**Geology 209: Environmental Justice (3 credits) (CRN 34269)**

Instructor: Deron Carter

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Office hours: M 11:20-12:00 and 2:20-3, T and Th 10:20-11:30, W 11:20-12:00 2:20-3:00, or by appointment. I am here to help you and answer questions during office hours.

Class meeting times: T and Th 9:00-10:20 am in MH 113

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.

**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
3. 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 are posted on Moodle.

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**Course structure**

**Work outside of class.**

Much of class will be devoted to discussion and **active learning**. To make this work everyone must be prepared when coming to class, so it is important that everyone read the assigned readings before we discuss them.

* Each week you will take a reading quiz on Moodle. Quizzes are due before class on Tuesday.
* They are open note and book and are not timed. You have two attempts to complete the quiz.
* To prepare for the quiz:
* Complete the readings or videos assigned for that week. Some students like to use their first quiz attempt before complete the readings or videos, so they know what to focus on.
* Take notes while you read and watch. Define important terms. When you are done reading and watching, summarize your notes. If something doesn’t make sense, reread or rewatch.
* Take the quiz. Your score reflects your general understanding of key terms and points.
* Once the quiz closes there are no make ups, but your lowest score is dropped.

**Work in class.**

Your instructor’s role in this class is to facilitate the learning process through active learning. Lectures will be a rare occurrence. A typical week of class might consist of:

* Small group discussion 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, GoogleEarth, or the EPA’s EJScreen to study environmental justice issues,
* 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 (~300 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 by your lowest grade is dropped.
* Reflections are always due at 11:59 pm on Friday of the week assigned.

**Final Project.**

You will conduct a research project during the last two weeks of class.

* The purpose of this project is to study and evaluate on an environmental justice issue of your choosing that was not covered in class.
* You may choose to do field work to collect data outside of class, or use mapping (geospatial) tools, such as the EPA’s EJScreen.
* The goal of the project is to help you understand the role of science in the EJ movement, and the nature and types of data collected used by the EJ community.
* You will create a map and write a reflection to communicate your findings.
* The map and reflection must be submitted on Moodle by Tuesday of Finals Week.

**Grading (subject to change)**

Reading Quizzes = 80 points (25%)

Reflections = 160 points (53%)

Final project = 60 points (20%)

Total = 300 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

Many resources such as the Library, Student Help Desk (for computers and software) Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described on the LBCC website.

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact the **Roadrunner Resource Center (T-112):** [www.linnbenton.edu/rcc](http://www.linnbenton.edu/rcc). Furthermore, please talk with your instructor if you are comfortable doing so. This will enable them to provide any resources that they may have.

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.

**Your responsibilities:**

1. **Be prepared** for class by completing the required work outside of class.

2. In class, **take notes. If you miss lecture, please get notes from another student**, and do not just rely on lecture slides posted on Moodle.

3. **Actively participate** in class and **respect** your peers ideas, beliefs, and backgrounds.

4. **Check the Moodle** website regularly to stay updated with current class information and due dates.

5. **Be on time**, stay for the entire class, listen, and contribute. If you are absent, please let me know.

6. **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.

**My responsibility:**

I am here to help you learn. I want each and every student 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***

**G209 Course Schedule. Subject to Change.**

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| **Week** | **Topic** | **Reading** | **Work Due** |
| **Part I. Introduction to Environmental Justice**  Addresses DPD Outcome: Explain how difference is socially constructed | | | |
| **1** | T: Class introductions  R: Introduction to Environmental Justice and History of the movement | Syllabus | T: None  R: Reflection on Moodle. |
| **2** | T: Race as a social construct  R: Environmental racism and environmental justice | Race: The Power of Illusion: The Difference Between Us video | T: Reading quiz on Moodle  R: Reflection on Moodle |
| **Part II. Control and (un)equal access to natural resources, and EJ solutions.**  Addresses DPD Outcome: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.  Addresses Course Outcome: Apply techniques from multiple disciplines, such as the social and geosciences, to study issues related to environmental justice | | | |
| **3** | **Hydrologic cycle principles, streams and water diversion.** Indigenous Peoples’ access to water. Nā Wai 'Ehā, Hawaii, case study. | Hydrologic cycle. Vision Learning.  [Surface water in Hawaii, USGS Factsheet, by Oki](https://pubs.usgs.gov/fs/fs04503/). | T: Reading quiz on Moodle  R: Reflection on Moodle |
| **4** | **Women and water.** Gender inequities in access to freshwater, and the role of science in EJ solutions. | [The Common Interests of Earth Science, Feminism, and Environmental Justice, by Schneiderman](https://www.jstor.org/stable/4316534?seq=1#page_scan_tab_contents) | T: Reading quiz on Moodle  R: Reflection on Moodle |
| **5** | **Groundwater contamination and EJ.** Love Canal case study, groundwater contamination, EJ grassroots mobilization results in solutions. | [Love Canal Tragedy](https://archive.epa.gov/epa/aboutepa/love-canal-tragedy.html), Beck.  [Love Canal: A Legacy of Doubt](https://www.nytimes.com/video/us/100000002566509/love-canal-a-legacy-of-doubt.html), NYT video. | **T:** Reading quiz on Moodle  R: Reflection on Moodle |
| Part III. Regulation, Risk, and Exposure to Environmental Toxins and Hazards. Addresses DPD Outcome: Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination | | | |
| **6** | **Lead and the environment.** Fate and transport of lead in the environment. Social determinants for lead exposure, Boston case study, regulating lead exposure. | [Freddie Gray’s life a study on the effects of lead paint on poor blacks](https://d32ogoqmya1dw8.cloudfront.net/files/integrate/teaching_materials/lead/effects_lead_paint_poor.pdf), by McCoy | **T:  Reading Quiz on Moodle**  **R: Reflection on Moodle** |
| **7** | **Climate Justice.** Introduction to the climate system, and the lived experience of climate change across socio-economic classes, connecting science and experience. | [Climate Change 101](https://www.c2es.org/document/climate-change-101-understanding-and-responding-to-global-climate-change/), Center for Climate and Energy Solutions | **T: Reading Quiz on Moodle.**  **R: Reflection on Moodle.** |
| **8** | **Vanport, Oregon, Floods.** History of race and environmental racism in Oregon. | [How Oregon’s second largest city vanished in a Day](https://www.smithsonianmag.com/history/vanport-oregon-how-countrys-largest-housing-project-vanished-day-180954040/), by Geilling  [Vanport Interpretive Panels](https://www.ohs.org/museum/exhibits/vanport.cfm), Oregon Historical Society | **T: Reading Quiz on Moodle**  **R: Reflection on Moodle** |
| Part IV: Connecting Science and Environmental Justice: Mapping local EJ issues Addresses Course Outcome: Evaluate scientific data to understand problems related to environmental justice | | | |
| ***9*** | **Final project. Goal: Create a map that identifies and illustrates a local environmental justice issue.** Data types, collection, and analysis. Identify environmental justice issue of your choosing. Begin data collection and analysis. | [Can’t place that smell: you must be American](https://www.nytimes.com/2014/09/07/opinion/sunday/how-culture-shapes-our-senses.html?_r=0), by Luhrmann [Officials start to clear West Virginia regions of chemically tainted water](https://www.theguardian.com/world/2014/jan/14/west-virginia-water-clear-regions-chemical-spill), from the Guardian | **T:** Reading quiz on Moodle  **R:** Reflection on Moodle |
| ***10*** | **Final project, continued**. Case study analysis, spatial tools, and map development. | [Case studies readings](https://serc.carleton.edu/integrate/teaching_materials/map_sense/student_materials/index.html), by Darby and Phillips  [Map making tips](http://www.wwu.edu/huxley/spatial/tut/what_all_maps_must_have.htm), Huxley College, WWU | **T:** Reading quiz on Moodle  **R: Nothing.** |
| ***11*** | **Final project due.**  Map and 3-page reflection must be submitted on Moodle. |  | **T: Map and Reflection on Moodle by Tuesday.** |