

JCL 130 Environmental Justice

Professor Manisha Anantharaman

MWF: 9.15-10.20 am/10.30 to 11.35 am

Email: ma20@stmarys-ca.edu

Classroom: 114 Dante Hall

Office: 202 Dante Hall

COURSE DESCRIPTION¹²:

This course focuses on the complex relationship between humans and the environment, specifically examining how our everyday choices, individual behaviors, built infrastructures, and policies and institutions affect the environment, and consequently our global human community. This course starts with the premise that understanding and engaging environmental issues requires both a multidisciplinary perspective and an explicit focus on the social relationships that mediate how we engage with the environment as consumers, citizens, community members, educators and activists. Drawing on theories and concepts from a variety of fields such as cultural sociology, social psychology, ethnic studies, political ecology and urban geography, we will examine how power, privilege and justice relate to environmental problems and solutions.

Course structure:

Our exploration of environmental justice in the global community will begin with an examination of our current planetary condition and our role in producing it. In **Unit 1 Us, here, now**, you will be introduced to our global ecosystem and the anthropogenic problems that assail it. Through the lense of consumption and consumerism, we will examine how our everyday behaviors, and the cultural and economic systems they are embedded in, are implicated in the production of environmental harm. We will also read case studies documenting successful efforts at changing behavior through education and social influence, learning tools that we can apply in our community engagement experiences. In **Unit 2 Outside the bubble: Varieties of environmentalism**, we will move beyond our initial focus on consumers and effecting change in our campus community to look at the variety of ways in which the environment is understood and conceived of by different cultures. Placing explicit emphasis on questions of justice and difference, we will critically analyze the philosophies, frameworks, and strategies underlying environmental justice movements and struggles of African American, Latino American, Asian American, and Native American communities. In Unit 3 **Education and behavior change: Necessary but not**

1 Thank you to JCL faculty Monica Fitzgerald and Cynthia Gordon da Cruz for their valuable input which has informed this syllabus

2 Disclaimer: As schedules change (just like our climate is) and as we gauge our progress over the semester, I reserve the right to amend the course syllabus and course calendar (including the schedule of assignments) as necessary. This is a college course. As a result, readings and discussions on topics of potentially controversial nature including, but not limited to: nature, politics, sex and religion, will arise. Such open, in-depth and respectful inquiry is essential to maintaining our democratic and pluralistic society.

sufficient, equipped with the understanding that human-environment interactions are mediated by social institutions, power and privilege, we will examine the “social rules” that determine “who rules the earth.” As we begin to unpack these social rules, we will gain insight into how to tackle complex environmental problems by identifying leverage points and working for systemic transformation.

COMMUNITY ENGAGEMENT:

This is a community engagement (CE) class in which students perform 20 hours of service in either The Legacy Garden or with Campus Sustainability

The Legacy Garden: Working with Garden Steward Julie Welch, we will help in the garden and learn about environmental education, growing healthy food, and also about the larger issues of global sustainability. For more information on the garden, see: <http://www.stmarys-ca.edu/sustainability/for-students/legacy-garden>

Campus Sustainability: Working with SMC’s Sustainability Coordinator Riley Smith and his green team, we will assist campus sustainability with various projects including Recyclemania, waste diversion at campus events and Earth Week celebrations. There are lots of project opportunities!

For more information on campus sustainability initiatives, see: <https://www.stmarys-ca.edu/sustainability-0>

CE Pedagogy:

Through this CE requirement and the course, we hope students will gain a greater understanding of their personal responsibilities to the common good, as well as institutional and structural issues impacting the environment.

Throughout the course, in relationship to not only the community engagement, but also readings and class activities, we will be asking “**WHAT, SO WHAT, & NOW WHAT?**”

- **WHAT?** Identify & explain the issue/experience
- **SO WHAT?** Discuss the significance/relevance of the issue for you and the community
- **NOW WHAT?** Be able to articulate what you think should be done and your role in carrying out the action

LEARNING OBJECTIVES:

1. Students will be able to integrate ideas from various sources, including this course, community engagement, and life experiences in order to demonstrate a capacity for coherent, principled analysis of concrete social (environmental) problems.
2. Students will be able to articulate, in prose or through another communicative medium, a critical account of (an environmentally) just social order.

3. Students will write in a variety of rhetorical modes using academic language so that they may reflect and write substantively on ways in which human beings find fulfilment in community.
 4. Students will link theory to praxis in contributions to classroom dialogue and in critical reflections.
 5. Students will link theory to praxis by integrating learnings from community engagement, class discussions, reading, and current events into a deeper understanding of our collective and individual responsibility to the environment.
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ASSIGNMENTS AND GRADING:

****Note: This is a Community Engagement designated class. You cannot pass the class without completing the CE requirement. In addition, you must attend at least 6 labs through the semester.**

Lab schedule

You will have a menu of labs to pick from over the semester. By the end of week 1, you will have to sign-up for your labs. Once you sign-up, you are required to attend the lab. If for some unforeseen reason (e.g. sickness or emergencies) you are unable to attend a lab, you must let me know ASAP and pick an alternate lab to attend. You are welcome to attend more than 6 labs if you want to, but you won't get credit for extra labs.

See lab schedule for more details.

1. **Unit Tests (10% x 3 = 30%):** 3 in class unit examinations throughout the semester
2. **Cumulative critical reflections (5% x 3 = 15%):** You will have guided reflection prompts that address the readings, community engagement, and issues discussed in class. You will explore the interconnections between your community partner's mission and activities with our course themes and readings. See Rubric on Moodle.
3. **Community Engagement (10%):** You will work with either The Legacy Garden or Campus Sustainability. Each month your community partner will write a brief assessment of your work along with the hours for the month. Your Community Engagement grade will be comprised of the following: 1) reports from your community partner; 2) fulfilling your hours; 3) integrating your experience in reflections and class discussions.
4. **Film review and fact-check (5%):** You will have to write a 300 word review of one of the films shown at the One Planet Film Festival (OPFF) and fact-check three of the major claims of the film. Review and fact-check will be due one week after the screening of the film. The reviews that receive the highest grades will be featured on the OPFF website! Guidelines forthcoming.
5. **Literature review (15%):** Details forthcoming

6. **Advocacy and informative presentation (10%):** Based on your literature review, you must produce a presentation that can function as an advocacy and information tool to educate a broad audience on the topic of your literature review.

- o Format: Multiple formats are allowed such as Podcasts, Youtube videos, Precis etc., as long as the presentation can be made freely available on the web to be accessed for time immemorial.
- o Duration: Should be less than 5 minutes long.
- o Audience: You must present information in a manner that is accessible to a broad audience (i.e. from middle schoolers to Grandma)

7. **Participation (15%): See rubric on moodle for details**

Grades will be based upon the following percentile ranges: 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 F.

COURSE POLICIES:

Community-ground rules for learning and discussion: On our first class session, we will take some time to discuss how we can collaboratively create a space for respectful sharing, learning, and dialogue. It is my hope that every member of our classroom community will feel free to ask questions, disagree and challenge one another (and the readings). We are all together responsible for upholding our community standards for this classroom.

JCL 130- A healthy, happy and just ecosystem: What are our social rules?

1. We will strive for engaged conversation in the classroom. In order to produce this engaged conversation, we will come to class prepared, having done the readings and other assignments, and will draw on text in our responses and discussions.
2. We won't make assumptions about course materials or the opinions of our classmates- we will ask questions respectfully, creating a safe and brave space for conversation
3. We will create an environment where diverse viewpoints are welcome and will be open to evaluating our own opinions in response to discussion and evidence (and that includes the "teacher"!). Productive discomfort is good. But nothing more.
4. We will challenge ourselves and each other over the semester, seeking to grow as scholars and citizens. We are responsible for each other's success and well-being, and take that responsibility seriously.

ACCESSING COURSE READING:

1. Steinberg, Paul F. Who rules the earth? How social rules shape our planet and our lives. Oxford University Press. Available at the SMC bookstore, via Ebrary and on reserve at the library
2. Journal articles you can acquire through the Saint Mary's library. These are linked to on the ERes link on moodle. See note below on accessing ERes items
3. Websites and other online resources linked to via Moodle. You will find a direct link to these in the syllabus.

Accessing ERes materials:

*From the Library's homepage click on the "Course Reserves" tab to search for material by INSTRUCTOR NAME or COURSE NAME. You will need the password JCL130 (no spaces) to access ERes from the Library's homepage. Lastly, click "accept" to acknowledge the copyright page not "enter."

*Click the ERes hyperlink within the course page in Moodle for a direct link to the material. Please if you have trouble accessing the material you should try switching browsers (or make sure that "cookies" are enabled in the browser you are using).

LIBRARY SERVICES:

To write a good literature review, you will need to use library services.

Ask a librarian!

Need library sources but don't know where to start? Searching for a book, article, or data to inform your argument? Not sure how to cite a source in your bibliography? Ask a librarian!

Research help is available in person at the Reference Desk, by phone at 925-631-4624, and during reference hours you can even text a librarian at 925-235-4762 or chat with us live via the Library's website. Check the Library's Ask Us page for details. (<http://www.stmarys-ca.edu/library/ask-us>)

Extended assistance by appointment is also available with the JCL librarian Sue Birkenseer who can be reached at sbirkens@stmarys-ca.edu or 925-631-4255

CWAC (Center for Writing Across the Curriculum):

CWAC: Center for Writing Across the Curriculum, in De La Salle Hall (next to Hagerty Lounge), offers two options for students – of all disciplines and levels:

Writing Circles: During weekly, small-group workshops, students discuss their own writing projects, at all stages of the process. To join a Circle, students visit www.stmarys-ca.edu/WritingCircles before or during the first week of the semester, as Circles begin week two. Once scheduled into a Circle time, students register for that section of COMM 190: Writing Circles.

One-on-one sessions: Students make appointments or drop in 4-8 p.m. Sunday; 10 a.m.-8 p.m. Monday; 10 a.m.-6 p.m. Tuesday; 10 a.m.-8 p.m. Wednesday and Thursday; and 12-4 p.m.

Friday. 925.631.4684, www.stmarys-ca.edu/cwac. Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience and purpose. Writers bring their assignment sheets and readings in order to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research writing. They may discuss any genre, including poetry, science lab reports, argument-driven research, or scholarship application letters.

SDS (Student Disability Services): Reasonable and appropriate accommodations for individuals with qualifying disabilities are extended through the office of Student Disability Services. Students with disabilities are encouraged to contact the Student Disability Services at (925) 631-4358 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/sds>

Unit 1: Us, here, now

Week 1 2/8: The global environmental crisis

M: No reading

W: Chapter 1 of *Laudato Si* Available

here: http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

Meet CE partners in-class and CE orientation

F: Steffen, W "The Anthropocene: conceptual and historical perspectives, sections 3-7 Available

here: <http://www.uvm.edu/~jfarley/EEseminar/readings/Anthropocene.pdf>

Tasks

1. Take poll here to pick first choice CE partner and labs by Wednesday midnight: <https://www.surveymonkey.com/r/Y72WCJZ>
2. Calculate your ecological footprint
here: http://www.footprintnetwork.org/pt/index.php/GFN/page/footprint_basics_overview/

Week 2 2/15: Consumerism, capitalism and the environment

M: Watchand Read Chapter 1 WorldWatch State of the World 2004 report "State of consumption today, pages 3-23" PDF on moodle.

W: Read Jackson, "Motivating sustainable consumption: Consumption the vanguard of history? Pages 9-17"

(http://www.sustainablelifestyles.ac.uk/sites/default/files/motivating_sc_final.pdf)

F: Read Manno "Commoditization"

([https://www.researchgate.net/profile/Jack_Manno/publication/266731504_Commoditization_Consumption_Efficiency_and_an_Economy_of_Care_and_Connection_\(Ch._2_in_Confronting_Consumption/links/5438155d0cf204cab1d521bb.pdf\)](https://www.researchgate.net/profile/Jack_Manno/publication/266731504_Commoditization_Consumption_Efficiency_and_an_Economy_of_Care_and_Connection_(Ch._2_in_Confronting_Consumption/links/5438155d0cf204cab1d521bb.pdf)))

Week 3 2/22: Understanding and changing behavior

M: Read Wilk "Consumption, human needs, and global environmental change, sections 1,2 and 3" Available on ERes

W: Read Warde "Sustainable consumption and behavior change" (<http://discoversociety.org/2013/10/01/sustainable-consumption-and-behaviour-change/>) and watch Nudge ""

F: Read Hargreaves "Practice-ing behavior change" Available on ERes

Week 4 2/29: From Green consumers to Green citizens

M: Read "Anantharaman: Elite and ethical". PDF on moodle

W: Read "Seyfang: Ecological citizenship and sustainable consumption" Available on ERes

F: Review for test

Guided Reflection 1 due on March 2

Unit 2: Outside the bubble: Varieties of environmentalism

Week 5 3/7: Legacies of environmental thought: worldviews and ethics

M: **Unit Test 1**

W: Read Taylor "Race, class and American Environmentalism" pages 1-11 (**PDF on moodle**) and John Muir, Apostle of the Wild, Is Dead" (Historical obituary!) <http://www.latimes.com/local/obituaries/archives/la-me-john-muir-19141225-story.html>

Listen to: <http://www.npr.org/templates/story/story.php?storyId=10486240>

F: Read Taylor, pages 11-20 (Urban environmentalism + White working classes)

5 CE hours completed and logged by the end of this week (3/13/16)

Week 6 3/14: People of color and the environment

M: Library session with Sue Birkenseer, JCL Librarian

W: Read Taylor, pages 21-28 (Native Americans + African Americans), Merchant "Shades of Darkness" and "Muir's legacy questioned" <http://www.latimes.com/local/california/la-me-rethinking-muir-20141113-story.html>

F: Read Eby, "Why service learning is bad" Service Learning Reflection with William Besson, Engaged Learning Facilitator, CILSA

Spring break!

Week 8 3/28: People of color and the environment contd.

M: No class

W: Taylor, pages 28-31 and Pulido "Ecological legitimacy and cultural essentialism": <https://static1.squarespace.com/static/51deda3de4b0a9f25fff238e/t/51f95a4de4b0d906af4fc072/1375296077707/Ecological-legitimacy.pdf>

F: Taylor, pages 35-41 (People of color and environmental justice) and Hartley "Environmental Justice"

Guided reflection 2 due on April 4

Week 9 4/4: The environmental justice movement

M: Watch Democracy Now and ACLU's documentary on the crisis in Flint Michigan here http://www.democracynow.org/2016/3/8/heres_to_flint_the_untold_story and read these two news articles: *Washington post* "[Its not just flint](#)" and *New York Times* "[Schools nationwide still grapple with lead in water](#)"

W: "[Life and death unnatural causes](#)" ALL read the Executive Summary (pp. vii - xvi) and then choose Air Quality (pp. 89 - 96) OR Food Access & Liquor Stores (pp. 97-106); and read: "[Gentrification and the urban garden](#)"

F: Review

Unit 3: Education and behavior change: Necessary but not sufficient

Week 10 4/11: The politics of sustainability

M: **Unit Test 2**

W: Maniates "Individualization" (on moodle)

F: Greenberg "What on Earth is Sustainable?" and Democracy Now "[Honduran indigenous leader Berta Caceres assassinated](#)"

14 CE hours completed and logged by the end of this week (4/17/16)

Week 11 4/18: Searching for Solutions

M: Steinberg "Recycling is not Enough" pages 5-18," and Strings attached" pages 19-35, and watch [Who rules the Earth?](#) (in class)

W: Steinberg "Feasible words" pages 35-63

F: Steinberg "A perilous journey" pages 63-95

Literature review due 4/21

Week 12 4/25: Who owns the Earth?

M: Steinberg "The big trade" pages 95-125 OR "A planet of nations" pages 127-161

W: Steinberg "The big trade" pages 95-125 OR "A planet of nations" pages 127-161

F: Steinberg "Scaling up" pages 161-183

Week 13 5/2: Transformations

M: Steinberg "Scaling down" pages 183-211

W: Steinberg "Keep the change" pages 211-245

F: Steinberg "Paper, plastic or politics" pages 263-281 and Watch "Story of Change"

Guided reflection 3 due on 5/4

Week 14 5/9: Student presentations + Review

M: Student presentations

W: Student presentations

F: Review

20 CE hours completed and logged by the end of this week (5/13/16)

Week 15 5/13: Finals week

Unit 3 Test/ Non-cumulative final