

Environmental Justice Course Schedule Summer 2015- Version 1.0

All reading and course journaling assignments are due the start of class on the date listed in this course schedule. Print all pdf readings and bring them to class, as well as your course journal entries.

Reading Intensity Forecast (RIF): This color-coded system estimates the amount of effort and depth of engagement each night's reading and course journaling activities will require of you. Reading Intensity Forecasts for each night may register as **light intensity (green)**, **medium intensity (orange)**, or **heavy intensity (red)**. The RIF gives you a rough idea of how much time and effort you'll need to put into each day throughout the term. As the instructor, I've tried very hard to keep class work to between one and three hours between class meetings. Less work would fall shy of the rigorous academic standards the University and Environmental Studies Program demands of our students. More work would likely be unsustainable in the short, brutish sprint of a summer course. You can use the RIF to plan when you'll need to set aside extra time for studying... or conversely when you'll be able to fit in some rest and relaxation.

Week One: Building A Theoretical Toolkit for Studying "EJ"

Monday June 22: Introductions

Read: "Introduction" *Varieties of Environmentalism* by Ramanchandra Guha and Joan Martinez-Alier

Course Journal: Complete Pre-Class Survey

RIF: **Green**

Tuesday June 23: Global Environmental Inequality

Read: Joan Martinez-Alier, *EJ Atlas*. Paul Robbins, "Environmental Conflict."

Course Journal: "Scavenger Hunt" for *EJ Atlas* and Robbins

RIF: **Orange**

Wednesday June 24: Ideology and Social Structure

Read: James Kavanaugh, "Ideology"

Course Journal: "3, 2, 2, 1" for Kavanaugh

RIF: **Red**

Thursday June 25: Race and Environmental Racism

Read: Carter-Pokras et al., “The Environmental Health of Latino Children.” Eduardo Bonilla-Silva, “Racism without Racists” OR “Robert Bullard, “Anatomy of Environmental Racism and the Environmental Justice Movement”

Course Journal: Response Questions

RIF: Red

Friday June 26: Race and Environmental Racism, continued

Read: Luke Cole and Sheila Foster, “Beyond Distribution”; continue discussing Bullard

Course Journal: Proposal and background research for Environmental Conflict Analysis.

RIF: Orange

Week Two: Building A Theoretical Toolkit for Studying “EJ”

Monday June 29: What is Justice?

Read: Ursula Le Guinn, “The Ones Who Walk Away from Omelas.” Peggy McIntosh, “Unpacking the Invisible Knapsack”

Course Journal: Learning Reflection One

RIF: Green

Tuesday June 30: Class and Capitalism

Read: Mike Davis, “SAPing the Third World” OR Naomi Klein, “Capitalism vs the Climate”

Course Journal: Top 5/Bottom 5 for Davis and Klein

Expanding EJ Presentations Begin: 1st Group

RIF: Red

Wednesday July 1: Gender

Read: Robert Verchick, “Feminist Theory and Environmental Justice.” Debbie Jarrell: “Our Roots Run so Deep you Can’t Distinguish us from the Earth we Live on.”

Course Journal: Find-a-case study

RIF: Red

Thursday July 2: “Mid-Term” Day

Read: TBD

Course Journal: No Journal

Assignment: Bring 2 printed copies of your Environmental Conflict Analysis

RIF: Green

Friday July 3: July 4th Holiday. No class.

RIF: Super Green – Be safe and have lots of fun!

Week 3: Civil War in Guatemala and the Attempted Genocide of Indigenous Peoples (Week-Long Case Study)

Monday July 6: Theories of Social and Change and Power Mapping

Read: Luke Cole and Sheila Foster, “Transformative Politics.”

Course Journal: TBD

RIF: Green

Expanding EJ Presentation: 2nd Group

Tuesday July 7: *The Tattooed Soldier*; Indigenous Peoples and EJ

Read: Hector Tobar, *The Tattooed Soldier*, 1-75

Course Journal: Quote IDs

RIF: Red

Wednesday July 8: *The Tattooed Soldier*; War and EJ

Read: Hector Tobar, *The Tattooed Soldier*, 76-150

Course Journal: Two discussion questions

RIF: Red

Thursday July 9: *The Tattooed Soldier*; Los Angeles and EJ

Read: Hector Tobar, *The Tattooed Soldier*, 151-226

Course Journal: Toolkit Memo 2

RIF: Red

Expanding EJ Presentation: 3rd Group

Friday July 10: *The Tattooed Soldier*; Literature and EJ

Read: Hector Tobar, *The Tattooed Soldier*, 227-307

Course Journal: Reflection on Literature of Environmental Justice

RIF: Red

Week 4: Environmental Justice in the 21st-Century

Monday July 13: Revisiting Varieties of Environmentalism and EJ

Read: Dorceta Taylor “Green 2.0 Executive Summary” (required), Nicki Giovanni, “For Sandra.” Sara Teasdale, “There Will Come Soft Rains”

Course Journal: No Course Journal

Assignment: Submit Power Map

RIF: Green

Expanding EJ Presentation: 4th Group, 5th Group

Tuesday July 14: Development Projects

Read: Arundhati Roy, “For the Greater Common Good.”

Course Journal: 3, 2, 1 for Roy

RIF: Red

Wednesday July 15: Climate Justice

Read: Naomi Klein, “Blockadia”

Course Journal: TBD

RIF: Greenish Orange

Expanding EJ Presentation: 6th Group

Thursday July 16: Climate Justice

Read: World People’s Conference on Climate Change and the Rights of Mother Earth, “People’s Agreement”

Course Journal: TBD

Assignment: Theory of Change Statement

RIF: Orange

Friday July 17: Final Discussions

Read: No Reading

Course Journal: Final Reflection

RIF: Green

Course Journal Assignments, briefly annotated

*** Note that these are subject to change. The full instructions for each Course Journal Prompt are in the “modules” of the Canvas site.

Monday, June 22	Complete the “Pre-class Survey” via the link in your email.
Tuesday, June 23	Scavenger Hunt: You’ll “find” different moments in your reading of Robbins and perusal of the <i>EJ Atlas</i> . You’ll be assigned a “kind” of conflict to do some more thorough scavenging during day one of class.
Wednesday, June 24	“3-2-2-1” for Kavanagh. Write 3 things you’ve learned from the chapter, two things you don’t understand or are confused about from the chapter, two terms or concepts you had to look up from the chapter (along with the definition you found), and 1 question you’d like to pose to the author (that goes beyond a clarifying question about what he meant).
Thursday, June 25	Guided Reading Questions: Bring in your responses and your questions to the prompts provided in Wednesday’s class.
Friday, June 26	Use the Proposal Form to identify the environmental conflict you’d like to analyze for your term project and indicate the preliminary research you’ve done on this conflict.
Monday, June 29	Learning Reflection I: specific prompt TBD.
Tuesday, June 30	Top 5/Bottom 5: Capture the most exciting/interesting five moments in Klein and Davis, and briefly annotate these in “listicle” format. Capture five additional moments from these two texts that seem the least well articulated or defended in each argument; places where you find yourself pushing back against their arguments. Briefly annotate these in a “listicle” format. NB: that’s ten points total, not twenty points.
Wednesday,	Find a Case Study: The theoretical text and the case study

July 1	we're reading about "gender and EJ" are both focused primarily on people who are cisgendered and female. Considering what you already know about different kinds of environmental inequalities and environmental justice, search the internets or your favorite analog sources (you know, books n' stuff) to find an example of an environmental conflict that involves which is demonstrably gendered around other forms of gender. For example, you might look at an extractive industry where workers are primarily men, like logging. Toss a text associated with this example into the class Diigo page with a brief annotation explaining the case study text.
Thursday, July 2	No Course Journal , but remember you have to turn in your Environmental Conflict Analysis
Monday, July 6	Scenarios: You'll be assigned to either design a private business, nonprofit (501c3) group, or academic research project that could demonstrably promote your definition of environmental justice.
Tuesday, July 7	Quote ID: In reading <i>The Tattooed Soldier</i> , identify three quotes about a theme we determine on Monday, July 6, and bring these to class.
Wednesday, July 8	Toolkit Memo: On Tuesday we'll split up different key term from our theoretical toolkit and each of us will report back on how the novel gives voice to, or omits, aspects of these concepts in the portions we've read so far. 1page typed.
Thursday, July 9	Toolkit Memo II: For this memo (similar to the night before), choose one quote to explicate in light of one term.
Friday, July 10	Learning Reflection II: specific prompt TBD.
Monday, July 13	No Course Journal: but remember, you have the Power Map due.
Tuesday, July 14	3-2-1 for Roy: Same as the 3-2-2-1 but hold the term definitions. Feel free to do this one in bullet format.
Wednesday, July 15	Jigsaw Research: Basically, you'll each find out something about "climate justice" the night before class, and come prepared to teach the class what you learned.
Thursday, July 16	No Course Journal: but remember, your Theories of Change Statement is due. We'll do the Project Self-Reflection in class.
Friday, July 17	TBD