



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:** A329 Leob, **email:** sheryl-ann.simpson@carleton.ca

**office hours:** Monday 10:45-11:45; Tuesday 1:00-3:00; **sign up at:** [w19officehours.youcanbook.me](http://w19officehours.youcanbook.me)

**TAs:** Madelaine Bourdages; **email:** madelainebourdages@cmail.carleton.ca

Veronika Kratz; **email:** veronikakratz@cmail.carleton.ca

**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 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 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 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.

To accomplish the learning outcomes students are expected to be active learners, this includes coming to lecture and tutorials having done the 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](http://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. And while your medical diagnosis are your own stories to share or not, letting the teaching team know, in general terms, about circumstances that might impact your performance 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 promotion)** press release for events and ideas presented in the readings (20%)  
[due Friday Feb 1, 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 Apr 1, in section]

**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 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, the exception are the in-class assignments where no make-ups will be provided except under pre-arranged circumstances, and the take-home exam with no late submissions.

**Texts** Required course resources will be available on cuLearn:

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 environmental design, science and technology studies, critical race studies, Indigenous studies, public health, environmental management, journalism, art and design.

Before you start reading find out a little bit about the source, find out a little bit about the author, storyteller or creator, and think about the audience they might be addressing.

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.

Then try to evaluate. Ask yourself did the tools seem appropriate considering the main idea? Has the piece convinced you, do you buy the story, thesis or argument? If so what about the piece helped to convince you, if not what was missing or unclear?

After reading and evaluating the piece, what are your questions? Are there terms you still find confusing, details that are unclear, or ideas and topic that you want to know more about?

**Course Calendar** Slight adjustments might be made with at least a weeks notice:

### **A) Ideas about Environmental Justice and Water**

wk1 - Jan 7 - Course introduction + introductions to environmental justice: declarations and manifestos  
Review course outline and general course introduction. Discuss some of the foundational history, keywords and current trajectories of environmental justice organizing.

1. Alston, Dana. 2010 [1991]. The summit: Transforming a movement, *Race, Poverty & the Environment*, Spring: 14-17, reprint from RP&E Vol. 2, No. 3/4. [<http://www.reimaginerpe.org/20years/alston>]
2. Principles of Working Together Working Group. 2002. *Principles of Working Together*, Adopted by the Second People of Color Environmental Leadership Summit, Washington, D.C., October 26. [<https://ej4all.org/assets/media/documents/ej4all-WorkingTogether.pdf>]
3. Climate Justice Alliance. 2018. *Just Transition Principles*. [[https://climatejusticealliance.org/wp-content/uploads/2018/06/CJA\\_JustTransition\\_Principles\\_final\\_hi-rez.pdf](https://climatejusticealliance.org/wp-content/uploads/2018/06/CJA_JustTransition_Principles_final_hi-rez.pdf)]
4. This Changes Everything. 2015. *The Leap Manifesto: A Call for Canada Based in Caring for the Earth and One Another*. [<https://leapmanifesto.org/en/the-leap-manifesto/#manifesto-content>]

wk2 - Jan 14 - Environmental justice, 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?

1. Purdy, Jedediah. 2016. Environmentalism was once a social-justice movement: It can be again. *The Atlantic*. Dec 7. [[www.theatlantic.com/science/archive/2016/12/how-the-environmental-movement-can-recover-its-soul/509831/](http://www.theatlantic.com/science/archive/2016/12/how-the-environmental-movement-can-recover-its-soul/509831/)]
2. Clark, W. C., R. W. Kates, J. F. Richards, J. T. Mathews, W. B. Meyer, B. L. Turner II, Steward T. A. Pickett, Christopher G. Boone and Mary L. Cadenasso. 2007. Relationships of environmental justice to ecological theory, *Bulletin of the Ecological Society of America*, April:166-170.
3. Pulido, Laura. 2015. Geographies of race and ethnicity 1: White supremacy vs white privilege in environmental racism research, *Progress in Human Geography*, 39(6):809–817.
4. McGregor, Deborah. 2009 Honouring our relations: An Anishnaabe perspective on environmental justice. in Julian Agyeman, Peter Cole, Randolph Haluza-DeLay and Pat O'Riley (eds) *Speaking for Ourselves Environmental Justice in Canada*. UBC Press: Vancouver BC. pp 27-41.

wk3 - Jan 21 - Environmental justice and water

What are the ideas that help us understand the connections between water and environmental justice?

1. review your notes or do a closer reading of McGregor 2009 from wk2
2. Debanné, Anne-Marie and Roger Keil. 2004. Multiple Disconnections: Environmental Justice and Urban Water in Canada and South Africa, *Space and Polity*, 8(2):209–225.
3. Perry, Keisha-Khan Y. 2009. “If We Didn’t Have Water”: Black Women’s Struggle for Urban Land Rights in Brazil, *Environmental Justice*, 2(1), DOI: 10.1089/env.2008.0541
4. Busera, Michael, Tom Payne, Özlem Edizelc and Lyze Dudleyd. 2018. Blue space as caring space – water and the cultivation of care in social and environmental practice, *Social and Cultural Geography*, doi.org/10.1080/14649365.2018.1534263.

## B) Climate Justice

wk4 - Jan 28 - Not enough water

Climate change outcomes such as drought and desertification will impact communities differently, what are the challenges, and what are some of strategies people have for adaptation, mitigation and resilience?

1. Elgendy, Karim. 2015. “Doha has just three days’ supply”: Are water shortages the biggest threat to the Middle East?, *CityMetric*.  
[<https://www.citymetric.com/horizons/doha-has-just-three-days-supply-are-water-shortages-biggest-threat-middle-east-1234>]
2. Singh, Naveen P., Cynthia Bantilan, K. Byjesh. 2014. Vulnerability and policy relevance to drought in the semi-arid tropics of Asia – A retrospective analysis, *Weather and Climate Extremes*, 3:54–61.
3. Kohl, Ellen and John A. Knox. 2016. My drought is different from your drought: A case study of the policy implications of multiple ways of knowing drought, *Weather, Climate, and Society*, 8 (4):373-388.

[assignment #1 (a promotion) due Friday February 1, 11:59p on cuLearn]

wk5 - Feb 4 - Too much water

In addition to the ecological and managerial challenges presented by flood, rising sea levels, melting ice and extreme storms, what are the social and linked human-non-human impacts of too much water in climate change?

1. Hardy, R. Dean, Richard A. Milligan, Nik Heynen. 2017. Racial coastal formation: The environmental injustice of colorblind adaptation planning for sea-level rise, *Geoforum*, 87:62–72.
2. Napawan, N. Claire and Brett Snyder. 2014. Porosity: Networking Cities for a Changing Climate, *Architecture\_media\_politics\_society*, 6(1):1-18.
3. Yamada, Seiji, Maxine Burkett, and Gregory G. Maskarinec. 2017. Sea-Level Rise and the Marshallese Diaspora, *Environmental Justice*, 10(4), DOI: 10.1089/env.2016.0038.
4. Yoder, Kate. 2016. As ice melts and seas rise, can endangered languages survive? *Grist*. Oct 12.  
[<https://grist.org/justice/as-ice-melts-and-seas-rise-can-endangered-languages-survive/>]

[Feb 6 - **Founders Seminar** - Ingrid Waldron (Dalhousie University) “There’s Something in the Water: Environmental Racism in Indigenous and Black Communities” – **No Tutorials**]

## C) Water at Home

wk6 - Feb 11 - Drinking water contamination

What are the impacts when drinking water isn’t safe, who is affected and how do we measure it?

1. review notes from Waldron (Founders Seminar).
2. Taylor, Cedric. 2018. Michigan says Flint water is safe to drink, but residents’ trust in government has corroded, *The Conversation*, May 4.  
[<https://theconversation.com/michigan-says-flint-water-is-safe-to-drink-but-residents-trust-in-government-has-corroded-95358>]
3. Sultana, Farhana. 2011. Suffering for water, suffering from water: Emotional geographies of resource access, control and conflict, *Geoforum*, 42:163–172.
4. Balazs, Carolina L. and Isha Ray. 2014. The drinking water disparities framework: On the origins and persistence of inequities in exposure, *American Journal of Public Health*, 104(4):603-611.

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

Winter break - Feb 18

wk7 - Feb 25 - 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?

1. Shimo, Alexandra. 2018. While Nestlé extracts millions of litres from their land, residents have no drinking water. *The Guardian*. Oct 4.  
[<https://www.theguardian.com/global/2018/oct/04/ontario-six-nations-nestle-running-water>]
2. Hawkins, Gay, Emily Potter and Kane Race. 2015. Drinking water arrangements in Bangkok: Accommodating bottles. in Gay Hawkins, Emily Potter and Kane Race (Auth) *Plastic Water: The Social and Material Life of Bottled Water*. MIT Press: Cambridge MA. pp77-98.

wk8 - Mar 4 - Water Systems and Sanitation

In addition to our drinking water, households around the world use water for everything from cooking to cleaning, bathing and even waste disposal. What are some of the justice and injustice issues in water delivery and broader use?

1. Hargrove, William L., Michelle Del Rio and Marcelo Korc. 2018. Water matters: Water insecurity and inadequate sanitation in the U.S./Mexico Border Region, *Environmental Justice*, 11(6), DOI: 10.1089/env.2018.0022.
2. Paterson, Charlotte, Duncan Mara and Tom Curtis. 2007. Pro-poor sanitation technologies, *Geoforum*, 38:901–907
3. Mustafa, Daanish and Philip Reeder. 2009. 'People is all that is left to privatize': Water supply privatization, globalization and social justice in Belize City, Belize, *International Journal of Urban and Regional Research*, 33(3):789-808.
4. Hutton, Will. 2018. 'It's essential to life': Ofwat's Rachel Fletcher sets a new course for water. *The Guardian*. Dec 15.  
[<https://www.theguardian.com/business/2018/dec/15/rachel-fletcher-ofwat-set-new-course-for-water-utilities-regulator>]

## D) Water at Work

wk9 - Mar 11 - Working on water

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

1. Beatly, Timothy. 2014. Satisfying urban fish eaters sustainably, in Timothy Beatly, *Blue Urbanism: Exploring Connections between Cities and Oceans*. Island Press: Washington DC. pp43-60.
2. Simms, Justin (Director). 2016. *Hand.Line.Cod*. National Film Board: Montreal.  
[[https://www.nfb.ca/film/hand\\_line\\_cod/](https://www.nfb.ca/film/hand_line_cod/)]
3. Poucachiche, Lennon (Director). 2009. *Wapikoni Mobile 2008 - Anikiwinik (The Trappers)*. National Film Board: Montreal. [[https://www.nfb.ca/film/anikiwinik\\_the\\_trappers/](https://www.nfb.ca/film/anikiwinik_the_trappers/)]
4. Kleiber, Danika, Leila M Harris and Amanda C J Vincent. 2015. Gender and small-scale fisheries: a case for counting women and beyond. *Fish and Fisheries*, 16: 547-562.  
[**just a note** that the videos are about fishing and trapping practices, so they include images of both including animal dressing]

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

wk10 - Mar 18 - Working around Water

How might work around water including in agriculture, policy, resource extraction, art, science and research impact water and environmental justice?

1. Howden, Nicholas J. K., Tim P. Burt, Fred Worrall, Simon A. Mathias and Michael J. Whelan. 2013. Farming for water quality: Balancing food security and nitrate pollution in UK river basins, *Annals of the Association of American Geographers*, 103(2):397-407.
2. Todd, Zoe. 2017. Fish, kin, and hope: Tending to water violations in amiskwaciwâskahikan and Treaty Six Territory, *Afterall: a Journal of Art, Context and Inquiry*, 43(1): 102-107.
3. Driscoll, Emily V. (Director) 2018. *Breakthrough: Bitter Water*. Science Friday: New York.  
[<https://www.sciencefriday.com/videos/breakthrough-bitter-water/>]
4. Prudham, Scott. 2004. Poisoning the well: neoliberalism and the contamination of municipal water in Walkerton, Ontario, *Geoforum* 35: 343–359.

## D) Water Relationships

wk11 - Mar 25 - Stories and / as laws

Stories are serious business, so this week we'll think about and be a part of the work of stories.

1. Simpson, Leanne Betasamosake. 2014. Land as pedagogy: Nishnaabeg intelligence and rebellious transformation, *Decolonization: Indigeneity, Education & Society*, 3(3):1-25.
2. Coulter, Peter (Producer). 2018. A map of the heart, Part I: The Icelandic heart, *Ideas*, CBC: Tronto. [<https://www.cbc.ca/radio/ideas/a-map-of-the-heart-part-1-the-icelandic-sagas-1.4702465>] [**listen** to at least 12:30mins]
3. NA. Anansi and Turtle's Feast. [<https://www.uexpress.com/tell-me-a-story/1999/1/3/anansi-and-turtles-feast-a-caribbean>]
4. Nilsen, Anders. 2013. *Rage of Poseidon*. Drawn and Quarterly: Montreal.
5. Kirchuk, Alejandro. 2017. *The City Without Rivers*. for the 2017 Joop Swart Masterclass. [<https://witness.worldpressphoto.org/the-city-without-rivers-3b6041a0ad5b>]

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 are 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?

1. Aigne Roy, Elenore. 2017. New Zealand river granted same legal rights as human being. *The Guardian*. Mar 17. [<https://www.theguardian.com/world/2017/mar/16/new-zealand-river-granted-same-legal-rights-as-human-being>]
2. NA. 2012. *In Their Own Words: Safe Drinking Water Is a Basic Human Right*. Unitarian Universalist Service Committee [<https://www.uusc.org/in-their-own-words-safe-drinking-water-is-a-basic-human-right/>]
3. Golding, Cecilia and Nick Finegan (Directors). 2018. *It's Difficult for Trans People to Enter Public Spaces*. *The Atlantic Select*. April 10. [<https://www.theatlantic.com/video/index/557630/trans-safe-space/>]
4. Cunningham, Sachi. 2016. *Breaking Waves, Breaking Barriers: The Badass Women of Brown Girl Surf*. KQED Arts. October 11. [<https://www.kqed.org/arts/12190986/breaking-waves-breaking-barriers-the-badass-women-of-brown-girl-surf>]

wk13 - Apr 8 - Presentations

[**no new readings**]

[**assignment #4 (a proposal)** due in lecture]

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

### **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](mailto: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 2018-2019)