***­­­environmental SCIENTIST* journal: Learning Resource Notes**

The purpose of these educational resource notes is to provide a format for informal, seminar-style discussions of the topics explored in the latest edition of the journal of the Institution of Environmental Sciences.

Through discussion of the ideas and issues presented within the journal, they aim to supplement and enhance students’ knowledge and understanding of a broad range of environmental science issues and provide insights into the professional concerns of practising environmental scientists.

**Articles in focus**

The below articles have been selected as particularly relevant for in-depth discussion, allowing for wider debate of the key elements of the article topic. Some specific questions you may wish to consider when reading and discussing these articles are outlined.

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| Learning outcomes | * Understand the main ideas discussed in the publication
* Describe the main conclusions and their relevance to the environmental science sector
* Critically reflect on the main concepts discussed
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| Format | * Articles of particular interest are to be selected and shared with the group to read ahead of the discussion. Suggestions of focus articles are attached here
* Small group discussions of articles that closely relate to programme content to supplement learning
* Discussions can be led by participants or the tutor, using the ‘articles in focus’ resource to prompt debate and aid the conversation
* The suggested discussion points and questions provided in this pack for selected articles can be used as a starting point to guide the discussion
* Students can be encouraged to choose to discuss any of the other articles within the issue
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e*nvironmental SCIENTIST* **Seeking Natural Justice**Vol 32, issue 3

<https://www.the-ies.org/resources/seeking-natural-justice>

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| **Topic overview**  | How we respond to matters of environmental justice in the present will shape our society well into the future, as the world grapples with the intensifying effects of climate change and countless other environmental pressures.Exploring a range of environmental injustices - from the dumping of hazardous waste in a predominantly Black neighbourhood in Dallas, Texas, to disaster capitalism in Barbuda following Hurricane Irma - this edition sheds light on the inequalities inherent in environmental damage. Crucially, these articles also consider routes to attaining environmental justice: such as working with legal systems, engaging in civil disobedience, or creating innovative new ways to hold corporations and authorities to account for environmental wrongdoing. Ultimately, this issue of environmental SCIENTIST examines how – and if – environmental justice can be achieved, particularly for the most vulnerable communities on the front line of the climate crisis. |
| **Articles in focus** |
| **The Aarhus Convention’s new frontiers****Anna Berti Suman (p.10)** | **Article overview:** This article evaluates new areas of environmental justice that could be protected by the Aarhus Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters. |
| * Describe the purpose of the Aarhus Convention, what it does, and what it seeks to do to ensure protections for those raising issues of environmental justice.
* Assess the risks and benefits of citizen-gathered evidence in holding governments, organisations, and corporations to account for environmental wrongdoing, as outlined in the section ‘Exploring Conventions as Action’.
* Evaluate the strengths and weaknesses of the current Aarhus Convention in protecting human and environmental rights. What could be done to ensure that the Convention is being properly interpreted and applied in practice?
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| **Empowering Indigenous organisations through the ForestLink monitoring system in Madre de Dios, Peru****Ernesto F. Ráez Luna, Víctor Milla Quesada, Ana Osuna Orozco and Joe Eise (p. 24)** | **Article overview:** This case study reveals how access to technology is supporting Indigenous communities in the Peruvian Amazon to take action on illegal logging and mining. |
| * Identify the two main environmental crimes threatening the livelihoods of Indigenous people in the Madre de Dios region of the Peruvian Amazon, and explain why these are so prevalent in the region.
* Discuss the main barriers that prevent Indigenous communities from being able to achieve justice for criminal activities that affect their homes and environment.
* Analyse the ways in which the ForestLink project has supported Indigenous communities in the region. How did the project seek to redress the barriers to accessing justice (identified in the second discussion point above)?
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| **Scientists to the rescue!****Alex McLaughlin****(p. 36)** | **Article overview:** This article examines the role of scientists in civil disobedience for climate and environmental justice. |
| * What advantages do scientists have in terms of participating in civil disobedience and advocating for social change?
* Discuss the different sides to the debate on whether scientists should participate in civil disobedience and protest, or remain politically “neutral”. Which points, if any, do you agree with, and why?
* How has environmental activism (climate protest and otherwise) been exclusive, rather than inclusive in supporting and empowering marginalised voices? How might this be rectified?
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