

Winter 2024
ENST 2000: Environmental Justice
NATURE/ENVIRONMENT/SOCIETY
Mondays 11:30am-1:30pm

Instructor: Rosie Kerr

Office: A340

Office hours: Monday 10:30-11:30am
(appointment via email)

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TA: Noreen Cauley

Tutorial: (A410) Tuesday 11:30-12:30 or 1:30-2:30

Prerequisite(s): second-year standing in the Environmental Studies program or permission of the Department

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 nature and society. The focus of environmental justice includes understanding exposure to toxins, but also advocating for access to environmental goods, examinations of how the disparities happen in the first place, and ideas for how to reduce environmental burdens all together.

In this course we will focus on three elements of environmental justice, how we measure the distribution of environmental harms and benefits, how procedural justice can change how decisions are made, how we understand the environment, and the process of making environmental change. Environmental justice has also always been rooted in ideas around praxis so one of our goals will be to think together about the relationships between theories and our future environmental actions.

LEARNING OUTCOMES

Participation in this course will provide students with an opportunity to:

1. Explore different perspectives around environmental justice specifically, and theories of nature and society more generally;
2. Explore and practice various methods of communicating about, and taking action around environmental injustice;
3. Practice skills in the description, collection, application, analysis, evaluation, and stories;
4. Reflect on your own theories and principles around a good way to live in, with and as a part of nature.

ACTIVE LEARNING, CARE AND ACCESSIBILITY

To accomplish the learning outcomes students are expected to be active learners, this includes:

- coming to lecture and tutorials having done the required reading for the week;
- asking questions when something is unclear, or when you would like to hear more about a topic;
- a willingness to share your own interpretations of and reactions to ideas presented;
- a willingness to listen with openness and care to different perspectives and ways of understanding and interpreting ideas;
- completing all assignments;
- approaching your work with honesty and integrity;
- taking advantage of student success resources around writing, research and citation, and asking when you are unsure!

Care: Take care of yourself and your health, because school is really important, but taking care of ourselves is more important! As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

- **Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>
- **Carleton Resources:**
 - Mental Health and Wellbeing: <https://carleton.ca/wellness/>
 - Health & Counselling Services: <https://carleton.ca/health/>
 - Paul Menton Centre: <https://carleton.ca/pmc/>
 - Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
 - Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
 - Equity & Inclusivity Communities: <https://carleton.ca/equity/>

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 means that we can work with you around accommodations, adjustments, and alternatives, to help you meet the requirements of the course.

Accessibility: 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 please do not hesitate to approach us, if you require particular accommodations or supports including or in addition to those listed at the end of the syllabus.

EVALUATION

Detailed assignment descriptions will be provided throughout the term:

Assignment	Percentage & due date	Description
Assignment #1: (a case) Local Issue: Environmental Justice Map Exploration	10% Due Friday February 2 , 11:59pm on BrightSpace Shared in the tutorial Feb 6	Explore the interactive map that documents examples of environmental injustice and describes efforts to seek justice in these cases. Choose a case. Describe the situation in your own words. Why is this an Environmental Justice Issue? Comment on distributive justice and procedural justice. How have people organized against the injustice? Why is this case important/interesting? What are the current developments in this case?
Assignment #2: (a map or infographic) Global Issue exploration	20% Due Sunday February 18 , 11:59pm on BrightSpace. Shared in tutorial March 5	Analyzing and visualizing the distribution of environmental harms and benefits and comment on procedural justice. Can be a specific supply chain focus (clothing, food, product) or climate change issue.
Assignment #3 (a story)	25% March 22: 11:59p on BrightSpace]	A multimedia story to share understandings about environmental relationships [individual or in pairs students choose]
Assignment #4 (an action plan)	25% Apr 2: proposal for action plan due Final action plan Apr 10 , 11:59p on Bright Space	This assignment has two parts: 1. Reflection on an Environmental Justice event you attended (can be completed any time in the term) (individual: 500 words) 2. Description of an environmental justice action plan that you think will have an impact (group or individual)
Assignment #5: (a reflection) Take Home Exam	20% April 25 Submissions for reflection questions are due Thursday each week to BrightSpace	A final reflection on your learning in the term. Each tutorial will include reflection questions. Your answers will be submitted each week. At the end of term you will compile and edit these reflections into a final piece on your learning about environmental justice throughout the term. Reflection questions will be provided at the end of each tutorial. Contact your TA before the tutorial if you cannot attend.

Late assignments will be accepted but points will be deducted, details of the policy will be discussed in class. Exceptions are in-class assignments where no make-ups will be provided except under pre-arranged circumstances.

TEXTS: Course resources will be available on Bright Space in the modules for each week:

- For each week there are minimum required readings: everyone is expected to complete these readings **before** lecture and tutorials. Be prepared to discuss during class and tutorials. Additional readings: will be required for assignments
- The texts for this course come from a variety of fields (and in a variety of media) including environmental studies and geography as well as ecology, environmental design, science and technology studies, critical race studies, Indigenous studies, public health, environmental management, journalism, art and design.
- 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 take away from reading the piece?
- 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 graphics, the information or data presented, the methods used to acquire the knowledge or data.
- Think about what your own questions after the reading? Are there terms you still find confusing, details that are unclear, or ideas and topic that you want to know more about?

COURSE CALENDAR: Subject to change: Course outline to be shared on the first day of lecture:

Jan 8 - Course and Environmental Justice Introductions (No readings for the first lecture)

Readings for Tutorial: (links in Brightspace available Jan 1)

- Intergroup dialogue [pg 1-6]
- Chapter 16: White people uprooting racism. Farming while Black.
- [Listen to audio] Kilvans, Laura. 2019. Climate change despair is real. This is how you fight it. The California Report, KQED. October 1.

Jan 15: Environmental Justice History, Definitions

Jan 22: Distributive Justice

Jan 29: Procedural Justice

Feb 2: Assignment 1 Due

Feb 5: Environmental Racism

Feb 12: Case Study: Africville

READING WEEK: NO CLASS

Feb 18: Assignment 2 Due

Feb 26: Colonialism & Land Dispossession

Feb 27: *Tutorial Field Trip: Carleton Art Gallery Exhibition: The Art of Faye HeavyShield*

March 4: Case Study: Wet'suet'en Territory

March 11: Relationships with Nature & Stories

March 18: Ecojustice & Rights of Nature

Mach 22: Assignment 3 Due

March 25: Foodways & Food Justice

April 1: Route Causes and Strategies

April 8: Solidarity & Collective Liberation

April 10: Assignment 4 Due

April 25: Assignment 5 Due, Take Home Exam

PLAGIARISM:

The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.
- Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

ACADEMIC ACCOMMODATION:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. *[Provide any additional information on your requirements for short-term informal accommodations. If you require supporting documentation for short-term considerations, you may only request the [Self-Declaration for Academic Considerations form](#). You may not request medical notes or documentation.]*

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy and Family-Status Related Accommodation: Please write to me with any requests for academic accommodation during the first few weeks of class, or as soon as possible after the need for

accommodation is known to exist. For more details about the accommodation policy, visit the Equity and Inclusive Communities (EIC) website.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>