



AG2803 Ecosystem Support and Environmental Justice 7.5 credits

Ecosystem Support and Environmental Justice

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

Course syllabus for AG2803 valid from Autumn 2017

Grading scale

A, B, C, D, E, FX, F

Education cycle

Second cycle

Main field of study

The Built Environment

Specific prerequisites

3 years of university studies within the field of Planning, Architecture, Engineering or Social Science. Documented proficiency in English B or equivalent (TOEFL, IELTS, for example).

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

1. Briefly describe the historical roots of the research field and the movement "environmental justice" and discuss what the concept means today
2. Be able to explain what "ecosystem support" means
3. Be able to discuss and exemplify how urban and western societies depend on and affect socioecological systems locally and globally
4. Be able to reflect on how environmental justice and ecosystem support are related and how these discourses relate to other sustainability discourses
5. Be able to evaluate real cases by applying theories of environmental justice and ecosystem support and develop suggestions on how a more socio-ecological just planning / environmental engineering can be implemented and reflect on the conditions for this

Course contents

The course links and introduces basic concepts in the areas of ecosystem support and environmental justice – two perspectives that are often ignored in policy and planning. The course illustrates and discusses the ecological resource base needed to support urban structures and a consumption-intensive lifestyle, as well as how natural resources and negative environmental impacts are distributed between different groups in society. The course also discusses strategies for sustainable, just and inclusive use of natural and potentials for promoting environmental justice in planning and environmental engineering.

Disposition

The course is based on discussions of assignments prepared by the students and project works where students will apply the theories of the course on real cases. The course also includes a series of lectures that explain the theories and give concrete examples. The course's activities are designed to help students reach the learning goals.

Lectures / seminars (SEM1): During the first half of the course lectures with integrated discussion seminars will take place. As a preparation for the seminars, students will read parts of the course literature and write assignments. Lectures / seminars require active participation and in order to participate, the students must prepare themselves in advance.

Literature assignment (LIT2): During the first half of the course, students also write a larger individual written assignment based on the course literature.

Project work (PRO1): During the second half of the course, students work in groups of 3-4. The group writes a report that reports and discusses the outcome of the work. The project work will be based on knowledge from lectures and literature and own research on a specific

case. The reports will be presented and discussed during a seminar. Each group must read and oppose the work of another group.

Each student should also write an individual reflective text about the student's experiences from the group work. The text should show how well they have achieved learning objective 5.

Course literature

Agyeman, J. and Evans, T. 2003. Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions: *Annals of the American Academy of Political and Social Science*, 590: 35-53

Bradley, K., Gunnarsson-Östling, U. and Isaksson, K. (2008) "Exploring environmental justice in Sweden – How to improve planning for environmental sustainability and social equity in an "eco-friendly" context". *Projections*, MIT Journal of Planning, 8, pp 68-81.

Bullard, R. 2001. Environmental Justice in the 21st Century: Race Still Matters. *Phylon* 49 (3/4): 151-171. Stable URL: <http://www.jstor.org/stable/3132626>.

Gunnarsson Östling, U. and Svenfelt, Å. In press. Sustainability discourses and justice: towards social-ecological justice. In *Handbook of Environmental Justice*. (will be handed out)

Hornborg, A. 2011. Zero-sum world: How to think about ecologically unequal exchange. In: Hornborg (Ed.) *Global Ecology and Unequal Exchange Fetishism in a zero-sum world*. Routledge, Oxon. Available as E-book in KTH library.

Humphrey, M. 2002. The Foundations of Ecocentrism. In: *Preservation Versus the People?: Nature, Humanity, and Political Philosophy*. Oxford Scholarship Online. (p 1-6)

MEA (Millenium Ecosystem Assessment) (2005). Chapter 2: Ecosystems and their services. In: *Ecosystems and human well-being: synthesis*. Island Press, Washington DC.

Movik, S. 2014. A fair share? Perceptions of justice in South Africa's water allocation reform policy. *Geoforum* 54 (July 2014) 187–195. (The specific South African case can be read extensively)

Ostrom, E. (2009). A General Framework for Analyzing Sustainability of Social-Ecological Systems. *Science*, 325(5939), 419–422. <http://doi.org/10.1126/science.1172133>

Schlosberg, D. 2012. Climate Justice and Capabilities: A Framework for Adaptation Policy. *Ethics & International Affairs* 26(4), pp. 445-461

Sikor, T. and Newell, P. Globalizing environmental justice? (Editorial) *Geoforum* 54 (July 2014) 151-157.

Kurslitteraturen kan komma att uppdateras och modifieras från år till år

Examination

- SEM1 - Seminar, 0.5 credits, grading scale: P, F
- LIT2 - Literature Assignment, 3.0 credits, grading scale: A, B, C, D, E, FX, F
- PRO1 - Project work, 4.0 credits, grading scale: A, B, C, D, E, FX, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

LIT2: Individual literature assignment based on the course literature.

PRO1: Project work on planning with ecosystem support and environmental perspectives and an individual reflective text.

SEM1: Seminars where key concepts and literature are discussed.

The final grade is calculated as a rounded weighted average of LIT2 and PRO1, where PRO1 has weight 4 and LIT2 has weight 3.

Other requirements for final grade

Grading criteria are specified for each course round

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.