COURSE OVERVIEW

This course considers what it means to rectify environmental injustices and create meaningful change. Understanding historic and systemic oppression, silenced voices, colonialism, racism, and lack of representation of marginalized groups is essential knowledge for anyone working in the environmental field. But where do we go from here? This course considers ways that we can co-develop equitable solutions and share power and access responsibly—with sensitivity, creativity, and resourcefulness. Building on concepts introduced in Equity & the Environment, this course will challenge students to collaborate and create smart responses to some difficult social and environmental realities, through case studies, group work, and a final applied project designed to create change.

Format. This course is a graduate-style seminar—which means that each class will be devoted to a careful discussion of the topics covered in the readings that week. To foster a discussion-based classroom environment, significant responsibility is given to you to complete each week’s readings and come prepared to discuss them in class. You will also be required to sign up to be discussion leader for one week’s class.

Safe & Inclusive Environment: This course welcomes all perspectives and experiences. Please note that we will cover difficult topics of various injustices that may be upsetting or triggering to you. This is understandable, and I encourage you to work through your thoughts and feelings in discussion or in office hours with me. But if at any time you need a moment to “reset,” I understand! Getting through these challenging social and environmental issues to find solutions is hard work, and sometimes we all need breaks.

Grading. The class is graded as “Satisfactory/Unsatisfactory”; you must get 85 pts. for “Satisfactory”:

15 pt. Discussion Participation (in-class contributions & attendance)
20 pt. Weekly Reading Responses
25 pt. Discussion Leader
**REQUIREMENTS**

**Discussion Participation (15 pt.)** This class requires active participation, as you will help shape the course’s content and experience. Please complete all readings prior to class to prepare for discussion. There will not be a lecture provided by the instructor each week, instead you must come prepared to dive into the material and share your insights and/or ask questions. Please take notes and create questions to bring to class to help shape discussion. Regular attendance is therefore required. If you cannot make it to class due to an emergency or illness, please notify me in advance. And remember, if you are not feeling well—please call in via Zoom!

**Weekly Reading Responses (20 pt.)** For every week that readings are assigned, you must post to a discussion forum on GauchoSpace before each session; comments must be made by the Wednesday prior to class. Your responses should critically reflect on ideas in the posted readings, and should include two questions for discussion. These responses will help you engage with the readings and prepare for the upcoming week’s discussion.

**Discussion Leader (25 pt.)** You will sign up to lead class discussion once. You do not have to write a reading response for the week you are leading discussion. The role of discussion leader is to get your peers to think critically about the content of the week, and help facilitate and contextualize discussion. For instance, you may raise questions about the readings, critique the arguments or approaches of the authors, challenge others to think about the readings differently, compare and contrast readings, or reflect on themes of the readings in the context of current events or other experiences. You may take any creative format to engage discussion, such as creating a list of questions to address, creating breakout rooms/small groups, orchestrating a game, or staging a debate. Be creative and have fun!

**Change Project (40 pt.)** As a final project in this course you will be challenged to create change to help bring about environmental and/or social justice. So often we think we must wait to make change through institutions, regulations, or laws—or when we are in the right job. Yet I want to challenge you to identify and try and rectify an injustice that you have seen that you can help improve. Note that this project is split into three parts so that you may receive feedback from me and your peers as you develop the project (e.g. Pt. 1 Change Project Idea & Pt. 2 Change Project Progress Report). For more detail please see GauchoSpace for full assignment instructions.

**TOPIC OUTLINE**

Week 1 | April 3 – Course Overview
Week 2 | April 13 – Theories of Justice
Week 3 | April 20 – Responses to Racial Capitalism: Ubuntu, Buen Vivir, Ecological Swaraj,
LECTURES & READINGS

1: April 3: Course Overview
   • No readings for our first class!

2: April 13: Theories of Justice
   • Pellow, D. N. (2017). *What is critical environmental justice?.* Pgs 1-33


4: April 27: Case Studies of Resistance
and the Environment, 2(3/4), 14-17.

10 Environmental Justice Wins in 2022 to Celebrate | Atmos


5: May 4: Activism and the promise/limits of Policy


6: May 11: Water Rights

- Arizona v. Navajo Nation Supreme Court Case - analysis
- BRIEF FOR DINÉ HATAALII ASSOCIATION, INC. AS AMICUS CURIAE IN SUPPORT OF RESPONDENTS Supreme Court of the United States
- Q&A: The Diné worldviews in the SCOTUS water rights case Arizona v. Navajo Nation
- Colorado River: The Navajo Nation’s ‘Forever Home’ Is in Crisis | Atmos

7: May 18: Art & Environmental Justice

- PBS NewsHour | New project spotlights modern Indigenous American art | Season 2023
- Can an Artists’ Collective in Africa Repair a Colonial Legacy? | The New Yorker
- Fresh Air for Feb. 1, 2023: Cobalt mining leads to 'modern-day slavery' in the Congo : NPR

8: May 25: Final Project Presentations

- No readings due
9: June 1: Final Change Project Presentations
   • No readings due

10: June 8: Final Change Project Presentations