

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

Fall 2016

Tues & Thurs 11:00-12:15pm

Mitchell Hall 104

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Office Hours: Monday 10:15am-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, the Trans-Pacific Partnership (TPP), 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:

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 25 assigned readings for the semester. You are required to choose **20 out of the 25** 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 20 out of 25 reading responses, you are still expected to have ALL of the readings (25/25) 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. The primer for all groups will be due October 25th.

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 Sept. 22nd (10%): Each team will turn in one “Logic Model” worksheet outlining their project.

Part 2: Outline due Sept. 29th (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 Oct. 11th (20%): Each team will turn in one project proposal and present on their proposal for the class.

Part 4: 2 Progress Reports due Nov. 8th & Nov. 29th (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 Dec. 13th (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 Dec. 13th (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 October 20th. 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 October 18th.

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 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. 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 CARD (Citizens for Alternatives to Radioactive Dumping)- 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.) 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
1: Introductions	Tues, Aug. 23 rd	Syllabus review, Introductions, and Course Expectations Reading Journals	Syllabus, Student Survey	
1: Introductions	Thurs, Aug. 25 th	Foundational understandings of "environment"	Selections from <i>Silent Spring</i> , Rachel Carson	Reading journal
2: Environmental Justice	Tues, Aug. 30 th	The contested 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 journal
2: Environmental Justice	Thurs, Sept. 1 st	Precautionary Principle Begin process of matching team members. Skills exercise.	"Interpreting the Precautionary Principle"	Reading journal
3: The Centrality of Oil	Tues, Sept. 6 th	In-class film: <i>The Great Invisible</i> or <i>In Light of Reverence</i>		In-Class Worksheet
3: The Centrality of Oil	Thurs, Sept. 8 th	BP oil spill, economic reliance on fossil fuel	"Thirty Million Gallons Under the Sea" <i>Harper's</i> , Antonia Juhasz	Reading journal
4: Institutional Racism	Tues, Sept. 13 th	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
4: Institutional Racism/Settler Colonialism	Thurs, Sept. 15 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

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
5: Free Trade, Green Capitalism	Tues, Sept. 20 th	NAFTA, Trans-Pacific Partnership: Late Capitalism and Social Justice	TBA	Reading journal
5: New Mexico	Thurs, Sept. 22 nd	Mountain View Neighborhood: Water, Air, Land Threats	VB Price	Reading journal Team Logic Models due
6: Fracking	Tues, Sept. 27 th	What are the environmental, political, social, and long-term costs of fracking?	"Fracking: The Boom and Its Consequences" Ian Dunlop; "Intro" Bamberger & Oswald	Reading journal
6: The Nuclear Legacy	Thurs, Sept. 29 th	The costs of nuclearism in the Southwest	TBA	Reading journal Project Outlines due
7: The Nuclear Legacy	Tues, Oct. 4 th	Discussion of WIPP and WIPP spill What are "national sacrifice zones?"	"Nuclear Wasteland" from <i>The Tainted Desert</i> , Valerie Kuletz	Reading journal
7: Water	Thurs, Oct. 6 th	Water pollution and shortage in New Mexico	Ch. 2: "Water" from <i>The Orphaned Land</i> , V.B. Price.	Reading Journal
8: Food Justice	Tues, Oct. 11 th	Race and food justice	"Social Justice Beliefs and Addiction to Uncompassionate Consumption", A. Breeze Harper	Team Project Proposal and Presentation due
8: Fall Break	Thurs, Oct. 13 th	Fall Break	Fall Break	
9: Midterm Review	Tues, Oct. 18 th	Review for Midterm		
9: Midterm	Thurs, Oct. 20 th	In- Class Midterm Exam		

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
10: Global South/Global North and Climate Change	Tues, Oct. 25 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 EJ Primer Due
10: Expert Panel	Thurs, Oct. 27 th	1 st EJ "Expert Panel" Presentation		
11: Indigenous Activism/ Ecofeminism	Tues, Nov. 1 st	TBA	TBA	Reading journal
11: Health and Environmental Justice	Thurs, Nov. 3 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	Assign Waste Challenge
12: Waste	Tues, Nov. 8 th	What justice issues must we face around trash?	Excerpts from <i>Garbology: Our Dirty Love Affair with Trash</i> , Edward Humes	Reading Journals Team's progress report #1 due
12: Waste	Thurs, Nov. 10 th	Trash, Waste, and Garbage	<i>What We Leave Behind</i> , Derrick Jensen & Aric McBay	Reading journal Bring in waste
13: Expert Panel	Tues, Nov. 15 th	2 nd Team Panel Presentation		
13: Militarism and the Environment	Thurs, Nov. 17 th	What is the impact of militarism on the environment?	Excerpt from <i>The Green Zone: The Environmental Costs of Militarism</i> , Barry Sanders; "Militarism and Global Warming" by Steve Martinot	Reading journal
14: The Contested Role of Science	Tues, Nov. 22 nd	TBA	TBA	Reading journal
14: Break	Thurs, Nov. 24 th	UN-Thanksgiving Break: No Class		
15: Campus/Community Project	Tues, Nov. 29 th	3 rd Team Panel Presentation		Team's progress report #2 due

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
15: Campus/ Community Project	Thurs, Dec. 1 st	TBA		
16: Campus/ Community Project	Tues, Dec. 6 th	Team work day and individual meetings		
16: Campus/ Community Project	Thurs, Dec. 8 th	Course evaluations Final preparations for presentations		Community hours log due
17: Final Presentations	Tues, Dec. 13th	Final Presentations (12:30-2:30pm)		Project Papers and Presentations due