

Global Environmental Justice

ENST 321: Global Environmental Justice

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Office Hours: TR 2.45 – 3.45 pm or by appointment

Class Location and Time: Ho 326 TR: 1.20 – 2.35 pm

Course Overview

This advanced level course expounds on the concepts and theories of Environmental Justice from an international perspective. It evaluates the international frame of Environmental Justice and its applicability to different case studies. The course examines cases from both a developing and developed context in order to analyze the factors that contribute to the constellation of issues labeled as global environmental justice. Real world examples of environmental justice cases will be critically assessed, in order to develop an understanding of the complex relationships among actors that lead to environmental injustices. Given the interdisciplinary and cross-cultural examination of human-environmental interactions of this course, it can be used to satisfy the Global Engagements distributional requirement.

Required Readings

There will be three required texts for this course (available at the bookstore), in addition to a number of peer-reviewed articles, which would be placed on the Moodle System.

Agyeman, Julian, Robert D. Bullard, and Bob Evans. 2003. *Just Sustainabilities: development in an unequal world*. Boston, MA: MIT Press

Pellow, David, N. 2007. *Resisting global toxics: Transnational Movements for Environmental Justice*. Boston, MA: MIT Press

Carruthers, David. 2008. *Environmental Justice in Latin America: Problems, Promise and Practice*. Boston, MA: MIT Press

Course Objectives

The goal of this course is to provide students with an interdisciplinary approach to environmental issues through the global environmental justice lens by:

1. Providing a clear understanding of what is global environmental justice
2. Understanding the underlying theoretical constructs of global environmental justice
3. Develop a critical analysis of how marginalized communities are affected by environmental injustices
4. Present clearly your ideas about environmental justice to an audience

Course Assignments

ALL assignments must be completed on or before the due date. **NO LATE assignments will be accepted unless in dire circumstances** in which case it is the student's responsibility to **speak with the instructor prior to the due date** to work out whether extensions will be given.

List of Assignments

Class Participation
Blue Book quizzes (voluntary for extra credit)
Online Discussions
Take home writing assignments (2)
Final Exam
Term Paper
 Proposal with annotated bibliography
 Paper
 Presentation

Academic Policies

Students with disabilities: Students who will need special arrangements or consideration due to documented disabilities should speak with me early in the semester. They should also consult with Lynn Waldman, Director of Academic Program Support and Disability Services, 315-228-7375 in the Center for Learning, Teaching, and Research concerning disability concerns and appropriate accommodations.

Religious Holidays: This syllabus tries to comply with Colgate Holiday Policy. If there are any conflicts please discuss with me very early in the semester so that alternative arrangements can be made.

Academic Honor Code: Colgate has a very strong Academic Honor Code to which all students are subjected and will apply to all assignments both graded and ungraded. Plagiarism is a serious offense and will not be tolerated under any circumstances and will be reported to the fullest extent.

Writing Center: The Writing Center is a great resource and while some students may have acceptable writing skills there is always room for improvement particularly within the academic setting. Please use this resource as often as possible particularly for your take home assignments in order to improve the quality of assignments that are turned in. This will greatly improve your work and help to improve your writing skills.

Library: This course has a rigorous research component to it to allow students to utilize and refine their research skills. Particularly with your research paper assignment you will need to perform and report a sophisticated level of findings that goes beyond a simple internet search. Please use the library and its staff to help in this regard. There is a large number of electronic and print media that will help in developing quality research throughout the semester.

Course Expectations

Attendance policy: Attendance is not mandatory but absences will reduce the number of opportunities for quality contributions to class participation, as such students are advised that missing **more than three (3) sessions** will result in a reduction of your class participation grade.

Class Participation:

- a. There will be a moderate to relative heavy amount of reading and writing in order to fulfill the requirements of this course. Students are expected to contribute to class discussions and are encouraged to critically analyze the complex issues presented both in the reading material as well as in the classroom.
- b. Your class participation grade will be determined by the extent to which you are present and engaged in the class. Be prepared, on-time and take an active and critical role in the class discussions.
- c. There are several dimensions to the participation grade: presence, preparation and participation

Presence: Learning is a cumulative process and as such your presence is key to all the class sessions. It is also strongly recommended that students attend ENST Brown Bag Luncheons as this aids with critical thinking development. As courtesy to all students please:

- Arrive on time
- Turn off cell phones and store them
- Avoid laptops
- No texting, twittering, facebooking or the like
- No noisy food ☺
- Be prepared to spend entire class period in the classroom – with minimal movement in and out of the classroom

Excused Absences: I will consider these on a case by case basis once documentation in a written form is provided by an Academic Dean, Coach or appropriate administrative source. Student athletes in season must provide a list of schedule and absences signed by your coach in the 1st week of the semester. It is the student's responsibility to meet with me to discuss implications of class absences.

Preparation: You are expected to read all text prior to each session. This will allow you to be able to contribute to class discussions. When preparing for class, avoid last minute readings. One method that has worked for me in the past has been to read and discuss the material in groups prior to the class session. This has proven to be very helpful. Make notes of key points and concepts while reading. Also make note of questions of things that may not be clear for class discussions. Try to make connections between what you are reading and your class project as well as personal experiences. These are also welcomed during class discussion as it brings theory into practice.

Participation: We are all learners and we can learn from each other. To facilitate this, we would respectfully listen to each person's point of view and if the need arises challenge respectfully each other's view. If a person feels he/she will have difficulty speaking in class for any reason, please see me within the first 2 weeks of classes.

Out of class activity: There will be some **mandatory events** outside of class time that students will attend. Each student is required to attend at **least two** of these sessions. Each out of class activity must have a one-page summary of the activity, incorporating environmental justice components. Most are listed on the syllabus but please bear in mind that there maybe some that are not listed and will be announced on both Moodle and in class given ample lead time. Please bear this in mind.

Critical Thinking: This is the ability to consider multiple perspectives on environmental issues/problems and think about them in ways that make connections to life experiences, theory and larger current events. It is a process of developing questions that challenge our assumptions and beliefs and avoid simplistic answers. These are important to help develop critical thinking.

Blue Book Quiz: This gives students an opportunity for extra credit. It is voluntary and will be given at the beginning of class. I will be in class 5-10 minutes with the quiz. The earlier you arrive the more time you have to complete the quiz. They are generally 10-15 minutes long and will be based on readings explicitly. They will address important concepts which may not be covered in class discussions. These will be kept in a folder and *will be used by my discretion* at the end of the semester.

Term Papers: Each student will be required to choose a current global environmental issue (no more than 5 years old) and assess it through the global environmental justice frame for a term paper. The term paper is expected to be 20-25 pages in length including in-text citations as well as a bibliography of the references using **APA citation style** guide.

There are several layers to this component of assessment as detailed below:

Proposal and annotated bibliography:

Students are required to write a paper proposal of no more than 5 pages, double spaced, 12pt font, on the topic of choice; providing a literature review of background on the problem, explaining what is the problem and why it is a problem, addressing the research question that will be answered by the paper, and include at least 7 peer-reviewed sources in an annotated bibliography that will be used for the paper. This paper proposal will be graded and needs to be approved by the instructor. Once approved, students are encouraged to work on final papers constantly over the course of the semester in order to produce a quality paper at the end of the semester.

Peer reviews of papers

This exercise will allow you to receive comments from your colleagues on your work and refine your skills for evaluating quality work. These comments and suggestions are then to be incorporated into the final paper.

Presentation

Finally, students will be given the opportunity to present research topic/posters to the class. Students will be allotted 7 minutes for paper presentations

Important Paper Deadlines

Date	Major Milestone
Feb 1 st :	Paper topic submissions
Feb 3 rd - 15 th :	Meet with Professor Baptiste to discuss topics for approval
Feb 17 th :	In class library session on doing research for peer reviewed articles, APA citation style and annotated bibliography
March 8 th :	Paper proposal including research question or hypothesis and annotated bibliography with 7 peer reviewed sources
March 8 th – Apr 7 th :	Meet with Prof. Baptiste at least once to discuss progress of paper
Apr 15 th	Draft of paper due via Moodle submission box
Apr 19 th	In class session of peer reviews of draft papers
Apr 28 th	Class session of paper presentations Term papers submitted

Class Question Discussion Guidelines

Class questions for discussions are mandatory for all students. This form of participation helps to also capture those students who may not always be vocal during class discussions but who has questions that they will like addressed. The media is to be used to get a sense of the thoughts of your peers and to have a conversation on a topic.

Questions

The question will be generated by your peers (**discussion leader**) who will meet with me, either in person or via email to discuss the question’s content before posting. ***Due to the class size each student will be responsible for developing questions for two separate topics.*** The question will focus not only on the readings but can also incorporate class discussions. These questions must be submitted **by 9:00 PM of the day listed on the Syllabus schedule.** Questions will be graded on the following rubric:

Grading Criteria	A	B	C
Question clear and concise	X	X	X
Provokes students to pry into to assigned readings	X	X	
Provokes connections to personal experiences/real world examples and class discussions where relevant	X		
Be error free	X	X	X

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Responses

Each student will then access the question via Moodle and formulate talking points to be discussed in the next class session. These talking points can also include additional questions that may have come to mind while you were thinking about the posted question. Each student should be prepared to discuss his or her talking points adequately during the proceeding class session.

Grading

Class Participation	10%
Online Discussion	5%
Paper Proposal	5%
Term Paper	20%
Paper Presentation	10%
Writing Assignments	30%
Final Exam	20%
TOTAL	100%

Course Schedule

Week 1

Introduction and Syllabus Review

Definitions/Theory of Global Environmental Justice

Adeola, F. O. (2000). Cross-national environmental injustice and human rights issues - A review of evidence in the developing world. *American Behavioral Scientist* 43(4): 686-706.

Agyeman et al, 2003, Introduction

Pellow, 2007, Chapter 7

Week 2

Ethics of Global Justice

Pogge, Thomas, W. 2000. The Moral Demands for Global Justice. *Dissent*, 47(4): 37-42

McLaren, Duncan. 2003. Environmental Space, Equity and the Ecological Debate. In Agyeman, Bullard and Evans (eds) *Just Sustainabilities: Development in an unequal world*, pp. 19-37.

Boston, MA: MIT Press

Agyeman et al, 2003, Chapters 2 and 4

Week 3

Waste Exportation

Pellow, David, N. 2003, Chapters 4 and 6

Movie: The Ash Barge Odyssey

Rees, William, E. and Laura Westra. 2003. When Consumption Does Violence: Can there be Sustainability and Environmental Justice in a Resource Limited World? In Agyeman, Bullard and Evans (eds) *Just Sustainabilities: Development in an unequal world*, pp. 99-124. Boston, MA: MIT Press

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Week 4

Mining Industries

Martinez-Alier, Joan. 2003. Mining Conflicts, Environmental Justice and Valuation. In Agyeman, Bullard and Evans (eds) *Just Sustainabilities: Development in an unequal world*, pp. 201-228. Boston, MA: MIT Press

Agbola, Tunde and Moruf Alabi. 2003. Political Economy of Petroleum Resources Development, Environmental Injustice and Selective Victimization: A Case Study of the Niger Delta Region of Nigeria. In Agyeman, Bullard and Evans (eds) *Just Sustainabilities: Development in an unequal world*, pp. 269-288. Boston, MA: MIT Press

Ikporukpo, Chris, O. 2004. Petroleum, Fiscal Federalism and Environmental Justice in Nigeria. *Space and Polity*, 8(3): 321-354

Movie – Sweet Crude