

## **ETST 365: Global Environmental Justice Movements**

Benjamin Schrader

T/Th 3:30-4:45

Location: Eddy 105

Office: Eddy 205

Office Hours: By Appointment

### **Course Description**

As a social movement and analytical framework, “environmental justice” emerged from struggles against environmental racism in the United States. In recent years, however, this concept has gained increasing prominence outside of the US in reference to both transnational movements and local struggles. This course is dedicated to examining struggles for environmental justice in diverse regions of the world. Our readings and discussions will use an interdisciplinary social-science perspective to track the global trajectory of environmental justice movements and analyze them in relation to other global and regional processes. Likewise, we will consider cases that do not explicitly invoke environmental justice as such, but where experiences of injustice are inseparable from environmental problems. We will find that, everywhere we look, social inequality shapes how environmental problems are created, recognized, and dealt with. At the same time, however, we will also see how differences of culture and power complicate the meanings of concepts like “the environment” and “justice” within and between groups. As this is an upper division course, we will spend most of our time together in a discussion format rather than a lecture format, and we will devote significant time to developing and presenting your final projects for the course.

### **Course Standards**

Every student at CSU has the ability to succeed in my course. The difference between success and failure in my class is a matter of attitude, effort, and initiative. There is a difference between passively listening to lectures and critically engaging with complex texts. There is a difference between regurgitating facts and actively applying new concepts, just as there is a difference between taking multiple-choice tests and writing sophisticated papers. In this sense, successful students will be those who embrace growth and hard work. They will overcome self-defeating behavior (i.e. skipping class, not reading, writing half-baked papers), make use of available resources, and turn freely to others for help.

The course will demand that its members read critically, participate actively, and write effectively. Most of all, it will ask students work with their fellow members to create an environment where ideas and arguments matter. On a more mundane note:

- Students should expect to be involved in each class. I will work hard to ensure that everyone has an opportunity to earn their performance points. In this regard, more than just showing up, you will need to offer meaningful contributions.

- Papers must be submitted via email in a Word attachment before the start of class on the specified dates. Work submitted after that time will be penalized 10% per day.
- Students are expected to conduct themselves in a professional manner (i.e., respect your classmates, turn off cell phones, no outside work or reading, etc.). Those who fail to adhere to these basic guidelines will be removed from class

### **Reading Materials**

All texts will be available on Canvas. You will need to have a well-marked hard or electronic copy in front of you to succeed in class.

### **Grading Criteria**

This course is designed to enable students to become sophisticated political science thinkers, speakers, and writers. As such, I am placing a premium on in-class performance and the ability to craft academically-sound papers. As such, course grades will be comprised of two elements: in-class performance (60%), final project (40%).

**Class Participation:** Only a portion of what you will gain from this course will be drawn from the instructor as the course has been designed to put students in charge of their learning (no spoon-feeding here). I expect that your classmates—via class discussions and group work—will play an instrumental role in your learning experience. To encourage this collaborative approach to learning, your participation grade is comprised of two categories: group discussants and daily contributions.

- Group Discussants:
  - Readings (20%): Beginning with Week 4, class discussions will be headed by teams of two or three students, depending on the size of the class. Each team will be responsible for presenting a reconstruction of the reading, unpacking (or minimally identifying) challenging sections and concepts, and posing provoking questions. Creativity is encouraged provided the aforementioned criteria are met. To be clear, THESE SHOULD NOT BE PLOT SUMMARIES; please engage critically with the text and create ways of drawing the class into a vibrant discussion. During your assigned week, you and your partner will take extra care with the readings and will work together to prepare a critical reading response to help spark group discussion. Responses must be submitted via email a week prior to their assigned meeting. These responses should be 400-500 words in length and should include: (1) a critical engagement with the readings and (2) a set of questions for discussion. Your goal is to lead a lively discussion, so you should not shy away from asking provocative or critical questions as long as you do so in a thoughtful and respectful manner.

- **Daily Contributions:** One of the shortcomings associated with student-led discussions is that non-presenters can be duped into thinking they have the day off. I will help you avoid this pitfall by working to call upon each student in every class. Therefore, it is in your best interest to not only read thoroughly, but also come prepared with insightful questions and comments. While I do not demand that students have THE correct answer, you will need to offer a response that evinces a sufficient level of forethought.

**Final Project:** Your final project will be an in-depth investigation of a past or present environmental-justice issue in a region or regions of your choosing. It will result in a 20-minute presentation and a ~15-17 page paper (well-formed research question, professional writing style, footnotes, etc. Format will be discussed further at a later date). The issue may be one that we cover in the course, but your research will need to go well beyond required course material. Because I want you to research something that genuinely interests you, what counts as an “environmental-justice issue” is quite broad. The issue could be a geographically specific one like dam construction in China or diamond mining in central Africa. Or it could be a transnational one, such as the Climate Justice movement or debt-for-nature swap programs. I encourage you to develop a question and to employ methods that go beyond a conventional academic literature review. For example, you could employ ethnographic methods to investigate an environmental justice issue in the Fort Collins area and then compare your findings with relevant cases from other parts of the world. You could critique a policy regime, such as Environment Colorado and make recommendations for its improvement. Or you could examine activists’ representations of extractive industry in different locales or even how artists represent environmental injustice in literature, music, or other forms. The only non-negotiable requirement is that your research is analytical and scholarly, meaning it begins with a specific research question and results in a coherent written essay that makes an argument, presents evidence, and draws appropriately on relevant work by other scholars.

A proposal for the research project, including the research question, a 500-word abstract, and a preliminary list of ten key sources, is due via email before class on 29 September. Please also bring a printed copy of your proposal to class for discussion. To address any concerns regarding topic or sources, each of you will meet with me one-on-one during week 6. An annotated bibliography is due via email on 27 October. A draft of the full essay is due via email and in class on 17 November (bring two printed copies!). You will swap your rough draft with two classmates and then provide constructive, written feedback to both of them. You will submit the feedback via email and bring a printed copy of it to class on 19 November. The final draft of the essay is due via email on 14 December. Presentations will be given during weeks 15-16. Additional guidelines will be provided in class. For assistance in your research and writing, I strongly encourage you to utilize the excellent on-campus resources that are available to you, including the Library Research Services (<http://lib.colostate.edu/services/research>) and the Writing Center (<http://writing.colostate.edu/center.cfm>).

## Final Paper Overview

- A *Project Proposal*/500 word abstract will be due **Tuesday, September 29th**. This should include your research question and a detailed outline of the project's argument.
- Annotated Bibliography is due **Tuesday October 27th**.
- Rough Draft **Tuesday, November 17th before class**. Bring 2 copies to class.
- The *Final Paper* is due on **Monday, December 14th by midnight**, and must be submitted via email. This paper will comprise of 30% of your final grade. Late papers will be penalized 10% per day.

## Evaluation

Points for determining final grades will be allocated as follows: 500 possible points

- Discussion leadership 10% (50 points: 25 pts prep, 25 pts presentation)
- Research preparation (proposal 20 pts, annotated bibliography 20 pts, rough draft 20 pts, 2 peer reviews 20 pts each)  
20% (100 points)
- Daily Discussion participation 10% (50 points)
- Attendance 10% (50 points)
- Research presentation 20% (100 points)
- Research essay 30% (150 points)

## Absences and Deadlines

If an academic obligation requires you to miss class, please notify me and provide documentation in advance. For illness and other personal emergencies, I ask that you notify me in advance or as soon as possible afterward. For each excused absence, you will be asked to substitute your participation with a written assignment. It is my policy to request documentation for all excused absences, including personal emergencies. If you miss class, you should contact a classmate to find out what you missed. For this class, I will not furnish my own notes or post slides, etc., online.

As for deadlines, they are not negotiable. Except under extraordinary circumstances, late assignments will be heavily penalized or refused outright. This policy applies to small as well as large assignments.

## ACADEMIC INTEGRITY AND STUDENT CONDUCT

Students are required to follow the CSU campus policies as listed in the course catalog or found here <http://www.conflictresolution.colostate.edu/conduct-code>.

Students are required to be respectful of their classmates and refrain from disruptive behavior in the classroom and on campus. **If you engage in cheating or plagiarism, you will receive an F (0.0) grade for the course and I will be forced to report you for academic dishonesty.**

**Plagiarism** includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's

language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. If you can find it online, so can I. If you have questions regarding what does and does not constitute plagiarism, please ask me.

With that said, many people who plagiarize often do so out of desperation. Please come talk with me if you are feeling stressed or having problems with the assignments and we can work together in order to get you the resources in order to be successful.

### **STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities, including reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please let me know and contact the Resources for Disabled Students (RDS) Program in *100 General Services Building*, visit their website <http://rds.colostate.edu/>, or call them at (970) 491-6385 (V/TDD).

---

### **Course Breakdown**

**READINGS CAN CHANGE/APPROPRIATE NOTICE WILL BE GIVEN IF THEY DO CHANGE! Again, all readings can be found on Canvas unless otherwise stated!**

#### **Week 1: Introduction**

Tuesday, August 25th Tue: Syllabi Break Down, Course expectations

Thursday, August 27th: What is Environmental Justice

<http://www.ejnet.org/ej/bullard.html>

Watch clip: Environmental Justice for All

#### **Week 2: Environmental Justice Frames**

Tuesday, September 1st: Principles of Environmental Justice (activity)

**Read/make notes:** about pdf's (principles 1 & 2 week 2)

Thursday, September 3rd: Continue activity (Find Presentation Partners)

Di Chiro: "Nature as Community" AND Environmental Justice week 2 pdf

### **Week 3: Principles of Environmental Justice:**

Tuesday, September 8th: Environmentalism and positionality pdf.  
Discuss for 30 minutes Start movie: Fight in the Fields

Thursday, September 10th: finish movie: Fight in the Fields

### **Week 4: Histories of Capitalism, Colonialism, and Ecological Transformation: Student led-presentations this week**

Tuesday, September 15th: Varieties of Environmentalism Intro AND  
Chapter 2 AND <http://mrzine.monthlyreview.org/2007/foster281107.html>  
*Recommended Reading but not required:* Marx, Capital Vol. 1 Chapters 25-27, can  
be found here:

<https://www.marxists.org/archive/marx/works/cw/volume35/index.htm>

In class: Discuss and watch The Story of Stuff (22 Minutes)

Thursday, September 17th: Cronon: "The Trouble with Wilderness,"

[http://www.williamcronon.net/writing/Trouble\\_with\\_Wilderness\\_Main.html](http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html)

AND Chap 1 of Rich Forests, Poor people

In class will discuss reading as well as brainstorm research ideas, methods,  
and sources; writing conventions: Writing a proposal...

### **Week 5: Inside Katrina**

Tuesday, September 22nd: Race, Place Hurricane Katrina article...  
When the levees broke Act 1

Thursday, September 24th:

<http://readersupportednews.org/opinion2/277-75/31403-new-orleans-katrina-pain-index-at-ten-who-was-left-behind>

When the levees broke Act 2

### **Week 6: Catch-up/proposals due/meetings**

Tuesday, September 29th: discuss **research proposals-they are due** bring  
hard copy

Thursday, October 1st: Gasland/Continue meetings if necessary

### **Week 7: Resource Abstraction**

Tuesday, October 6th: [http://www.huffingtonpost.com/mvembadizolele/conflict-minerals-congo-dodd-frank\\_b\\_933078.html](http://www.huffingtonpost.com/mvembadizolele/conflict-minerals-congo-dodd-frank_b_933078.html)

AND Natural Resource Extraction, Armed Violence, and Environmental  
Degradation

Thursday, October 8th: Homeland: Four Portraits of Native Action

### **Week 8: Food**

Tuesday, October 13th: Food and Justice: The Critical Link to Healthy Communities by Orin Williams, AND

<http://www.nationofchange.org/2015/07/27/vandana-shiva-we-must-end-monsantos-colonization-its-enslavement-of-farmers/>

Thursday, October 15th: The World according to Monsanto

### **Week 9: Water**

Tuesday, October 20th: Paradoxes of ethically branded bottled water: constituting the solution to the world water crisis by Hawkins and Emel

AND <http://www.scientificamerican.com/article/california-s-drought-is-part-of-a-much-bigger-water-crisis/>

Thursday, October 22nd: Blue Gold: World Water Wars

### **Week 10: Catch Up/Final Prep**

Tuesday, October 27th: research update; writing conventions; finding inspiration; **Annotated bibliography due**... Writing workshop

Thursday, October 29th: Galtung: Violence and Peace; AND A. Smith: Native American Feminism, sovereignty, and Social Change

### **Week 11: Gender and Environmental Justice**

Tuesday, November 3rd: **Read**: Gender & Sustainability, AND; Gendered Geographies of Environmental Justice

Thursday, November 5th: *Arise*

### **Week 12: Framing Climate Change**

Tuesday, November 10th: **Read** "Framing, partisan predispositions, and public opinion on climate change"

Thursday, November 12th: *Merchants of Doubt*

### **Week 13: Peer Reviews**

Tuesday, November 17th: Discuss research progress; start peer reviews  
**!! Rough draft of essay due !! (BRING TWO COPIES TO CLASS)**

Thursday, November 19th: Discuss peer feedback  
**!! Peer reviews due !!**

### **Week 14: NO CLASS THIS WEEK**

### **Week 15: Research Presentations**

Tuesday, December 1st: Final Paper Presentations

Thursday, December 3rd: Final Paper Presentations

### **Week 16: : Research Presentations**

Tuesday, December 8th: Final Paper Presentations

Thursday, December 10th: Final Paper Presentations

**(Final Papers are due: Monday, December 14th by midnight)**