

enst2000 w23

Environmental Justice

Department of Geography and Environmental Studies

Course Description

The term environmental justice grew out of efforts in communities disproportionately impacted by environmental harms such as toxic waste sites and other polluters as they worked with allies in churches, universities, labour, businesses and government to fight against the environmental injustice and environmental racism they experienced.

Environmental justice is now also an umbrella term that brings together a set of ideas (theories) around a good way to live in, with and as a part of the environment.

This year we'll focus on understanding what environmental justice can help us understand about climate change and just energy transitions.



image source: Greg Gibson / AP Photo

enst2000 Environmental Justice (w23)

<https://brightspace.carleton.ca/d2l/home/132016>

Mondays 2:35-4:25 Southam Hall Room: 518

Instructor: Sheryl-Ann Simpson

Email: sheryl-ann.simpson@carleton.ca

Office Hours: TBA on Zoom

TA: TBA

Learning Outcomes

Participation in this class provides opportunities to...

- 1.** Explore different perspectives around environmental justice specifically, and environmental theory more generally;
- 2.** Strengthen skills to identify, describe and summarize key idea across a range of communication from academic, government, non-profit, scientific and artistic sources;
- 3.** Begin applying and analyzing ideas from environmental justice theory to questions and condition in everyday life;
- 4.** Reflect on your own theories and principles around just environmental relationships.

Active Learning, Care and Accessibility:

In this course we'll be learning together through, readings, lectures, discussions, assignment and your own reflection. This is also a required course for the Environmental Studies Major and Minor, meaning you will use and build on ideas and skills from this course in future courses.

To get the most out of this course you will need to be an active learner. Some of what it means to be an active learner in this course include regularly attending lecture and tutorials, completing readings and assignments, making time for course work outside of class, listening with openness and care to different perspectives, and taking risks like sharing your own ideas and trying new things.

Active learning also means taking care of yourself, your community, and trying to stay well! Health and Counseling Services [carleton.ca/health] provide a variety of services, and you should consult with them if you find yourself in need of specific physical or mental health support, and for preventative care and health promotion. Awards and Financial Aid provides support for unexpected expenses or economic hardship [carleton.ca/awards/other-assistance-2/].

Your stories, including medical diagnosis, financial and family circumstances, are your own to share or not. But letting the teaching team know, in general terms, about circumstances that might impact your learning as soon as possible means that we can work with you around accommodations, adjustments, and alternatives to help you meet the learning requirements of the course.

The teaching team also believes the course will be made stronger through the participation of students with a wide range of abilities, disabilities, identities, skills and experiences. As such, we're working to make this course as accessible as possible for all students. So even though we can't promise to be able to do everything, please do not hesitate to approach us if you require particular accommodations or support. Also the Paul Menton Centre for Students with Disabilities [<https://carleton.ca/pmc/>] can support with formal accommodations and learning strategies.

Finally active learning means approaching your work with honesty and integrity; using student success resources around writing, research and citation, and again asking when you are unsure! The Centre for Student Academic Support (CSAS) [carleton.ca/csas/] is a great place to get started and to find out more about all of the resources that are available.



Course Calendar and Activities:

This term we will take advantage of being in person, and combine that with the best of what we learned from being online, to maintain some choice in learning and support collaborative learning.

In addition to the general outline here, the detailed topics, assignment prompts and weekly readings will be posted on the course site.

Course topics:

1. Introduction (released approximately January 3)
2. Climate Change Responses (released approximately January 9)
3. Climate Justice (released approximately January 30)
4. Environmental Justice Action (released approximately February 27)

Weekly activities:

Each Monday we will meet in lecture where we will review the readings, introduce the assignments, and work together to apply ideas from the readings to contemporary cases and examples.

Each week you will attend tutorials led by Teaching Assistants. This is an opportunity to continue the discussion from lecture, practice skills you will use in assignments and peer review assignments.

There will be no class activities the week of February 20 (winter break). There will be no tutorials the weeks of January 9 and April 3.

Readings:

Each week there will be a set of readings. You are expected to complete the readings before participating in other weekly course activities.

Readings will be posted on Brightspace. There is no textbook for the course, and no additional fees to access readings.

The readings for the course come from a variety of fields including environmental studies and geography as well as environmental management, journalism, ecology, environmental design, science and technology studies, critical race studies, Indigenous studies and public health.

Read to understand the point of view of the piece. After reading ask yourself what was the story, thesis or argument? Ask yourself what is the main idea you will remember from the reading?

Also be a critical reader. After you read try to identify the tools that were used to tell the story, prove the thesis or make the argument. Think about the style of writing, the visualizations, the methods used to acquire and understand the data.

Also think about your own questions after reading. What are the terms that are not clear, ideas and topic you want to know more about, or examples that help you understand the idea?

Evaluation:

Weekly Review and Reflections (66 points)

Due each Monday 9a (starting January 16)

Each week you will have the opportunity to complete a short exercise that will support your review of course material and reflection on the theory and cases discussed in the course.

Assignment 1: Climate Responses (10 points)

Due February 13, 9a

You will summarize readings and use the ideas in them to write about the types of responses needed to address climate change.

Assignment 2: Forward Dreaming (10 points)

Due March 13, 9a

You will summarize readings and compare and contrast visions for environmental justice.

Assignment 3: Doing Climate Justice (10 points)

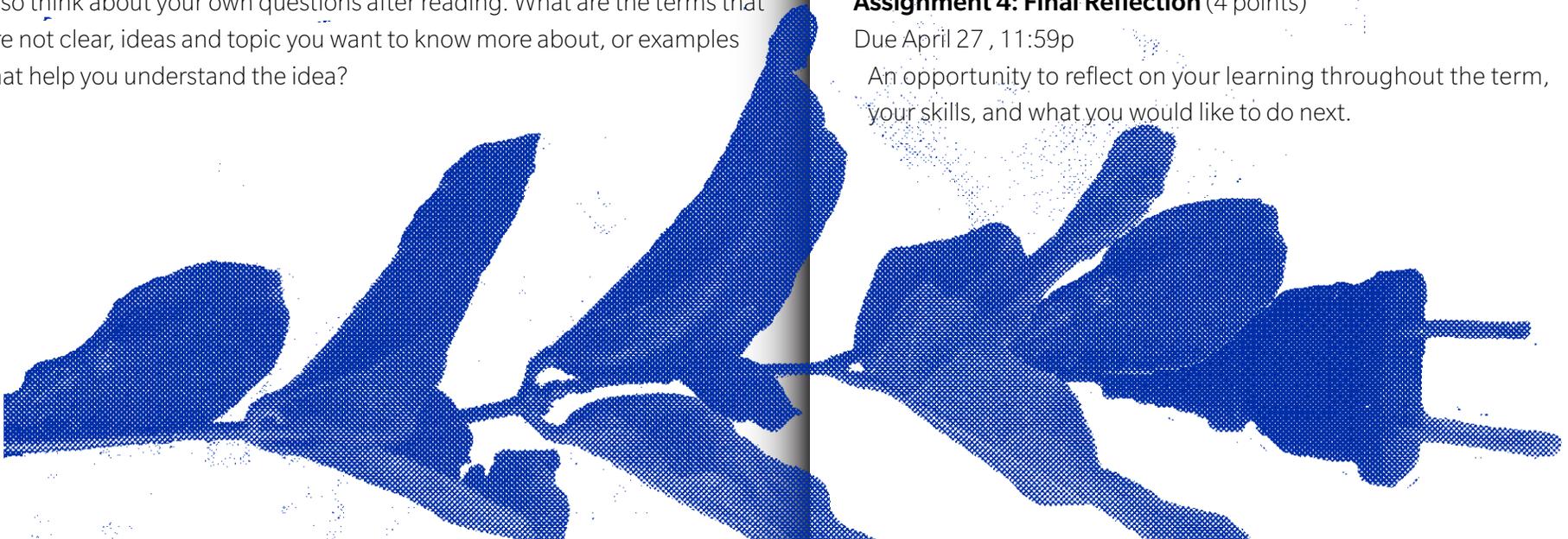
Due April 10, 9a

You will summarize readings and categorize environmental actions.

Assignment 4: Final Reflection (4 points)

Due April 27, 11:59p

An opportunity to reflect on your learning throughout the term, your skills, and what you would like to do next.



Final grades will be determined through the percent of points accumulated.

No late assignments will be accepted. Opportunities for re-submitting will be discussed in detail in class.

Remember that: “Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.”
(source: Teaching Regulations and Procedures for FASS and FPA
<https://carleton.ca/FASS-FPA-teaching-regulations/course-outlines/>)

See Brightspace for links to information about:

Plagiarism

Student Mental Health

Pandemic Measures

Academic Accommodation