

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

Spring 2016

Tues & Thurs 11:00-12:15pm

Mitchell Hall 212

Instructor: Eileen Shaughnessy

Email: eileens@unm.edu

Phone #: 505- 277-3431 (Sustainability Studies office line) Cell: 651-587-1731

Office: Casterter Hall (Biology Building), room 163B

Office Hours: Monday 10:15-11:45am 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? How can we understand movements locally and around the world that seek to address climate change, environmental destruction, and environmental racism? This course will explore these questions in depth, particularly through the lens of the COP21 Climate Talks recently held in Paris, France in December 2015. Climate change intersects with so many important issues we face as a global community such as gender inequality, prison reform, immigration, energy, racism, colonialism, waste, and so many more. Together we will learn how to take action regarding the justice issues facing our campus and our 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
- One 3-ring binder with loose-leaf paper

Grading Scheme:

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

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.

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 (15-20 minutes, followed by Q&A discussion, for a total of 30

minutes). You may present your primer and information in the format of a panel (with a moderator), creatively as a skit or play, or interactively with the class. Be creative and go with your passion. Have fun with it. The date of your groups presentation will be determined in class. The primer for all groups will be due March 24th.

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 environmental justice issues we face on campus and in our wider world. 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 provided in class.

Part 1: Logic Model due Feb. 16th (10%): Each team will turn in one "Logic Model" worksheet outlining their project.

Part 2: Outline due Feb. 23rd (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 3rd (20%): Each team will turn in one project proposal and present on their proposal for the class.

Part 4: 2 Progress Reports due March 29th & April 12th (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 28th (25%): Each team will present their project at the end of the semester for the class and possibly the wider campus/community. (A portion of this grade will be your exhibit at the Lobo Grower's Market on April 21st.)

Part 6: Final Reflection Paper due April 28th (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 10th. 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 8th.

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, obtain signatures from someone on site, and write a short reflection (one to two paragraphs) about your activity. You will turn in a typed-up copy of your 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. You may also join SUST 134 students on their field trips (information will be provided in class.) Other options for fulfilling these hours include volunteering with an organization like Soilutions or SWOP, helping a neighbor set up composting- the possibilities are endless. 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.) 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.

Accommodations:

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.

Sustainability Studies Community:

Please stop by the SUST kitchen and conference room in Room 163 of Caster 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
1: Introductions	Tues, Jan. 19 th	Syllabus review, Introductions, and Course Expectations	Syllabus, Student Survey	
1: Introductions	Thurs, Jan. 21 st	Foundational understandings of "environment"	Selections from <i>Silent Spring</i> , Rachel Carson	Reading journals
2: What is Environmental Justice?	Tues, Jan. 26 th	The origins of the movement; environmental racism	"Toxic Wastes and Race in the U.S." Commission for Racial Justice, UCC (p.ix-xvi; 15-27)	Reading journals

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2: What is Environmental Justice?	Thurs, Jan. 28 th	Precautionary Principle Begin process of matching team members. Skills exercise.	"Globalizing Environmental Justice?" <i>Geoforum Editorial</i>	Reading journal
3: Institutional Racism	Tues, Feb. 2 nd	What is structural racism? Anti-racism/ Anti-oppression training	"Missing People and Others", Arturo Madrid; "White Privilege: Unpacking the Invisible Knapsack", Peggy McIntosh	Reading Journal
3: Institutional Racism/Settler Colonialism	Thurs, Feb. 4 th	What's colonialism got to do with it? Groups chosen: begin work on logic models and panels (choose topics)	Excerpts from <i>An Indigenous Peoples' History of the United States</i> , Roxanne Dunbar-Ortiz	Reading journal
4: Global South/Global North and Climate Change	Tues, Feb. 9 th	What communities are most impacted by climate change and why?	"The Marshall Islands are Disappearing", NYT; "Why Climate Change is a Human Rights Violation", Janani Balasubramanian	Reading journal
4: Climate Justice	Thurs, Feb. 11 th	What is climate justice?	"Paris Agreement Represents Progress on Cutting Emissions, but Not So Much on Climate Justice", Ben Adler	Reading journal
5: COP21	Tues, Feb. 16 th	Guest speaker: Joan Brown, <i>Interfaith Power and Light</i> , attendee of COP21 in Paris, France	"Why Migration Should be Central to Paris COP21 Climate Talks", Harsha Walia	Reading journal Come with two questions for Sr. Joan. Logic Models due
5: COP21	Thurs, Feb. 18 th	Understanding the agreement itself	"Adoption of the Paris Agreement", UNFCCC	Reading journal

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
6: The Nuclear Legacy/Indigenous Activism	Tues, Feb. 23 rd	Guest Speaker: Leona Morgan, <i>Diné No Nukes</i>	"Toxic Waste: Everything Has to Go Somewhere" from <i>The Orphaned Land</i> by VB Price	Reading journal Come with two questions for Leona Project Outlines due
6: The Nuclear Legacy	Thurs, Feb. 25 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 Assign "Waste Challenge"
7: Waste	Tues, March 1 st	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 3 rd	Teams present on their proposals Peer feedback on proposals		Team Project Proposal and Presentation due
8: Midterm Review	Tues, March 8 th	Review for Midterm		
8: Midterm	Thurs, March 10 th	In- Class Midterm Exam		
9: Spring Break	March 14-18 th	Spring Break		
10: Health and Environmental Justice	Tues, March 22 nd	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
10: Militarism and the Environment	Thurs, March 24 th	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 EJ "Expert Panel" Primers due

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11: Environmental Justice Activism in New Mexico	Tues, March 29 th	Guest Speaker: Juan Reynosa from the <i>Southwest Organizing Project (SWOP)</i>	Explore the SWOP website (emailed) "Intel Inside New Mexico", SWOP	Reading journal Come with two questions for Juan. Team's progress report #1 due
11: Ecofeminism	Thurs, March 31 st	1 st Team Panel Presentation	"An African Ecofeminist Perspective on the Paris Climate Negotiations", WoMin	Reading journal
12: Fracking and Extractive Industries	Tues, April 5 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: Science and Environmental Justice	Thurs, April 7 th	What is the role of science? 2 nd Team Panel Presentation	"Science as a Double-Edged Sword", Azibuike Akaba	Reading journal
13: Community/Campus Projects	Tues, April 12 th	In-class work for teams and individual check-ins		Team's progress report #2 due
13: Community/Campus Projects	Thurs, April 14 th	3 rd Team Panel Presentation		
14: Campus/Community Projects	Tues, April 19 th	Final Preparations for Grower's Market		
14: 8th Annual Expo & Lobo Grower's Market 10:30-2:30pm	Thurs, April 21 st	Groups exhibit projects at Lobo Grower's Market		
15: Campus/Community Projects	Tues, April 26 th	Grower's Market debrief		Community Hours Log Due
15: Campus/Community Projects	Thurs, April 28 th	Final Presentations Course wrap-up Celebrate!		Final Papers due