

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

Fall 2019

Tues & Thurs 11:00-12:15pm

Mitchell Hall 205

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Office Hours: Monday 2:30-3:30pm or by appointment

*“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”
-The Lorax*

One of the first things we learn as students of environmental justice is that environmental hazards and toxins are not distributed across communities equally. Communities of color have historically been on the frontlines of both environmental racism and on the frontlines of activism calling for environmental justice and sustainability. In these times of accelerating change and deepening inequalities, what can environmental justice- which is both a social movement and an academic field of study -teach us about cultivating resilience, restoring balance, and sustaining life? In this course, we will co-create a learning community in search of answers to this question. Students will leave this course with hands-on experience and tools to both practice and theorize environmental justice and sustainability.

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

Required Course Materials:

- Articles available on UNM Learn
- Three-ring binder for reading journals

Grading Scheme:

Class Participation (Attendance, Engagement in the Classroom):	20%
Assignments (Reading Journals, EJ Class Facilitation 15/15):	30%
Campus/Community Project (see full rubric below):	40%
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 Responses:

For each week's assigned readings, you are expected to identify:

- 1.) The author's main arguments
- 2.) The author's intended audience
- 3.) Their sources
- 4.) Write one question the reading brought up for you and one comment you have about the reading.
- 5.) If there are multiple readings, synthesize the arguments and answer: "How are these readings in conversation with one another?"

You may write your response in one of two ways:

1. Print out the reading and highlight, underline, and annotate the reading with your notes. Be sure you answer all 5 questions.
2. Write out a response which answers all 5 questions (either hand-written or printed out).

You should purchase a three-ring binder (or notebook) at the beginning of class to use for your reading responses, which you will bring to class each day. We will begin class every day with a discussion of the readings and I will check that responses are done. I may also collect your binders at some point in the semester and read your responses. It is very important that you stay on top of your readings as this is a discussion-based class. I will grade the responses on a complete/not-complete grading scale. *No emailed responses will be accepted.* If you write a reading journal for the readings labeled OPTIONAL, you will receive an extra credit point counted towards your overall reading response grade.

Team Environmental Justice Class Facilitation:

For this group assignment, you will work with your project team to research a major facet of environmental justice in relationship to your project. This presentation could be a "skills-sharing", a power-point presentation of an aspect of your research and a group discussion, a panel presentation with local experts which you facilitate...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. This semester, you will be trained in how to navigate the administrative record & public documents as an "EJ Detective." We will use the Mixed Waste Landfill as our case study. Your project should address some aspect of this issue either creatively, educationally, or practically.

The project is divided into 5 parts (outlined below.) More detailed instructions for each part will be discussed in class.

Part 1: Logic Model due Sept. 17th (10%): Each team will turn in one "Logic Model" worksheet outlining their project.

Part 2: Proposal/Proposal Presentation due Oct. 8th (20%): Each team will turn in one project proposal and present on their proposal for the class.

Part 3: 2 Progress Reports due Oct. 31st & Nov. 26th (15%): Each team will turn in two separate reports on our tumblr site (sust334.tumblr.com) on their project's progress worth 5% each.

Part 4: Final Presentation due Dec. 10th (25%): Each team will present their project at the end of the semester for the class and possibly the wider campus/community.

Part 5: Final Reflection Paper due Dec. 10th (30%): 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.

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 and Learn 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 with 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.

Immigration Status:

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations. For more information and/or resources, please contact the New Mexico Dream Team at info@nmdreamteam.org.

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. Your option is to first contact a confidential reporting location such as LoboRESPECT Advocacy Center, WRC, or the 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 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, Aug. 20 th	Syllabus review, Introductions, and Course Expectations	Syllabus, Student Survey	
1: Introductions	Thurs, Aug. 22 nd	Intro to EJ Principles Foundational understandings of "environment"	"Principles of EJ" First National People of Color Environmental Leadership Summit 1991; Selections from <i>Silent Spring</i> , Rachel Carson	Reading journal
2: What is Environmental Justice?	Tues, Aug. 27 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 journal
2: History of the Environmental Justice Movement	Thurs, Aug 29 th	Guest speaker: Leona Morgan, <i>Nuclear Issues Study Group, Radiation Monitoring Project</i>	"A History of the Environmental Justice Movement" in <i>From the Ground Up</i> , Luke Cole & Sheila Foster	Reading journal
3: Institutional Racism	Tues, Sept. 3 rd	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

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
3: Environmental Racism	Thurs, Sept. 5 th	A deeper look at environmental racism Begin process of matching team members. Skills exercise.	"Rethinking Environmental Racism: White Privilege and Urban Development in Southern California", Laura Pulido	Reading journal
4: Institutional Racism/Settler Colonialism	Tues, Sept. 10 th	What's colonialism got to do with it?	Excerpts from <i>An Indigenous Peoples' History of the United States</i> , Roxanne Dunbar-Ortiz	Reading journal
4: Water, Air, Land in New Mexico	Thurs, Sept. 12 th	The Mixed Waste Landfill The Precautionary Principle Groups chosen: begin work on logic models and panels (move towards topics)	"Toxic Waste: Everything Has to Go Somewhere" from <i>The Orphaned Land</i> by VB Price	Reading journal
5: The Great Turning	Tues, Sept. 17 th	How can we move towards healing and reconnection? "The Great Turning" Model	"The Greening of the Self" Joanna Macy; "Imagining Earth" Geneen Marie Haugen	Reading journal Logic Models due
5: The Nuclear Legacy	Thurs, Sept. 19 th	What is the legacy of nuclear colonialism?	W & E: "America's 'Downwinders'", James Lerager p. 247-251; "Atomic Islands and 'Jellyfish Babies'", Darlene Keju-Johnson p. 251-253	Reading journal
6: The Nuclear Legacy/Indigenous Activism	Tues, Sept. 24 th	Nuclear waste and sustainability	W & E: "The Militarization of Native Lands", Winona LaDuke, p. 162-169	Reading journal

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
6: War & Profit	Thurs, Sept. 26 th	How is war "good for the economy"? What does this mean for sustainability?	W & E: "War as an Economic Strategy", Jerry Mander p. 55-66; "An Empire of Military Bases", Hugh Gusterson p. 66-69	Reading journal Assign "Waste Challenge"
7: Waste	Tues, Oct. 1 st	Trash, Waste, and Garbage	<i>What We Leave Behind</i> , Derrick Jensen & Aric McBay	Reading journal Bring in waste
7: Food Justice	Thurs, Oct. 3 rd	Race and food justice	"Social Justice Beliefs and Addiction to Uncompassionate Consumption", A. Breeze Harper	Reading Journal
8: Campus/Community Projects	Tues, Oct. 8 th	Teams present their proposals Peer feedback on proposals		Team Project Proposal and Presentation due
8: Fall Break	Thurs, Oct. 10 th	No Class- Fall Break		
9: Midterm Review	Tues, Oct. 15 th	Review for Midterm		
9: Midterm	Thurs, Oct. 17 th	Midterm Exam		
10:	Tues, Oct. 22 nd	What is the impact of militarism on the environment?		Reading journal
10: Expert Panel	Thurs, Oct. 24 th	1 st Team Panel Presentation		
11: Fracking and Extractive Industries	Tues, Oct. 29 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
11: Expert Panel	Thurs, Oct. 31 st	2 nd Team Panel Presentation		Team's progress report #1 due

Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due
12: International Environmental Justice	Tues, Nov. 5 th	Africa, El Salvador, and Guam: perspectives on militarism, violence, and the earth	W & E: "Africa: Wars on Wildlife", Jane Goodall p. 99-101; "El Salvador: Scorched Earth in Central America", Gar Smith p. 101-107; "Guam: The Tip of America's Global Spear", Catherine Lutz p. 107-113	Reading Journal
12: Expert Panel	Thurs, Nov. 7 th	3 rd Team Panel Presentation		
13: Standing Rock	Tues, Nov. 12 th	What did Standing Rock teach us about water, sustainability, and settler colonialism?	"Memory, Fire, and Hope: Lessons from Standing Rock" by Alnoor Ladha	Reading Journal
13: Civil Rights Suppression	Thurs, Nov. 14 th	Timeline of civil rights suppression	"Revolutionary Ecology" by Judi Bari	Reading Journal
14: Nuclear War	Tues, Nov. 19 th	What is "nuclear winter"?	W & E: "Nuclear Doomsday", Daniel Ellsberg p. 230-236; "Banking on the Bomb" Susi Snyder p. 81-85	Reading Journal
14: "Things-taken" Break	Thurs, Nov. 21 st	No Class		
15: Emergent Strategies	Tues, Nov. 26 th	What strategies exist to move us towards peace and sustainability?	Excerpts from <i>Emergent Strategy: Shaping Change, Changing Worlds</i> by Adrienne Maree Brown	Reading Journal Team's progress report #2 due
15: "Things-taken" Break	Thurs, Nov. 28 th	No class		
Week/Week's Theme	Date	Topic	Read/Discuss	Assignment Due

16: Restoring Balance	Tues, Dec. 3 rd	What does it mean to restore balance and equilibrium in ecosystems, society, and throughout the planet?	W & E: “The War Zone That Became a New Eden”, Lisa Brady p. 256-260; “Strategies for a More Peaceful World” p. 285-298	Reading Journal
16: Campus/ Community Project	Thurs, Dec. 5 th	Course evaluations Self-grading sheets Final preparations for presentations	“Our Way into the Future” and “Evening Thoughts” by Thomas Berry	Reading Journal Community Hours Log Due
17: Final Presentations	Tues, Dec. 10 th	Final Presentations (12:30-2:30pm) Location TBA		Project Papers and Presentations due