

Geology 209: Environmental Justice (3 credits) (CRN 34269) Fall 2020

Instructor: Deron Carter (*he/him/his*)

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Office hours: On Zoom, M 1-2 and W 3-4. I am here to help you and answer questions during office hours. Zoom link posted on Moodle.

Class meeting times: Th 10-10:50 am on Zoom. Link will be available on Moodle.

Recommended: Completion of WR 121

Course Description

Examines the unequal exposure to environmental hazards and unequal access to natural resources by particular racial and socio-economic groups in the United States. Focuses on how the environmental justice movement has grown to address these issues. Recommended: WR 121 with a C or better

Course Learning Outcomes

Students who successfully complete this course will be able to:

- Evaluate scientific data to understand problems related to environmental justice.
- Apply techniques from multiple disciplines, such as the social and geosciences, to study issues related to environmental justice.

Course goals

- Explain theoretical perspectives on the causes and consequences of unequal exposure to environmental problems.
- Identify multiple ways that race, class, and gender affect one's experience of and responses to environmental problems.
- Examine your own life, and how you impact and are affected by dynamics of social inequality and ecological problems.
- Develop new knowledge more about regional environmental justice issues and movements.

Difference, Power, and Discrimination Baccalaureate Core Requirement

G209 "Environmental Justice" fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

DPD Learning Outcomes

Students in Difference, Power, and Discrimination courses shall:

1. Explain how difference is socially constructed,
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination, and

- Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Learning Resources

- **Moodle.** This is our learning hub where you will submit assignments, check grades, locate readings, review syllabus, etc. All readings and videos are posted on Moodle.

Course structure

Work outside of class.

Much of class is devoted to discussion and **active learning, where you take part in the learning process.** To make this work everyone must be prepared when coming to class, so it is important that everyone complete the pre class assignments.

- Each week you will submit an assignment that will prepare you for class.
- Assignment format varies and includes quizzes (not timed), journaling, and posting on discussion boards and replying to other students.
- You always submit assignments in Moodle.
- Assignments are due at 10:00 am on Thursdays. Lowest assignment is dropped.
- You are generally graded on completion and meeting basic requirements.

Work in class--Thursday at 10 am on Zoom.

Your instructor's role in this class is to **facilitate the learning process through active learning.**

There is little to no lecture in this course. A typical class might consist of:

- Small group discussion in Zoom breakout rooms of the assigned reading, followed by a report out to the class,
- A deeper dive into a case study, using evidence-based active learning techniques, such as jigsaws, gallery walks, or think-pair-share questions,
- A data-rich activity using authentic scientific data, GoogleEarth, or the EPA's EJScreen to study environmental justice issues,

Weekly Reflection.

- Reflection. Each Thursday, at the end of class, your instructor will provide you with a question that ties together the week's topic. You will write your answer and upload it to Moodle as a submission (~350 words). You may discuss your answer with your peers, but you must answer in your own words. Your reflection grade is scored using a rubric provided on Moodle. Late assignments are not accepted but your lowest grade is dropped.
- Reflections are always due Sunday at 11:59 pm.

Final Project.

- You will complete a final project portfolio that summarizes what you have learned in this class. The project is due by Wednesday, December 9, at 11:59 pm.
- More information about the project will be provided in class.

Grading (subject to change)

Pre Class Assignments = 80 points (25%)
Reflections = 160 points (53%)
Final project = 50 points (17%)
Road Checks = 10 points (3%)
Total = 300 points

Grade Calculations

A = 100-90% (300-270 points)
B = 89-80% (269-240 points)
C = 79-70% (239-210 points)
D = 69-60% (209-180 points)
F = 59% or below (179 or fewer points)

An **incomplete grade (IN)** will only be considered if a student has talked to me in advance, and a signed agreement between the student and myself is completed. I will only consider an IN grade if the student has a good reason for making the request, has only the minority of coursework to complete, and has a course grade of a C or better when the request is made.

Campus Resources

If you have any questions relating to COVID-19 and the college, financial aid, accessing the library, or need help meeting basic needs (like food and rent), please contact me, or visit:
<https://www.linnbenton.edu/about-lbcc/college-services/safety/covid19/faq-students.php>.

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the **Center for Accessibility Resources (CFAR)** and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodation but are not yet registered with CFAR, please visit the CFAR website at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce. LBCC is an equal opportunity educator and employer.

Honor Code Considerations: This class is highly collaborative; however, there are expectations for individual work as well. If it is ever unclear to you, please ask. Any cheating, plagiarism, etc., may result in a zero and possible recommendation to the administration for further consequences.

A Final Note:

I am here to help you learn. I want *all* students to succeed in this class. Only you can do the learning, but expect me to be available for help during class and office hours and to facilitate the learning process.

Thanks, Deron

Module	Topic	Reading and viewing	Work Due
<p align="center">Part I. Race, Power, and the Environment.</p> <p>Addresses DPD Outcomes: Explain how difference is socially constructed. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.</p>			
1	Class introductions and introduction to environmental justice	Syllabus Principles of Environmental Justice	Th: Class introduction discussion post Su: Reflection 1
2	Race and racism in the United States	Race: The Power of Illusion: The Difference Between Us (video)	Th: Moodle quiz over video Su: Reflection 2
3	Social construction of race, institutional racism and environmental racism	Race: The Power of Illusion: The House We Live In (video) Environmental Racism excerpts from Bullard	Th: Discussion post Su: Reflection 3
4	Race, Housing, and Environmental Justice in Oregon: Vanport Floods	Vanport, Oregon Experience, video "How Oregon's Second Largest City Vanished in a Day," Smithsonian Magazine	Th: Moodle Quiz over video and reading Su: Reflection 4
<p align="center">Part 2. Unequal Exposure to Environmental Hazards and Toxins and Unequal Access to Natural Resources.</p>			
<p>Addresses Course Learning Outcomes: Evaluate scientific data to understand problems related to environmental justice. Apply techniques from multiple disciplines, such as the social and geosciences, to study issues related to environmental justice.</p>			
5	Lead and the Environment	Assorted readings in Moodle	Th: Moodle Quiz over reading Su: Reflection 5
6	EJ Case Study: Women and Water <i>*This week you will need access to a laptop or computer to use GoogleEarth. Mobile devices will not work.*</i>	Common Interest in Earth Science, Feminism, and Environmental Justice, Schneiderman, <i>NWSA Journal</i>	Th: Reading Quiz on Moodle Th: GoogleEarth journaling Su: Reflection 6

7	EJ Case Study: Climate Justice	<ul style="list-style-type: none"> ● "Blacks, Hispanics breathe more pollution than they make" - AP News, 2019 ● "Introduction to Gender and Climate Change" - United Nations Climate Change ● "Climate Change" - United Nations Indigenous Peoples, Department of Economics and Social Affairs ● "Climate Justice" - University of Colorado Boulder, Environmental Center 	Th: Article discussion post Th: Climate trivia quiz. Su: Reflection 7
8	EJ Case Study: Food	Assorted readings and videos on Moodle	Th: Journaling Su: Reflection 8
9	Introduction to Portfolio Assignment NO THURSDAY CLASS THANKSGIVING	Portfolio Assignment Instructions	No work due Spend at least 1 hour beginning to organize your portfolio
10	Taking Action.	EJ Activist Spotlights.	T: EJ Activist Spotlight journaling Su: Reflection 9
11	Finals Week		Final Portfolio Due by Wednesday at 11:59 pm

