-17:00	
	8.11.22	15:00-17:00	
	15.11.22	15:00-17:00	

Objectives of course

- Explore different approaches to Environmental Justice from academia and activism from the Global North and the Global South.
- Explore different forms of environmentalism and their role in EJ struggles and public policy making.
- Understand the relation between social metabolism and Environmental Justice struggles around the world.
- Explore the transformative role of Environmental Justice struggles and provide conceptual and methodological tools to study/support environmental conflict transformations.
- Create connections with concepts and theories that will be explored in more detail in other Modules of the Master such as feminism, decoloniality, degrowth, social metabolism, social unequal exchange, commodity frontiers, social transformations, among other key words.

Structure

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The course has five two-hour classes, a total of 10 hours of class time. Each session will involve a mix of teaching, discussion and group work. Students are expected to carefully read/watch the assigned documents before each class and develop the exercises/questions provided for each class.

The final group assignment of GEJ will be presented in the second class.

Evaluation and grading of the Environmental Justice Module

Global EJ grade (35%) + Urban EJ grade (35%) + Arts EJ grade (30%)

Global EJ evaluation (35% of the module grade)

Global Environmental Justice classes will be assessed considering:

- How students participate in class and their class assignments (50% of mark).
- An assignment to be developed in groups. (50% of mark). **Deadline 23/12**

Final GEJ Assignments:

Write an 800-word individual essay, or in a group of a maximum of three students record a video or sound file conversation (max total duration: 5-min) where each student discusses how the concepts, approaches, experiences, etc. introduced in the GEJ module are relevant for you and your current or future work. The deadline for submitting your short essay is **Dec 23rd**.

GLOBAL ENVIRONMENTAL JUSTICE PROGRAMME

Class 1: Environmental Justice Movement Roots (4/10)

In this class we will first introduce the GEJ module, then we will explore the emergence of the Environmental Justice Movement in the US.

Bring to class 250 words responding to these questions: What is the relation between environmental justice and environmental racism? What is meant by Cole and Foster by “the political economy of environmental justice”? Can you think of similar Environmental Racism/Justice struggles outside the US?

Mandatory Readings:

Bullard, Robert, 1990. Chapter 2. Dumping in Dixie: Race, class, and environmental quality. Boulder, CO: Westview. (available at: <http://www.ciesin.org/docs/010-278/010-278chpt2.html>)

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Cole, Luke W., and Sheila R. Foster, 2001. Introduction and Chapter 1 in *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press, 2001, pp. 10-33.

Available at:

https://jasonwmoore.com/wp-content/uploads/2018/07/Cole-and-Foster-From-the-Ground-Up_-Environmental-Racism-and-the-Rise-of-the-Environmental-Justice-Movement-2001-NYU-Press.pdf

Choose and watch one of the short documentaries on Environmental Justice from this site:

<https://globalenvironmentaljustice.sites.ucsc.edu/resources-2/united-states-environmental-justice/films-and-documentaries/>

Class 2: Varieties of Environmentalism (11/10)

In this class we will introduce and discuss varieties of environmentalism and their role in environmental justice struggles. We will discuss the reading proposed with the documentary “Sipakapa NO se vende. Sipakapa qalk’ o pirk’ ey xik”. The documentary documents a famous mining struggle that took place in Guatemala and led to a community consultation in 2005.

Class 2 assignment: Students should consider these questions before class (write about 300 words): What claims were Sipakapa people making to support a “consulta comunitaria” (signal some)? What forms of environmentalism do you recognize in the different discourses present in the documentary? Give an example for at least three different forms of environmentalism. (submit via Campus Virtual 48hs before class)

Mandatory reading and visual document for class:

Anguelovski, I. and Martínez Alier, J., 2014. The ‘Environmentalism of the Poor’ revisited: Territory and place in disconnected glocal struggles. *Ecological Economics* 102: 167-176.

Documentary:

Revenga, A., 2005. Sipakapa NO se vende. Sipakapa qalk’ o pirk’ ey xik (Documentary). Caracol Producciones. 56 min

Available with English subts here: <https://www.youtube.com/watch?v=F36SqLpqQmQ>

Note: Do you want to know more about Sipakapa and other anti-mining consultations in Latin America? Are you curious to see how transformative this case has been in Guatemala and Latin America? Check out this paper:

Walter, M and Urkidi L., 2015. Community mining consultations in Latin America (2002–2012): The contested emergence of a hybrid institution for participation. *Geoforum* 84, 256-279.

Recommended reading:

Martinez-Alier, J., 2002. *The Environmentalism of the Poor*. Edward Edgar.

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Class 3: Environmental Justice & Asia (18/10)

In this class we will expand the debates of class 1 and 2 in the context of China (and Indonesia). Phd student Bowen Gu will present and discuss with the class her work on EJ struggles in Asia.

Assignment (bring to class 400 words):

What is meant by “resigned activism” in the reading? Is this contradictory with resistance? Explain.

Which are the main environmental challenges of China? And who are the key actors mobilized? What have you learned from this reading?

Mandatory reading:

Lora-Wainwright, Anna, 2021. Chapter 1. 'Situating the Study of Rural China's Environmental Health Activism', *Resigned Activism: Living with Pollution in Rural China*, Cambridge. MIT Press P45-79 (full book available in Campus Virtual)

Class 4: Environmental Justice, Social Metabolism and the Environmental Justice Atlas (8/11)

In this class we will discuss the relations between social metabolism and ecological distributive conflicts and environmental justice. We will explore and learn with the Environmental Justice Atlas (www.ejatlas.org).

Mandatory readings/visual documents:

Martinez-Alier, 2021. Ecological Conflicts and LFFU. Seminar 771

Martinez-Alier, J., Kallis, G., Veuthey, S., Walter, M., Temper, L., 2010. Social Metabolism, Ecological Distribution Conflicts, and Valuation Languages. *Ecological Economics* 70(2), 153-158

“The Story of Stuff” (2007) 21 min

<https://www.youtube.com/watch?v=9GorqroigqM>

Additional recommended reading:

Scheidel A, Del Bene D, Liu J, Navas G, Mingorría S, Demaria F, Avila S, Roy B, Ertör I, Temper L, Martinez-Alier J. 2020. Environmental Conflicts and Defenders: a global overview. *Global Environmental Change* 63.

Class 4 assignment:

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Please read the proposed texts, watch the videos and send at least two day before the class the exercise that follows (Campus Virtual).

Class 4 exercise (individual or in pairs). (Send 400 words max submit 48hs before class via campus virtual)

2. **Think of a product** (for instance: a phone, a chair, a burger, a leather jacket, etc). and select **a commodity** that was used to produce it (e.j. lithium, copper, wood, meat, leather, etc)
3. **Read at least 2 cases** of EJ struggles that involve this commodity in different places of the World and at different steps of the commodity chain (i.e. extraction, transportation, processing, disposal, etc).
4. Write tops 400 words explaining what were these 2 conflicts about. Was environmental Justice achieved in these struggles? Why?
5. Can you shortly explain if you were surprised and how doing this exercise? (thanks!)

Note: You can use the EJAtlas search engine to select the cases that involve the commodity you choose. Each case will be identified with a point and a color, each color relates to a different type of conflict (mining, processing, transport, waste, etc), if you click the point you can read the full case. You also use this resource: <https://ejatlas.org/commodity?translate=en> . You can also use other information sources.

Class 5. Environmental Justice Movements as forces of transformation (15/11)

This class will address the role of environmental justice movements in socio-environmental transformations. We will explore the perspective of conflict as productive, and a “conflict transformation” approach that aims address the root issues of ecological conflicts and promote the emergence of alternatives. We will discuss a conceptual framework for understanding transformations through a power analysis that aims to confront and subvert hegemonic power relations; that is, multi-dimensional and intersectional; balancing ecological concerns with social, economic, cultural and democratic spheres; and is multi-scalar, and mindful of impacts across place and space.

Mandatory readings/visual documents:

Rodríguez, I. and Liz Inturias, M., 2018. Conflict transformation in indigenous peoples' territories: doing environmental justice with a 'decolonial turn', *Development Studies Research*, 5:1, 90-105.

Temper, L., Walter, M., Rodriguez, I., Kothari, A. and Turhan, E., 2018. A perspective on radical transformations to sustainability: resistances, movements and alternatives. *Sustain Sci* **13**, 747–764.

Suggested complementary videos:

Short interview to Iokiñe Rodríguez on research and transformations (11min)

<https://www.youtube.com/watch?v=IRMgW65p2yw>

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Ted-Talk by Ashish Kothari (15 min):

<https://www.youtube.com/watch?v=spYRHPqguC8>

Recommended reading:

Adrian M., Armijos, M.T., Coolsaet, B. Dawson, N., Edwards, G. Few, R. Gross-Camp, N., Rodriguez, I. Schroeder, H. Tebboth, M. and White, S., 2020. Environmental Justice and Transformations to Sustainability, Environment: Science and Policy for Sustainable Development, 62:6, 19-30, DOI: [10.1080/00139157.2020.1820294](https://doi.org/10.1080/00139157.2020.1820294)

**PART 2. ARTS EXPRESSIONS IN ENVIRONMENTAL JUSTICE-
WORKSHOP**

Facilitators

María Heras, postdoc researcher at TURBA (Universitat Oberta de Catalunya, UOC), performing artist and visiting scholar at ICTA-UAB.

mheras0@uoc.edu, <https://summerschool.degrowth.org/2018/06/12/maria-heras/>

Carlo Sella, independent artist and theatre educator. charly.saddle@gmail.com

www.carlosella.com

Dates, time and location:

Arts EJ	22.11.22	15:00-17:00	Sala Perelló - Postgraduate School. UAB- Campus Bellaterra
	23.11.2022	15:00-18:00	
	25.11.2022	15:00-19:00	

Objectives

In this course, we will introduce the role and potential of artistic expressions in activist research, education and action around Environmental Justice and share some arts-based practical tools to foster collective explorations and dialogues about Environmental Justice. Students will be actively involved in a reflective, experiential learning process through an embodied approach based on movement, participatory theatre and process work. Together, we will explore the conceptual notions of environmental conflict, roles, strategies of resistance and power relations, and collectively reflect on the potentials and tensions of the

explored approaches. *What can the arts bring to the understanding and enactment of these concepts? What needs and challenges do we face when engaging with these art-based approaches?* We will approach these reflections through the lenses of feminist epistemologies, activist research, decolonial anthropology, and pedagogy of the oppressed approaches.

By the end of the course, you should have gained some perspective on the potential and possible applications of participatory and arts-based methodologies when working with groups in educational, research and/or activist contexts related to Environmental Justice

Structure

The course consists of a theoretical-experiential workshop, divided in three sessions. The sessions will take place in the same week to foster an intensive format.

During the workshop, we will follow a *reflection-in action* approach, through which you will be involved in practical activities, combined with theoretical insights, group discussion and moments of individual reflection about the methodologies proposed. By applying this sequence, we expect to facilitate a learning process through which you will get first a conceptual overview of arts-based approaches, while you will get to directly experience a specific methodology afterwards, to generate critical reflections and insights from experience.

All articles and reading materials for the class are uploaded in The Campus Virtual and will stay there up to three months after the end of the class, after which it will be deleted. The course does not require you to buy books, go to the library or download anything.

Evaluation and grading of the Environmental Justice Module

Global EJ grade (35%) + Urban EJ grade (35%) + Arts EJ grade (30%)

Arts Expressions in EJ evaluation (30% of the module grade)

The Arts EJ course will be evaluated through two items: i) student's individual written reflection and ii) group assignment.

i) Individual written reflection

1 page maximum about your learning process during the workshop and about the theories and methodologies applied (e.g. reactions, discoveries, impressions, challenges, insights, etc.). As a guide, you can follow the reflective questions shared during each workshop session, but you can also go further.

Individual written reflections are due by December 9th 2022, to be submitted through The Campus Virtual.

ii) Group assignment (3 students per group)

Speculative practical assignment in groups of 3 students, in which you have to design one activity applying arts-based and/or participatory methodologies. The activity will be aimed at reflecting, discussing and/or sharing a selected concept/concepts related to Political Ecology, Environmental Justice or Degrowth.

Ideally, you should pick-up an implementation context where any of you is involved (activist, academic, educational) so it can be potentially meaningful to the group.

For your activity design, you should define: objectives (methodological and theoretical), duration, number and targeted participants, context of implementation, place where the activity takes place, facilitators' roles, structure and steps to follow (description of exercises materials, duration). You should also include a small group reflection about the relation between the methodology applied and the aims proposed (connection between theory and practice) and the main challenges and possibilities encountered while working in your group.

The written assignment will be submitted in the form of a short report (5-6 pages max.), due by January 11th 2023, to be submitted through The Campus Virtual

PROGRAM OUTLINE

Session 1, Nov 22 (15.00-18.00)

This session will provide a conceptual overview of the landscape of arts-based approaches and cultural expressions in environmental justice and will share and analyse examples taken from academic, educational and activist settings. Once a common ground is set, we will start to experience some practical exercises and proposals from body movement, process work and Image theatre to analyse and reflect on issues of resistance, violence and strategies within environmental conflicts.

Session 2, Nov 23 (15.00-18.00)

In the second session, we will continue exploring embodied approaches to collectively reflect about and discuss notions of power and power-relations within environmental conflicts.

Session 3, Nov 25 (15.00-19.00)

This session will engage students on hands-on creative work through the analysis of selected environmental conflicts applying body movement and improvisation as well as tools from Forum theatre.

Requirements

A listening, respectful environment will be created, where participants can decide how to get engaged in the different exercises proposed (e.g. from active observation to direct involvement). Please, bring comfortable clothing that allows body movement, and come with the will to participate and build together.

Also, bear in mind that due to its participatory and progressive nature, presence throughout the three days is required to participate in the workshop and be evaluated. No alternative evaluation will be offered to students not attending the workshop unless there is a formally justified reason (e.g. medical reasons), communicated to the workshop facilitators and masters' coordination before the workshop dates. Please, get in contact with us if this is your case.

Readings

(excerpts from) Serafini, P. (2018). *Performance action: The politics of art activism*. Routledge.

Additional online resources and literature

We recommend you to watch this short [video](#) about our methodological approach, as applied in the project '*Expresiones Transculturales del Movimiento de Justicia Ambiental*'.

You can also access this [pedagogical guide](#) that was elaborated as part of the same project, which further describes some of the approaches that will be shared ([Spanish version](#)).

Boal, A., 2002. *Juegos para Actores y no Actores*. Barcelona, Alba Editorial.

Brossmann, J., Islar, M. 2020. Living degrowth? Investigating degrowth practices through performative methods. *Sustainability Science* 15, 917–930.
<https://doi.org/10.1007/s11625-019-00756-y>

Childs, J. 2020. Performing 'blue degrowth': critiquing seabed mining in Papua New Guinea through creative practice. *Sustainability Science* 15, 117–129.
<https://doi.org/10.1007/s11625-019-00752-2>

Galafassi, D., Kagan, S., Milkoreit, M., Heras, M.; Bilodeau, C., Juárez Bourke, S., Merrie, A., Guerrero, L., Pétursdóttir, G., Tàbara, J.D. (2018). 'Raising the temperature': the arts in a warming planet. *Current Opinion in Environmental Sustainability*. 31, pp. 71 - 79.
<https://doi.org/10.1016/j.cosust.2017.12.010>

Galafassi, D., Tàbara, J.D. & Heras, M. (2018) Restoring our senses, restoring the Earth. Fostering imaginative capacities through the arts for envisioning climate transformations. *Elementa Science Anthropology*. 6 - 1, pp. 69.
<http://doi.org/10.1525/elementa.330>

Heras, M. & Tàbara, JD. (2014). Let's play transformations! Performative methods for sustainability. *Sustainability Science*. 9 - 3, pp. 379 - 398. <https://doi.org/10.1007/s11625-014-0245-9>

Heras, M. & Tàbara, JD. (2014). Conservation Theatre: Mirroring Experiences and Performing Stories in Community Management of Natural Resources. *Society and Natural Resources*. pp. 948 - 964. <https://doi.org/10.1080/08941920.2015.1095375>

Leavy, P., (Ed.) 2017. *Handbook of arts-based research*. New York, Guilford Publications.

PART 3. URBAN ENVIRONMENTAL JUSTICE

Instructors:

Elia Apostolopoulou, PhD (Sessions 1-3): elia.apostolopoulou@gmail.com

Sergio Ruiz Cayuela, PhD (Session 4-5): ruiz.cayuela@gmail.com

Dates, time and location

Urban Environmental JusticeJ	29.11.22	15:00-17:00	Aula 16 - Aulari J. UAB Campus Bellaterra
	30.11.22	15:00-17:00	
	05.12.22	15:00-17:00	
	09.12.2022	15:00-17:00	
	13.12.22	15:00-17:00	Fieldtrip Can Sant Joan

Objectives

The aim of this course is to debate and deepen knowledge on some of the key themes, as well as new emerging approaches, in urban environmental justice scholarship and activism. We will start by exploring key ideas in urban political ecology and urban geography that are key for understanding environmental justice both as a concept and as radical praxis. We will also examine various forms of environmental and social inequality with a particular emphasis on the role of uneven urban transformation and resistance struggles against it.

The last two sessions will explore the transition between offering resistance, to articulating urban alternatives through which excluded communities reclaim agency and autonomy. We will analyze the particular challenges and potentialities of urban commons that aim at collectivizing social reproduction and building autonomy from below. Then we will visit Can Sant Joan (Montcada i Reixac), where the neighbors have been opposing a massive overburden of polluting infrastructures for years. We will see how through the struggle they have created bonds and mutual dependencies, thus building a community.

Structure

The course has five two-hour classes, for a total of 10 hours of class time. The sessions will involve a mix of lectures, discussion and group work, and site visits. *To participate in class, it is highly recommended to study the readings carefully in advance.* Instructors will assume that students have done the readings and will design their lectures and classroom activities building on the assigned reading material.

All articles and reading material for the class are uploaded in The Campus Virtual and will stay there up to three months after the end of the class, after which it will be deleted. The course does not require you to buy books, visit the library or download publications.

Please keep in mind that you can select what to read from the list of “optional readings” and in how much detail (for example you can read specific sections in a journal paper or chapters in a proposed book).

Evaluation and grading of the Environmental Justice Module

Global EJ grade (35%) + Arts EJ grade (30%) + Urban EJ grade (35%)

Urban EJ evaluation and Assignment (35% of the module grade)

1. Essay

Either individually or in pairs, please select one of the following two questions to reflect upon in an essay. Word count for the individually written essay is 1,000 words, in pairs it is 1,500 words (both word counts exclude references). Please include your NIU in the document.

QUESTIONS

1. Give two examples of grassroots resistance against urban environmental inequality in the context of neoliberal urbanism. Do these relate to social inequality and how? Briefly explain in your answer whether you consider the concepts of the right to the city and the right to nature relevant to these struggles.
2. Present a case of urban commoning that is addressing a dimension of social reproduction (e.g. childcare, food provision, education, etc.). Discuss the ways in which it is challenging the social inequalities and/or exclusions created by urban environmental injustice.

Essays are due by Friday 23th December 2022, to be submitted through The Campus Virtual.

PROGRAM OUTLINE

Session 1: Introduction to urban environmental justice - Elia Apostolopoulou. Date: November 29th. Time: 15h-17h.

In this session we will unpack the intellectual history of urban environmental justice and urban political ecology, providing an overview of the broad evolution of thinking and practice in both. We will also discuss key concepts from urban geography that are key to understanding urban environmental justice and its links to social justice. We will draw on examples from both the Global South and North, discussing different ways that justice is mobilized in the urban context and the elements that need to be considered in critical thinking on the topic.

Mandatory Viewing & Readings

Anguelovski, I. 2013. New directions in urban environmental justice: Rebuilding community, addressing trauma, and remaking place. *Journal of Planning Education and Research* 33, 160-175.

Heynen, N., Kaika, M., Swyngedouw, E. 2006. *In the Nature of Cities: Urban Political Ecology and the Politics of Urban Metabolism*. Routledge. (Only the Foreword by Neil Smith & chapter 1 “Urban political ecology: politicizing the production of urban natures”, pp. 1-19).

Lefebvre, H. 1996. *Writing on Cities*. London: Blackwell. (Only chapter 14 “The right to the city”, pp. 147-159).

Please watch this short video (12 minutes): [David Harvey and the City – An Antipode Foundation film](#)

Optional

Agyeman, J., Schlosberg, D., Craven, L., Matthews, C. 2016. Trends and directions in environmental justice: from inequity to everyday life, community, and just sustainabilities. *Annual Review of Environment and Resources* 41, 321-340.

AbdouMaliq Simone on Cities, Neoliberalism and the Commons, Theory, Culture & Society:
<https://www.theoryculturesociety.org/abdoumaliq-simone-on-cities-neoliberalism-and-the-commons/>

Apostolopoulou, E., Liodaki, D. 2021. The right to public space during the COVID-19 pandemic: A tale of rising inequality and authoritarianism in Athens, Greece. *City* 25, 764-784.

Heynen, N. 2013. Urban political ecology I: The urban century. *Progress in Human Geography* 38, 598-604.

Session 2: Green inequalities, gentrification & uneven urban development, field trip to the Cristóbal Moura green axis – Elia Apostolopoulou. Date: November 30th. Time: 15h-17.30h.

In this session we will discuss how green urban inequalities are generated, unpacking how new urban developments and urban regeneration projects, often geared towards ‘smart’ and ‘sustainable’ city goals, often force trade-offs between the social and environmental goals of urban sustainability. It will involve a field visit to a representative site in Barcelona, the Cristóbal Moura green axis, where we can look at and discuss green inequalities on the ground.

Mandatory Viewing & Readings

Anguelovski, I., Connolly, J., Brand, A.L. 2018. From landscapes of utopia to the margins of the green urban life: For whom is the new green city? *City* 22, 417-436.

Please watch these 10 short videos on the drivers of urban injustice (total time 15 minutes): [10 drivers of urban injustice related to sustainability](#).

[Malaysia's \\$100 billion luxury estate was supposed to be a 'living paradise.' Instead, 6 years into development, it's a ghost town full of empty skyscrapers and deserted roads — take a look.](#)

Optional

Chen, Y., Xu, Z., Byrne, J., Xu, T., Wang, S., Wu, J. 2021. Can smaller parks limit green gentrification? Insights from Hangzhou, China. *Urban Forestry & Urban Greening* 59, 127009.

Curran, W., Hamilton, T., 2012. Just green enough: Contesting environmental gentrification in Greenpoint, Brooklyn. *Local environment* 17, 1027-1042.

Koh, S.Y., Zhao, Y., Shin, H.B. 2021. Moving the mountain and greening the sea: the micropolitics of speculative green urbanism at Forest City, Iskandar Malaysia. *Urban Geography* 1-27.

Session 3: Urban resistance, grassroots activism & pathways towards socially-environmentally just cities - Elia Apostolopoulou. Date: December 5th. Time: 15h-17h.

In this session we will explore how urban struggles and grassroots activism can generate pathways towards socially-ecologically sustainability and justice, considering some of the ways in which urban social movements have resisted the impacts of uneven urban transformation and controversial urban development.

Mandatory Readings

Apostolopoulou, E., Kotsila, P., 2022. Community gardening in Hellinikon as a resistance struggle against neoliberal urbanism: Spatial autogestion and the right to the city in post-crisis Athens, Greece. *Urban Geography* 43, 293-319.

Apostolopoulou, E., Bormpoudakis, D., Chatzipavlidis, A., Cortés Vázquez, J.J., Florea, I., Gearey, M., Levy, J., Loginova, J., Ordner, J., Partridge, T., Pizarro Choy, A. 2022. Radical social innovations and the spatialities of grassroots activism: navigating pathways for tackling inequality and reinventing the commons. *Journal of Political Ecology* 29, 143-188. (particularly the “theory” section, pages 148-150).

Lees, L., Annunziata, S., Rivas-Alonso, C. 2018. Resisting planetary gentrification: The value of survivability in the fight to stay put. *Annals of the American Association of Geographers* 108, 346-355.

Optional

Katz, C. 2004. *Growing up global: Economic restructuring and children's everyday lives*. University of Minnesota Press. (particularly the chapters referring to Katz’s analytical breakdown of community responses to capitalist development into *resilience*, *reworking* and *resistance*).

Pearsall, H., Anguelovski, I. 2016. Contesting and Resisting Environmental Gentrification: Responses to New Paradoxes and Challenges for Urban Environmental Justice. *Sociological Research Online* 21, 121–127.

Ranganathan, M. and Bratman, E. 2021. From urban resilience to abolitionist climate justice in Washington, DC. *Antipode* 53, 115-137.

Singh, N.M. 2019. Environmental justice, degrowth and post-capitalist futures. *Ecological Economics* 163, 138-142.

Session 4: Social reproduction and the city - Sergio Ruiz Cayuela. Date: December 9th. Time: 15h-17h.

In this session we will explore the ways in which urban life invisibilizes and devalues reproductive labour. Envisioning transitions to post-capitalist alternatives, we will then understand the ways in which cities restrict the possibilities of autonomously self-organising the provision of our material conditions of life. Finally, we will discuss reproductive urban commoning as a set of practices with the potential to build emancipatory livelihood alternatives.

Mandatory Readings

Federici, S. 2011. Feminism and the politics of the commons. In Team Colors Collective (ed) *Uses of a Whirlwind: Movement, Movements, and Contemporary Radical Currents in the United States*. AK Press, pp. 283–294.

Huron, A. 2015. Working with strangers in saturated space: Reclaiming and maintaining the urban commons. *Antipode* 47, 963-979.

Optional

▶ What the f**k is social reproduction? An introduction by Plan C (sp. subs)

▶ Occupying, Caring for, and Commoning Urban Public Space in Montréal's Champ des ...

Session 5: Urban grassroots resistance: subaltern environmentalism. Field trip to Can Sant Joan (Montcada i Reixac) - Sergio Ruiz Cayuela. Date: December 13th. Time: 15h-18h.

The neighbors of Can Sant Joan have been fighting for decades against waste incineration at the cement plant that is just across the road from their homes. In this visit we will be able to discuss the uneven urban development that leads to high concentrations of locally unwanted land uses in some neighborhoods, also known as sacrifice zones. We will also learn about the embodied effects that this exposure has on the bodies of the subaltern, and we will hear about their struggles for urban environmental justice.

Mandatory Readings

Ruiz Cayuela, S. 2018, Subaltern Environmentalism in Can Sant Joan, Catalonia. in .S Cristiano (ed.), *Through the Working Class: Ecology and Society Investigated Through the Lens of Labour*. Culture del lavoro, vol. 8, Edizioni Ca'Foscafri, pp. 35-52.

Armiero, M., Andritsos, T., Barca, S., Brás, R., Ruiz Cayuela, S., Dedeoğlu, Ç., ... & Velegrakis, G. (2019). Toxic bios: Toxic autobiographies—A public environmental humanities project. *Environmental Justice* 12, 7-11.

Optional

<https://toxicbios.eu/#/stories>

