

ENVS 390-1

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL

FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number ENVS 390-1 Course Title Environmental Justice

- This is a new course. A FORM C is being filed concurrently. (A T form is being filed)
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course. See attached description/Course topics/SLOs
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 yes no
- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 yes no
- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

This is a new topics course that will be offered in the new and emerging interdisciplinary majors of Environmental Studies. The course can be taken by ENVS majors but does not presuppose a knowledge base from the major. The class dealing with important and relevant topics of how different segments of the population face disproportional burden of environmental pollution and the resulting health consequences. The class draws in analysis of environment, race, ethnicity, gender, North-South dimensions to examine environmental issues such as climate change, food production/security and globalization, consumption and resource use, exposure to toxins and environmental justice, and environmental movements around these issues, drawing from social sciences, humanities and natural sciences. We are developing new upper division electives for this new major.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

| | |
|-------------------------------|---------------|
| Signature | |
| Pamela Stricker | 2/9/16 |
| Originator | |
| Pamela Stricker | 2/9/16 |
| Program Director | Date |
| | |
| General Education Coordinator | Date |
| | |

Virginia Mann

From: Pamela Stricker
Sent: Monday, February 22, 2016 4:38 PM
To: Virginia Mann
Cc: Martha Stoddard-Holmes; Angela Baggett; Jo Ellen Anderson; Regina Eisenbach; Yvonne Meulemans; Pamela Stricker
Subject: Re: ENVS Topics for GE

Hi Virginia,
My apologies. I thought I had answered all of the questions.

Question #4



ENVS 390-1 Environmental Justice

This course introduces students to the basic assumptions, principles and methods of Environmental Studies, which being an interdisciplinary course, draws upon literature of number of academic disciplines and helps students from a variety of majors to focus on concepts of environmental justice and within Environmental Studies. Students then apply and utilize these concepts to discuss, debate and analyze cases of environmental justice/injustice covered in the course.

ENVS 390-2 – Environmental Issues through Film

This course introduces students to the basic assumptions, principles and methods of Environmental Studies, which being an interdisciplinary course, draws upon the literature of a number of academic disciplines and helps students from a variety of majors to focus on specific contemporary environmental issues and problems through film, documentary, and existing academic research. Students then apply and utilize these concepts to discuss, debate and analyze the dynamics of specific environmental issues, the actions of related environmental movements around such issues and efforts to solve the issues and/or facilitate change are covered in the course.

Again, my apologies. I don't know how I missed that question.

Pamela

From: Virginia Mann <vmann@csusm.edu>
Date: Monday, February 22, 2016 at 1:18 PM
To: Pamela Stricker <stricker@csusm.edu>
Cc: Martha Stoddard-Holmes <mstoddar@csusm.edu>, Angela Baggett <abaggett@csusm.edu>, Jo Ellen Anderson <janderson@csusm.edu>, Regina Eisenbach <regina@csusm.edu>, Yvonne Meulemans <ymeulema@csusm.edu>
Subject: ENVS Topics for GE

ENVS_390-1_DD.pdf ENVS_390-2_DD.pdf

Hello Pamela,

We received your topic forms for ENVS last week, along with the GE forms. On both area DD forms for GE (attached) you didn't appear to answer #4. The GEC will not be able to review those proposals until the form is complete. If you would like to reply to this email with the answer to #4 for both topic courses, I can append it to the GE forms and forward them to GEC. Meanwhile the topics were approved by Regina on Friday, and I will be entering them into PeopleSoft this afternoon.

Thanks,
Virginia

ENVS 390-1 Environmental Justice Description

Topic description: This course is an interdisciplinary examination of fundamental environmental problems faced by individuals and communities of color. In particular we will consider the proposition that people of color and socio-economically disadvantaged individuals, whether residing in urban or rural communities, bear a disproportionate burden of environmental pollution and its health consequences.

Topics for class: Key topics to be considered during the semester include racism and social justice, environmental racism, pollution impacts and health effects in communities of color, community responses to environmental threats, pollution in developing nations, indigenous peoples, and climate change. We will review studies and analyses that document environmental injustice. Studies suggesting that people of color have environmental burdens imposed upon them unfairly due to over-siting of industrial plants and landfills in their communities and from exposures to pesticides and other toxic chemicals at home and on the job will be reviewed and analyzed. Consideration will be given to the viewpoint that there exists within the United States, as well as globally, a pattern of environmental inequity, injustice and racism. The possible causes for patterns of injustice will be examined and discussed. Considerable attention will be paid to grassroots and community-based efforts to deal with environmental threats. Recent proposals to address the problem of environmental racism and injustice will be discussed and analyzed.

ENVS Program Learning Objectives that will be addressed in this class: 1) Develop an understanding of environmental justice and critically examine the interactions of human/social systems and the environment, using the lens of race/ethnicity, class and gender and along North-South divide. 2) Develop strong writing, critical thinking, communicative, and research skills.

1. Please attach a syllabus or draft syllabus of the course. *(Please see description of topics course, topics to be covered and student learning objectives above.)*
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units. – *3 units*
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements? *No.*
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered “yes” to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UJGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

This course will draw upon works within sociology, ethnic studies, political science, anthropology, and/or history to analyze the problem of environmental inequality, injustice and racism plays out among segments of the population, for example in terms of exposure to toxins (lead and other pollutants in drinking water, siting of landfills and toxic incinerators in working class communities of color and white).

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

Environmental Justice looks at how race, ethnicity, class, gender and N-S global identities are reflected in the environmental inequalities faced by subsections of the North American and global populations.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Environmental Studies, is by nature an interdisciplinary major, drawing together concepts, theories and methodologies from the social and behavioral sciences, natural sciences, arts and the humanities. This course, Environmental Justice, examines the interplay of race, socio-economic status, politics, justice, and environmental issues. It will involve an interdisciplinary examination of some fundamental environmental problems faced by individuals and communities of color. This class asks questions such as a) that how is it that certain groups of people do not have access to basic resources, or are systematically burdened with pollution or environmental hazards to a greater extent than other group; and b) What are the social relations, which contribute to these outcomes and what can be done?

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

This course will utilize quizzes, tests and writing assignments aimed at assessing how students are learning how different subsections of the population face environmental inequalities, injustice and racism.

- b. If you use any course assessment activities (e.g., “pre” and “post” testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

Environmental Justice Topics

Topics to be covered – What is Environmental Justice?, Theorizing Justice, Race, Class, Gender and the Environment, Environmental Justice and the State, Policy, Environmental Justice case studies (Southern California, South, Flint, Michigan). Environmental justice in urban settings. Air quality and environmental justice, water quality and environmental justice, climate justice, natural disasters and environmental justice. Pollution, toxins and siting of polluting industries, landfills and incinerators. Sustainability and environmental justice.

Selections from texts – *Power, Justice and the Environment: A Critical Appraisal of the Environmental Justice Movement* (eds) David Pellow and Robert Brulle (MIT Press) (2005)

Toxic Communities: Environmental Racism, Industrial Pollution and Residential Mobility, Dorceta Taylor (NYU). 2014.

Diamond: A Struggle for Environmental Justice in Louisiana's Chemical Corridor (Urban and Industrial Environments) – Steve Lerner and Robert Bullard, 2006.

The Quest for Environmental Justice: Human Rights and the Politics of Pollution – Robert Bullard, (2005)

Confronting Environmental Racism: Voices from the Grassroots, Robert Bullard and Benjamin Chaves, 1999.

Dumping in Dixie: Race, Class and Environmental Quality (3rd edition)- Robert Bullard - 2000

*The Topic Form is attached to
provide additional context for
this course.*

NEW TOPIC PROPOSAL

Note: The proposed topic below can only be offered two times.

Is GE credit being requested? Yes No

If so, which area(s)?

Please attach the GE form to this form for the area requested.

Please attach a section add form.

1. College of: x CHABSS CoBA CoEHHS CSM 2. Center/Program/Department: ENVS

3. Instructor TBD

4. Topic Abbreviation and Number: ENVS 390-1 5. Grading Method: letter grade

6. Term: Fall 7. Year: 2016 8. Variable Units: * 3

9. Has this topic been offered previously: Yes x No If yes, indicate term(s) Year:

10. Topic Title: Environmental Justice (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)

11. Abbreviated Title for PeopleSoft: (no more than 30 characters, including spaces) ST: Environmental Justice

12. Topic Description: Note: This part can be skipped if answer to part 9 is "yes." Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.

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13. Does this topic have prerequisites? Yes xNo

14. Does this topic have co-requisites? Yes xNo

15. Does the topic require consent for enrollment? Yes xNo

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes." (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)

xYes No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

SOCIOLOGY

Discipline Signature: see attached email Date: Support (checked) Oppose

ETHNIC STUDIES

Discipline Signature: see attached email Date: Support (checked) Oppose

- 1. Pamela Stricker 2/4/16 4. Mary J. Hall 2-17-16
Originator (Please Print) Date Dean of College (or Designee) Date
2. Pamela Stricker 2/4/16 5. Roxie Eberhard 2-18-16
Program/Center/Department - Director/Chair Date Dean of Academic Programs Date
3. College Curriculum Comm. Rep. Date

SOC
approval

Hi Pam,

I spoke with Kristin Bates, who teaches Environmental Justice. There is a bit of overlap but not so much as to prevent us from supporting your course. When your new hire preps the course, perhaps they could meet/check in with Kristin so as to properly distinguish the two courses from each other.

Best,

Sharon

From: Pamela Stricker <striker@csusm.edu>

Date: Sunday, February 14, 2016 at 5:31 PM

To: Sharon Elise <selise@csusm.edu>, Vincent Pham <vpham@csusm.edu>

Cc: Pamela Stricker <striker@csusm.edu>

Subject: Seeking approval for T form (ENVS)

Hi Sharon and Vincent,

I write to you as Chair/PD of Sociology and Ethnic Studies respectively. ENVS is creating curriculum for the new major. We are proposing this special topics class on Environmental Justice. This is a course our new hire in ENVS (Enviro Justice) will teach. If you could review these forms and let me know if you approve it, that would be great. We're trying to get this on for the fall schedule. Thanks so much! Also if I have left someone off this list, my apologies in advance! Please let me know. Thanks so much!

Thanks!

Pamela

Pamela Stricker, Ph.D.
Professor, Political Science and Global Studies
Program Director and Founding Faculty, Environmental Studies
California State University, San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
striker@csusm.edu

ETST
approved

Hello Pamela,

The Ethnic Studies coordinating committee (copied on this email) enthusiastically approve of and support the course. We think this is a valuable course and look forward to seeing its development in curriculum and possible future inclusion with Ethnic Studies.

Best,

--

Vincent N. Pham, Ph.D.

Assistant Professor

Department of Communication

California State University San Marcos

333 S. Twin Oaks Valley Road, SBSB 2116

San Marcos, CA 92096-0001

Office Ph: [760/750-8094](tel:7607508094); Fax: [760/750-4111](tel:7607504111)

Email: vpham@csusm.edu

Most recent publication: "Our Foreign President Barack Obama: The Racial Logics of Birther Discourses," [Journal of International and Intercultural Communication](#), Vol. 8 (2) 2015

Asian Americans and the Media. Visit the book at <http://www.polity.co.uk/book.asp?ref=9780745642734>

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Thanks!

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