

ENVS 340
Environmental Justice

Instructor:
Office Hours:

Contact:
Office:

*"We acknowledge that we are on the traditional territory and homelands
of the Luiseño/Payómkawichum people."*

Class description:

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.

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.

Course Evaluation/Requirements:

1. Contribution: 20pts.

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. This portion of your overall grade cannot be "made-up."

- *D1, D2, and S1: Class contribution is predicated on student involvement with course material and each other. It will solicit responses and inquiry that explore disposition and develop strategies for unscripted problems.*

2. Critical Reflections: 50 pts.

Your reflections can include any of the following, unless explicitly stated otherwise:

- 1) Reaction: What are your critical reactions to the readings?
- 2) Discussion questions: What issues would you particularly like to discuss in class?
- 3) Insight/idea: What do you see as the most important idea or insight from the readings?

Journal reflections will be reviewed and assessed on (1) completion, (2) readability and coherence, and (3) the degree to which the reflections meet the requirements of the assignment and discuss the assigned readings. These five short one-page

(300-500 word) assignments are designed to provide you opportunities to practice the concepts and theories we have discussed in class at home. **Assignments are due on Cougar Courses before class.**

- *K2 and D2: These short writing assignments are designed for students to reflect on course readings and discussions as means to better understand their own assumptions, biases, and worldviews. Successful engagement with critical self-reflection will provide a space for students to develop respect, empathy, and compassion about difference at their own speed.*

3. Reading Group Discussions: 30 pts.

During the semester, each student will be placed into a reading group, and each reading group will complete a series of in-class discussion, activities, and debates.

- *K1 and D1: Reading group discussions require that student read the required reading and then discuss it in groups. Group engagement with the text will provide a means to analyze the historical legacy and contemporary issues of injustice. The group format will provide a space for students to differentiate social locations and intersectional identities of those in the texts and within the group.*

4. In-Class Activities: 20 pts.

Throughout the semester we will have four in-class activities that will be graded (all others will be conceded part of your contribution grade). These activities are designed to generate a new knowledge base, challenge preconceived dispositions, and facilitate an environment to improve your skill set.

- *K2 and D1: In class activities will explore topics related to environmental power and privilege and will require students to apply knowledge learned in class to case studies, collaborative assignments, and discussions related to social justice.*

5. Quiz: 4 × 5 = 20 pts.

Throughout the semester there will be four online mini quizzes about course materials. Each quiz will consist of two to three questions about key terms, concepts, and theories. Students will be expected to apply the concepts, theories, and concepts discussed in class to the course readings, guest lectures, and films. **Quizzes are due before class.**

6. Environmental Justice Project 60 pts.

This is a semester long project where you will explore specific issues related to environmental justice in depth and to develop strategies to address them. Throughout the semester you and your group will analyze a concept, theory, or theme found in the environmental justice literature and complete the step-by-step written assignments guide to best prepare you for your final oral presentation and written report. You will analyze and critically evaluate the historical legacies and contemporary issues that 'frontline' communities face. The paper will be assessed on the amount of research presented, accuracy of information, thoroughness, evidence of understanding of the environmental justice issue, and the clarity of writing. Formatting requirements are explained below. Students will be graded on their individual and group contribution.

Your final project and presentation will attempt to weave your services of case studies together. These reports will help you develop respect, empathy and compassion for difference, while also identifying and advocating for ethical and feasible strategies toward environmental justice. Options for your project is listed below. *More info will be provided in class.*

1. Analytical Paper: In this paper you will bring to life a topic related to the environmental justice with your own voice and analysis of primary and/or secondary sources while also drawing on concepts and theories used in class and the readings.
 - *K1 and D1: Analytical paper requires students to analyze the historical legacies of environmental inequality while also differentiating between the social locations and intersectional identities of the people in their research.*
2. Strategy Proposal: With this assignment you will write a strategy document that offers guidance, advice, and direction to an organization (non-governmental, business, or government agency) that will advance their goals, offering new ideas, tactics, strategy, and direction that you believe will increase their impact and improve outcomes.
 - *D2 and S2: Creating a strategy proposal that can be used by environmental justice groups challenges student to think through complex issues related to social justice by developing empathy and respect for difference while also advocated for justice and equity.*
3. Applied Project: For this assignment you will be required to spend time in the CSUSM Environmental Justice Internship program. The goals of the applied project are 1) to ensure that your education is multifaceted and that your overall understanding of theoretical concepts improves and 2) to offer you the opportunity to practice community building and leadership that go beyond the classroom.
 - *S1 and S2: The Environmental Justice Internship program will provide students with hands-on experiences related to justice and equity on campus and in the community. This process will put students in real-life contact with unscripted problems and challenge them to develop intercultural communication skills and become and an agent of change for social justice.*

4. Creative Project: This creative project puts that planning in your hands. The goal of the creative project is to have you engage ideas and materials from the class in an original, innovative fashion that expresses your creative perspective on the subject matter.
 - *S1: This creative project will challenge students to engage with justice and equity in meaningful ways and then to express those experiences through appropriate means to the class.*

Step-by-Step Assignments Guide

- Statement of Focus 10pts
- Annotated Bibliography 15pts
- Project 35pts

Grades are calculated as follows:

A=>93; A-=90-92.9; B+=88-89.9; B=83-87.9; B-=80-82.9; C+=78-79.9; C=73-77.9; C-=70-72.9; D+=68-69.9; D=63-67.9; D-=60-62.9; F<60.

Required text:

- Joni Adamson, William A. Gleason, and David N. Pellow. 2018. *Environmental Studies Keywords*. New York: NYU Press. (Optional)

**Additional readings will be available on Cougar Courses **
 Each student is required to bring a copy of the text to class

COURSE SCHEDULE AND READINGS

	Readings and Class Schedule	Assignments Due
Week 1	Introductions & Selected Histories <i>K1 and K2: Introduce environmental history from different positions of power and privilege (i.e. race, class, and gender)</i>	
Tue 8.27	<p>Reading:</p> <ul style="list-style-type: none"> • Principles of Environmental Justice (in-class) <p>Activity:</p> <ul style="list-style-type: none"> • What do we know about Environmental Justice 	
Thu 8.28	<p>Jigsaw Reading:</p> <ul style="list-style-type: none"> • Perkins, “The Environmental Justice Legacy of the United Farm Workers of America” • Broad, “The Black Panther Part: A Food Justice Story” • Kemp, “Environmental Racism, Tribal Sovereignty and Nuclear Waste” • Onorevole, Kathleen, "Warren County, NC: Birthplace of Environmental Justice" • Smith, Heather, " Love Canal: The toxic suburb that helped launch the modern environmental movement" <p>Activity:</p> <ul style="list-style-type: none"> • Jigsaw discussions <p><i>D1: Interactive jigsaw discussions about reading from the</i></p>	

	<i>standpoint of different social locations.</i>	
Week 2	2. Social Justice and the Environment <i>K1, K2 and D1: Critique and analyze social justice in the context of the environment while exploring how different social positions come with different historical legacies</i>	
Tue 9.3	Reading: <ul style="list-style-type: none"> Bullard R. “Environmentalism and Social Justice” Activity: <ul style="list-style-type: none"> What is justice? <i>D1 and D2: Discuss and reflect on the meaning of justice from the different positionalities of classmates</i> 	Due before class on CC: Justice Reflection <i>K2: Reflect on personal experiences about justice</i> Quiz #1 due on CC before class.
Thu 9.5	Reading: <ul style="list-style-type: none"> Wenz P. “Does Environmentalism Promote Injustice for the Poor?” 	
Week 3		
Tue 9.10	Reading: <ul style="list-style-type: none"> Cole & Foster “A History of the Environmental Justice Movement” 	
Thu 9.12	Reading: <ul style="list-style-type: none"> Hamilton B. “Woke Environmentalism” 	Due Critical Reflection #1 <i>K1: Explore and reflect on the historical legacy of environmental discourse.</i>
Week 4	Systems, Structures, & Processes <i>K2, D1: Explore diversity and equity from the perspective of systems and process that encourage and enable the conditions of environmental injustice and racism.</i>	
Tue 9.17	Reading: <ul style="list-style-type: none"> Cole & Foster “Political Economy of Environmental Racism” 	Statement of Focus is Due on CC before class
Thu 9.19	Reading: <ul style="list-style-type: none"> Cole and Foster “Environmental Racism” 	
Week 5		
Tue 9.24	Reading: <ul style="list-style-type: none"> Whyte, “Indigenous Experience, Environmental Justice and Settler Colonialism” 	Quiz #2 due on CC before class
Thu 9.26	Jigsaw Reading: <ol style="list-style-type: none"> Learner “Introduction” from <i>Sacrifice Zones</i> 	Due Critical Reflection #2 <i>K2: Explore and reflect on the</i>

	<p>2. Nixon “Introduction” in <i>Slow Violence</i></p> <p><i>D1: Interactive jigsaw discussions about reading from the standpoint of different social locations.</i></p>	<i>visible and invisible structures of power and privilege that play out in environmental discourse.</i>
Week 6	<p>Social Categories of Difference and Nature</p> <p><i>D1 and D2: Explore social categories of difference within environmental discourse as a means to develop respect, empathy, and compassion for difference.</i></p>	
Tue 10.1	<p>Reading:</p> <ul style="list-style-type: none"> Raymond Williams R. “Ideas of Nature” Castree N. “Nature” 	
Thu 10.3	<p>Reading:</p> <ul style="list-style-type: none"> Rudy & White, “Hybridity” 	
Week 7		
Tue 10.8	<p>Reading:</p> <ul style="list-style-type: none"> Rodriguez M. “Facing climate change through justice and intersectionality” <p>Activity:</p> <ul style="list-style-type: none"> CalEnvirionoScen <p><i>K2 and D1: This activity uses GIS maps to analyze the visible and invisible conditions of environmental justice from different social locations and intersectional identities</i></p>	
Thu 10.10	<p>Reading:</p> <ul style="list-style-type: none"> Peña D. “Autonomy, Equity, and Environmental Justice” 	
Week 8	<p>Injustice Across Scales</p> <p><i>K1 and K2: Explore the conditions that give rise to social justice form different spatial and temporal scales.</i></p>	
Tue 10.15	<p>Reading:</p> <ul style="list-style-type: none"> Kurtz H. “Scale Frames and Counter-Scale Frames” <p>Activity:</p> <ul style="list-style-type: none"> Design Reading Groups 	Quiz #3 due on CC before class
Thu 10.17	<p>Reading:</p> <ul style="list-style-type: none"> Andrasik M. “Historical Trauma and the Health and Wellbeing of Communities of Color” <p>Activity:</p> <ul style="list-style-type: none"> Online Discussions 	Due Critical Reflection #3 <i>D1: Explore and reflect on the how social position and intersectionality influences perceptions and strategies of environmental justice.</i>

Week 9	Critical EJ Perspectives <i>K1 and D1: Through collaborative group discussions and in-class work, student will analyze environmental justice from a variety of standpoints.</i>	
Tue 10.22	<p>Reading:</p> <ul style="list-style-type: none"> • Reading Group <p>Self-select one of the following ethnographies to read and discuss in groups. Reading and discussion questions will be assigned in class.</p> <ol style="list-style-type: none"> 1. <i>Pesticide Drift and the Pursuit of EJ</i> by Harrison et al. 2. <i>Polluted Promises</i> by Melissa Checker 3. <i>The Silicon Valley of Dreams</i> by Pellow and Park 4. <i>Toxic Tourism</i> by Pezzullo et al. 5. <i>Flammable</i> by Javier Auyero 	
Thu 10.24	<p>Reading:</p> <ul style="list-style-type: none"> • Reading Group 	
Week 10		
Tue 10.29	<p>Reading:</p> <ul style="list-style-type: none"> • Reading Group 	
Thu 10.31	<p>Reading:</p> <ul style="list-style-type: none"> • Reading Group 	
Week 11		
Tue 11.5	<p>Reading:</p> <ul style="list-style-type: none"> • Reading Group 	
Thu 11.7	<p>Reading:</p> <ul style="list-style-type: none"> • Reading Group 	
Week 12	Contemporary Issues of Power and Privilege <i>S1: Explore effective strategies used in different contexts to promote social and environmental justice.</i>	
Tue 11.12	<p>Reading:</p> <ul style="list-style-type: none"> • Walters et al. "Bodies don't just tell stories, they tell histories" <p>Activity:</p> <ul style="list-style-type: none"> • EJAtlas <p><i>K1, D2, and S2: This hands-on group activity and class discussion explores environmental justice from the perspectives of a variety of contexts. Students will analyze case studies from EJAtlas.com, which will inform them of the historical legacy of environmental racism from different dispositions and how groups how groups</i></p>	Due on CC: Annotated Bibliography of six sources

	<i>challenge that legacy through engaged work in communities.</i>	
Thu 11.14	Reading: <ul style="list-style-type: none"> Klein N. "Dancing the World into Being: A Conversation with Idle No More's Leanne Simpson" 	Due Critical Reflection #4 <i>D1 and D2: Explore and reflect on the how people experience environmental injustice.</i>
Week 13		
Tue 11.19	Watch: <ul style="list-style-type: none"> <i>Railroading Paradise</i> Complete: <ul style="list-style-type: none"> Discussion Guide Activity: <ul style="list-style-type: none"> Perspectives of NIMBY (aka Not in My Back Yard) <i>D1 and S1: Hands-on group activity the forces student to consider different social locations and intersectional identities of environmental injustice. Actively challenges student to work through unscripted problems of race and class as they pertain to justice and equity.</i> 	
Thu 11.21	Reading: <ul style="list-style-type: none"> "Dougherty J. "A Border Betrayed" 	
Week 14	Building a Better World <i>S2: Discuss acts of hope that provide students with real world examples of social justice.</i>	
Tue 11.26	Reading: <ul style="list-style-type: none"> <i>A River Between Us</i> Compete: <ul style="list-style-type: none"> Discussion Guide 	Quiz #4 due on CC before class
Thu 11.28	<p style="text-align: center;">THANKSGIVING * No Class *</p>	
Week 15		
Tue 12.3	Watch: <ul style="list-style-type: none"> <i>Urban Roots</i> Complete:	

	<ul style="list-style-type: none"> • Discussion Guide 	
Thu 12.5	Reading: <ul style="list-style-type: none"> • Solnit R. “Acts of Hope” 	Due Critical Reflection #5 <i>D2 and S2: Explore and reflect on the many ways people are working to achieve environmental justice and consider the next steps.</i>
Week 16	Finals Week	
	Final Projects Due by 12 noon on December 12th	

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.