

enst2000a

Environmental Justice

winter 2022

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Office Hours: TBA

TA: TBA

Start of Collaborative Discussions: Thursdays 2:35p (online)

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. 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 explore how we measure the distribution of environmental harms and benefits, how we understand the environment and our place in it, and processes for making environmental change.

Environmental justice has also always been rooted in praxis so an additional goal will be to think together about the relationships between theory and actions in our environmental relationships.

Learning Outcomes:

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

Learning in a pandemic:

Also remember that this is still not a normal term!

We're online, which comes with its own challenges; and still dealing with a global pandemic that has had a range of health, economic, political and social impacts.

So even more than ever we have to find ways to be kind to ourselves, and each other as we also work to continue learning together.

Active learning, care and accessibility:

To accomplish the learning outcomes students are expected to be active learners, this includes asking questions when something is unclear, when you need support, or when you would like to hear more about a topic; a willingness to share your own interpretations of and reactions to ideas presented; and a willingness to listen with openness and care to different perspectives and ways of understanding and interpreting ideas. It also means approaching your work with honesty and integrity; taking advantage of student success resources around writing, research and citation, and again asking when you are unsure!

Additionally active learning means taking care of yourself and your health, because school is really important, but taking care of ourselves, especially now, is more important! 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 please do not hesitate to approach us if you require particular accommodations or supports including, or in addition to/distinct from, those listed at the end of the syllabus.

Texts:

Course texts will all be posted though Brightspace. There is no textbook for the course.

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?

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 graphics, the information or data presented, the methods used to acquire the knowledge or data.

Think about your own questions after the reading? Are there terms you still find confusing, details that are unclear, or ideas and topics that you want to know more about?

Course Calendar:

This term we will take full advantage of being online to create opportunities for choice and flexibility in your learning, as well as opportunities for collaboration among peers and in support of ongoing community-based initiatives.

In addition to the general outline here, the detailed structure of the course will be shared on the course site.

Unit 1: Introductions (released approximately January 10)

Unit 2: Environmental Justice Definitions and Distribution (released approximately January 17)

Unit 3: Environmental Relationships (released approximately February 14)

Unit 4: Procedural Justice (released approximately March 21)

Evaluation and Course Activities:

Readings and Reflections (62 points)

Each unit will include a group of multi-media texts including popular and academic writing, video and audio.

Points will be given for completing the short reflections associated with each text. Rolling deadlines.

Collaborative Discussions (18 points)

Each week we will work corroboratively using discussion boards and chats to complete discussion tasks including, for example, building collective understandings, evaluating cases, annotating texts, collecting new data or information and presenting alternatives. There will be some opportunity for choice around discussion tasks.

Points will be assigned based on the quality of participation. Criteria for participation will be outlined on the course site. Points will only be assigned for participation during the 24 hour period between Thursdays 2:35p (eastern) - Fridays 2:25p (eastern) each week.

Individual Assignments (20 points)

Detailed assignment prompts will be provided when the related units are released.

In each assignment you will engage with the readings and course discussions to synthesize and create a written or mixed-media project that you will submit individually.

Late assignments will be accepted, details of the policy will be explained on the course site.

Points will be assigned based on an evaluation that reflects the criteria set out in the detailed prompt for each assignment.

A Definition (6 points)

using ideas from the readings to share the meaning of environmental justice
[first due date February 14, 11:59p on Brightspace]

A Story (7 points)

using ideas from the readings to produce a multimedia story about environmental relationships
[first due date March 21, 11:59p on Brightspace]

An Action (7 points)

description of an environmental justice action you would like to take
[first due date April 12, 11:59p on Brightspace]

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

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: 2021 Teaching Regulations and Procedures for FASS and FPA <https://carleton.ca/teaching-regulations/>)

University Academic Accommodations:

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

Pregnancy Obligation: write to the professor 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 see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious Obligation: write to the professor 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 see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

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, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term. After requesting accommodation from PMC, meet with the professor to ensure accommodation arrangements are made.

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 must 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>

University Definitions of 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.

- + any submission prepared in whole or in part, by someone else;
- + 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.

(source: 2021 Teaching Regulations and Procedures for FASS and FPA <https://carleton.ca/teaching-regulations/>)