

I've successfully proposed two original senior capstone courses for the environmental studies program at the University of Oregon. I taught my first, "Imagining Environmental Futures: Apocalypse, Dystopia and Utopia in Environmental Thought" in 2014, and will teach "Coal: it's Human and Environmental Histories" in 2017. I've designed these courses while also adapting and teaching the course sequence for majors in addition to upper level courses. As a capstone course, students are invited to use and reflect on the skills and knowledge they've gained throughout their undergraduate education to take up the capacious topic of "coal" in modernity.

COAL:

its Human and Environmental Histories

Text

**carbon,
capitalism,
consequences**

SYLLABUS

M-T-W-R 9:00 AM
Peterson 110

Spring 2017



ENVS 411; CRN #XXXXX

in this syllabus
you'll find the
course...

- overview
- expectations
- assignments
- policies
- resources
- schedule

This is fire. How do you study it?

5 minute free write: choose the disciplinary area you feel most familiar with and generate a list of questions or observations that practitioners and scholars of this field would make about "fire."

**in the arts
and
humanities?**

questions or observations:

**as a natural
scientist?**

questions or observations:

**in the social
sciences?**

questions or observations:

In environmental studies, how do we study this?

Course Goals:

We all have three main goals:

- We must learn to interpret the world with insight and critical understanding.
- We must learn to share our interpretation of the world with others.
- We must learn to share the world and to change the world.

ENVS 411 Specific Goals:

1. Articulate complex histories of coal extraction, combustion, and disposal throughout recent human history.
2. Enumerate and make connections between benefits created due to the use of fossil fuels and the social inequalities created or exacerbated by the use of fossil fuels and the environmental issues created by these processes.
3. Value and describe the powerful agency of material, more-than-human ecosystems in the anthropocene.
4. Develop techniques for researching and interviewing academic and non-academic participants in political/economic/activist settings.
5. Interrogate the role of interdisciplinary reading and researching in your own academic pursuits.

Course Introduction: What will we do?

This course examines the complex, ambivalent, environmental and human history of coal. To solve a crime one searches for "the smoking gun." From the smoke stacks of Manchester in the 17th-century to the detonations leveling West Virginia's Logan County or the Wyoming's Powder River Basin today, coal constitutes a potent literal and figurative manifestation of this adage. In this course we'll explore coal as a lens for viewing the complicated modern world we live in as well as the social, technological, and natural forces that continue to shape it. In this course you will build and analyze histories of coal through the perspectives of the physical sciences, literary and cultural studies, and historiography.

As this is a senior capstone course, you'll be regularly invited to use and reflect the knowledge and skills you've gained throughout your time as an environmental studies or science major to understand this topic. In turn, I hope you will use your new knowledge of coal to help tie together and reflect on what you've learned and what you still want to learn as you approach the end of your undergraduate studies.

Step 3: Use different interdisciplinary frameworks to understand this history (details on next page)

Step 4: We'll each study a contemporary conflict or issue surrounding coal, using our historical understanding to contextualize and better understand what's going on.

- e.g. ...
- coal ash spills
- urban particulate pollution
- coal export terminals
- climate justice
- mining safety
- transition to natural gas

hmm... my family's coal mines are making me think about the exploitative relations of workers to capital... maybe I should talk to my buddy Karl about this.

Did you know that greenhouse gases emitted from burning coal are the largest historic driver of anthropogenic climate change? .

archive project

With all of us contributing to "the archive project," we'll examine a vast universe of the "cultures of coal"-- from scientific research to poetry and protest. Where can we "see" coal in our everyday lives?

Step 2: Examine the human and environmental history of coal-- from the rise of the British Empire to America's energy explosion to contemporary China and India.

Step 1: answer some key foundational questions: What is coal-- what's it made of? Where does it come from? Where do you find it? How do you get it? What are its physical properties?

"Our civilization runs by burning the remains of humble creatures who inhabited the Earth hundreds of millions of years before the first humans came on the scene. Like some ghastly cannibal cult, we subsist on the dead bodies of our ancestors and distant relatives." – Carl Sagan



How will we do this?

Four Theoretical Frameworks for our Study of Coal

In this course we will rely on four major frameworks of analysis to unpack the complex cultures of coal we encounter in course readings, discussions, and research. The following descriptions introduce how I understand each of these frames going into the course. We can add and amend these frames as we get to work:

Environmental Justice: The study of environmental justice is the study of environmental inequality and the ethical dilemmas this study imposes on us all. The study of environmental inequality explains the uneven distribution of environmental burdens and benefits across space and time. How has the extraction, combustion, and disposal of coal and coal-supported industries contributed to historic and contemporary environmental (in)justice? As we examine the physical science, human history, and cultural production of coal, an environmental justice orientation forces us to constantly ask: “who benefits from this, who loses?” How do aspects of identity and social location (race, gender, class, nationality, and more) contribute to how benefits and burdens are distributed? How much environmental and social inequality is just, if any?

Interdisciplinary Study: Environmental studies relies on the contributions and interplay of many disciplinary perspectives as well as interdisciplinary perspectives. The “objects” of our study are never simple objects, but complex combinations of different elements and processes. The philosopher Bruno Latour puts the inadequacy of single-discipline study succinctly in the following examples: “The hole in the ozone is too social and too narrated to be truly natural; the strategy of industrial firms and heads of state too full of chemical reactions to be reduced to power and interest; the discourse of the ecosphere too real and too social to boil down to meaning effects.” Like the hole in the ozone or the decisions of multinational firms, coal is simultaneously material, narrated, socialized, and natural. Yet acknowledging the need for interdisciplinary study and performing interdisciplinary study are two horses of entirely different colors. As we tackle course material, constantly ask yourself: “what disciplinary perspectives am I using to interpret this material? What intellectual framework(s) is this text asking me to be fluent in? What perspectives are lacking in this material or our discussion?”

Systems Theory: This frame links closely to interdisciplinary study, but I single it out as a disciplinary perspective that highlights and explains complexity in systems. According to Christopher Bright, a systems- theory perspective orients us to several key aspects of systems: 1. Systems feature multiple components which share many connections and which may not act predictably; 2. systems contain unfamiliar or unintended feedback loops; 3. Humans can influence systems but can’t always observe how exactly we’ve effected the system; 4. We can’t always observe the entire system, nor can we understand all the processes which make the system “go.” In this course, we must be attentive to when these aspects of the systems we examine limit or empower our analysis or interactions with these systems. Is “coal” an object, or a system? How does coal influence and transform systems while moving through them?

The Anthropocene: The concept of the “Anthropocene,” a time when humans, as a species, have become a geological force of nature, is currently garnering intense intellectual attention. How does our collective explication of the cultures of coal compliment or complicate our understanding of this neologism? To answer this overarching question, we may consider how the specific aspects of coal we discuss in class change over geological time and global scales

How will we meet these goals?

What to expect from your instructor: You can expect me to work hard to help you learn and succeed in this course. Specifically, I'll be available to help you in and outside of class. I will communicate clear expectations, criteria, and feedback for your efforts, and demonstrate the value of course activities and requirements (always feel free to ask about why we're doing each activity or assignment), and guide you in the completion of tasks in a timely manner so you can demonstrate your achievement. This course grapples with the complex intersections of economic, political, environmental, social, and historical forces in culture and systems that organize and empower or disempower people's lives. I believe these are vital issues to investigate, and consequently I love talking about all the issues we'll be examining over the next few weeks and I am here to help you explore these ideas. If I don't know answers to your questions that you're asking, I'm positive that I can help you find those answers.

What your instructor expects from you: You are expected to be present for every class, complete class readings and assignments on time and in the manner required, check for announcements on your email regularly, and participate vigorously and often in class discussions and activities – meaning you will share your ideas openly, relate course concepts and skills to your interests and real world experiences, and work to synthesize information from a variety of sources. In addition, you are required to comply with the course policies and ask me questions when things get confusing (and I guarantee they will, because confusion and some level of disturbance is the first step towards learning anything worth learning).

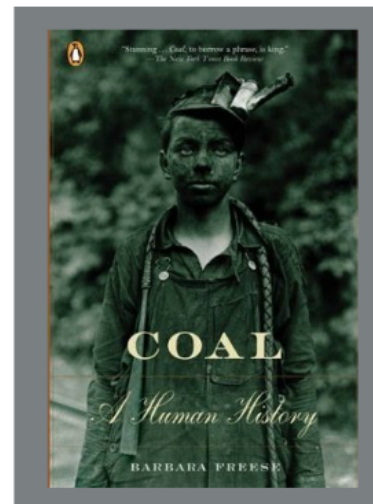
All of us are expected to respect each other's voice; listen to, read, reflect upon, and comment on each other's contributions; challenge each other to clarify our ideas; and encourage each other to deepen our mutual learning.

Required texts:

Coal: a Human History, by Barbara Freese

Reckoning at Eagle Creek: the Secret Legacy of Coal in the Heartland, by Jeffrey Eggers

Cultures of Coal Course Reader, by various authors,
available at Duckstore



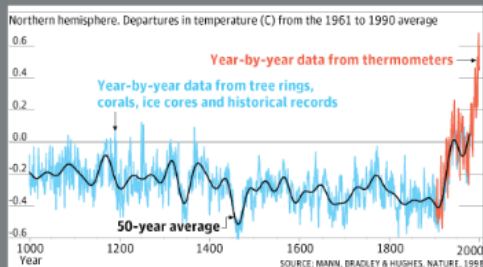
Assignments and Grade Breakdown

Being a good "classroom citizen" means that you meet the expectations laid out in this syllabus. This means that a portion of your grade will come from how well you prepare for and participate in classroom discussions and respond to your peers. The course journal is a running log of your engagement with course material and ideas. It is also the principle way you'll prepare for class each day. Typically, course journal entries will take between 15-30 minutes to complete, and there will be 2-3 journal entries each week.

Classroom Citizenship and Course Journal

30%

Other forms of participation may include activities such as active listening and discussion in class, responding to "pop" quizzes, in-class writing assignments, meetings in office hours, and other activities.



Midterm Exam

In this "three part exam" you'll work on the first part of the exam individually, the second part individually or in groups, and the final part is an optional challenge to questions you believe you got "wrong" due to inaccuracies or flawed questions in the exam itself.

25%

Full descriptions of assignments are on the course website!

100-97.5	A+	79.9-77.5	C+
97.4-92.5	A	77.4-72.5	C
92.4-90.0	A-	72.4-70.0	C-
89.9-87.5	B+	69.9-60.0	D
87.4-83.5	B	59.9-00.0	F
83.4-80.0	B-		



15%

Each week a different group of students (3-4 folks) will research a topic, figure, or problem not covered in the course readings or our larger discussion. The group's task is to creatively and effectively teach the class about this additional topic and facilitate a short discussion of the topic's relevancy to the course. Each group will meet with Shane before their presentation. You will sign up for a group and presentation date in class.

Group Presentations

ok, so we'll talk about mountain top removal in Appalachia, but like the hollers of West Virginia, there are many winding, mazelike, ways in and out of this topic that a group could take up for their presentation.

Coal Conflict Project

The rhetoric of conflict lingers over many coal-related debates. Whether a labor dispute erupts into a full scale "coal war" or climate change poses "terror-like threats," there is no shortage of contentious issues around coal in the 21st century. You will research and report on one issue of your choice. The medium by which you report your findings will be flexible, but everyone must interview at least one person associated with the conflict you choose. For example, you may interview an activist, politician, labor leader, or corporate spokesperson connected with the specific conflict you choose to study. You will conduct and discuss your interview in class during week six. The final research project will be due in week ten.

30%



photocredit: AppalachianVoices

You'll take this course as:

What you "get" from this course is based on how deeply you engage with the course themes in and out of the syllabus' assigned materials.



Illustration by Skillet Gilmore, on governor McCrorry disbanding an independent commission charged with overseeing cleanup of unlined and flooded coal slurry pits in NC.

Imagine you're on a beach, and the ocean is this course. Explore as deeply as you dare!

I have adapted this section of the syllabus from a superb history syllabus of Dr. Hangen at Worcester State. Thanks to Dr Tona Hangen for this helpful metaphor and approach!



Waders

You are getting a basic understanding of where and what coal is in the history of modernity. You learn working definitions of key terms, and work to understand the arguments put forward by the scholars we read and those articulated by the teacher.

You tend to see the texts and lessons as pretty much reinforcing one another and you are able to find corroborating textual evidence when you research.

There's no shame in staying in the shallows-- especially if this is your first or only environmental studies course this is brand new. However, this course is meant for senior environmental science and studies majors, and the expectation is at this stage of your career you can go deeper.



Snorkelers

You have a grasp on how to view coal by taking up the methods of history, politics, economics, and other lenses to help you identify and interpret the human and environmental impacts of coal.

You are connecting what you're learning to other classes and experiences you've had-- maybe you've even taken a course on energy, water pollution, or social inequality before that's helping you "get" this course.

"Snorkelers" notice inconsistencies between different readings and theories we examine, and challenge the assumptions we bring to our studies. You are interested and learning HOW and WHY coal has such a vast impact on our lives.



Divers

You want to go deep into cultures of coal; want to grasp the epistemologies, ideologies, and histories that shape our lives. You are critically thinking about all aspects of the course material and are thinking like a scholar of environmental studies.

You are well aware of how specific histories construct a particular moment or idea. You're constantly seeking context.

"Divers" don't take much for granted. You see-- and fill-- the gaps in the syllabus. You are working not only to master what is put before you in the readings and activities, but to add to the class' collective learning. You are interested in WHY ENVIRONMENTAL STUDIES MATTERS.

Instructor info:

Name: Shane Hall

Education: Doctoral Candidate, UO Environmental Studies, English Department focus

Office: 240 Columbia Hall

Contact: shaneh@uoregon.edu (preferred contact)
240-434-3726 (emergency contact)

My research explores the intersections of climate change, militarism, and environmental justice in contemporary literature and culture. My dissertation, "War by Other Means: Environmental Violence in the 21st Century," details different ways modern war weaponizes environments against vulnerable populations and communities.

I was born and raised in Lancaster, PA, and went to college at St. Mary's College of Maryland, a public, liberal arts school on the Chesapeake Bay. I am pretty fanatical about fishing, hiking, and reading.

Archive Project

As a part of your course journal, you'll periodically be asked to find good "texts" that support or counter arguments about what we're learning about. But I'd love us to be constantly looking for interesting "cultures of coal" (CC) texts. On the course blog there are instructions for adding new songs, sites, blogs, films, etc. to the Archive Project.

There's incentives to post: anyone who posts 20 or more archive entries will have their final grade raised by 2.5% points. That's the difference between a C+ and B-, or most high quality Archive Project will have their final grade raised 5%. whomever enters the entries to the have their final grade raised 5%.



Resources for your success and well-being:



The TLC offers lots of services to UO students, including 1-on-1 meetings with Learning Specialists, Math, Writing, and other subject tutoring, and ongoing workshops and courses. Check them out in the basement of PLC (72) and/or the 4th floor of the library. <http://tlc.uoregon.edu/services/>



Environmental Studies Office: In Columbia Hall 144 you'll find the "Eco-Peers" and Undergraduate Coordinator, Taylor West, who can help advise you about any ENVS/ESCI related issues. Want to change your major? Or see if you have the right classes to satisfy requirements and graduate on time? They're the folks to go see.



Your final project (the "prospectus") requires substantial research. The library has the resources you'll need! In particular I'd like to plug "subject librarians" like Dean Walton (ENVS) and Elizabeth Peterson (English), who are there to help students like us navigate the daunting world of stacks, databases, and special collections. I can also give you some tips about getting the most out of the library-- it's a far more powerful research tool than "googling it."



While we can work to make sure this class is accessible for you, you might also benefit from working with the Accessible Education Center. The Accessible Education Center offers a "range of supports and services...to eligible students who encounter barriers to full access or participation in the physical, curricular, or informational environments within the university. These include academic accommodations, including exam adjustments, sign language interpretation, classroom relocation, and adaptive technology. In addition, support with academic planning and problem solving is available, as well as assistance with time management and organizational strategies. To become eligible to receive services make an appointment." You can also find them in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.



The UCTC offers individual therapy, crisis support, group therapy, as well as self-help and diversity resources. Call the Counseling Center at (541) 346-3227 or come by and tell the receptionist you would like to talk with a therapist (They're over by Oregon Hall). You can call the After-Hours Support and Crisis Line at 541-346-3227 outside of business hours for mental health support or help with a crisis.

24-HOUR HOTLINE
FOR INFORMATION AND SUPPORT

541-346-SAFE

Call anytime to speak with a counselor who can also connect you with other **confidential** resources

From safe.uoregon.edu: "If you are a victim or survivor of sexual harassment, including sexual assault, dating or domestic violence, gender-based harassment and bullying, or stalking and need help, start here. We have staff available 24-hours a day for confidential advice and assistance. Even if you are unsure what to do, call 541-346-7233 (SAFE) and you'll be connected with somebody who will listen to you and help guide you as you figure out what you want to do next. We are here to support you and help provide the assistance and services you need."

Attendance

In this seminar we will learn as a group. This means we need to be "present" in class each day in more ways than just getting our butts in these swanky plastic seats. This course will be most fulfilling if we are all in it together... literally. To encourage everyone to maintain excellent attendance, there is one "carrot" reward for coming and one "stick" disincentive for not coming. If you come to each and every class, your Course Journal and Classroom Citizenship grade will be raised a full letter grade at the end of the term (i.e. if you got a B on your CJCC it will become an A). That's the carrot. If you miss more than one day, you're CJCC grade will be reduced 20% for each additional absence. You cannot pass the class if you miss more than a week of class. Repeatedly arriving to class late or departing class early will negatively impact your classroom citizenship grade. That's the stick.

Title IX & Reporting

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence, and gender-based stalking. Consequently, all UO employees are required to report to appropriate authorities (supervisor or Office of Affirmative Action and Equal Opportunity) when they have reasonable cause to believe that discrimination, harassment or abuse of any kind has taken, or is taking, place. Students seeking to discuss a situation without talking to a mandatory reporter may call 541-346-SAFE. This 24/7 hotline is staffed by confidential, trained counselors. For confidential help, students may also contact University Health Services (<http://healthcenter.uoregon.edu/>) or Sexual Assault Support Services (<http://sass-lane.org/>).

Access

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoac@uoregon.edu.

Academic honesty

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Consistent, correct citation of sources is required, and failing to adequately cite source materials will result in a final grade of "F" for the course. Refer to the summary of the Code of Student Conduct on the Office of Student Conduct and Community Standards website.

Late work

Because of the extremely compressed nature of this course, late work will not be accepted unless you seek and receive permission from me prior to the assignment's deadline in the syllabus. All deadlines are included in the syllabus, so it helps to study-up on the schedule at the beginning of the course to see if you can predict any predicaments.

Communicating

Due to the short, brutish nature of Spring Term, we are all expected and required to perform at a "high-octane" level. That being said, we are human. If you are struggling with material, faced suddenly with a personal crisis, etc. please communicate with me via email or in person so we can coordinate and ensure you are able to access fully a positive learning experience (and pass the class). Coming to me a week after an assignment is due to tell me that your house burnt down is an awfully long time to wait to talk about an extension. So promptly communicate, communicate, communicate.

Office hours

Everyone is required to meet with me and their presentation group outside of class the week of your presentation. I prefer these to happen in "office hours," but we can arrange other times that are more convenient for your group. Continuing with the "communication" mantra of the last policy, please feel encouraged to come to office hours on a regular basis. I'll offer several "topical office hours" where anyone in the class can meet to carry a conversation further about a particular topic, or work on a certain part of their final project, etc.

Religious Holidays

Students who observe religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with their instructor.

I separate “Schedules,” which students frequently consult, from the “Syllabus,” which I use primarily to introduce the course and archive policies and frameworks (which students independently reference less often). This is the schedule for “Coal”

Coal: Human and Environmental History

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 from two and five hours between meetings. 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	Topics	Readings	Notes on class and selected in-class texts used in discussion
Wk1	Concerning Coal: What is it? Where is it? Why study coal in the year 2017? Geological history, physical properties; types of coal, geographic distribution, current consumption levels, spheres of environmental concern (air, water, soils)	Freese Chapter 1 Lockwood Chapter 1 RIF: medium intensity (orange)	Coal Political Cartoons, Bagger 293 short video (Youtube) ACCCE Ad Spot (Youtube)
Wk2	Coal in... the water... the atmosphere... bodies. Acid rain, SO _x , NO _x , Hg pollution, climate change, ocean acidification (previews). Respiratory	Lockwood Chapter 4, 6 EPA EJ View ¹ RIF: medium intensity (orange)	Class visit from Dr. Josh Roering, department of Earth Sciences, UO

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² This book is a collection of transcribed nonfiction accounts of different women’s struggles with the coal industry in Appalachia. I’ll likely assign different women’s stories to different small groups, so that each group is responsible to report back to the larger class.

	illnesses.		
Wk3	<p>Human History of Coal: Britain and the Industrial Revolution</p> <p>Early extraction methods, timber shortages, labor issues, early coal-related epidemiology. Dickensian things!</p>	<p>Freese Chapters 2-3</p> <p>Engels, “The Mining Proletariat”</p> <p>RIF: medium intensity (orange)</p>	<p>Images of racialized Irish coal miners, from McClintock’s <i>Imperial Leather</i></p> <p>Dickens, from <i>Bleak House</i></p>
Wk4	<p>Putting the “Power” in Superpower: UK, USA</p> <p>Capitalism, modernity, and coal. Coal and imperialism. Coal and GDP.</p>	<p>Freese Chapters 4-6</p> <p>Pomeranz, excerpts from <i>the Great Divergence</i></p> <p>Vries “Are Coal and Colonies Really Crucial? Kenneth Pomeranz and the Great Divergence”</p> <p>RIF: heavy intensity (red).</p>	<p><i>Weekly Student Presentations Begin</i></p>
Wk5	<p>National Sacrifice Zones</p> <p>Appalachia: case studies of a national sacrifice zone. Battle of Blair Mountain, history of unionization struggles, images of Appalachia, War on Poverty and Appalachia, masculine/feminine identities and Appalachian sacrifice.</p>	<p>Andrews, “A Dream of Coal Fired Benevolence”</p> <p>Eggers (Chapters 1, 2,)</p> <p><i>Roots Run Deep Like Iron Wood</i> (testimonies divided among class)</p> <p>RIF: heavy intensity (red).</p>	<p>Visit from Richard York, Department Head, Environmental Studies and professor of Sociology, UO</p> <p>and the author of <i>Our Roots Run Deep</i>, Dr. Shannon Bell, Sociology, University of Kentucky (via Skype)</p> <p><i>Coal</i> (selections + one additional “coal song” you research)</p>
Wk6	Does America Still Run on	2015 coal facts from industry	Class visit from Kaitlyn Grigsby-Hall, M.A.

	<p>Coal?</p> <p>History of environmental movement vis a vis coal, history of US regulation of coal, reduction of coal use in US in 2000s. Image of coal in culture and politics.</p>	<p>Eggers (Chapter 5)</p> <p><i>Roots Run Like Deep Like Ironwood</i>² (testimonies divided among class)</p> <p>Klein, “Blockadia” (not technically week six-- read to discuss en route to Longview on Saturday)</p> <p>RIF: heavy intensity (red).</p>	<p>Environmental Studies</p> <p>Coal ash infographics from Earthjustice.org</p>
Wk7	<p>Coal and Contemporary Environmental Justice: “Local” Case Studies</p> <p>Potential studies: Mountain Top Removal, urgab air pollution, Coal export terminals in PNW. Representing coal in media.</p>	<p>Out of Class: “COAL” documentary by EarthFix about PNW coal.</p> <p>IEN, LVEJO, and NAACP, “Coal Blooded: Putting Profits Before People”</p> <p>Sturgis, “Dumping in Dixie: TVA sends toxic coal ash to poor black communities in Georgia and Alabama”</p> <p>RIF : light intensity (green)</p>	<p>Field Trip to proposed coal export terminal in Longview Washington (Saturday trip: 8am-8pm)</p> <p>Skype interview with Sierra Club Beyond Coal campaign representative</p>
Wk8	<p>Coal and Contemporary Environmental Justice: “Global”</p> <p>Climate Change and Climate Justice. Transnational air/mercury pollution. Carbon sequestration. Ocean Acidification.</p>	<p>Naidoo, “The effects of coal dust on photosynthetic performance of the mangrove, <i>Avicennia marina</i> in Richards Bay, South Africa”</p> <p>Kelly, “China's Plan to Clean Up Air in Cities Will Doom the Climate, Scientists Say”</p> <p>Freese, (Chapter 7) RIF : (green)</p>	<p>“Global Weirding Project” (web)</p> <p>Chai Jing, <i>Under the Dome: Investigating China’s Smog</i></p>

² This book is a collection of transcribed nonfiction accounts of different women’s struggles with the coal industry in Appalachia. I’ll likely assign different women’s stories to different small groups, so that each group is responsible to report back to the larger class.

Wk9	(Painful?) Transitions from a Coal-Fired Planet Natural gas, renewable energy, nuclear power.	Raudsepp-Hearne et al. “Untangling the Environmentalist’s Paradox” Freese (Chapter 8) RIF : medium intensity (orange)	Clean Coal “I Believe” Ad (Youtube) Production statistics of coal vs natural gas and renewable 2004-2016 <i>Student Presentations End</i>
Wk10	A World Beyond Coal? Final thoughts and topics of concern.	Berry, “Afterward: not a Vision of our Futures, but of Ourselves” RIF : light intensity (green)	Group learning reflection exercise; letters to our interlocutors
Wk11	Final Exam Period	Coal conflict informal presentations.	Food and merriment!

“ENVS 435: Environmental Justice” is a regularly offered course in our program, however in adapting the course for summer term teaching I changed the vast majority of the reading materials and completely overhauled the assignment structure to allow students to engage with environmental justice conflicts that concerned them. One student used her final project to secure a position with a national social justice campaign in Seattle, and another was covered by the local weekly paper for his efforts to stop a water bottling facility owned by Nestle on the Columbia River from starting operations. I am proud that my students took the course materials and made them their own.

ENVS 435: Environmental Justice Syllabus Version 1.0

Course Information:

Meetings: 142 Columbia Hall, MTWRF 10-11:50

CRN: 40850

Shane's phone [ICE]: XXXXXXXXXX

Instructor Information:

Name: Shane Hall , Graduate Teaching Fellow
Email: shaneh@uoregon.edu, @ShaneDHall

Office: Columbia Hall 240 / PLC 56
Office Hours 30 min before/after class, and by apt.

Thinking is an action... the heartbeat of critical thinking is the longing to know—to understand how life works.” — bell hooks

Course Description: What's this about and what will we do ?

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way – in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only. (Charles Dickens, 1859).

The study of environmental justice is the study of environmental inequality. Environmental inequality refers to the uneven distribution of environmental burdens (such as being exposed to toxics) and benefits (like access to clean air) across space and time. This class will examine how space and place affects human and environmental well-being.

By taking this course you will develop a critical understanding of what constitutes environmental privilege and oppression by examining the historical roots of current, persistent, environmental inequalities across the globe. What are the historical roots of environmental inequality? Why is it that some people are exposed to high levels of pollution or don't have access to clean water, while others enjoy green spaces and nutritious food? Does inequality drive ecosystem degradation? Is social justice essential to, or at odds with, efforts to build a sustainable world? What is just and good, and if we can name that which is just and good, how can we build a just world?

To answer these, and other, questions affecting each of us in an ever more interconnected, and embattled, world we'll work together to place different kinds of texts—scholarly articles, images, literary fiction, testimony, manifestos—into conversation with each other and ourselves as researchers of environmental justice. We'll examine how aspects of human identity (such as race, gender, and class), history (including colonialism, development, and globalization) and nature (biogeography, ecosystems, climate and weather) contribute to environmental inequality and tackle the ethical question of how much, if any, inequality is just in the 21st century.

Course Goals:

In short, we have three things to learn in this course:

- **We must learn to interpret the world deeply and insightfully.**
- **We must learn to share our own interpretations of the world with others.**
- **We must learn to share this world and change this world.**

Specifically, if you enthusiastically and critically engage in this course you will be able to...

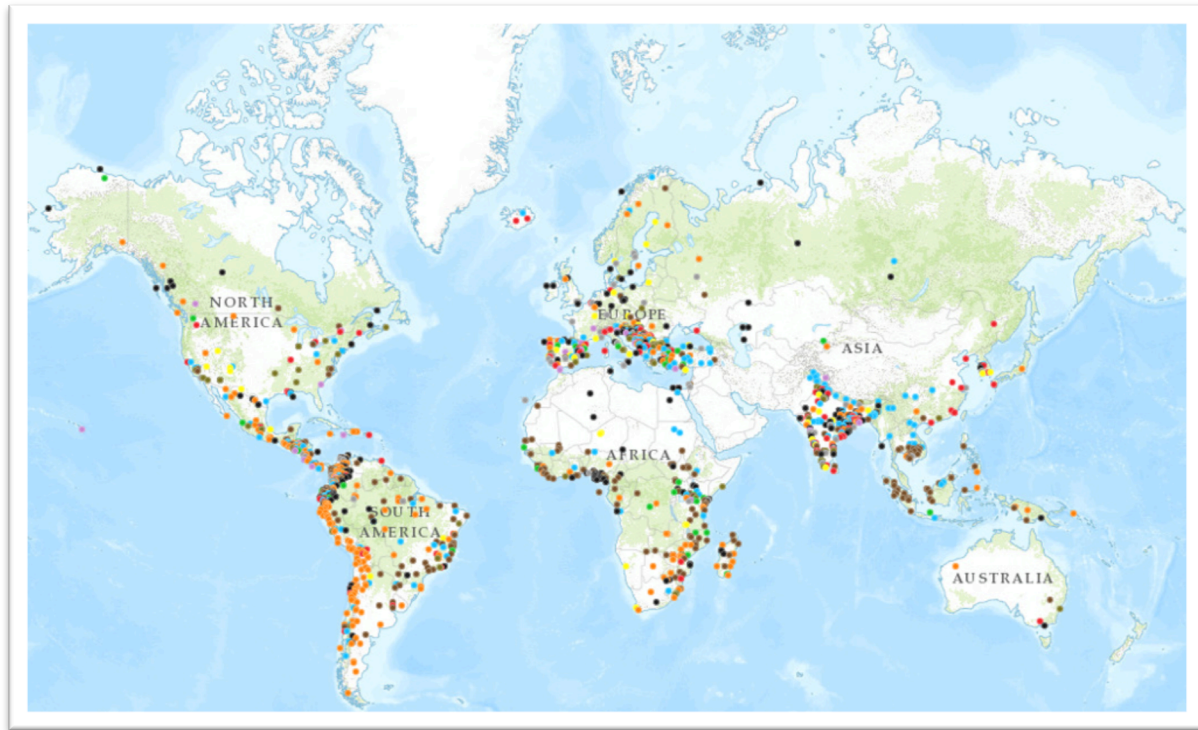
1. explain major historical root causes of environmental inequality and strategies for promoting environmental justice and equity.
2. articulate working definitions of key concepts in the field of environmental justice (e.g. race, gender, class, sustainability, social justice, env. privilege, env. burdens,).
3. demonstrate creative and critical thinking and communication skills, including the ability to interpret a variety of academic and popular literature pertaining to environmental justice.
4. locate and reflectively examine one's own position a citizen, consumer, and student in relation to the study and struggles over environmental inequality.
5. reflect on the ways in which you effectively learn.

How will we meet these goals? Some expectations:

What to expect from your instructor: You can expect me to work hard to help you learn and succeed in this course. Specifically, I'll be available to help you in and outside of class. I will communicate clear expectations, criteria, and feedback for your efforts, and demonstrate the value of course activities and requirements (always feel free to ask about why we're doing each activity or assignment), and guide you in the completion of tasks in a timely manner so you can demonstrate your achievement. This course grapples with the challenges vast environmental violence and inequalities pose to us all, as well as the means by which communities struggle for justice within larger social systems. I believe these are vital issues to investigate, and consequently I love talking about all the issues we'll be examining over the next few weeks and I am here to help you explore these ideas. If I don't know answers to your questions that you're asking, I'm positive that I can help you find those answers.

What your instructor expects from you: You are expected to be present for every class, complete class readings and assignments on time and in the manner required, check for announcements on your email regularly, and participate vigorously and often in class discussions and activities – meaning you will share your ideas openly, relate course concepts and skills to your interests and real world experiences, and work to synthesize information from a variety of sources. In addition, you are required to comply with the course policies (below) and ask me questions when things get confusing (and I guarantee they will, because confusion and some level of disturbance is the first step towards learning anything worth learning).

All of us are expected to respect everyone's voice; listen to, read, reflect upon, and comment on each other's contributions; challenge each other to clarify our ideas; and encourage each other to deepen our mutual learning. We are extremely lucky to have a chance to work together in an intimate seminar.



The *EJ Atlas* (ejatlas.org) documents conflicts over environmental resources across the globe. We'll use this new media tool throughout the term.

Course Policies:

Attendance

In this seminar we will learn as a group. This means we need to be “present” in class each day in more ways than just getting our butts in these swanky plastic seats. This course will be most fulfilling if we are all in it together... literally. To encourage everyone to maintain excellent attendance, there is one “carrot” reward for coming and one “stick” disincentive for not coming. If you come to each and every class, your Course Journal and Classroom Citizenship grade will be raised a full letter grade at the end of the term (i.e. if you got a B on your CJCC it will become an A). That’s the carrot. If you miss more than two days, your CJCC grade will be reduced 20% for each additional absence. You cannot pass the class if you miss more than a week of class. Repeatedly arriving to class late or departing class early will negatively impact your classroom citizenship grade. Those are the stick.

Academic Honesty

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Consistent, correct citation of sources is required, and failing to adequately cite source materials will result in a final grade of “F” for the course. Refer to the summary of the Code of Student Conduct on the Office of Student Conduct and Community Standards website.

Access

The University of Oregon is working to create inclusive learning environments. Please notify me in the first day or two of class if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

A General Note on Communication

Due to the short, brutish nature of Spring Term, we are all expected and required to perform at a ‘high-octane’ level. That being said, we are human. If you are struggling with material, faced suddenly with a personal crisis, are stalked by rogue nutria, etc. please communicate with me via email or in person so we can coordinate and ensure you are able to access fully a positive learning experience (and pass the class). Coming to me a week *after* an assignment is due to tell me that your house burnt down is an awfully long time to wait to talk about an extension. So promptly communicate, communicate, communicate.

Office Hours

Everyone is required to meet with me and their presentation group outside of class the week of your presentation. I hold “office hours” in Columbia 240 each day before and after class, but we can arrange other times that are more convenient for you or your group. Continuing with the “communication” mantra of the last policy, please feel encouraged to come to office hours on a regular basis. I’ll offer several “topical office hours” where anyone in the class can meet to carry a conversation further about a particular topic, or work on a certain part of their final project, etc.

Religious Holidays

Students who observe religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with their instructor.

Late Work

Because of the extremely compressed nature of this course, late work will not be accepted unless you seek and receive permission from the instructor prior to the assignment’s deadline in the syllabus. All deadlines are included in the syllabus, so it helps to study –up on the schedule at the beginning of the course to see if you can predict any predicaments that you’ll need to talk to the instructor about.

What We’re Reading:

- *The Tattooed Soldier* by Hector Tobar (available at the Duckstore, and generally through globalized marketplaces)
- All other readings are available as PDFs or hyperlinked to online sources via Canvas. Please print and bring to class.

How Your Grade is Evaluated: (full descriptions of assignments on Canvas)

1. Course Journal and Classroom Citizenship: 35%
2. Environmental Conflict Analysis: 50%
 - Conflict profile: 15%
 - Power map: 10%
 - Theories of Change Statement: 20%
 - Project Reflection Narrative: 5%
3. “Expanding EJ” Presentation: 15%

<p>How your Grade is Evaluated: A: 94-100% A-: 90-93.49% B+: 86.5-89.49% B: 84-86.49% B-: 80-83.49% ...and so on!</p>

Brief Descriptions of Graded Work:

Note: The full assignment descriptions are on the Canvas site and go into greater detail on the logistics and requirements of each major assignment.

<p>1. Course Journal and Classroom Citizenship (35%)</p>	<p>Being a good “classroom citizen” means that you meet the expectations laid out on page 2 of this syllabus. This means that a portion of your grade will come from how well you prepare for and participate in classroom discussions and respond to your peers. Participation may include activities such as active listening and discussion in class, responding to “pop” quizzes, in-class writing assignments, meeting in office hours, and other participatory activities.</p> <p>The course journal is a running log of your engagement with course material and ideas. Typically course journal entries will take between 15-30 minutes to complete, and there will be 3-4 journal entries each week.</p>
<p>2. Environmental Conflict Analysis (50%)</p>	<p>You will choose an environmental conflict and create a critical profile of this conflict. This large, term-long assignment is broken into several parts, each worth between 5-20% of your grade. These include a short description of the conflict with historical background, a “power map” from the perspective of one of the actors in the conflict, a description of the “theories of change” being used by the actors in the conflict, and your personal assessment of the efficacy and ethics of those theories of change.</p>
<p>3. Expanding EJ Provocation (15%)</p>	<p>Groups of students (2-3 people) will research a topic, figure, or problem <i>not</i> covered in the course readings or our larger discussion. The group’s task is to creatively and effectively teach the class about this additional topic and facilitate a short discussion of the topic’s relevancy to the course; how what you’ve learned changes how we understand EJ. Each group will meet with Shane before their presentation. You will sign up for a group and presentation date in class.</p>

Three Major Frames of Analysis that we'll use in this course:

In this course we will rely on three major frameworks of analysis to unpack the complex cultures of coal we encounter in course readings, discussions, and research. The following descriptions introduce how I understand each of these frames going into the course. We can add and amend to these frames as we get to work:

Interdisciplinary Study: Environmental studies relies on the contributions and interplay of many disciplinary perspectives as well as interdisciplinary perspectives. The “objects” of our study are never simple objects, but complex combinations of different elements and processes. The philosopher Bruno Latour puts the inadequacy of single-discipline study succinctly in the following examples: “The hole in the ozone is too social and too narrated to be truly natural; the strategy of industrial firms and heads of state too full of chemical reactions to be reduced to power and interest; the discourse of the ecosphere too real and too social to boil down to meaning effects.” Like the hole in the ozone or the decisions of multinational firms, issues of environmental justice are simultaneously material, narrated, socialized, and natural. Yet acknowledging the *need* for interdisciplinary study and *performing* interdisciplinary study are two horses of entirely different colors. As we tackle course material, constantly ask yourself: “what disciplinary perspectives am I using to interpret this material? What intellectual framework(s) is this text asking me to be fluent in? What perspectives are lacking in this material or our discussion?”

Ethics: Philosopher Nancy Tuana defines ethics as “the ways we live with one another.” In this class we will assume ethical lenses on the topics we discuss and investigate. How ought humans live with one another in a world of finite natural resources filled with complex human and non-human histories, conflicts, and communities? How does what we learn in this class cause us to reflect on our own lives, goals, and actions? While we will not always agree on the answer to these questions, let alone basic frameworks for what is “just” and what is “right” or “wrong,” we *can* all ask these questions of ourselves and push each other to challenge and clarify our own ethical grounding in the world.

Interactive learning: The positive links of learning through action are long-established in the field of teaching and learning. Julius Caesar puts it succinctly: “Experience is the teacher of all things.” Yet it is only recently that cognitive neuroscience has shown that human brains form more robust and elaborate neural connections (a strong sign of deep learning) when students actively discuss, reflect, and problem-solve in the classroom as opposed to simply listening to an instructor lecture. Environmental Justice is a hugely complex field of study, and thus we must match our educational practice to the level of complexity we face. This means we'll be quite active in and out of class. We'll write a lot. We'll talk a lot. We'll sketch, and brainstorm, and move around, and more! We'll also take a significant chunk of our time and devote it to processing and reflecting what we're learning. No one in this class will be a passive body in the room. We will be interacting with each other, and actively learning and defining what the study of environmental justice is and should be.

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