



What is CiviMatics?

CiviMatics is a Erasmus+ funded project and cooperation between the Leibniz University Hannover, Babeş-Bolyai University, Norwegian University of Science and Technology, Paderborn University, and University of Vienna. It aims to combine approaches from political and mathematics education. Material will be developed for teachers education in particular on climate change.

Is Climate Catastrophe Fair? Fairness, Responsibility and Decolonial Perspectives. A CiviMatics-module

“Is Climate Catastrophe Fair? Fairness, Responsibility and Decolonial Perspectives” follows the idea of discussing climate change as a problem of humankind with different impact as well as suffering of its effects of different regions of the world. Climate change should be used as a example of a worldwide problem resulting of many different systemic as well as individual reasons. Responsibility, Fairness, (De-)Colonial Perspectives as well as sustainability are the main topics of 11 Sessions designed for teachers education.

“Is Climate Catastrophe Fair? Fairness, Responsibility and Decolonial Perspectives” follows the idea of the Social Science Issues Approach (SSI) of Georg Lauß (2022). The Social Science Issues (SSI) approach expands the reference discipline of political education and combines the discussion of scientific issues and their connections to moral, ethical, and political dimensions.

Structure of the module

Climate Colonialism: postcolonial and decolonial approaches.

Where can I get information? Newspaper research.
A discussion on Chris Mooney's article "Why climate change is really, really unfair" (Washington Post, 5.2.2016)

Justice and Equality. What is fair, what is unfair?
Equality and Equity are discussed following Cook/Hegtvéd (1983), inequality on Preisendorfer (2014) and Global Justice on Holzleithner (2009)

Ecological Footprint and Biocapacity.
The website of the global footprint network is used to discuss measurement of (reasons of) climate change as well as comparing different regions. (2 sessions)

Climate Colonialism: postcolonial and decolonial approaches.
After discussing basic terms postcolonial and decolonial approaches regarding climate change are used to discuss unequal impact and suffering. (2 sessions)

Sustainable Consumption.
Intergenerational perspectives on sustainability as well as individual possibility of sustainable consumption are discussed.

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Counter-arguing climate change sceptics.
Climate change denial as well as putting it into perspective as part of this topic is discussed as well as counter-argued on the NIPCC-Report of 2021.

Responsibility: Individual and systemic approaches
This part is complementing mainly individual impact on climate change a view on systemic as well as individuals impact individuals on systemic levels. (2 sessions)

Justice Research Group. Exchange of results in responsibility.
The results of further 10 Sessions are summarised and reflected.

How does this session fit into the module?

The sessions are located in step 3 and 5 of the SSI. Step 3 means the introduction of scientific theories and concepts, step 5 is the discussion of social and ethical conflict dimensions.

The sessions orientate on „Historisches und politisches Lernen mit Konzepten“ of Hellmuth/Kühberger (2016). This idea of learning historical and political topics identify concepts as possibility to structure new information around. The concepts we use are colonialism as well as climate change.

Theorising colonialism in climate change debates is important, because colonialism (modern and further) result(ed) in uneven impacts on climate change as well as suffering in different regions in the world. Modern environmentalism exacerbate uneven shares of impact on climate change and the possibilities to handle in a global scale. (Harnett 2021)

Activities in class / at home

- Step 1: wordcloud about “colonialism”
- Step 2: Input about colonialism and imperialism
- Step 3: Rethinking the wordcloud
- Step 4: Discussing homework
- Step 5: (As a group): Preparation of one of the prepared pictures/poems for a presentation regarding climate colonialism.
- (Homework) Reading the paper. Marking significant phrases to describe the connection between colonialism and climate change.
- (Homework as a group): Preparation of one of the prepared pictures/poems for a presentation regarding climate colonialism.
- Step 4: Presentation of the pictures and their stories.
- Step 5: Group Work: Example of 2 countries: colonialists or colonised?
- Step 6: Discussion about the findings of step 5.


Which important terms and ideas do we use?

- Colonialism (Osterhammel/Jansen 1995)
- Uneven impact of climate change (Chakrabarty)
 - Uneven possibilities to handle (Harnett 2021)
 - Uneven amount suffering (Harnett 2021)
- Slow violence (Nixon 2011; Harnett 2021)
- Environmentalism of the poor (Harnett 2021)
- Modern environmentalism as neocolonialism (Harnett 2021)
- Ecological dept (Harnett 2021)
- Importance of indigenous voices and activities (Harnett 2021)

... as well as indigenous voices in:

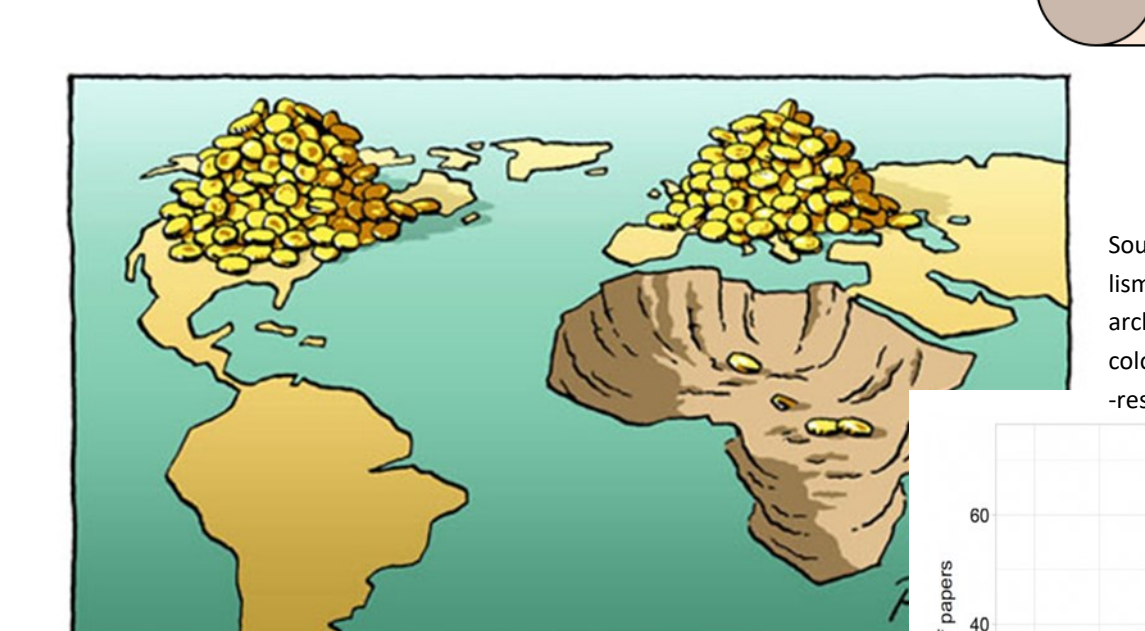
- Perez, C. S. (2020) Poems.:
- Rings of fire (p. 44f)
 - Halloween in the Anthropocene (p. 46)

Learning materials

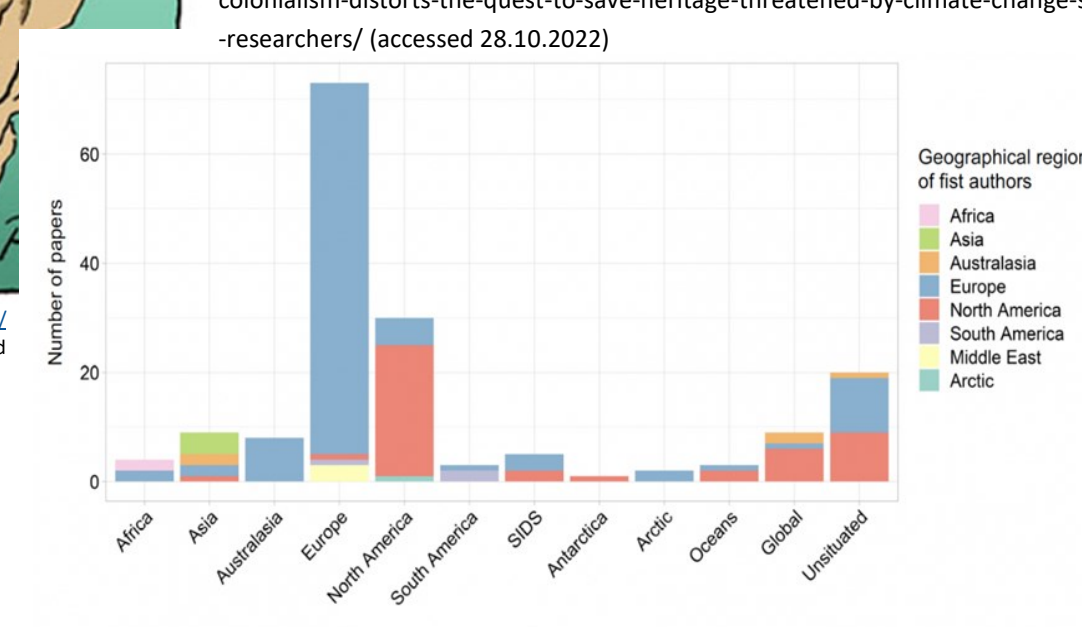


Source: Shams, Emerson (2022). Carbon colonialism: how the Global North are hiding their carbon emissions. Palatinate. <https://www.palatinate.org.uk/carbon-colonialism-how-the-global-north-are-hiding-their-carbon-emissions/> (accessed 28.10.2022)

Darkness spills across the sky like an oil plume. The moon reflects bleached coral. Tonight, let us praise the sacrifice. Praise the souls of black boys, enslaved by supply chains, who carry bags of cacao under west African heat. "Trick or treat, smell my feet, give me some thing good to eat," sings a girl dressed as a Disney princess. Tonight, let us praise the souls of brown girls who sew our clothes as fire-unfringed sweatshops into smoke and ash. "Trick or treat, smell my feet, give me something good," whisper kids disguised as ninjas. Tonight, let us praise the souls of Asian children who manufacture toys and tech until gravity sharpens their bodies enough to cut through suicide nets. "Trick or treat, smell my feet, give me..._chant_ kids masquerading as cowboys and Indians. Tonight, let us praise the souls of native youth, whose eyes are open-pit uranium mines, veins are poisoned rivers, hearts are tar sands tailings ponds. Tonight, let us praise our mothers of asthma, mothers of cancer clusters, mothers of slow violence, pray for us, because our costumes won't hide the true cost of our greed. Tonight, let us praise our mothers of lost habitats, mothers of miscarriage, mothers of cheap nature, pray for us, because even tomorrow will be haunted—



Source: Whose heritage gets saved? In: Columbia Climate School. (2022). Colonialism Distorts the Quest to Save Heritage Threatened by Climate Change. State of Planet. <https://news.columbia.edu/2022/02/14/colonialism-distorts-the-quest-to-save-heritage-threatened-by-climate-change-say-researchers/> (accessed 28.10.2022)



Geographical regions of research interest

Region	Number of Regions of Interest
Africa	1
Asia	1
Australia	1
Europe	1
North America	1
South America	1
Middle East	1
Arctic	1

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