

ENVIRONMENTAL CHANGE AND SOCIAL WELFARE
SSW 70242 - 01 (7461) SPRING 2025

Instructor: Dr. Samantha Cocco-Klein

Email:

Office Hours:

Days:

Location:

COURSE DESCRIPTION

Environmental Change and Social Welfare is a policy elective that focuses on the human impacts of climate change and environmental harms. Over the course of the semester, we learn about the rapid changes underway, including the threats posed by extreme weather events, as well as chronic problems such as pollution and access to safe and healthy environments. The course examines the disparate impacts of environmental change, and explores the ways in which marginalized groups and different populations experience heightened exposure, risk and vulnerability. The course examines the unique role of social workers in protecting human rights within a changing environment and investigates the social and policy responses that protect and promote sustainability and wellbeing.

This advanced course extends the foundations of social welfare policy by deepening the knowledge obtained in SW701, applying it to environmental justice and climate change, and developing the analytic skills needed to critically synthesize and interpret the complexities of social welfare and environmental policy. Through in person and online instruction, this course explores the values and perspectives that shape policy responses, and provides a practical framework for policy analysis and action. The course will integrate different perspectives on race and ethnicity, gender, age, ability and socio-economic status in connection with environmental risk, and aim for a diversity of expertise and perspectives, both domestic and international. Policy principles gained through this course can be generalized to other issues.

The course is structured into 3 broad sections:

- I. Introduction to environmental and climate issues at a macro level, with a focus on human impacts and pathways to sustainability and equity. (Unit 1-2)
- II. Social work policy and practice in a changing climate, with a focus on disaster response and community resilience (Unit 3).
- III. Social work policy and practice in a changing climate, with a focus on urban environmental health and just transitions (Unit 4)

Overview: Environmental Change and Social Welfare 702.42.01

Unit	Dimensions	Sessions	Date
Unit 1	Introduction	1.Introduction to Social Welfare in a Changing Environment	Jan 28
Unit 2	Macro Perspectives on Environmental Change	2. Understanding the Science of Climate Change	Feb 4
		3. Human Impacts of Environmental Change	Feb 11
		4. Environmental and Climate Justice and Values	Feb 25
		5. Pathways to Sustainable and Equitable Futures	Mar 4
Unit 3	Social Work Policy and Practice: (Un-) Natural Disasters	6. Vulnerability of Person and Place	Mar 11
		7. Disaster Response Management and Social Work	Mar 18
		8. Long-Term Recovery and Climate Resilience	Mar 25
		9. Environmental Displacement and Migration	Apr 1
Unit 4	Social Work Policy and Practice: Urban Environments	10. Mental Health in a Changing Climate	Apr 8
		11. Urban Environmental Health I– Framing the Challenges	Apr 22
		12. Urban Environmental Health II – Nature-based Solutions	Apr 29
Unit 5	Taking Action	13. A Just Transition	May 6
		14. Policy Solutions: I	May 13

	15. Policy Solutions: II	May 20
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COURSE FORMAT

This is a hybrid course. You will spend two hours in the virtual classroom each week *and* one hour participating in interactive online activities (via Blackboard and other online platforms). Class meetings will consist of course lectures, large and small group discussions in person and on Blackboard, and individual and group learning activities. In addition to class meetings, students should plan to allocate 3 to 6 additional hours each week to reading/listening/viewing course materials and completing course assignments.

CSWE EDUCATIONATIONAL POLICY AND ACCREDITATION STANDARDS & CORRESPONDING PRACTICE BEHAVIORS SSW 702		
Educational Policy and Accreditation Standard (EPAS)	Practice Behaviors	Measures
2a. Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Examine and demonstrate understanding of different forms and mechanisms of oppression and discrimination as they relate to environments and climate change. Advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.	Demonstrated through oral presentations and written assignments.
5a & 5b. Engage in Policy Practice	Use social justice, anti-racist, and anti-oppressive lenses to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice in relation to climate change, urbanization and environmental concerns..	Demonstrated through oral presentations and written assignments

COURSE EXPECTATIONS, ASSESSMENT & RESOURCES

Attendance

1. Class attendance is required. **More than 2 unexcused absences may result in a grade of No Credit/<B.** If you anticipate missing more than 2 classes, please inform the professor immediately.
2. Classes missed for religious reasons are excused. Please inform the professor in advance so a plan can be made to make up for missed work.
3. On-time class attendance is expected and appreciated.

ASSIGNMENTS

Assignment 1 (Class 3-5): Paper on Vulnerable Populations and Environmental Change Policies –Due Saturday, March 8 COB

Select one population or group that is at disproportionate risk in a changing environment and write a paper explaining the risks they face, and applying a critical lens to understand impacts, contexts and policies. The paper should select an area of focus for analysis (global, national or state/local). The paper should answer the following questions:

1. What are the specific hazards and risks faced by this population or group? Why is this population/group disproportionately vulnerable to the effects of climate change?
2. How do social and economic contexts and policies shape hazards, vulnerabilities and exposure for this population/group?
3. To what extent do major climate change and environmental policy forums and policies consider this population/group?
4. How could the policies better reflect and integrate the perspectives and priorities of these groups?

Paper Format: All papers should be 3-4 pages double-spaced with 12-pt font (Times New Roman recommended) and 1-inch margins. Integrate your answers to the questions into a single essay; be sure to cover each question.

Assignment 2 (Class 7-9): Group Presentation on Community Disaster Vulnerability and Capacities (In class presentation April 1 and April 8)

Working in small groups, students will prepare and present an analysis of physical hazards, socio-economic vulnerabilities and capacities for disaster response and resilience for a community in the New York area (to be assigned by the instructor). The presentations should include the following:

- Introduction to the community
- Mapping of potential environmental and disaster hazards and the spectrum of potential harms.
- Identification and description of marginalized groups, vulnerable populations and systems at disproportionate risk
- Identification of community strengths, assets and resources to support preparedness, response, recovery and long-term resilience
- Explanation of anticipated role of social welfare agencies across 1) disaster preparedness and response and 2) long-term recovery and resilience for this community

Presentations should be 8 slides maximum.

Assignment 3 Environmental Change Policy Analysis (Outline due, In class presentations on May 13 and 20, Final papers due Friday May 17, COB)

As part of your work in this course, you will examine policies that address environmental change for disproportionately affected groups and communities. Building on Assignment 1 and/or 2, you will identify a policy that promotes mitigation or adaptation to environmental changes for a disproportionately affected group and/or community.

- **Introduction**
- **Establish the problem and population of concern:** Describe the environmental concern your policy analysis is focused on and identify the disproportionately affected groups and/or communities. Explain their exposure, risk and/or vulnerability to this environmental harm.
- **Situate the problem:** Identify your level of focus (organizational, local, state, federal or inter-governmental). Provide additional analysis on your level of focus. When possible, identify how previous and existing policy has shaped exposure, risk and vulnerability.
- **Policy Solutions:** Introduce policy options to address the environmental harms for your identified population/community. Select one policy option for in-depth analysis. Explain why you chose to focus on this specific policy, including the connection to broader social welfare policy or social work.
- **Cost Benefit Analysis:** Explain the expected benefits (and co-benefits). For example, reducing extreme heat could be primary benefit of adding trees and parks to formerly red-lined areas, but co-benefits could also include mental and physical health. Examine costs and potential obstacles. Apply an equity-focused lens to examine how disadvantaged and vulnerable groups would benefit from the policy.
- **Conclusion**

Students are expected to base each section on evidence, using course materials and conducting independent exploration and reading. A list of suggested sources is included in this syllabus in the Course Materials section. Please be sure to use a mix of peer-reviewed academic literature and grey literature (think tank and NGO reports).

Students will prepare presentations that should be a maximum of 8 slides. **Sources/citations should be included on each slide.**

Each person should submit a final paper, which should be between 4-6 pages, doubled spaced with 12-pt font (Times New Roman recommended) and 1-inch margins and in APA format.

Participation

Students are expected to be active participants in class and online

Professional Conduct: As a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. Students should refrain using cell phones in class and from reading or writing text messages on any portable electronic devices. In addition, students should not be engaged in professional work or in transit while participating in class.

Use of Cameras & Recording in Course:

Students are highly encouraged to use their zoom camera and audio functions

during class sessions. The recording of online courses is only allowed with instructor and student permission.

Accommodations for Students with Disabilities: In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College students with disabilities and medical conditions are encouraged to register with the Office of Access ABILITY for assistance and accommodation. For information and appointment contact the Office of Access ABILITY located in Room E1214 or call (212) 772-4857 /or TTY (212) 650-3230.

Counseling Services: Many students experience personal and family problems, as well as emotional difficulties, such as depression, suicidal thoughts, and anxiety, while in graduate school. Counseling Services (CS) is available to consult with you regarding various emotional health issues that may affect you or someone you know. To make an appointment with CS, or if you are concerned about a fellow student, call 212-772-4931. CS is located in 1123 East. In case of an emergency, call 911.

Writing Program: Writing well is an essential social work skill. The Writing Program provides support services to enhance your writing in the classroom and field. You may request one-on-one tutoring or be referred to the program by a faculty member. Program staff will work with you to address your individual writing needs. You can schedule an appointment with the Writing Program on-line through Blackboard or by visiting [ssswriting.youcanbook.me](https://www.youcanbook.me).

Course Work & Path To Licensure: Licensing Support Central is a resource accessible through Blackboard, within the [Student Information Corner](#). Students are urged to review materials available there as they proceed through the course curriculum. There are many tools available for students' own use to consolidate learning and prepare for the national ASWB exam to become a LMSW

Hunter College/CUNY Academic Dishonesty Policy: Hunter College regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Hunter College/CUNY Policy on Sexual Misconduct: In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. ***Sexual Violence:*** Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444). ***All Other Forms of Sexual Misconduct:*** Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123. ***CUNY Policy on Sexual Misconduct Link:***

<http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf>

Communications: Throughout the semester I will send out several emails to *your Hunter email address* directly or via Blackboard. You are responsible for checking your email regularly and for knowing the content of that email.

GRADING

Grading criteria for the School as a whole are spelled out in the [Student Handbook](#). For this course, your grasp of the course content will be reflected through your attendance, demonstrated use of the readings, meaningful involvement in group and class discussions/presentations, timely participation in online discussions, and satisfactory completion of assignments. There is no term paper or final exam for this course.

Honors (97.5 ≥): Indicates consistently outstanding achievement equivalent to an A+ or better. It reflects work that meets all of the requirements for a grade of Credit but that, in addition, demonstrates exceptional capacity for critical thinking which includes the contextualization, synthesis of main issues, integration of ideas from several readings, recognition of debated points, and creative application of material to practice and contemporary policy issues.

Credit (82.5-97.4): Indicates an acceptable graduate-level work equivalent to a B or better. It reflects a combination of satisfactory completion of all course work, the quality of written and oral communication, adequate class participation, and regular and on-time class attendance. This includes ability to accurately report on the content of the readings, to identify main ideas, to draw relevant conclusions, to self-reflect on the material, to apply material to practice and contemporary policy issues and to reference assigned readings. Grades of Credit are given for work within the A to B Range.

No Credit (< 82.5): A grade of no-credit indicates a combination of poor quality of work on assignments; insufficient mastery of reading and lecture materials, weak descriptive and conceptual skills, minimal class participation; and excessive absences or lateness. No Credit grades are given to work that is determined to be below a grade of B.

Incomplete: Grades of Incomplete may be given at the discretion of the instructor. Instructor and student must agree to a date for completion of the work. Failure to meet the agreed upon date will result in an automatic No Credit. Students who do not achieve Credit level work at the end of a course may not receive an incomplete grade.

Requests for a Letter Grade: Requests for a letter grade must be submitted to the instructor electronically no later than the second week of the semester. The request of a letter grade cannot be rescinded.

GRADING RUBRIC FOR ALL WRITTEN WORK

Grading Rubric	No Credit	Credit	Honors
Overall	Indicates that work is below a grade of B	Indicates acceptable graduate level work equivalent to a B or better.	Indicates consistently outstanding achievement equivalent to an A+.
Addressing Paper Prompts	The paper/assignment fails to address some or all of the paper/assignment prompts.	The paper /assignment addresses all the paper/assignment prompts.	The paper/assignment addresses all the paper/assignment prompts.
Application of Course Concepts & Material	The paper/assignment incorporates few if any relevant concepts or material from class, or incorporates some material and concepts, but in a disjointed fashion. Reflects insufficient mastery of reading and lecture materials and weak descriptive and conceptual skills.	The paper/assignment demonstrates a good command of class concepts and material, and conveys them in a sound and persuasive manner. This includes accurate discussion of the readings, identification of the main ideas, ability to draw relevant conclusions, and to apply material to practice and	The paper/assignment demonstrates exceptional capacity for critical thinking that includes the contextualization and synthesis of main issues; integration of ideas from several readings; recognition of debated points; creative application of material to practice and contemporary policy issues;

		contemporary policy issues	and self-reflection; and conveys this understanding clearly and seamlessly.
Structure, Spelling, Grammar & References	The paper/assignment is poorly structured and poorly written. There are many grammatical errors and/or referencing is unsatisfactory.	The structure of the paper/assignment is acceptable. Use of language and headings are appropriate. There is a logical progression of ideas. Minor spelling & grammatical errors. Paper/assignment is appropriately referenced.	The structure of the paper/assignment is excellent. It is well crafted, targeted, concise, and is presented intuitively. The paper is free of grammatical errors and well referenced.

COURSE MATERIALS

The course will use a range of sources including peer-reviewed literature, reports and studies by the United Nations, US government and non-governmental and community-based organizations, along with publicly accessible databases, news media and videos. In addition, students will learn from international and local practitioners working on climate change and environment in the social sectors. Students

Core Materials include:

- IPCC Sixth Assessment Report <https://www.ipcc.ch/assessment-report/ar6/>
- Human Rights and Climate Change, OHCHR, <https://www.ohchr.org/en/climate-change/reports-human-rights-and-climate-change>
- Social Work and Disasters: A Handbook for Practice (available through Hunter Libraries Online)
- NASW Environmental Justice and Climate Change <https://www.socialworkers.org/Advocacy/Social-Justice/Environmental-Justice-and-Climate-Change>
- Rinkel, M., & Powers, M. (Eds.). (2017). *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators*. International Federation of Social Workers. <https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability/>

For assignments, students are encouraged to conduct independent exploration and reading. Excellent sources of research and policy on social welfare, climate and environment include (but are not limited to) the following:

Cross-cutting research and evidence (peer-reviewed)

- WIREs Climate Change (Journal available through Hunter Libraries Online)
- The Lancet Planetary Health (Journal available through Hunter Libraries Online)
- Environmental Rights Review <https://environmentalrightsreview.com/>
- Environment and Urbanization (Journal available through Hunter Libraries Online)
- World Weather Attribution <https://www.worldweatherattribution.org/>

Cross-cutting policy solutions (grey literature)

- Brookings –Climate Change <https://www.brookings.edu/topics/climate-change/>

- Urban Institute – Climate, Disasters and Environment <https://www.urban.org/research-area/climate-disasters-and-environment>
- International Institute for Environment and Development (IIED): <https://www.iied.org/>
- Project Drawdown <https://drawdown.org/>

Environmental and climate justice, critical and intersectional perspectives

- Bullard Center for Climate and Environmental Justice <https://www.bullardcenter.org/>
- Just Environments Lab - Environmental + Climate Justice Syllabus and Full Database <https://www.just-environments.org/the-syllabus>
- Environment and Society (Journal available through Hunter Libraries Online and <https://browzine.com/libraries/1453/journals/39894/issues/current>)
- Just Transition Alliance <https://jtalliance.org/>

Disasters

- Natural Hazards Center: <https://hazards.colorado.edu/>
- Red Cross Red Crescent Climate Center <https://www.climatecentre.org/>
- UNDRR Prevention Web <https://www.preventionweb.net/>

Climate Communication

- Yale Program on Climate Change Communication <https://climatecommunication.yale.edu/>
- Climate and the Personal Essay — A Reading List <https://news.climate.columbia.edu/2020/02/11/climate-personal-essay-reading-list/>
- Grist - <https://grist.org/>
- Inside Climate News

Podcasts

- The Climate Question, BBC World Service, <https://www.bbc.co.uk/programmes/w13xtvb6>
- The Joy Report - Intersectional Environmentalist <https://www.intersectionalenvironmentalist.com>

SYLLABUS

All assigned materials should be read/viewed before the start of each class

SECTION 1: INTRODUCTION AND MACRO PERSPECTIVES

UNIT I: INTRODUCTION

CLASS 1: Introduction to Social Welfare in a Changing Environment

Learning Outcomes:

At the end of this session you will be able to:

- Understand the triple planetary threats of climate change, pollution and waste, and biodiversity loss
- Define environmental changes that affect human wellbeing, and understand the connection between climate change, environmental harms and social work.
- Articulate major course themes and course expectations
- Know where to locate all course assignments and materials

Core Readings

UNFCCC (2022) What is the Triple Planetary Crisis? Blog, <https://unfccc.int/news/what-is-the-triple-planetary-crisis>

Susan P. Kemp & Lawrence A. Palinkas (2015). Strengthening the Social Response to the Human Impacts of Environmental Change, Grand Challenges for Social Work Initiative, Working Paper No. 5
<https://grandchallengesforsocialwork.org/wp-content/uploads/2015/12/WP5-with-cover.pdf>

Bowles, W., Boetto, H., Jones, P., & McKinnon, J. (2018). Is social work really greening? Exploring the place of sustainability and environment in social work codes of ethics. *International Social Work*, 61(4), 503–517.

Additional Sources

International Federation of Social Workers (IFSW) (2022) The role of social workers in advancing a new eco-social world. Available at: <https://www.ifsw.org/the-role-of-social-workers-in-advancing-a-new-eco-social-world/>

UNIT II: MACRO PERSPECTIVES ON ENVIRONMENTAL CHANGE

CLASS 2: Understanding the Science of Climate Change

Learning Outcomes:

At the end of this session you will be able to:

- Explain the core science on climate change causes and effects.
- Articulate the processes through which evidence on climate change is developed, assessed and consolidated, and understand the challenges to evidence-based policy.
- Develop strategies for circumventing climate change denial and delay

Core Learning Materials

Connors, Sarah & Chavelli, Felix (2023) Guest post: What 13,500 citations reveal about the IPCC's climate science report, CarbonBrief, <https://www.carbonbrief.org/guest-post-what-13500-citations-reveal-about-the-ipccs-climate-science-report/>

IPCC Sixth Assessment Report, Summary for Policy Makers
https://www.ipcc.ch/report/ar6/wg2/downloads/report/IPCC_AR6_WGII_SummaryForPolicymakers.pdf

(Watch -17 mins) Ajit Niranjana (2023) <https://www.youtube.com/watch?v=W5AJw5invEg> or R

In Class Exercise

Climate Fresk <https://climatefresk.org/>

What is your Ecological Footprint? Global Footprint Network, <https://www.footprintcalculator.org/home/en>

Asynchronous: Discussion Board: Communicating Climate Change

Pattee, E. (2021) Forget Your Carbon Footprint, Let's Talk about Your Carbon Shadow, <https://www.mic.com/impact/forget-your-carbon-footprint-lets-talk-about-your-climate-shadow>

Christian Bretter and Felix Schulz (2023) Why focusing on “climate change denial” is counterproductive, PNAS, <https://www.pnas.org/doi/10.1073/pnas.2217716120>

Lamb, W.F. (2022) Guest Post: How discourses of delay are used to slow climate action, Carbon Brief, <https://www.carbonbrief.org/guest-post-how-discourses-of-delay-are-used-to-slow-climate-action/>

Additional sources:

Hornsey, Matthew, Harris, Emily, Bain, Paul, & Fielding, Kelly (2016) Meta-analyses of the determinants and outcomes of belief in climate change, 6(6), pp.622-626.

Disaster experience mitigates the partisan divide on climate change: Evidence from Texas <https://www.sciencedirect.com/science/article/pii/S0959378024001225>

Happer, C (2019) Climate change is too middle class; here's how to fix that. The Conversation, 16.09.2019: <https://theconversation.com/climate-change-is-too-middle-class-heres-how-to-fix-that-123231>

Evans A. (2023) A million climate conversations, Larger US, <https://larger.us/ideas/climate-conversations/>

CLASS 3: Human Impacts of Environmental Change

Learning Outcomes:

At the end of this session you will be able to:

- Explain the range of human and social impacts of climate change and pollution
- Articulate the pathways through which environmental change interacts with and amplifies social inequalities.
- Identify the populations and groups disproportionately affected by environmental change, globally and in the US, the harms and risks they face, and how these harms and risks are modulated by social and economic forces (Contributes to Assignment 1)

Core Learning Materials

Thomas, Kimberley, R. Dean Hardy, Heather Lazrus, Michael Mende, Ben Orlove, Isabel Rivera-Collazo, J. Timmons Roberts, Marcy Rockman, Benjamin P. Warner, Robert Winthrop. (2019). “Explaining differential vulnerability to climate change: A social science review,” *WIREs Climate Change* 10:e565. Open Access: <https://onlinelibrary.wiley.com/doi/epdf/10.1002/wcc.565>

(Explore and be prepared to discuss in class) IPCC AR 6 Working Group II: Impacts, Adaptation and Vulnerability Chapter 7: Health, wellbeing and the changing structure of communities <https://www.ipcc.ch/report/ar6/wg2/> (scroll down for chapters)

S. Nazrul Islam and John Winkel (2017), Climate Change and Social Inequality, UN DESA Working Paper No. 152, https://www.un.org/esa/desa/papers/2017/wp152_2017.pdf

Asynchronous

Drawing on the core and additional readings, select **ONE** population or group in the US or globally disproportionately at risk to the harms of environmental change (including but not limited to women, children, elderly, disabled, indigenous, migrants, homeless, incarcerated, racial and ethnic minorities). Some extra sources, in addition to the core materials, are included below

Children

UNICEF (2021) The climate crisis is a child rights crisis <https://www.unicef.org/reports/climate-crisis-child-rights-crisis>

OHCHR (2017) The impact of climate change on the rights of the child (Analytical study) <https://www.ohchr.org/en/climate-change/impact-climate-change-rights-child>

Elderly

Cornell Human Ecology, A clearing house on aging and climate change, <https://climateaging.bctr.cornell.edu/>

OHCHR The impact of climate change on the rights of older persons, Analytic paper, <https://www.ohchr.org/en/climate-change/impact-climate-change-rights-older-persons>

Homeless

Kidd, S.A., Greco, S. & McKenzie, K. (2021) Global Climate Implications for Homelessness: A Scoping Review. J Urban Health 98, 385–393. <https://link.springer.com/article/10.1007/s11524-020-00483-1>

Incarcerated

Golembeski, C. et al (2022) Climate Change and Incarceration, Think Global Health, <https://www.thinkglobalhealth.org/article/climate-change-and-incarceration>

Disabled:

(Listen) The Climate Question: Are disabled people forgotten in climate disaster plans? BBC Sounds, <https://www.bbc.co.uk/sounds/play/w3ct5bkl>

OHCHR The impact of climate change on the rights of persons with disabilities (Analytic study), <https://www.ohchr.org/en/climate-change/impact-climate-change-rights-persons-disabilities>

Migrants and displaced

OHCHR -<https://www.ohchr.org/en/climate-change/human-rights-climate-change-and-migration>

Michael Méndez, Genevieve Flores-Haro, Lucas Zucker, (2020) The (in)visible victims of disaster: Understanding the vulnerability of undocumented Latino/a and indigenous immigrants, Geoforum, 116, 50-62, <https://doi.org/10.1016/j.geoforum.2020.07.007>.

Additional source

United States Environmental Protection Agency (2021) EPA Report Shows Disproportionate Impacts of Climate Change on Socially Vulnerable Populations in the United States <https://www.epa.gov/newsreleases/epa-report-shows-disproportionate-impacts-climate-change-socially-vulnerable>

CLASS 4: Environmental and Climate Justice and Values

Learning Outcomes:

At the end of this session you will be able to:

- Explain the history and core concepts of the environmental and climate justice movements, in the US and globally.
- Understand indigenous, feminist, faith-based and other perspectives on environment and climate.
- Define critical and/or value-based lenses to appraise environmental and climate change policies (Assignment 1)

Core Learning Materials

Schlosberg, D. and Collins, L.B. (2014) From environmental to climate justice: climate change and the discourse of environmental justice, WIREs Climate Change

Select one perspective to read and discuss (A-F and G-H -> next classes readings)

A. Women and Gender

Arora-Jonsson, S. (2011) Virtue and vulnerability: Discourses on women, gender and climate change. Global Environmental Change, 21(2), 744–751. <https://doi.org/10.1016/j.gloenvcha.2011.01.005>

Eleonore Soubeyran and Kamya Choudhary (2023) Why do we need to accelerate the mainstreaming of gender into climate action? <https://www.lse.ac.uk/granthaminstitute/news/why-do-we-need-to-accelerate-the-mainstreaming-of-gender-into-climate-action/>

UN Women (2023) Report: Feminist Climate Justice <https://www.unwomen.org/en/digital-library/publications/2023/11/feminist-climate-justice-a-framework-for-action>

Aung, May Thazin (2023) Queering climate justice – what climate justice can learn from queer groups, <https://www.iied.org/queering-climate-justice-what-climate-justice-can-learn-queer-groups>

B. Indigenous

McGregor, Deborah, Whitaker, S. Sritharan, M. (2020). Indigenous environmental justice and sustainability, Current Opinion in Environmental Sustainability, 43, 35-40.

Whyte, K. (2020) Too late for indigenous climate justice: Ecological and relational tipping points, WIREs Climate Change, 11(1)

United Nations Indigenous Peoples Call to Action -<https://unsceb.org/building-inclusive-sustainable-and-resilient-future-indigenous-peoples-call-action>

US based Indigenous Environmental Network (multiple policy positions for domestic and international) <https://www.ieneearth.org/>

(Plus) Melanie Zurba et al (2024) Enhancing meaningful Indigenous leadership and collaboration in international environmental governance forums, Environmental Science & Policy, 162 <https://www.sciencedirect.com/science/article/pii/S1462901124001989>

C. Children, Youth and Inter-Generational

Giulia Gasparri, Omnia El Omrani, Rachael Hinton, et al (2021) Children, Adolescents, and Youth Pioneering a Human Rights-Based Approach to Climate Change, *Health and Human Rights Journal*, 23 (2) <https://www.hhrjournal.org/volume-23-issue-2-december-2021/>

Han, Heejin, and Sang Wuk Ahn. (2020). "Youth Mobilization to Stop Global Climate Change: Narratives and Impact" *Sustainability* 12 (10) 4127. <https://doi.org/10.3390/su12104127>

Declaration on Children, Youth and Climate Action - <https://www.unicef.org/environment-and-climate-change/climate-declaration>

D. Faith-based

Jenkins, W., Berry, E. Kreider, LB (2018). Religion and climate change, *Annual Review of Environment and Resources*, 43, 85-18.

Koehrsen, J., Blanc, J. & Huber, F. (2022) How “green” can religions be? Tensions about religious environmentalism. *Religion Ges Polit* 6, 43–64 <https://doi.org/10.1007/s41682-021-00070-4>

Interfaith Climate Change Statement to World Leaders <https://www.interfaithclimate.org/the-statement.html>

E. Colonialism and Decolonization

Funes, Yessinia (2022) Yes, Colonialism Caused Climate Change, IPCC Reports Atmos, <https://atmos.earth/ipcc-report-colonialism-climate-change/>

Gurminder K. Bhambra, Peter Newell (2022) More than a metaphor: ‘climate colonialism’ in perspective, *Global Social Challenges* pp. 1-9 <https://doi.org/10.1332/EIEM6688>

Chandran Nair, (2022) The IPCC has called for decolonisation – the climate change industry must start now! The Club of Rome <https://www.clubofrome.org/blog-post/nair-ipcc-decolonisation/>

F. Post-humanist and multispecies

Tschakert, P, Schlosberg, D, Celermajer, J. et al (2020) Multispecies justice: Climate-just futures with, for and beyond humans, *WIREs Climate Change* 12(2),

Bhakuni, (2021) Beyond Anthropocentrism: Health Rights and Ecological Justice, 23 (2), *Health and Human Rights Journal*, <https://www.hhrjournal.org/2021/12/perspective-beyond-anthropocentrism-health-rights-and-ecological-justice/>

Silvia Mantilla (2024). The Untapped Potential of Animal Welfare in Climate Action, IISD SDG Knowledge Hub, <https://sdg.iisd.org/commentary/guest-articles/the-untapped-potential-of-animal-welfare-in-climate-action/>

Additional Resources

Helgar, M.A. (2019) Climate Change Isn’t the First Existential Threat, <https://zora.medium.com/sorry-yall-but-climate-change-ain-t-the-first-existential-threat-b3c999267aa0>

Taylor, L. (2023). Greta Thunberg is far from the only neurodivergent climate activist – many who see the world differently also want to change it. *The Conversation*. <https://theconversation.com/greta-thunberg-is-far-from-the-only-neurodivergent-climate-activist-many-who-see-the-world-differently-also-want-to-change-it-210492>

UNFCCC Constituency Groups: <https://unfccc.int/process-and-meetings/parties-non-party-stakeholders/non-party-stakeholders/overview/admitted-ngos#Constituencies-in-the-UNFCCC>

CLASS 5: Socio-economic pathways to a sustainable future

Learning Outcomes:

At the end of this session you will be able to:

- Identify the different socio-economic pathways to a sustainable future
- Compare economic perspectives and policy solutions that lead to both environmental sustainability and improved social and economic equity.
- Identify the major climate and environmental change policies and processes (international, domestic and local).

Core Learning Materials

(Scan scenarios) Hausfather, Z (2018) Explainer: How ‘Shared Socioeconomic Pathways’ explore future climate change, Carbon Brief, <https://www.carbonbrief.org/explainer-how-shared-socioeconomic-pathways-explore-future-climate-change/>

2022) Editorial: Are there limits to economic growth? It’s time to call time on a 50-year argument. Nature, 603, 361.

Watch or Read: Raworth, Kate (2023) Core Concepts of Doughnut Economics
<https://doughnuteconomics.org/tools/236#core-concepts-of-doughnut-economics>

Raworth, Kate (2017). Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist, Chapter 1,
<https://doughnuteconomics.org/tools/18>

G.Is Green Growth versus Post-Growth?

OECD (2023) The inequalities-environment nexus, Towards a people-centred green transition, working paper
<https://www.oecd.org/greengrowth/>

Bittle, Jake (2022) Everything Has Changed - Green Capitalism and the Climate Left, The Drift
<https://www.thedriftmag.com/everything-has-changed/>

What does the evidence say?

Vogel, J. and Hickel, J. (2023) Is green growth happening? An empirical analysis of achieved versus Paris-compliant CO₂–GDP decoupling in high-income countries, The Lancet Planetary Health, 7(9), e759-e769

Aoyu Hou, Ao Liu, Li Chai (2024) Does reducing income inequality promote the decoupling of economic growth from carbon footprint?, World Development, 173, <https://doi.org/10.1016/j.worlddev.2023.106423>.

What are the alternatives?

Giorgos Kallis, Jason Hickel, Daniel W O’Neill, Tim Jackson, Peter A Victor, Kate Raworth, Juliet B Schor, Julia K Steinberger, Diana Ürge-Vorsatz, (2025). Post-growth: the science of wellbeing within planetary boundaries, The Lancet Planetary Health, 9 (1),e62-e78, <https://www.sciencedirect.com/science/article/pii/S2542519624003103>

Additional Sources – Post-growth and Social Work Practice

(Practice) International Federation of Social Workers (IFSW) (2022) The role of social workers in advancing a new eco-social world. Available at:<https://www.ifsw.org/the-role-of-social-workers-in-advancing-a-new-eco-social-world/>.

(Practice) Powers, M. C. F., Rambaree, K. and Peeters, J. (2019) 'Degrowth for transformational alternatives as radical social work practice', *Critical and Radical Social Work*, 7(3), pp. 417–33.

(Practice) Diana Ivanova, Milena Büchs (2023) Barriers and enablers around radical sharing, *Lancet Planet Health*; 7: e784–92

SECTION II: SOCIAL WORK POLICY AND PRACTICE IN A CHANGING ENVIRONMENT

UNIT III: (UN) NATURAL DISASTERS

CLASS 6: Understanding Vulnerability of Person and Place

Learning Outcomes:

At the end of this session you will be able to:

- Articulate the disparate impacts of extreme weather events on vulnerable populations and marginalized groups.
- Understand different approaches to defining and mapping disaster vulnerability and community resilience.
- Apply social vulnerability data and indexes to communities in the NY area.

Alston, M., Hazeleger, T., & Hargreaves, D. (2019). *Social Work and Disasters: A Handbook for Practice* (1st ed.). Routledge. <https://doi.org/10.4324/9781315109138>

- Ch. 11: Vulnerable Populations

Klinenberg, Eric (1999). Denaturalizing disaster: A social autopsy of the 1995 Chicago heat wave. *Theory and Society* 28, 239–295.

Susan L. Cutter, (2024). The origin and diffusion of the social vulnerability index (SoVI), *International Journal of Disaster Risk Reduction*, 109, <https://doi.org/10.1016/j.ijdr.2024.104576>

In class exercise:

CDC/ATSDR Social Vulnerability Index <https://www.atsdr.cdc.gov/placeandhealth/svi/index.html>

FEMA (2023) Community Disaster Resilience Zones <https://www.fema.gov/partnerships/community-disaster-resilience-zones> (NYC has the most designated CDRZs of any city in the US)

CCC Keeping Track Online: <https://data.cccnewyork.org/assetmapping#>

Additional resources:

Children: Cutter, Susan L.(2017) The forgotten casualties redux: Women, children, and disaster risk, *Global Environmental Change*,42,117-121, <https://doi.org/10.1016/j.gloenvcha.2016.12.010>

Children: Kousky, Carolyn (2016). Impacts of Natural Disasters on Children, *The Future of Children*, 26(1) Children and Climate Change, 73-92.

Social Capital: Aldrich, D. P., & Meyer, M. A. (2015). Social Capital and Community Resilience. *American Behavioral Scientist*, 59(2), 254-269. <https://doi.org/10.1177/0002764214550299>

CLASS 7: Disaster Response Management and Social Work

Learning Outcomes:

At the end of this session you will be able to:

- Identify the phases of disaster management, core national and local policies, and the main actors and organizations involved in US disaster preparedness, response and recovery.
- Understand inequities and shortcomings in existing disaster response.
- Define the ways in which social workers can contribute to disaster management and disaster policy, with a focus on preparedness and coordination with communities (Assignment 2)

Core Learning Materials

Alston, M., Hazeleger, T., & Hargreaves, D. (2019). *Social Work and Disasters: A Handbook for Practice* (1st ed.). Routledge.

<https://doi.org/10.4324/9781315109138>

- Ch. 5: Disaster Social Work Practice
- Ch. 8: Social Workers and Disasters

Shea, J. (2018). The Community Resilience Approach to Disaster Recovery: Strategies Communities Can Use. In: Cnaan, R., Milofsky, C. (eds) *Handbook of Community Movements and Local Organizations in the 21st Century*. Handbooks of Sociology and Social Research. Springer, (Available through Hunter College Libraries Online)

Additional learning materials

Horn-Muller, Ayurella (2022) The Unequal Toll of Climate Disasters. Axios

<https://www.axios.com/2022/09/21/climate-disasters-communities-of-color-toll>

Lewis, M. L., Rappe, P. T., Tierney, L. K., & Albury, J. D. (2019). Stay or go! Challenges for Hispanic families preceding hurricanes: Lessons learned. *https://www.fema.gov/emergency-managers/national-preparednessJournal of Family Strengths*, 19(1)

Fraser H, Taylor N, Riggs DW. Animals in Disaster Social Work: An Intersectional Green Perspective Inclusive of Species. *Br J Soc Work*. 2021 Jul 27;51(5):1739-1758. doi: 10.1093/bjsw/bcab143. PMID: 34393654; PMCID:

Margaret Alston, Amy Y M Chow, Introduction—When Social Work Meets Disaster: Challenges and Opportunities, *The British Journal of Social Work*, Volume 51, Issue 5, July 2021, Pages 1525–1530.

(Policy) FEMA <https://www.fema.gov/emergency-managers/national-preparedness>

(Policy and Practice) Boetto H, Bell K (2022) *Strengthening Disaster Preparedness in Human Service Organisations*. Wagga Wagga, NSW, Australia: Charles Sturt University. Available

at:https://researchoutput.csu.edu.au/ws/portalfiles/portal/239654379/229274054_Published_report.pdf

(Practice) Torres, C. (2023) Helping themselves: When it comes to disaster preparedness, Boulder looks to mutual aid model, *Boulder Weekly*, <https://boulderweekly.com/news/community-led/>

CLASS 8: Long-term Recovery and Climate Resilience

Learning Outcomes:

At the end of this session you will be able to:

- Articulate the value of community-based rebuilding and resilience approaches after disasters
- Identify approaches to community-based resilience that strengthen inclusion, connectedness and social justice, and the role of social workers in implementing these approaches
- Critically engage with the challenges and limits to urban community resilience within contexts of inequity.

Core Learning Materials

Bosman, Fred et al (2007). Envisioning “Complete Recovery” as an Alternative to “Unmitigated Disaster”, *Souls* 9(1), 1-9.

Arjan Wardekker (2021) Contrasting the framing of urban climate resilience, *Sustainable Cities and Society*, 75, <https://doi.org/10.1016/j.scs.2021.103258>.

Additional Learning Materials

Ranganathan, Malini & Bratman, E. (2019). From Urban Resilience to Abolitionist Climate Justice in Washington, DC, Antipode, A Radical Journal of Geography

Chiesi, L., & Forte, G. (2022). Design for Climate Change in the Neoliberal Present: Gentrification, Ecocide, and the Loss of Urbanity in New York City. *Social Sciences*, 11(10), 451. <https://doi.org/10.3390/socsci11100451>

O'Brien, K., B. Hayward, and F. Berkes (2009) Rethinking social contracts: building resilience in a changing climate. *Ecology and Society* 14(2): 12.:<http://www.ecologyandsociety.org/vol14/iss2/art12/>

Bach et al. (2010) Policy Challenges in Supporting Community Resilience, Working Paper, Multinational Community Resilience Policy Group

(Policy and practice) Rebuild by Design <https://rebuildbydesign.org/>

(Policy and practice) Disaster Housing Recovery, Research, & Resilience - <https://nlihc.org/disaster-housing-recovery-research-resilience>

In-class: Presentation from an urban resilience researcher

Class 9: Environmental Displacement and Migration

Learning Outcomes:

At the end of this session you will be able to:

- Articulate the ways in which climate change and environmental degradation interacts with economic inequality and political instability to shape displacement and migration.
- Understand the human rights protections for people displaced by environmental change.
- Identify policies and programs that support and protect displaced people and migrants, globally and in the US.

Core Learning Materials

(2019).From migration to mobility. *Nature Climate Change*.9, 895

UN OHCHR (2018) Slow onset effects of climate change and human rights protection for cross-border migrants, Geneva, <https://www.ohchr.org/en/documents/tools-and-resources/slow-onset-effects-climate-change-and-human-rights-protection-cross>

Rumbach, A, and Sara McTarnaghan (2023) More Than 3 Million Americans Were Displaced by a ‘Natural’ Disaster in the Past Year. How Can We Prepare for Our Climate Future? Urban Institute, <https://www.urban.org/urban-wire/more-3-million-americans-were-displaced-natural-disaster-past-year-how-can-we-prepare>

Junod, A.N., Morales-Burnett, J. and Rivera, F. (2022). *Five Lessons from the Aftermath of Hurricane Maria for Communities Preparing for Climate Migration*, Urban Institute, <https://www.urban.org/urban-wire/five-lessons-aftermath-hurricane-maria-communities-preparing-climate-migration>

Additional learning materials

(Listen) Like The Monarch, Human Migrations during Climate Change, How to Save a Planet, Gimlet Media <https://gimletmedia.com/shows/howtosaveaplanet/rnh9x38/like-the-monarch-human-migrations-during>

Reinhardt, G. Y. (2015). Race, Trust, and Return Migration: The Political Drivers of Post-disaster Resettlement. *Political Research Quarterly*, 68(2), 350-362. <https://doi.org/10.1177/1065912915575790>

Foresight: Migration and Global Environmental Change (2011) Final Project Report, The Government Office for Science, London, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/287717/11-1116-migration-and-global-environmental-change.pdf

Climate Change Is Fueling Migration. Do Climate Migrants Have Legal Protections? Council on Foreign Relations. <https://www.cfr.org/in-brief/climate-change-fueling-migration-do-climate-migrants-have-legal-protections>

Bharadwaj, R, Chakravarti, D, Karthikeyan, N, Hazra, S, Daniel, U, Topno J and Abhilashi, R (2022) Climate change, migration and vulnerability to trafficking. IIED Working Paper, IIED, London. <http://pubs.iied.org/20936IIED>

(Policy-Local)_Rebuild by Design Climate Displacement in NYC: Making space for our neighbors, <https://rebuildbydesign.org/uncategorized/climate-displacement-in-nyc/>

(Policy-Intl) Environmental Rights Review 1(1) 2023 5 How Recognition and Implementation of the Right to a Healthy Environment Can Advance the Human Rights of Migrants Monica Visalam Iyerl <https://environmentalrightsreview.com/>

Data (US): US Census Bureau(2023) Household Pulse Survey Displaced in Last Year by Natural Disaster <https://www.census.gov/data-tools/demo/hhp/#/?measures=DISPLACED>

Data (Intl): World Bank and UNHCR (2023) Joint Data Center <https://www.jointdatacenter.org/does-climate-change-cause-displacement-and-more-questions-about-data/>

CLASS 10: Mental Health in a Changing Climate

Learning Outcomes:

At the end of this session you will be able to:

- Recognize the potential psychosocial and behavioral and mental health impacts of extreme weather events and climate change, with a focus on disproportionately affected populations
- Identify culturally humble programs and practices that foster resilience and reduce risk factors for adverse reactions to stressful-events.
- Identify evidence-based treatments (EBT) for trauma and adverse behavioral health impacts, and the role of social workers in coordinating and integrating these interventions into disaster preparedness and response.

Core Learning Materials

(Listen) The Climate Question: How is climate change affecting our mental health? BBC Sounds
<https://www.bbc.co.uk/sounds/play/w3ct3kj0>

Alston, M., Hazeleger, T., & Hargreaves, D. (2019). *Social Work and Disasters: A Handbook for Practice* (1st ed.). Routledge. <https://doi.org/10.4324/9781315109138>

- Ch. 7: Trauma, Grief and Loss

Orengo-Aguayo, R., Stewart, R. W., de Arellano, M.,A., Pastrana, F. A., Villalobos, B. T., Martínez-González, K.,G., . . . Brymer, M. (2019). Implementation of a multi-phase, trauma-focused intervention model post-Hurricane Maria in Puerto Rico: Lessons learned from the field using a community based participatory approach. *Journal of Family Strengths*,19(1)

Additional Learning Materials

Cunsolo, A., Ellis, N.R. Ecological grief as a mental health response to climate change-related loss. *Nature Clim Change* **8**, 275–281 (2018). <https://doi.org/10.1038/s41558-018-0092-2>

Fothergill, Alice, and Lori Peek (2015). *Children of Katrina*, University of Texas Press, 2015. ProQuest Ebook Central. (Intro, Ch1 and Conclusion) Available on Hunter College Online.

Escue, M., Aranda, E., & Rosa, A. (2023). Subjective Well-Being and Mental Health of Puerto Rican Post-Disaster Migrants. *Hispanic Journal of Behavioral Sciences*, 45(1), 3-22. <https://doi.org/10.1177/07399863231205337>

(Practice) Boetto, H. (2024). Addressing disaster fatigue: A SAFE framework for enhancing disaster resilience in social work. *International Social Work*, 67(6), 1327-1340. <https://doi.org/10.1177/00208728241269717>

(Practice) Brymer, Melissa J.; Hansel, Tonya; Steinberg, Alan M.; Speier, Anthony; Osofsky, Joy; and Osofsky, Howard (2019) "The Louisiana Spirit Hurricane Recovery Program: Addressing the Needs of Children and Adolescents after Catastrophic Hurricanes," *Journal of Family Strengths*: Vol. 19 : Iss. 1 , Article 1. Available at:
<https://digitalcommons.library.tmc.edu/jfs/vol19/iss1/1>

(Practice) Hana, L. M., Cepeda, S. L., Christian, C. C., Schneider, S. C., Shaw, A. M., Ehrenreich-May, J., . . . Storch, E. A. (2019). Project reach: Implementation of evidence-based psychotherapy within integrated healthcare for Hurricane Harvey affected individuals. *Journal of Family Strengths*, 19(1)

UNIT 4: URBAN ENVIRONMENTS

CLASS 11: Urban Environmental Health I– Framing the Challenges

Learning Outcomes:

At the end of this session you will be able to:

- Understand and explain the ways in which climate and environmental harms intersect with human health and wellbeing in urban environments.
- Identify the different environmental hazards and benefits faced by urban communities in the U.S. and the interactions with social and economic inequities.
- Start to explore policy solutions that address health and sustainability.

Core Learning Materials

Crane M, Lloyd S, Haines A, Ding D, Hutchinson E, Belesova K, Davies M, Osrin D, Zimmermann N, Capon A, Wilkinson P, Turcu C. (2021) Transforming cities for sustainability: A health perspective. *Environ Int*. 2021

Feb;147:106366. doi: 10.1016/j.envint.2020.106366.

(Explore) Environment and Health Data Portal: Understand how environments shape health in New York City
<https://a816-dohbesp.nyc.gov/IndicatorPublic/beta/key-topics/>

Pick one topic to explore in greater depth and connect to a place (NYC or elsewhere).

A. Pollution (Air and Plastic)

Fuller, Richard et al. (2022). Pollution and health: a progress update. *The Lancet Planetary Health*. 6. 10.1016/S2542-5196(22)00090-0.

Morrison M, Trevisan R, Ranasinghe P, Merrill GB, Santos J, Hong A, Eward WC, Jayasundara N and Somarelli JA (2022) A growing crisis for One Health: Impacts of plastic pollution across layers of biological function. *Front. Mar. Sci.* 9:980705. doi: 10.3389/fmars.2022.980705

Earth.org (2023) Air Pollution in NYC: Causes, Effects, and Solutions, <https://earth.org/air-pollution-in-nyc/>

NYC Health (2021) Asthma and Housing Quality in New York City,
<https://www.nyc.gov/assets/doh/downloads/pdf/survey/asthma-housing-2021.pdf>

B. Mobility

Mehrdad Tajalli, Ali Hajbabaie, (2017) On the relationships between commuting mode choice and public health, *Journal of Transport & Health*, 4,m267-277, <https://doi.org/10.1016/j.jth.2016.12.007>.

Simon, M (2024). A study of 11,000 twins shows how to make America walkable again, <https://grist.org/cities/study-twins-make-america-walkable-again/>

How extreme car dependency is driving Americans to unhappiness, <https://www.theguardian.com/us-news/2024/dec/29/extreme-car-dependency-unhappiness-americans>

(Watch) Black Women Bike DC Founder Veronica Davis speaks at 2013 National Bike Summit:
<https://www.youtube.com/watch?v=2DUcWi0-avg>

C. Extreme Heat

Batibeniz, F., Seneviratne, S.I., Jha, S. *et al.* Rapid climate action is needed: comparing heat vs. COVID-19-related mortality. *Sci Rep* **15**, 1002 (2025). <https://doi.org/10.1038/s41598-024-82788-8>

From heat racism and heat gentrification to urban heat justice in the USA and Europe
<https://www.nature.com/articles/s44284-024-00179-6>

Anzilotti, Eillie (2024). How Cities Can Beat the (Extreme) Heat, CitFix, The World Resources Institute,
<https://thecityfix.com/blog/how-cities-can-beat-the-extreme-heat/>

D. Food Systems

Springmann, Marco, Godfray, H. Charles J., Rayner, Mike and Scarborough, Peter (2016) Analysis and valuation of the health and climate change co-benefits of dietary change, *PNAS*, 113 (15) 4146-4151
<https://doi.org/10.1073/pnas.1523119113>

Maryam Rezaei (2024) Putting urban food systems on the table with COP29. ODI Global.

<https://odi.org/en/insights/putting-urban-food-systems-on-the-table-with-cop29/>

(Policy) Blackwell, A (2016) Best Practices for Creating a Sustainable and Equitable Food System in the United States, Center for American Progress, <https://www.americanprogress.org/article/best-practices-for-creating-a-sustainable-and-equitable-food-system-in-the-united-states/>

Explore: The EAT-Lancet Commission on Food, Planet, Health: <https://eatforum.org/eat-lancet-commission/>

(Policy and Practice) World Resources Institute, Creating a Sustainable Food Future, <https://www.wri.org/food>

In class: Presentation from urban environmental health specialists

CLASS 12: Urban Environmental Health II – Nature-based Solutions

Core Learning Materials

Thomas Astell-Burt, T, Pritchard, T, Francois, M et al (2023) Nature prescriptions should address motivations and barriers to be effective, equitable, and sustainable, The Lancet Planetary Health, 7 (7)

<https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196%2823%2900108-0/fulltext>

Christopher M. Raymond, Niki Frantzeskaki, Nadja Kabisch, et al, (2017) A framework for assessing and implementing the co-benefits of nature-based solutions in urban areas, Environmental Science & Policy, 77, 15-24,

A. Improving Access to Urban Green Space

Ahmed Mustafa, Christopher Kennedy, Bianca Lopez, Timon McPhearson (2023). Perceived and geographic access to urban green spaces in New York City during COVID-19, Cities, 143,

<https://www.sciencedirect.com/science/article/pii/S0264275123003840>

Filip, A. J. (2014). Large-scale urban planning schemes in the hands of the citizens—the greenway in the New York borough of Bronx. *Kwartalnik Architektury i Urbanistyki*.

(Practice) Urban Wilding and Co-Design, <https://urbansystemslab.com/blogs/2024/10/17/urban-wildind-and-co-design>

(Practice) Trust for Public Land-<https://www.tpl.org/>

B. Nature Based Solutions for Physical and Mental Health

Lilah M. Besser and Gina S. Lovasi (2023) Chapter 8: Human physical health outcomes influenced by contact with nature, in Nature Based Solutions for Cities, in *Nature Based Solutions for Cities*,

<https://www.elgaronline.com/edcollchap-oa/book/9781800376762/book-part-9781800376762-18.xml>

Nadja Kabisch, Sukanya Basu, Matilda van den Bosch, Gregory N. Bratman, and Oskar Masztalerz (2023) Chapter 9: Nature-based solutions and mental health, in *Nature Based Solutions for Cities*, <https://www.elgaronline.com/edcollchap-oa/book/9781800376762/book-part-9781800376762-19.xml>

National Evaluation of the Preventing and Tackling Mental Ill Health through Green Social Prescribing Project: Policy

Briefing - Final Report - March 2021 to June 2023 <https://www.shu.ac.uk/centre-regional-economic-social-research/publications/gsp-final-report-briefing-march-2021-to-june-2023>

Stephens, C., Carrizo, A.G., Ostadtaghizaddeh, A. (2016). Revisiting the Virtuous City: Learning from the Past to Improve Modern Urban Mental Health. In: Okkels, N., Kristiansen, C., Munk-Jorgensen, P. (eds) *Mental Health and Illness in the City*. Mental Health and Illness Worldwide. Springer, Singapore. (Available through Hunter Libraries Online).

Additional Sources

Chang, C.H., Erbaugh, J.T., Fajardo, P. *et al.* Global evidence of human well-being and biodiversity impacts of natural climate solutions. *Nat Sustain* (2024).

Roy Chowdhury PK, Robertson JC, Levin PS, Case MJ, Brown DG (2025) Opportunities and challenges to community-level adoption of natural climate solutions in Washington State. *PLOS Clim* 4(2): e0000580. <https://doi.org/10.1371/journal.pclm.0000580>

Steininger, M.O., White, M.P., Lengersdorff, L. *et al.* Nature exposure induces analgesic effects by acting on nociception-related neural processing. *Nat Commun* **16**, 2037 (2025). <https://doi.org/10.1038/s41467-025-56870-2>

CLASS 13: A Just Transition

Learning Outcomes:

At the end of this session you will be able to:

- Understand the social impacts of climate change mitigation policies.
- Identify equitable approaches to climate mitigation and green energy, including through education, employment and housing.
- Define social work's contributions to advocacy and action for climate change and environmental hazard mitigation, with a focus on Community Benefit Agreements (CBA).

Core Learning Materials

Diezmartínez, C.V., Short Gianotti, A.G. US cities increasingly integrate justice into climate planning and create policy tools for climate justice. *Nat Commun* **13**, 5763 (2022). <https://doi.org/10.1038/s41467-022-33392-9>

Fu, Samantha (2022) Four Ways Local Leaders Can Simultaneously Advance Racial Equity and Address the Climate Crisis, Urban Institute, <https://www.urban.org/urban-wire/four-ways-local-leaders-can-simultaneously-advance-racial-equity-and-address-climate>

Listen: A Just Energy Transition is Underway <https://www.intersectionalenvironmentalist.com/the-joy-report/a-just-energy-transition-is-underway>

Additional Sources

(2025). Biden Left Us With a 'Prius Economy.' It's Time for Something Different. <https://www.nytimes.com/2025/01/07/opinion/electric-vehicles-tax-credits.html>

Markkanen, & Anger-Kraavi, A. (2019). Social impacts of climate change mitigation policies and their implications for inequality. *Climate Policy*, 19(7), 827–844. <https://doi.org/10.1080/14693062.2019.1596873>

Beckfield, Jason and Evrard, Daniel Alain (2023) The Social Impacts of Supply-Side Decarbonization, *Annual Review of Sociology*, 49, 155-175 <https://doi.org/10.1146/annurev-soc-031021-012201>

Justine Calma (2018) Solar isn't accessible to half of Americans. Can community solar change that? Grist <https://grist.org/article/solar-isnt-accessible-to-half-of-americans-can-community-solar-change-that/>

Goodrich, M (2023) Dallas Climate Activists Won a Major Investment in Green Transit. We Can All Learn From Their Fight. In These Times. <https://inthesetimes.com/article/dallas-climate-activists-won-investment-green-transit-mass-organizing-green-new-deal-public-schools-buses>

Explore: Hoodwinked in the Hot House (2023) Fight False Climate Solutions, <https://climatefalsesolutions.org/>

UNIT IV TAKING ACTION

CLASS 14-15: Final Paper Presentations

Learning Outcomes:

During this session you will:

- Discuss your policy analysis paper.
- Provide and receive peer feedback.