COURSE OBJECTIVE

The purpose of this course is to explore the relationship between race, poverty, and the environment through the lens of environmental justice. In this context, systems of uneven distribution frequently manifest in inequitable environmental outcomes, particularly in low income and communities of color. In response to this, a discourse of environmental justice and environmental racism emerged to inform and empower social movements. These social movements seek to redress systemic inequities resulting in uneven conditions. While there certainly have been numerous cases of environmental inequities spurring social movements throughout history, environmental justice as an organized movement was launched in 1982 with a protest over hazardous waste issues in Warren County, North Carolina. Residents and civil rights leaders came together to protest the waste site, but were ultimately unsuccessful. However, this action lead to an understanding that environmental (in)justice was not isolated to Warren County. In fact, it is an international issue experienced amongst a range of stakeholders. Beginning with the North Carolina context, this course explores the histories and policies leading to environmental inequities and community, national, and international initiatives seeking to ensure environmental justice for all people. All students are expected to select an environmental justice issue in the Bay Area and conduct an examination of the issue. All project-based work will be discussed in the beginning weeks of the semester.

Learning Objectives

Upon completion of this course, students should be able to:

- Explain and unpack environmental racism, environmental inequality, and
environmental justice.

- Understand theories concerning environmental inequities.
- Understand environmental justice as an academic field of study and a social movement.
- Analyze public and private responses to environmental inequities.
- Identify and analyze environmental inequities in the local context.

REQUIRED BOOKS

A series of journal articles will also be assigned for each week. Please refer to the course schedule.

CLASSROOM PROTOCOL

Classroom Format
This is a face-to-face course that includes lectures and class discussions. Students are expected to attend all classes and be prepared for in-class discussion. All students will be expected to lead one (1) class discussion. Reading all assigned materials before class time will help to advance our discussions. Furthermore, class discussions will be extended through out-of-class interaction on Canvas, our interactive learning management system (LMS). All original Canvas posts are due Mondays. Replies to classmates are due Wednesdays. Finally, all students will be expected to present the results of a collaborative project in class.

Student Responsibilities
The keys to success in this class including (1) reading all assigned materials, (2) doing all assignments, and (3) participating in class and online discussions. All course activities are designed to engage students in a robust learning experience. All students should be prepared to devote up to six (6) hours of out-of-class time to course assignments and online discussions.

Office Visits
Come visit me! One of my favorite things to do is talk to students about environmental issues and research. We can chat about the course, address any questions you have about readings and/or assignments, or just talk about your interests more broadly.

Assignments and Examinations
The assignments provide a mechanism to learn a variety of material, connect issues, gain skills and to express knowledge and research primarily through writing and discussion. The information below indicates the value of each course requirement.

- Online Discussion: 15%
- In-Class Participation: 15%
- Collaborative Field Investigation:
• 500 word collaborative project description: 10%
• 1000 word individual project report: 10%
• 2500 word individual research paper: 30%
• Collaborative In-Class Presentation: 20%

Assignment Due Dates and Late Assignment Policy
All assignments are due at the time specified in the assignment description. Due to the interactive nature of this course, late assignments will not be accepted.

Course Grading
All formal writing assignments will be graded according to these standards for assessing the quality of the content and the clarity of your writing.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98 - 100</td>
<td>A+</td>
</tr>
<tr>
<td>93 - 97</td>
<td>A</td>
</tr>
<tr>
<td>90 - 92</td>
<td>A-</td>
</tr>
<tr>
<td>88 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 - 87</td>
<td>B</td>
</tr>
<tr>
<td>80 - 82</td>
<td>B-</td>
</tr>
<tr>
<td>78 - 79</td>
<td>C+</td>
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<tr>
<td>73 - 77</td>
<td>C</td>
</tr>
<tr>
<td>70 - 72</td>
<td>C-</td>
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<tr>
<td>68 - 69</td>
<td>D+</td>
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<tr>
<td>67 - 63</td>
<td>D</td>
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<tr>
<td>60 - 62</td>
<td>D-</td>
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<tr>
<td>59 and less</td>
<td>F</td>
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</table>

READING ASSIGNMENTS/COURSE SCHEDULE
Classroom discussions, exams, and reading assignments and due dates are listed on an accompanying course schedule.
**FALL 2015 ENVS/AFAM 151 SCHEDULE**

*PLEASE NOTE: This is a tentative schedule that may change during the course.* Course content and assignments may be revised with fair notice. Check the course Canvas site Announcements section several times a week to stay current on assignments and due dates. Unless otherwise noted, all assignments must be uploaded electronically to the course’s Canvas website and all readings refer to book chapters and peer-reviewed journal articles.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topics</th>
<th>Readings, Assignments, In-class Activities</th>
</tr>
</thead>
</table>
| 1      | Aug 25, 2015 | Introductions                         | 1. No assigned readings  
2. In-class exercise: Geographical Imaginary  
3. Select Field Projects                                                                                     |
| 2      | Sep 1, 2015  | Understanding environmental justice   | 1. Read Walker chapter 1, Brulle & Pellow (2006), and Wollman (2009) before 9/1  
2. Online Discussion: EJ project description                                                                 |
| 3      | Sep 8, 2015  | Globalizing and framing environmental justice | 1. Read Walker chapter 2 and Schlosberg (2013) before 9/8  
2. Online Discussion: Individuals and communities  
3. Project description due.                                                                                  |
| 4      | Sep 15, 2015 | Making claims: justice, evidence and process | 1. Read chapter 3 and Gonzalez et al. (2011) before 9/15  
2. Online Discussion: Community participation                                                                 |
2. Online Discussion: Warren County                                                                              |
| 6      | Sep 29, 2015 | Breathing unequally: air quality and inequality | 1. Read chapter 5 and *Hidden Hazards* before 9/29  
2. Online Discussion: The participatory process                                                                   |
| 7      | Oct 6, 2015  | Guest Speaker                         | 1. Read *Crude Injustice on the Rails* before 10/6  
2. Online Discussion: That’s crude                                                                                  |
2. Online Discussion: People and parks                                                                                |
2. Online Discussion: Food justice                                                                                 |
| 10     | Oct 27, 2015 | Guest Speaker                         | 1. Read TBA before 10/27  
2. Online Discussion: TBA  
3. Project report due.                                                                                         |
<table>
<thead>
<tr>
<th>Date</th>
<th>Text</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Online Discussion: The Katrina case</td>
</tr>
<tr>
<td>Nov 10, 2015</td>
<td>Climate justice: scaling the politics of the future</td>
<td>1. Read chapter 8 and Bulkeley et al. (2013) before 11/10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Online Discussion: Achieving climate justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Online Discussion: Community empowerment</td>
</tr>
<tr>
<td>Nov 24, 2015</td>
<td>Analyzing environmental justice</td>
<td>1. Read chapter 9 before 11/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Online Discussion: Taking a stand</td>
</tr>
<tr>
<td>Dec 1, 2015</td>
<td>In-class Presentations</td>
<td>1. No Assigned Readings</td>
</tr>
<tr>
<td>Dec 8, 2015</td>
<td>In-Class Presentations and Wrap Up</td>
<td>1. No Assigned Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Research paper due.</td>
</tr>
</tbody>
</table>

**UNIVERSITY POLICIES**

**DROPPING AND ADDING**

It is VERY important that you pay attention to these dates. As an SJSU student, you are responsible for understanding the policies and procedures about add and drops, as well as what level of work qualifies for an incomplete. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).

**ACADEMIC INTEGRITY POLICY**

Academic integrity requires that students do not cheat or steal the ideas or works of others. Please familiarize yourself with the information on this website describing the SJSU Academic Integrity Policy: [http://info.sjsu.edu/static/catalog/integrity.html](http://info.sjsu.edu/static/catalog/integrity.html). One serious form of cheating is plagiarism. According to SJSU’s Academic Integrity Policy, “...plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements.” Plagiarism in written assignments will result in NO CREDIT for the assignment. But, we’ll take measures together to prevent this from happening, especially by using TurnItIn.com. If you have questions about the official SJSU policy on plagiarism, please read the Academic Integrity Policy referenced above. You might also want to go through the simple plagiarism tutorial, developed by the library staff, found at this link: [http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm](http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm). If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or to ask for clarification, before handing in written work.
DISABILITIES POLICY
It is the policy of San Jose State University to provide appropriate accommodations to students who have documented disabilities meeting the eligibility requirements of the Americans With Disabilities Act of 1990. This website provides information on how students need to document disabilities:
http://www.drc.sjsu.edu/student_services/document_disability.htm

PEER CONNECTIONS
The Peer Connections center is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the Peer Connections website for more information at http://peerconnections.sjsu.edu.

SJSU WRITING CENTER
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/.

Course Access
Some very basic login and navigation information is below, along with instructions on how to contact eCampus for technical assistance.
Logging in:
Login URL: https://sjsu.instructure.com

Please note that it should NOT have the “www” at the start of the URL like many other websites.

Username: SJSU 9-digit ID number.
Password: Self-generated password for your SJSUOne account

Courses:
Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course.

Help:
I strongly recommend that you visit the eCampus Canvas website at http://www.sjsu.edu/at/ec/canvas/. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Detailed guides can be found at http://guides.instructure.com/.

Please contact me directly with any questions regarding assignments and course materials.
For technical issues related to Canvas, please contact the eCampus Help Desk—(408) 924-2337. The Help Desk can give technical support for issues encountered in Canvas Courses.

**Proficiency Expectations and Technical Support**

Students are expected to have basic computer skills including basic proficiency with the operating system of their computer, software used in the course, use and access of the web and SJSU’s Canvas site. You should also know how to use Microsoft Word or a similar word processing software program, as well as be able to properly upload documents to the course website and attach documents to emails. This course does not teach computer and software skills. All questions regarding Canvas or related SJSU web or computer issues should be directed to the SJSU help desk.

**Online Discussion and Course Check Ins**

Students must participate in our virtual online discussions every week to earn full credit for these assignments. To get the most out of the class, check the site every other day.

**Performing Well on Online Discussions**

Posting and responding to the posts of other students make up a critical component of this course. A post is a short written composition, about one to two paragraphs in length, that responds to a discussion question put forward by me or your fellow students. We will discuss 13 topics this semester. On average, you will need to leave three (3) Posts for each topic.

For this course, a post is one to two paragraphs or more in length, but it isn’t just graded on length. Your content needs to be of high quality. This means that your post adds something important to the discussion. Just leaving a post that says, “I agree with what Bob said about water pollution” is not significant and won’t help your discussion grade. Generally, you will need three (3) posts per topic to get the majority of points for an online discussion assignment.