



Winter 2019

ENST 2000: Nature/Environment/Society: Theoretical Perspective Environmental Justice and Water

Lecture: Mondays 08:35 - 10:25 Building: Southam Hall Room: 304

Instructor: Sheryl-Ann Simpson, office:TBA, phone: TBA, email: sheryl-ann.simpson@carleton.ca, office hours: TBA

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. These communities worked with allies in churches, universities, labour, businesses and government to fight against environmental injustice and environmental racism.

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 thinking about ideas, methods and tools to reduce environmental burdens all together.

In this course we will focus on one element, water, to explore different ideas and perspectives around environmental justice, and connections to other ideas about nature-society relations. Environmental justice has always also been rooted in ideas around praxis so one of our goals will be to think together about how these ideas might shape future environmental action and change.

Learning outcomes participation in this course will provide student 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 creation of environmental data, methodologies, and stories;
4. Reflect on your own theories and principles around a good way to live in, with and as a part of nature.

Texts:

Required course readings will be available on cuLearn.

Course Calendar:

A) Ideas about Environmental Justice and Water

wk1 - Jan 7 - Course Introduction + Introductions to Environmental Justice 1: Declarations and Manifestos
Review course outline and general course introduction. Discuss some of the foundational history, keywords and current trajectories of environmental justice organizing.

wk2 - Jan 14 - Introductions to Environmental Justice 2: Relationships to Environmentalism and Racial Justice
What are some of the antecedents of environmental justice, what are some of the different ideas around race, class, culture, law and environmental justice?

wk3 - Jan 21 - Water and Environmental Justice
What are the ideas that help us understand the connections between water and environmental justice?

[**assignment #1 (a review)** due Friday January 25 11:59p on cuLearn]

B) The Water We Drink

wk4 - Jan 28 - Drinking Water Supplies
Where does our drinking water come from, what happens, and who is harmed when something goes wrong with that supply?

wk5 - Feb 4 - Bottled Water
The bottled water industry is valued at hundreds of billions of dollars, how did that happen, and who gains from or suffers for those billions?

[Feb 6 - **Founders Seminar** - Ingrid Waldron (Dalhousie University) "There's Something in the Water: Environmental Racism in Indigenous and Black Communities"]

C) Monitoring and Managing

wk6 - Feb 11 - To Much Water: Sea Level Rise and Flood
Particularly with climate change, too much water becomes an increasingly important environmental justice issue, whether we ask who will be most impacted by sea level rise, or evaluate which communities are most likely to be impacted by increases in extreme weather events ranging from hurricanes, to tsunamis.

[**assignment #2 (an argument)** due Friday Feb 15 11:59p on cuLearn]

Winter break - Feb 18

wk7 - Feb 25 - Not Enough Water: Drought and Desertification
Again as anthropogenic climate change increases the extremes in weather patterns the question of access to water will also be an increasingly important question. How do we predict and monitor the effects of not enough water?

wk8 - Mar 4 - Resource Management
If water is something we need to tend to in common what happens when we start to think of it as a resource to manage? What are some of the different ideas and models from how to manage it, and what are the equity outcomes of those different models?

D) Water Relationships

wk9 - Mar 11 - Life of Water and the Stories We Tell

What are the environmental justice issues faced by water itself, how do we understand and talk about those issues, and what are the actions needed to change them?

[**assignment #3 (an analysis)** due Friday Mar 15 11:59p on cuLearn]

wk10 - Mar 18 - Working with Water 1

What are the environmental issues related to working in and around water, and can water-based work promote greater environmental justice?

wk11 - Mar 25 - Working With Water 2

What are the conflicts between the needs of water for work, including industry and agriculture and other water needs and relationships?

[**assignment #4 (a proposal)** due Friday Mar 29 11:59p on cuLearn]

wk12 - Apr 1 - Water and Positive Environmental Justice

Environmental justice is not just about stopping the bad, it is also about promoting the good, so what the ways we might to invite water in, what are the new types of access people are asking for, what are the effects of a good relationship with water?

wkFn - Apr 27 - [**take-home final (a story)** due]

Evaluation

Detailed assignment descriptions will be provided throughout the term.

Assignment #1 (a review) analytical review of a short film or set of very short films (20%)

[due Friday January 25 11:59p on cuLearn]

Assignment #2 (an argument) essay that presents and defends an argument about environmental justice theories (20%)

[due Friday Feb 15 11:59p on cuLearn]

Assignment #3 (an analysis) report on analysis of quantitative data related to environmental justice (25%)

[due Friday Mar 15 11:59p on cuLearn]

Assignment #4 (a proposal) description of an environmental justice story you will tell and how you will tell it (5%)

[individual or in pairs students choose]

[due Friday Mar 29 11:59p on cuLearn]

Take-home exam (a story) a multimedia environmental justice story (25%)

[individual or in pairs students choose]

[due Apr 27]

In-class assignments during lectures and seminars a variety of small formative evaluation exercises including sketches, free writing and quizzes. (5%)

[ongoing]

Late assignments will be accepted (with the exception of in-class assignments), but points will be deducted.

Academic Integrity:

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- + 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;
- + submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- + using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- + using another’s data or research findings;
- + failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- + handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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:

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>

Accommodation for Student Activities: 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/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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 is 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/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.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 me your Letter of Accommodation 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). 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).