

**SPRING SEMESTER 2006: SOCIAL FOUNDATIONS OF EDUCATION**  
**EFND 5310/7310 ENVIRONMENTAL JUSTICE:**  
**EDUCATION, CULTURE, AND POLICY**

**EFND 5310 Call # 49-501; EFND 7310 Call #85-421**

**Class meets Tues, 5-7:45pm, 135 Rivers Crossing**

**Instructor:** Dr. Diane Brook Napier

Program Head, Social Foundations of Education

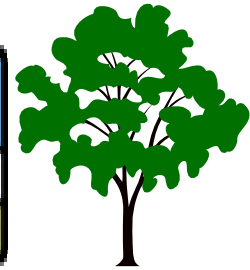
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Meetings with Instructor: before class or by appointment.



**Purpose of the Course:** This is a course for education and non-education majors, focusing on the environment, development, and education. Participants will examine dimensions of environmental justice (and injustice) in society at home and abroad. The course will begin with an examination of key concepts such as environmental justice (and injustice), environmental determinism, environmental possibilism, technological materialism, exploitation, and environmental equity, anthropocentrism, and environmental intelligence. The focus of the course will be on critical examination of a range of issues, revealing how factors such as race, education level, socioeconomic status, income level, residence location, and disempowerment can contribute to victimization of certain populations; how policies and corporate/municipal/state practices can produce unhealthy environments, and what strategies/solutions can promote environmental equity for all. We shall consider issues and dilemmas in cases in the United States and in other countries. The emphasis will be on open and critical discussions with consideration of issues from several different perspectives, Interaction and sharing of ideas and readings will maximize the amount of information and insight for all participants. *Students are encouraged to select readings and to work on projects that complement their own interests and programs.*

**Outcomes for the Course.**

- a) Develop a well grounded conception of issues and key concepts in the arena of environmental justice and in related fields/subfields
- b) Analyze the key features of a range of issues and dilemmas and consider opposing or multiple perspectives
- c) Consider policy dimensions and rights/responsibilities dimensions within cases and situations, and weigh outcomes in terms of success/failure/compromises
- d) Examine relationships between environmental justice/equity, development, and policy on a variety of levels and in diverse settings (local, regional, national, global) and in terms of impacts on people as well as fauna/flora and ecosystems.
- e) Develop a personal position on the potential and opportunities for promoting environmental equity through education (for teachers, in the classroom at various grade levels; and in other professional training programs: health promotion, counseling, recreation & leisure, law).
- f) Apply content and issues, and strategies for promoting environmental justice, from the course to appropriate situations and contexts in education, health promotion, and other human resources development fields.

**Required Texts:** (Sign up for selected chapters in #s 1, 2, 3):

- a) Bowers, C.A. (1993). **Education, Cultural Myths, and the Ecological Crisis: Toward Deep Changes.** SUNY Series in the Philosophy of Education. ISBN 0-7914-1256-3 Paperback. (*in UGA bookstore*). All to read chapters 1, 2, 3; sign up for chapters 4, 5, 6.
- b) Bullard, R.D (2000), **Dumping in Dixie: Race, Class, and Environmental Quality.** (3<sup>rd</sup> Edition). Westview Press. ISBN 0-8133-692-1 Paperback (*in UGA bookstore*). All to read chapters 1, 2, 7; sign up for chapters 3, 4, 5, 6.
- c) Bullard, R.D. (1993), **Confronting Racism: Voices from the Grassroots.** South End Press. ISBN 0-89608-446-9 Paperback (*in UGA bookstore*). All to read chapters 1, 2, 3, 12; sign up for chapters 4, 5, 6, 7, 8, 9, 10, 11.
- d) Scully, M. (2002). **Dominion: The Power of Man; the Suffering of Animals, and the Call to Mercy.** St. Martin's Press. ISBN 0-312-26147-0 Hardcover. *order through [www.aspca.org/dominion](http://www.aspca.org/dominion) via Amazon.com*). All to read whole text.

**Supplementary/Suggested Additional Texts** (not required):

- a) Bowers, C.A. (2001). **Educating for Eco-Justice and Community.** UGA Press. *Good for education focus, in addition to texts listed above.*
- b) Carson, R. (1962). **Silent Spring.** Houghton Mifflin. *Classic, landmark work.*
- c) McCallum, Ian (2005). **Ecological Intelligence: Rediscovering ourselves in Nature.** Cape Town: Africa Geographic. *A good, readable counterpoint to Bowers' writings.*
- d) Rees, M. (2003). **Our Final Century: A Scientist's Warning: How Terror, Error, and Environmental Disaster Threaten Humankind's Future in this Century- on Earth and Beyond.** Basic Books. *Sobering analysis, scientific perspective.*
- e) Fahn, J.D. (2003) **A Land on Fire: The Environmental Consequences of the South East Asian Boom.** Westview Press. *More balanced, view of development and environmental recovery.*
- f) Hollander, J.M. (2003),. **The Real Environmental Crisis: Why Poverty, Not Affluence, is the Environment's Number One Enemy.** U. California Press. *Similar perspective to (d), advocating attack on poverty and disadvantage as the way forward.*

**Online Sources** (increasingly valuable and essential):

Significant amounts of information pertinent to this field are now accessible via the WEB; be sure to reference all online sources appropriately. A selection:

[www.census.gov](http://www.census.gov) and [www.quickfacts.gov](http://www.quickfacts.gov) for census data

[www.doe.k12.ga.us](http://www.doe.k12.ga.us) and [www.glc.k12.ga.us](http://www.glc.k12.ga.us) for Georgia teaching/policy/QCCs

[www.ncge.org](http://www.ncge.org) Geography for Life Standards

[www.cia.gov](http://www.cia.gov) CIA factbook with profiles on most countries

[www.environmentaldefense.org](http://www.environmentaldefense.org) many links to other sites, current cases and debates

[www.google.com](http://www.google.com) (do an advanced search using “**environmental justice**”, access and print off **at least the first 20 sites.** **Search for sites and titles pertinent to your particular field and interest.**

**Other Sources:** Consult periodicals containing articles pertinent to the course focus and to your field of study/interest, ex. Journals in education fields (science ed., social science/studies, geography, history, language arts), journals in other human resources development fields (counseling, recreation and leisure, health promotion, etc.) as well as National Geographic,

Audubon, Smithsonian, Sierra Club, Nature, and a variety of newspapers (AJC, NYTimes, Washington Post, Economist). Selected articles from such sources will be distributed and used in class as materials providing information on case studies.

### **Tentative List of Topics:**

Background and Introduction:

- Key concepts and considerations, policy considerations, theoretical notions of cultural values and environmentalism, determinism, possibilism, technological materialism, anthropocentrism, anthropomorphism, and ecological intelligence .
- Geographic and ecological dimensions such as location, movement, patterns of uneven regional development, and human-environment interactions, intended/untended outcomes, lag time issues, malignant/benign interventions.
- The interrelationships among factors (such as race, education level, socio-economic status, political clout, and cultural legacy) and environmental quality in certain locations.
- Environmental issues in school curricula; considerations of standards, QCCs, and applications for the classroom (grade levels, content areas, etc.).
- Environmental issues and their implications in other human resources development areas (health, housing, labor, water supply, jobs, etc.).

Examinations of case studies illustrating issues such as:

- Environmental racism and health issues, in the relationship between high concentrations of minority- and low-income populations, and unhealthy environments and living conditions at home and abroad; effects of pollution, dumping, and other human-induced environmental hazards on people of color, the poor, and the working class.
- How disadvantaged populations are often inordinately vulnerable to natural disasters such as droughts, floods, hurricanes, tornadoes, and landslides: the devastation caused by the Indian Ocean tsunami of December 2004, and hurricanes Katrina and Rita in fall 2005, will be examined as in-depth cases and prime examples.
- Hazards facing communities in specific regions, sub-regions, and communities in the USA and other countries as a result of policies and practices related to industry, power generation, mining, and other production activities.
- Hazards facing communities and populations in developing countries resulting from internal conflict, foreign power actions, and multinational corporation activities.
- Examples of “at-risk” populations of humans, flora and fauna, and ecosystems; human rights versus animal rights conflicts for example in tourism, hunting, and factory farming.
- Activism, education, legal action, and counseling: how citizen action, education programs, and support/counseling can empower citizens and communities to seek resolution for environmental injustice, and to promote environmental equity.
- Distinctions between policy and practice/reality; environmental conservation and protection versus environmental deception.

**Activities:**

- **Lecture/presentations** on background and introduction, review/synthesis.
- **Visual field trips**: video/slides illustrating specific cases in South Africa, Rwanda/Congo, Egypt, former USSR, China, Cuba, Galapagos Islands, etc.

- **Discussions and Presentations:** of chapter readings, projects, and findings online shared with the class. This is a major learning component of the course
- **On line searches:** obtaining data and visuals, shared with class online.

### **Projects:**

**A) In-class Assignments:** Assume responsibility for leading the discussion on text readings for which you signed up, and present/share information on specific topics, cases that you obtain online. These will occur throughout the semester (**20%** of grade, for participation and attendance).

**B) Portrait, or other focused presentation on a specific topic** (ex. One key idea or argument, one episode/event, one place/location case, one famous environmentalist, one species issue, current critical issue). On your topic, provide content/factual background, key concepts, policies (if applicable), description of the event/contribution/outcomes. Use text, article, website/s, etc. (You may choose to use one of the chapters/cases in the required texts). Include consideration of teacher issues and suitability/usefulness of the topic for teaching (at the grade level and in the subject of your interest). OR include consideration of appropriate pertinence and applications in your field of study/practice if you are in another professional field. **Prepare a ONE PAGE summary** for class members; **present** your ideas in a 5-7 minute summary presentation including projection of websites you used, and powerpoint or overheads/slides/other visuals strongly recommended. Specific suggestions and instructions will be provided. Due around midterm. (**20%** of final grade)

**C) Conduct an advanced online search** to access literature and sources available on issues pertinent to the topic of your choice for the final project (see D below). Submit an annotated printout of your search, for feedback. Due around W/WF. Specific instructions for conducting an EBSCO or other advanced academic search will be given. (**10% of grade**)

**D. End of term project: In-depth Issue Analysis/ Case Study:** Develop and *expand on your ideas* in B) **or** select a new topic Detailed instructions and suggestions will be provided.

**Option I:** Produce an in-depth **report** on the issue with cases or examples to illustrate its features, the different aspects the issue, pros and cons in terms of development and environmental justice, hazards and benefits, policy elements, etc. Include visuals and appended, downloaded data in your report

**Option 2:** On your topic, develop a coherent series of lessons a **unit or portfolio** of materials, information, and visuals for use in your classroom OR an **equivalent appropriate application in your field**, if you are not in education (confer with the instructor).

**OPTIONS 1 AND 2:** Present your ideas to class visually, with a series of posters, a model, summary charts, maps, powerpoint presentation, etc. in the last 2 class sessions. Provide a one page summary of your project for classmates. (**5% of grade**)

\*\*\*Turn in all materials/full project on Exam night (**25% of grade**).

### ***Examination:***

There will be no midterm examination. The final examination will be a take-home reflective essay in which you articulate your thoughts on the experience of the course and your position with regard to specific subtopics (**20%**): Due on exam night..

### ***Final Grade:***

Participation, in-class assignments, attendance	20%
Assignment B, summary + presented	20%
Online search	10%
Final project + presentation (25% +5%)	30%
Final examination essay	20%
<b>Total:</b>	<b><u>100%</u></b>

### **Miscellaneous**

- # Consider yourself and other class members as part of a close-knit group
- # Clear all topics with instructor, work in consultation--throughout
- # Work alone; "legit" assistance is that from instructor only
- # Working in pairs (on same topic??) is OK: consult the instructor
- # No exam exemptions
- # Due dates to be confirmed in class, by agreement & as feasible
- !! Attend all sessions, notify instructor in advance of excusable absences, non-attendance will compromise your grade (see above); each class = I WEEK!
- \*\* Grade Policy: A = truly excellent work; B = above average work  
C = mediocre work; D = below average, unsatisfactory work
- PLEASE!** No food, caps or hats in class

### **UGA Academic Honesty Policy:**

The UGA Honor Code "*I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.*"

You will be asked to sign an Honor Pledge when submitting your work. Review the Honesty Policy at [www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

### **Key Dates:**

<b>Jan 10</b>	<b>First Class Meeting (syllabus, books, contact information)</b>
<b>Jan 17</b>	<b>Second Class Meeting: Start Content of Course</b>
<b>Jan 24, 31; Feb 2, 7, 14, 21, 28; March 7</b>	<b>Normal class meetings</b>
<b>March 14</b>	<b>Spring Break / Dr. Napier in Hawaii for CIES</b>
<b>March 21, 28; April 4, 11, 18 (?)</b>	<b>Normal class meetings</b>
<b>April 18 &amp; 25</b>	<b>Last 2 class meetings: final project presentations</b>
<b>May 4-10</b>	<b>Exam week; turn in projects &amp; exam essays on exam night</b>

**NOTE: For class meeting on January 17, please purchase the required texts (Bowers and the two Bullard texts) and order the Scully text via Amazon/ASPCA. We will begin the course with the overview of key concepts and considerations, examples of project topics and approaches.**