



Winter 2020

Environmental Justice

ENST 2000: Nature/Environment/Society

Lecture: Mondays 09:35 - 11:25 Building: University Centre Room: 180

Instructor: Sheryl-Ann Simpson

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office hours: Monday 11:35-12:35; Tuesday 1:00-3:00; **sign up at:** w20officehours.youcanbook.me

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 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 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.

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; and 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!

Additionally, take care of yourself and your health, because school is really important, but taking care of ourselves 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 means that we can work with you around accommodations, adjustments, and alternatives, to help you meet the 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 those listed at the end of the syllabus.

Evaluation Detailed assignment descriptions will be provided throughout the term:

Assignment #1 (a definition) using ideas from the readings to share the meaning of environmental justice (15%)
[due Friday Jan 24, 11:59p on cuLearn]

Assignment #2 (a map) analyzing and visualizing the distribution of environmental harms and benefits (20%)
[due Friday Feb 14, 11:59p on cuLearn]

Assignment #3 (a story) a multimedia story to share understandings about environmental relationships (25%)
[individual or in pairs students choose]
[proposal due Monday Mar 2 submit in tutorials]
[due Friday Mar 16, 11:59p on cuLearn]

Assignment #4 (an action) description of an environmental justice action you would like to take (20%)
[proposal due Monday Apr 6 submit in lecture]
[due Apr 25, 11:59p on cuLearn no late submissions]

An event your reflections on an environmental justice event you attend (10%)
[rolling deadline, last day for submission Monday Apr 6 11:59 on cuLearn]

Final self-evaluation a final reflection on your learning in the term (5%)
[proposal due Monday Apr 6, in lecture]
[due Apr 25, 11:59p on cuLearn no late submissions]

In-class assignments submitted in person during lectures and tutorials a variety of small formative evaluation exercises including sketches, free writing and quizzes. (5%)
[ongoing]

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, and the Proposal and Final self-evaluation with no late submissions.



Texts course resources will be available on cuLearn:

For each week there are minimum required readings: everyone is expected to complete these readings before lecture and sections. Additional readings: will be required for assignments and discussed in class. Read these before class if you are very interested in the topic and time permits.

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 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 detailed course calendar will be shared on the first day of lecture:

A) Introductions and History

wk1 - Jan 6 - Course and Environmental Justice Introductions [no tutorials and no readings this week]
wk2 - Jan 14 - Environmental Justice History and Crossroads
Wk3 - Jan 20 - Environmental Racism

B) Distributional Justice

wk4 - Jan 27 - Mapping Research
wk5 - Feb 3 - Ecological Justice

C) Understanding Environments and Environmental Relationships

wk6 - Feb 10 - The Good Life
wk7 - Feb 24 - Stories
wk8 - Mar 2 - Foodways
wk9 - Mar 9 - Designing Wasteways

D) Procedural Justice

wk10 - Mar 16 - Institutional Change
wk11 - Mar 23 - Direct Action
wk12 - Mar 30 - Community and Care

E) Environmental Justice Futures

wk13 - Apr 6 - Course Summary and Ideas for the Future [no tutorials this week]

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/equity/focus/sexual-violence-prevention-survivor-support/>

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).

(source: Faculty of Arts and Social Science, Undergraduate Teaching Regulations and Procedures 2019-2020)

Additional resources and supports include:

Department of Equity and Inclusive Communities including Equity Advisors: <https://carleton.ca/equity/contact/>
The Ojigkwanong Student Centre: <https://carleton.ca/equity/focus/indigenous-initiatives/>