



SUST 334: Local and Global Environmental Justice: A Practicum for Campus or Community

Spring 2017

Tues & Thurs 11:00-12:15pm

Collaborative Teaching & Learning 130

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Office Hours: Monday 10:45am-Noon or by appointment

"It is no longer possible to separate environmental concerns from those of social justice. Equitable access to a stable climate, clean air, potable water, and safe food are core human rights and civil liberties currently at risk for all humans on the planet -- threats to these basic rights are an unparalleled humanitarian challenge."

-UUFV

What is Environmental Justice? In our complex, increasingly threatened world, how can we make sense of the destruction we see and feel all around us? Climate chaos. Environmental racism. Refugees. Collapsing systems. How can we take part in movements that are "life-sustaining"? This course will explore these questions in depth, focusing on current issues such as climate change, extractive industries, nuclearism, prison reform, immigration, racism, waste, and colonialism. While they may seem at first glance like disparate, disconnected issues, in reality they overlap and intersect in important ways. Together we will learn how to understand such interconnections and also take action in ways that benefit our campus and community.

Course Objectives:

- Develop intellectual, practical, and creative skills to move towards sustainability.
- Gain a thorough understanding of environmental justice and environmental racism.
- Engage in 15 hours of outreach activity off campus.
- Work with peers to organize a sustainably-oriented project for the benefit of the campus or community
- Practice self-reflexivity about our own waste and consumption practices

Required Course Materials:

- Articles available on UNM Learn

Grading Scheme:

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| Class Participation (Attendance, Engagement in the Classroom): | 15% |
| Assignments (Reading Journals, Media Project, EJ Panel Presentations): | 20% |
| Campus/Community Project: | 40% |
| Midterm Exam: | 15% |
| Community Hours: | 10% |

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|-------------------|------------------|------------------|------------------|-----------------------|
| A+ 99-100% | B+ 87-89% | C+ 77-79% | D+ 67-69% | F 60% or lower |
| A 93-98% | B 83-86% | C 73-76% | D 63-66% | |
| A- 90-92% | B- 80-82% | C- 70-72% | D- 60-62% | |

Class Participation:

This class relies on the intellectual commitment and active participation of all students. In order for the course to be effective, all students **MUST** have the reading assignments completed and be prepared for an in-depth discussion each class. Students should bring the assigned reading to class, along with note-taking materials. Active listening and mutual respect are requirements for this course. Our course covers topics that you may not agree with or may elicit intense and emotional reactions from you. While some readings may challenge you or make you feel uncomfortable, take this as sign that you are learning and pushing the boundaries of what you took for granted. I ask that you keep an open mind and challenge yourself, while being respectful of the authors we read, your fellow classmates, and me. Hate speech, constant interruptions, and disrespect will not be tolerated.

Please turn off and put away all cell phones during class. Refrain from facebook, email, and anything other than a word doc for note taking as it is distracting to all around you.

Media Project- News from Gaia:

In an effort to be conscious and critical about where we are getting information, each student will have an opportunity to sign up for one week in the semester and be responsible for informing the class of news items for this week. For the duration of the week, you will choose 3 news sources you do not normally consult on a regular basis (Possibilities include: BBC, Democracy Now!, Al Jazeera, Fox News, Wall Street Journal, Truthout, Common Dreams). Your job is to consult 3 sources throughout the week, compare the presentation of the same information (story) from the different sources, and share your observations with the class. For both Tuesday and Thursday of that week, you will:

1. Summarize 2 news stories relevant to our class themes (social and environmental justice, racism, climate change, inequality, nuclearism, etc.)
2. Share your observations on the differences and/or similarities in how the information was presented in different news sources. Pay attention to headlines, language, and whose perspectives and voices are centered.
3. Provide a written account of the summary, your observations, and one discussion question to the Instructor. Due on both Tuesday and Thursday.

Reading Journals:

There are 22 assigned readings for the semester. You are required to choose **18 out of the 22** readings and write reading journals for each one. My advice is to choose readings you are interested in or passionate about. You will be expected to write one paragraph (4 sentences minimum) that explains *in your own words*:

- 1.) the author's main arguments
- 2.) the author's intended audience
- 3.) their sources
- 4.) Lastly, you will write one question the reading brought up for you and one comment you have about the reading.

The bulk of your response should be a summary of the author's main arguments; please reserve your opinion about the piece for the comment and question section of the response. I will collect hard copies of the reading journals every day there is a reading assigned and grade them on a complete/not-complete grading scale. I will give half credit for late

journals. You may hand-write (in legible writing) your response or type it out- **no email submissions will be accepted.** It is very important that you stay on top of your Reading Journals because you may be called on in class to help facilitate our discussion of a reading with your comment or question.

Important Note: Although I'm only requiring 18 out of 22 reading responses, you are still expected to have ALL of the readings (22/22) read ahead of class and you should be ready to discuss the content in class.

Team Environmental Justice "Expert Panels":

For this group assignment, you will work with your project team to research a major facet of environmental justice. This facet of EJ should relate directly to your project's topic. (Ideas include: Science and Scientific Authority in EJ, Health and EJ, Climate Justice and EJ) You will 1) produce a short "primer" that translates major scholarly findings and arguments on your topic in a way that is designed to be accessible and helpful to families who are concerned that they might be experiencing an environmental justice problem; and 2) to make an in-class presentation of your findings (20-30 minutes, followed by Q&A discussion). You may present your primer and information in the format of a panel (with a moderator), creatively as a skit or play, invite community speakers, or interactively with the class. Be creative and go with your passion. Have fun with it. The date of your group presentation will be determined in class.

Campus/Community Project:

This project is the central facet of the class. You will work in teams of 3 or 4 throughout the semester to design, troubleshoot, and implement a project that will be beneficial to our campus or community. Your project should respond creatively to the justice issues we face in our communities. We will discuss possible projects in class and brainstorm ideas together. The project is divided into 6 parts (outlined below.) More detailed instructions for each part will be distributed in class.

Part 1: Logic Model due Feb. 14th (10%): Each team will turn in one "Logic Model" worksheet outlining their project.

Part 2: Outline due Feb. 21st (15%): Using the Logic Model as a structure, each team will turn in one typed outline, including a detailed description of the role and responsibility of each team member.

Part 3: Proposal/Proposal Presentation due March 2nd (20%): Each team will turn in one project proposal and present on their proposal for the class.

Part 4: 2 Progress Reports due March 28th & April 11th (10%): Each team will turn in two separate reports on our tumblr site (sust334.tumblr.com) on their project's progress worth 5% each.

Part 5: Final Presentation due April 27th (25%): Each team will present their project at the end of the semester for the class and possibly the wider campus/community.

Part 6: Final Reflection Paper due April 27th (20%): Each team member will turn in one individual reflection paper (4-5 double-spaced type-written pages) including a description of their contribution to the team's end product. The papers must reference at least 3 class texts and 2 outside scholarly sources.

Midterm:

The midterm will be an in-class test held on March 9th. The test will be made up of long essay questions and multiple choice questions all covering our class materials (readings, lectures, guest speakers). We will review for the midterm in class on March 7th.

Community Hours:

This course requires that you log 15 hours of outreach work in the community or on campus. In order to fulfill this requirement you must keep a log of your hours and write a short reflection (one to two paragraphs) about your activity. You will turn in a typed-up copy of your completed log to me at the end of the semester. I will offer multiple field trips outside of our class time throughout the semester that will count towards these hours should you choose to attend. Your hours should relate to our class themes in a clearly discernable way and cause change for the better. Be sure to email me ahead of time if you are unsure if an activity will count. After, be ready to share your experiences with the class. I will frequently email you opportunities for community hours, so please check your UNM email regularly.

Attendance Policy and Late Work:

Regular attendance is crucial to maintaining a committed and vibrant intellectual atmosphere. You are allowed TWO absences, and after two absences **your overall participation grade will be lowered by 5 points for each additional absence.** *Documented* medical and family emergencies are not included. (Note: Stellar participation in class has the potential to raise a borderline grade. Attendance problems or lack of engagement can lower your grade.) Unless you have made prior arrangements with me, late papers will be graded after a 10% reduction **for each day past the due date.** This does not apply to documented medical or family emergencies. Late reading responses will receive half credit.

Academic Dishonesty:

See pathfinder.unm.edu/common/policies/academic-dishonesty.html for the official policy. Let me know if you have any questions. Always cite your sources (whether you quote directly or paraphrase) to clearly to avoid problems with plagiarism. We will discuss plagiarism in detail at the beginning of the semester so as to avoid any confusion.

Accommodation:

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Trigger warning: sexual assault and related issues:

According to UNM policy your instructor is a "mandatory reporter" required to report sexual assault, misconduct, and harassment they observe or learn of through communications with students. Students who bring such information to the attention of their instructor may become subject of an investigation by the Office of Equal Opportunity. Rather, your option is to first contact a confidential reporting location such as LoboRESPECT Advocacy Center, WRC, or LGBTQ office to assess your options without creating automatic actions beyond your control. Nonetheless, your SUST instructor remains a resource and direct contact with UNM if you so desire.

Sustainability Studies Community:

Please stop by the SUST kitchen and conference room in Room 163 of Castetter Hall. Have lunch, hang out, study, and create community!

For advising help regarding the Sustainability Studies Program, [please schedule an appointment with Terry Horger through Lobo Achieve.](#) You may also email her with specific questions at thorger@unm.edu.

Schedule:

***Note*:** I don't plan on it, but I reserve the right to change our schedule if I deem necessary. I will always give as much advance notice as I can and communicate the changes both in class and via email.

| Week/Week's Theme | Date | Topic | Read/Discuss | Assignment Due |
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| 1: Introductions | Tues, Jan. 17 th | Syllabus review, Introductions, and Course Expectations | Syllabus, Student Survey | |
| 1: Introductions | Thurs, Jan. 19 th | Nuclear Waste and Intro to EJ Principles In-class film: <i>Containment</i> | "Principles of EJ" First National People of Color Environmental Leadership Summit 1991 | |
| 2: What is Environmental Justice? | Tues, Jan. 24 th | The origins of the movement; environmental racism <i>Mary Clark: Office of Sustainability</i> | "Toxic Wastes and Race in the U.S." Commission for Racial Justice, UCC (p.ix-xvi; 15-27) | Reading journals |
| 2: What is Environmental Justice/Climate Justice? | Thurs, Jan. 26 th | Precautionary Principle Begin process of matching team members. Skills exercise. | UNM Climate Action Plan | Reading journal |
| 3: Institutional Racism | Tues, Jan. 31 st | What is structural racism? Anti-racism/ Anti-oppression training Redlining and Environmental Racism | "Race Best Predicts Whether You Live Near Pollution" <i>The Nation</i> "White Privilege: Unpacking the Invisible Knapsack", Peggy McIntosh | Reading Journal |
| 3: Water, Air, Land in New Mexico | Thurs, Feb. 2 nd | The Mixed Waste Landfill "The Great Turning" Model | "Toxic Waste: Everything Has to Go Somewhere" from <i>The Orphaned Land</i> by VB Price | Reading journal |

| Week/Week's Theme | Date | Topic | Read/Discuss | Assignment Due |
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| 4: Institutional Racism/Settler Colonialism | Tues, Feb. 7 th | What's colonialism got to do with it? Groups chosen: begin work on logic models and panels (move towards topics) | Excerpts from <i>An Indigenous Peoples' History of the United States</i> , Roxanne Dunbar-Ortiz | Reading journal |
| 4: Challenging Our Conceptions of "Environment" | Thurs, Feb. 9 th | Toxic threats, cancer, and justice | "Ecological Roots" and "Afterward" Sandra Steingraber; Selections from <i>Silent Spring</i> , Rachel Carson | Reading journal |
| 5: The Great Turning | Tues, Feb. 14 th | How can we move towards healing and reconnection? | "The Greening of the Self" Joanna Macy; "Imagining Earth" Geneen Marie Haugen | Reading journal Logic Models due |
| 5: The Nuclear Legacy | Thurs, Feb. 16 th | What has been the full impact of nuclearism on New Mexico and on the world? | "Mutant Ecologies: Radioactive Life in Post-Cold War New Mexico" Joseph Masco. | Reading journal |
| 6: The Nuclear Legacy/Indigenous Activism | Tues, Feb. 21 st | Guest Speaker: Leona Morgan, <i>Diné No Nukes</i> | "Nuclear Wasteland" from <i>The Tainted Desert</i> , Valerie Kuletz | Reading journal Come with two questions for Leona Project Outlines due |
| 6: Health and Environmental Justice | Thurs, Feb. 23 rd | What connections can we make between cancer, gender, and environmental justice? | "Some Live More Downstream Than Others: Cancer, Gender, and Envir. Justice" Jim Tarter | Reading journal Assign "Waste Challenge" |
| 7: Waste | Tues, Feb. 28 th | Trash, Waste, and Garbage | <i>What We Leave Behind</i> , Derrick Jensen & Aric McBay | Reading journal Bring in waste |
| 7: Campus/Community Projects | Thurs, March 2 nd | Teams present their proposals Peer feedback on proposals | | Team Project Proposal and Presentation due |
| 8: Midterm Review | Tues, March 7 th | Review for Midterm | | |

| Week/Week's Theme | Date | Topic | Read/Discuss | Assignment Due |
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| 8: Midterm | Thurs, March 9 th | In- Class Midterm Exam | | |
| 9: Spring Break | March 13-17 | Spring Break | | |
| 10: Food Justice | Tues, March 21 st | Race and food justice | "Social Justice Beliefs and Addiction to Uncompassionate Consumption", A. Breeze Harper | Reading journal |
| 10: Militarism and the Environment | Thurs, March 23 rd | What is the impact of militarism on the environment? | Militarism and Global Warming" by Steve Martinot; "Ecocide in Marlboro Country" from <i>Dead Cities</i> , Mike Davis | Reading journal |
| 11: Social Change | Tues, March 28 th | Nonviolence, activism, and social change | "The Pillars" from <i>This is an Uprising: How Nonviolent Revolt is Shaping the 21st Century</i> Mark Engler and Paul Engler | Reading journal Team's progress report #1 due |
| 11: Expert Panel | Thurs, March 30 th | 1 st Team Panel Presentation | TBA | Reading journal |
| 12: Fracking and Extractive Industries | Tues, April 4 th | What are the environmental, political, social, and long-term costs of fracking? What is the global outlook? | "Fracking: The Boom and Its Consequences" Ian Dunlop; "Intro" Bamberger & Oswald | Reading Journals |
| 12: Panel Presentation | Thurs, April 6 th | 2 nd Team Panel Presentation | TBA | Reading journal |
| 13: Community/Campus Projects | Tues, April 11 th | In-class work for teams and individual check-ins | | Team's progress report #2 due |
| 13: Panel Presentation | Thurs, April 13 th | 3 rd Team Panel Presentation | TBA | |
| 14: Campus/Community Projects | Tues, April 18 th | Final Preparations for Grower's Market | | |

| Week/Week's Theme | Date | Topic | Read/Discuss | Assignment Due |
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| 14: 9th Annual Expo & Lobo Grower's Market 10:30-2:30pm | Thurs, April 20 th | Groups exhibit projects at Lobo Grower's Market | | |
| 15: Campus/Community Projects | Tues, April 25 th | Grower's Market debrief | | Community Hours Log Due |
| 15: Campus/Community Projects | Thurs, April 27 th | Final Presentations Self-grading sheets Course wrap-up Celebrate! | | Final Papers due |