

SPRING SEMESTER 2008
EFND 5/7310 ENVIRONMENTAL JUSTICE:
EDUCATION, CULTURE, AND POLICY

EFND 5310 Call #14-692 ; EFND 7310 Call #34-693

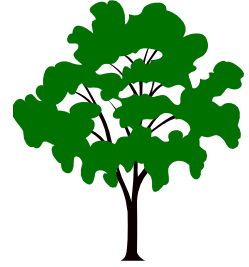
Tuesdays, 5-7:45pm, Room 113 Rivers Crossing

Instructor: Dr. Diane Brook Napier

Dept. Workforce Ed., Leadership, Soc. Foundations

Office: 217 Rivers Crossing, Tel 542-7399

E-Mail: dnapier@uga.edu



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. 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 in this course 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 will be 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 on fauna/flora and ecosystems.
- e) Develop a personal position on the potential and opportunities for promoting environmental equity and eco-justice through education (in the classroom at various grade levels, in other formal, informal/nonformal, and public education programs).
- f) Apply content and issues, and strategies for promoting environmental justice, from the course to appropriate situations and contexts in education, health promotion, counseling, and other human resources development fields.

Required Texts: (Sign up for selected chapters in each text):

- 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 chapter 1; sign up for chapters 2, 3, 4, 5, 6.
- b) Bullard, R.D (2000), **Dumping in Dixie: Race, Class, and Environmental Quality.** (3rd Edition). Westview Press. ISBN 0-8133-692-1 Paperback (*in UGA bookstore*). All to read chapter 1; sign up for chapters 2, 3, 4, 5, 6, 7.
- 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 chapter 1; sign up for chapters 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
- 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 via Amazon.com*). (Sign up for chapters 1, 2, 3, 4, 5, 6, 7, 8)

Supplementary/Suggested Additional Texts (not required):

- a) Carson, R. (1962). **Silent Spring.** Houghton Mifflin. *Classic, landmark work*
- b) Lytle, M. H. (2007) **Gentle Subversive: Rachel Carson, Silent Spring, and the Rise of the Environmental Movement.** Oxford: Oxford University Press, 288pp. A new biography, celebrating Carson's work and legacy, not only in environmentalism but also of the sea.
- c) Matthiessen, P. (2007). **Courage for the Earth: Writers, Scientists, and Activities Celebrate the life and Writing of Rachel Carson.** Boston: Houghton Mifflin. 208 pp. A series of tributes to Carson and her work.
- d) Bowers, C.A. (2001). **Educating for Eco-Justice and Community.** UGA Press. *Good for education focus, in addition to texts listed above.*
- e) McCallum, Ian (2005). **Ecological Intelligence: Rediscovering ourselves in Nature.** Cape Town: Africa Geographic. *A good, readable counterpoint to Bowers' writings.*
- f) 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.*
- g) 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.*
- h) 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.*
- i) Hills, Alison (2005). **Do Animals Have Rights?** Icon Books. *A text similar to the Dominion text by Scully, examining animal rights and justice issues in EJ.*
- j) Carter, Jimmy (2006). **Palestine: Peace Not Apartheid.** Simon & Schuster. *A challenging argument on the issues of the Israeli-Palestinian conflict, which includes environmental justice/injustice issues particularly pertaining to land and water rights/use.*
- k) Flint, Anthony (2006) **This Land; The Battle over Sprawl and the Future of America.** Johns Hopkins University Press. *Good background source on the key issues, for examination of cases such as sprawling Atlanta or Los Angeles.*

Online/Downloaded 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. This is only a tiny sampling:

www.environmentaldefense.org many links to other sites, current cases and debates

www.google.com (do an advanced search using “**environmental justice**”, access and print off **at least the first 20 sites**, search for sites pertinent to your area of study and interests.

www.un.org/millenniumgoals for Millennium Development Goals and related reports

www.census.gov and www.quickfacts.gov for census data

www.doe.k12.ga.us and www.glc.k12.ga.us for Georgia teaching/policy/QCCs

www.ncge.org Geography for Life Standards

www.cia.gov CIA factbook with profiles on most countries

[Google scholar \(link off Google.com\)](http://Google scholar (link off Google.com)) more scholarly sources and sites, but still not a replacement for an academic search via Galileo that accesses professional journals, etc. in various academic databases.

[Google Earth \(link off Google.com\)](http://Google Earth (link off Google.com)) a particularly good master site with many links, useful for environmental issues

www.saudiaramcoworld.com a good site for articles of all kinds on countries in the Arab world, and a huge archive of excellent pictures

Other Sources: There is a vast amount of information online via the UN, UNDP, UNESCO, and other international organizations, mostly in large reports that are accessible in pdf form.

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) 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, materialism.
- 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, gender, education level, socio-economic status, political clout, and cultural legacy) and environmental quality in certain locations.
- Environmental issues in the curriculum; considerations of standards, QCCs, and applications for the classroom (grade levels, content areas, etc.) and in public education
- Environmental issues and their implications in other human resources development areas (health, housing, labor, water supply, jobs, working conditions, community development/planning, etc).
- Global, national, local considerations of development, related to environmental justice/injustice: Millennium Development Goals (MDGs), richest/poorest countries, labour & the environment, population issues, poverty, drinking water, food resources, 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 at home and abroad (ex. effects of pollution, dumping, and other human-induced environmental hazards on powerless groups, people of color, the poor, the working class, undocumented/migrant workers, etc.).
- Forced removals and relocations, unscrupulous development, and other practices impacting populations (Three Gorges Project, China)
- How disadvantaged populations are often inordinately vulnerable to natural disasters such as droughts, floods, hurricanes, tornadoes, and landslides: for example the devastation caused by the Indian Ocean tsunami of December 2004, and hurricanes Katrina and Rita in fall 2005
- Hazards facing communities in the USA & other developed countries in specific regions, subregions, and communities, as a result of certain policies and practices related to industry, power generation, mining, urban development, and hazardous waste disposal, and other activities. How ignorance and neglect contribute to vulnerability and risk. Landmark cases that brought attention to environmental hazards, contamination, neglect and abuse (Times Beach, Love Canal, Chernobyl, Bhopal, etc.).
- Hazards facing communities and populations in developing countries as a result of internal circumstances and/or foreign power and multinational corporation activities and projects (oil operations in Nigeria, roses/flower production in Ecuador/Colombia, banana plantations, mining horror stories).
- Examples of “at-risk” populations of humans, flora and fauna, and ecosystems, and policies/programs designed to protect them from harmful impacts.
- Animal rights issues: factory farming, hunting, animal cruelty and neglect issues versus humane treatment
- Stewardship, conservation, education: 4 Rs of environmental justice and conservation (research, rehabilitation, relocation, rescue).
- Tourism and ecotourism, relationships between preservation/conservation and economic development (Galapagos Islands, Costa Rica, KwaZulu-Natal, Jordan, Egypt)
- How citizen action and education programs in various forms can empower citizens and communities to challenge and seek resolution for environmental injustice, and promote environmental equity; ; and grass roots movements to "fight back", providing HOPE
- Distinctions between policy and practice/reality; environmental 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, Jordan, former USSR, China, Cuba, Costa Rica, USA, Galapagos Islands; etc. These trips are a major component of the course.
- **Discussions and Presentations**: of chapter readings, projects, and findings online shared with the class. This is another major learning component of the course
- **On line searches**: obtaining data and visuals on cases, shared with class.

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) Case Study, Portrait, or other focused presentation on a specific topic (ex. 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 as the basis for your topic). 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 applications to your field of study/practice, as appropriate. **Prepare** a *ONE PAGE summary* for class members; **present** your ideas in a 7 minute summary presentation including projection of websites you used, and power point or other visuals strongly recommended (5%.) turn in a written summary report 5-10 pages (20%) Presentations/written report: around midterm. (**25%** 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 a printout of your search results with plan for your final project, for feedback (**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 with critical analysis** on the issue/topic 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. **Focus on critical analysis of the issue/topic in all respects AND application to- or implications for your own professional practice and worldview. Written report & related data, 20pp. approx. (25% of grade)**

Option 2: On your topic, develop a coherent series of lessons in a **unit or portfolio** of materials, information, and visuals **for teaching** in your classroom, related to GPS standards and complete with lesson plans, rationales, evaluation, and background information (min. 5 teaching days).

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**)

Written, full reports & related materials due on Exam night.

Examination: There will be no midterm examination. The final examination will be a take-home reflective essay on your experience of the course and your position with regard to specific subtopics and linked to key quotes in the four texts for the course. (**15%**): **Due on exam night.**

Final Grade:

Participation, in-class assignments, attendance	20%
Assignment B, summary + presentation	25%
Online search	10%
Final project + presentation (25% +5%)	30%
Final examination essay	15%
Total:	<u>100%</u>

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, attendance grade..
- ** Grade Policy: Note that the university is now on a plus-minus system of grades.
- PLEASE!** No food, caps or hats in class; cell phones off or on vibrate; **laptop use for note-taking only (obtain agreement of the instructor please).**

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

Key Dates:

	15 class meetings
Jan 8	Class #1, this course
Jan 10	Drop/Add for undergraduates ends
Jan 14	Drop/Add for graduates ends
Jan 15	Class #2: Start content of this course
Jan 22, 29; Feb. 5, 12, 19	5 Normal class meetings #3, 4, 5, 6, 7
Feb 12, 19	Assignment B presentations
Feb. 25	Midterm
Feb. 26 (class #8)	Normal class meeting #8 Assignment B written reports due
March 4	W/WF deadline, normal class #9 Online searches due
March 10 - 16	Spring Break (no class on Tuesday 11th)
<i>March 17-23</i>	<i>Dr. Napier in New York City for CIES</i>
March 18	Dr. Mueller to take class this time, #10
March 25, April 1, 8	Normal class meetings (# 11, 12, 13)
April 15 and 22	Two last class meetings (#14, 15) : Final Project Presentations
April 22	Take home exam essay topics distributed; course evaluation
April 29	Reading Day
May 2-8	Exam Week
May 1 Thursday	EXAM day: FINAL PROJECTS & EXAM ESSAYS: by 5pm
May 4 Sunday	Dr. Napier goes to South Africa

EFND 5/7310 ENVIRONMENTAL JUSTICE PROJECT TOPICS

- Nuclear Power and EJ issues: Chernobyl, Three Mile Island
- Nuclear Waste Disposal: Yucca Mountain, NV; Orchard Island, Taiwan
- US Navy sonar, whales, and EJ issues, environmental deception issues
- LRA war in Uganda, child abductions and EJ issues
- Tsunami/Hurricanes/earthquakes, etc. and EJ issues: educational applications
- Biogas Technology, Women & Children, in Nepal
- Adoption issues: trade in Chinese babies
- Haiti, resource depletion, waste export and dumping, refugee issues, aid, etc.
- World Bank, purpose, programs, EJ issues
- Threats to marine life: sea turtles, penguins, and EJ issues
- Lakota Sioux, hog farming and development, and EJ issues
- Mining operations, mercury contamination, and EJ issues
- Vieques, Puerto Rico, EJ issues after the bombs
- Meth labs, victim issues and foster care issues for impacted children
- New Orleans and Katrina, EJ issues
- Wolves, EJ issues and conservation (wildlife versus ranching)
- Barrow Co., GA., EJ issues, and classroom applications
- Cesar Chavez, EJ portrait (grass roots activism)
- John Muir, Teddy Roosevelt, Rachel Carson: portraits of environmentalists
- Latino migrant family children/students, ESOL and other ed. Issues in schools in GA and USA (continued/new)
- (S)MARTA? EJ issues related to MARTA in Atlanta
- NAFTA and Chapter 11, Free Trade and EJ issues
- Undocumented aliens, migrants, vulnerability issues
- Ecocide / Environmental warfare and EJ issues: Vietnam, Persian Gulf
- Everglades and EJ issues: environmental protection policy issues
- SE Georgia industrial pollution issues
- Exxon Valdez and other oil spills: protection versus growth issues
- Lead contamination and health issues in low cost housing\
- Mercury contamination in seafood; shark's fin soup
- Cockroach alley: asthma and cockroach infestation
- Guatemala: EJ issues, orphans, landslides, etc
- Banana plantations in Africa and Latin America: EJ issues
- EJ issues in movies: Erin Brockavich, Silkwood
- GE Hudson River contamination and EJ issues
- Bechtel Corporation and Bolivian acid rain
- Latinos in Georgia and Texas: housing, health, education issues
- Shanty towns, squatter camps in Lima, Peru
- Reflections on Resources and Ownership: Who owns what?
- Environmental education: History, development in USA and other countries
- Alaska's North Slope: Mineral exploitation versus protection and conservation
- Costa Rica: Environmental education, ecotourism, development
- USA/Mexico Border Colonias: EJ issues, policy and grass roots activism
- China: forced removals along the Yangtse River
- Safari Business: hunting, conservation, community development, animal rights
- Hog farming in the Carolinas
- Industrial disaster: Bhopal, India and Union Carbide plant explosion
- Golf courses: environmental contamination, disease, greening
- Water quality issues: city of Hartwell, GA
- Georgia Coastal Islands: Science Ed./ecosystems & development unit lessons