

ORIGINATOR'S SECTION:

1. College: CHABSS CoBA
 CoEHHS CSM

Desired Term and Year of Implementation (e.g., Fall 2008):
 Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* ENVS 340

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

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Environmental Justice

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

 Examines the role of social inequities, especially those of class and race, in the production and distribution of environmental risks in societies at the local, national, and global levels. Reviews environmental justice theories, concepts, and methods with special attention to risk science, ecosystem management, biodiversity conservation, and sustainable development.

9. Why is this course being proposed?

 The Environmental Studies degree aims to provide "a collaborative setting for faculty, students, and community partners to study environmental and land-use issues." (see University course catalog). This course gives students the opportunity to examine how the most poignant land-use issues impact vulnerable communities. By examining environmental justice, students will be able to critically examine how justice is achieved, violated, and challenged at the intersection between economic, political, and environmental systems. Further, this course will expand the course offerings in the Environmental Studies major.

10. Mode of Instruction*
 For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-2
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No

 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

RP _____
 Tracker _____
 ps _____

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 APR 02 2018
 BY: _____
 Revised.

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): Yes No ENVS 100

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* ENVS 390-1

20. How often will this course be offered once established?* Annually

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Sociology: Sharon Elise
 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

Anthropology: Konane Martinez
 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

See original for signatures

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

- 1. Originator (please print or type name) _____ Date _____
- 2. Program Director/Chair see original for signature _____ Date _____
- 3. College Curriculum Committee Cilli _____ Date 3/28/18
- 4. College Dean (or Designee) Marta Stoddard Hume _____ Date 3/29/18

- 5. UCC Committee Chair _____ Date _____
- 6. Vice President for Academic Affairs (or Designee) _____ Date _____
- 7. President (or Designee) _____ Date _____

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Sociology: Sharon Elise Discipline	 Signature	12-6-17 Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Anthropology: Konane Martinez Discipline	 Signature	11-17-17 Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Gabriel Valle
 1. Originator (please print or type name) _____ Date _____
 12/7/2017
 2. Program Director/Chair _____ Date _____

3. College Curriculum Committee _____ Date _____

4. College Dean (or Designee) _____ Date _____

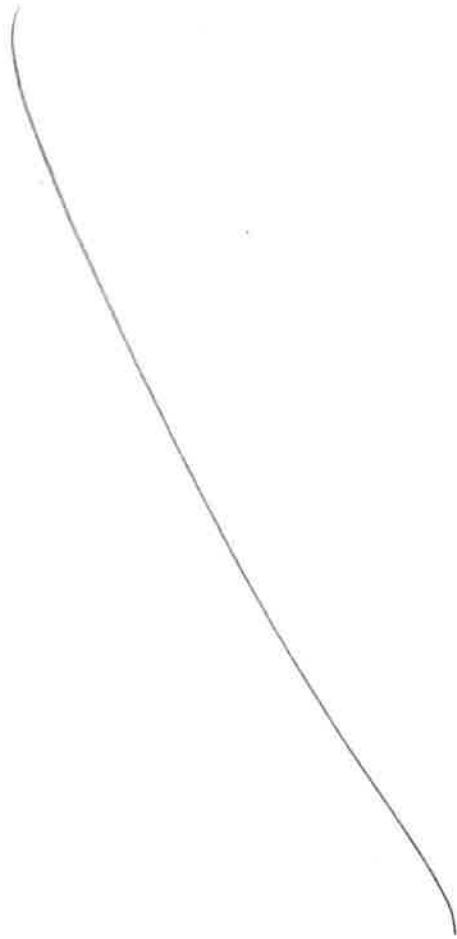
5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

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original



ENVS 340
Environmental Justice

Class description:

This course is an introduction to environmental justice theory and practice. We will critically analyze environmental racism and other forms of ecological injustices locally and globally. This course will begin by exploring the context in which environmental justice has emerged. We will then move on to investigate the intersectionality of land, food, and people as it pertains to environmental justice. Students will be exposed to the study of risk science, ecosystem management, biodiversity conservation, and sustainable development. We will explore the relationship between race, place, and power to learn how different people in different places confront, challenge, and improve their well-being through the pursuit of environmental justice.

Course Learning Objectives:

By the end of this course students will be able to:

1. Develop a general understanding of environmental justice and be able to identify factors that contribute to the existence of disparities in environmental outcomes.
2. Assess place-based environmental justice conflicts, drawing on theories, concepts, and methods from social sciences, humanities, law, and environmental studies.
3. Analyze place-based environmental justice conflicts in local, regional, national, and global historical contexts.

Teaching Philosophy:

Critical Pedagogy: This class is your class. I consider myself a co-learner and facilitator of the learning process in this course, and I need your participation and contribution to accomplish that. In this class, we will take a critical approach to environmental studies through critical reading, thinking, self-reflection, and respectful dialogue. I believe learning occurs through collaboration with others. I expect you to be open to and respectful of others' experiences and perspectives, but most importantly to be critically reflective of your own perspectives and opinions. I do not expect you to agree with all the voices put forth in this class, but I ask that you seek to gain an understanding of other perspectives, ideas, and ways of thinking about the world and sustainability. I also expect you to reflect on your own biases (we all have them) and how your biases influence your reading and discussion experiences.

I value following student interests and needs as much as possible. This means that the course is continually evolving as we co-create it with our collective insights, interests, and knowledge.

Applied Learning and Research: I believe that the best learning occurs when students and instructors are able to make connections between theory and practice. Direct hands-on experience deepens ones understanding of course materials (i.e. readings and lectures) and places the concepts of the curriculum into the context of “real-life” situations. I

incorporate experiential learning through in-class and out of class activities that will help challenge students to become culturally aware and civically engaged.

Grading:

1. Contribution: 20 pts.

A portion of this class will be based on discussions, activities, and in-class group projects. I have labeled this category as contribution instead of participation because we will be learning from each other in this course and you are required to contribute your ideas, thoughts, questions, perspectives, and experiences to the class. **It is essential that you be present in both body and mind to create a positive learning environment for everyone.** You will be evaluated on your contribution through occasional in-class assignments and by demonstrating your engagement with the readings, thoughtful questions, and willingness to engage respectfully with others.

Please keep in mind that because this class relies heavily on student contributions and group work, you will be missed when absent. Your experience and the overall course will be better if you are an active participant and to be an active participant you need to be present. This portion of your overall grade cannot be "made-up."

2. Online Contribution: 20 pts.

Online contribution is based on your weekly participation in online discussion forums. Each week we will have a discussion forum on a topic related to the reading. Your post is **due by Monday at 11:59 each week.** You are required to post responses, questions, and/or comments on the course readings each week. We will use online discussion forums to guide and enrich in class discussion. To earn full credit, **you must post comments of satisfactory quality.** Individual postings will not be graded. There will be discussion forums each week, **including** weeks we do not meet in class. This will give the class time to read through them and prepare for class on Friday morning.

3. Case Study: 70 pts.

In groups students will conduct a case study related to environmental justice. The case study will focus on the social, historical, and cultural consequences of exposure while also taking into account how, why, and when local people mobilize to resist environmental inequalities. The report should draw from the theories, concepts, and methods learned in the class while also producing original research about place-based struggles. Projects will be completed as either Story Maps, GIS maps, or Timelines. Rather than a paper, there each group will complete online data, history, and context. More info will be provided in class.

Breakdown of grade

- Group Contract 5pts
- Meeting with Prof 5pts
- Annotated bibliography 1 & 2 10pts
- Story Map, GIS Map, Timeline 40pts

- Group Presentation

10pts

4. Quiz: 3 × 20 = 60 pts.

Throughout the semester there will be three in-class tests about course materials. Each test will be made up of four questions (5 points each). Students will be expected to make clear connections between and be able to apply the concepts, theories, and methods discussed in class with the course readings, guest lectures, and films.

5. Reading Assessment: 6 x 5 = 30 pts.

Throughout the semester there will be six online multiple-choice question reading assessments. The questions will be directly related to the readings required for class. Quizzes will be available to students Tuesday after class on the week assigned and due by Friday at 11:59 pm of the same week.

Required text:

1. Bryant Bunyan. *Environmental Crisis or Crisis of Epistemology? Working for Sustainable Knowledge and Environmental Justice*. Morgan James Publishing. 2011.
2. Johnston, Barbara Rosa, and Holly M. Barker. *Consequential Damages of Nuclear War: The Rongelap Report*. Walnut Creek, CA: Left Coast Press. 2008.
3. Holmes, Seth M. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley, CA: University of California Press. 2013.

****Additional readings will be available on the Canvas webpage****

****Each student is required to bring a copy of the text to class****

COURSE SCHEDULE AND READINGS

- Week 1: Introduction to environmental justice concepts
- Week 2: Historical development of environmental justice movement
- Week 3: Introduction to risk science
- Week 4: Introduction to environmental justice paradigms (equity & autonomy)
- Week 5: Causes and symptoms of inequality
- Week 6: Poverty and environmental justice
- Week 7: Hegemony and the production of sacrifice zones
- Week 8: Intergenerational trauma
- Week 9: Racial formation
- Week 10: Symbolic violence
- Week 11: Power/knowledge
- Week 12: The suffering subject
- Week 13: Environmental justice issues part 1: water
- Week 14: Environmental justice issues part 2: air quality
- Week 15: Toward more just and sustainable futures

Week 16: Finals

ADDITIONAL COURSE POLICIES:

University Credit Hour Policy: Students enrolled in face to face courses should spend at least six hours per week engaged in study for the class.

University Writing Requirement: all students are expected to meet the university mandated written requirement of write 2500 words in this three-unit course. This is satisfied through in-class writing, quizzes, case study, and online contribution (see above for specifics).

Classroom Conduct: The classroom is a learning environment dedicated to the exchange of ideas. Some students are distracted by side conversations and use of computers and other technology. In addition, the class will focus on discussions for which maintaining eye contact is especially important. Part of your job is to help create an enriching and focused communal learning environment for all.

Technology: I *do* allow the use of laptops and tablets, but I ask those who wish to use them be mindful that technology can be distracting for other students. If the use of computer or other devices becomes distracting, I may alter my policy as necessary.

Please *turn your cell phone off* and put it away for the entirety of the class. If you must make a call or text, please leave the classroom. Be respectful of your classmates.

Cougar Courses: You are expected to check Cougar Courses and your email associated with your Cougar Courses account so that I can communicate with each of you electronically. **All materials should be typed and double-spaced with 12pt font using Times New Roman font.**

Unless otherwise indicated, all assignments are due electronically using Cougar Courses. All assignments are due and should be uploaded to the Cougar Courses webpage unless they are scanned notes or other written materials including in-class activities, field notes, sketches etc.

Late work and absence: In order to maximize the benefit to you, I am committed to correcting your work and getting you feedback in a timely fashion. For these reasons, **I DO NOT ACCEPT LATE WORK.** If you are going to miss a class, a workshop, or a deadline for a valid and documentable reason, please do everything you can to let me know in *advance* so that we can arrange whatever alternate means may be necessary to fulfill the course requirements.

Plagiarism: Plagiarism is copying any work – written, visual art, music – and presenting it as your own, original work. When you include the words, ideas, art, or music of another person in your class assignments, you must fully acknowledge your sources by

naming the source artist/author and publication. Plagiarism will not be tolerated in any form, and students found plagiarizing will receive a “0” for the assignment and will be referred to the CSUSM administration.

Academic Honesty: Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

ADA Statement: Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: dss@csusm.edu. Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.

