

ENSTU 384/384S: Social and Ecological Justice, Spring 2017
Mondays and Wednesdays, 4:00-5:50 pm



Image Source: Sierra Club

*Our lives begin to end the day we are silent about
the things that matter*

– Martin Luther King, Jr.

Instructor Office Hours

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Office Hours: Tuesday and Thursday 12-1 p.m. OR BY APPOINTMENT**

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**I understand busy schedules and have one myself, so office hours can be in person at my office, the library, Peets or Starbucks coffee, or another pre-determined place, or conducted over the phone or via Zoom. Please just set this up with me in advance. My regularly scheduled hours will be in my office, in Chapman S307.

Course Description

Welcome to ENSTU 384/384S! The Social and Ecological Justice Service-Learning course meets CSUMB's General Education requirements in Humanities and Upper Division Service-Learning. Over the coming months you will each develop and articulate your personal philosophy and theory of justice and you will explain how your philosophy and theory is informed by and integrates your personal history and experiences, assigned philosophical works you will read for this course, and work you and your classmates will do in the community this semester. To help you do this, you will explore and answer three broad questions:

- What are the connections among social justice, ecological justice and the flourishing of human and non-human individuals and communities?
- What are philosophies and theories of social change and how can they motivate collective action for justice and the flourishing of human and non-human communities?

- How can you use your disciplinary knowledge and skills synergistically with community knowledge and skills to promote justice and flourishing in human and non-human individuals and communities?

This course will also be an intensive workshop in communication and collaboration: how to listen mindfully to diverse ideas and perspective, how to speak mindfully, and how to work with others in pursuit of common goals. You need to be prepared to think hard and to hone your analytical skills. But at other times, you will be asked to be introspective and explore your most firmly held beliefs and deepest rationales for living life the way you do. Be prepared: understanding justice and flourishing means engaging both heart and mind.

Specific Course Framework

Following in the footsteps of the Civil Rights movement, environmental justice in the U.S. emerged in the 1980s after a series of protests and subsequent studies acknowledged that communities of color were disproportionately impacted by pollution, landfills, and toxic industries. Since this time, the movement has grown to include a wide range of environmental issues – from neighborhood gentrification and displacement to the access of low-income communities to nature to food and climate justice. More recently, Julian Agyeman has generated a definition of *Just Sustainabilities* as “the need to ensure a better quality of life for all, now and into the future, in a just and equitable manner, whilst living within the limits of supporting ecosystems.” This holistic framework acknowledges equity and justice as central tenants of sustainability. *Ecological justice* further expands justice to all living beings – it emphasizes the importance of conservation as a right not only for current and future generations, but also for other species. To explore these issues, the course will be structured in 3 parts:

- i) Individual: the exploration of personal experience, assumptions and identity in relation to social and environmental justice;
- ii) Community: the exploration of diverse communities’ expressions of just sustainabilities and ecological justice, from indigenous people and grassroots movements to urban environments and public policy and planning; and
- iii) Society: approaches and methods for creating and enabling social and ecological justice; and international frameworks to achieve this.

Service learning placements will facilitate the understanding of these issues through direct experience. In order to integrate the diverse experiences across student placements, we will also collectively explore justice at a neighborhood scale – assessing plans, the built environment, and the education, health and livability of communities. This will allow the class as a whole to synthesize diverse perspectives about how to contribute to just sustainability. We will accomplish this through the Sustainable City Year Partnership with the city of Salinas.

Learning Outcomes

CSUMB's GE Area C2 – Humanities

The humanities outcomes of Area C develop students' skills and knowledge in subjects such as literature, philosophy, and language. Informed by an understanding of the dynamic relationships among self, art, and culture, these outcomes prepare students to apply their intellectual and aesthetic capacities across a variety of humanistic disciplines. These outcomes are further guided by a commitment to promoting equity and social justice in the United States and globally.

- Students analyze, interpret, and appreciate emerging, contemporary, and/or enduring works of the human imagination.
- Students reflect on significant questions about the human condition that emerge from multicultural and/or multilingual perspectives.
- Students examine cultural works within their global and/or local social contexts, understanding the way in which questions of power impact a society's cultural expressions.
- Students communicate emotional and personal responses to cultural works.
- Students integrate and apply the insights and approaches gained from multiple disciplinary perspectives to the study of human experiences.

What this means for this course: We will explore a variety of perspectives on social justice, humans' relationship to the earth and each other. In keeping with the humanities, we will explore art, literature, film, and other relevant media as a means of understanding the roots for *just sustainability* and as a means for understanding creative approaches to contributing to environmental justice.

GE Area D4 - Upper Division Service Learning

Service learning courses must demonstrate a clear linkage between the planned service activities and the course learning outcomes. In order for a course to receive an "S" designation, it must:

1. Involve students in service activities or projects with external communities that are responsive to community-identified needs;
2. Require students to integrate the learning derived from service with course learning outcomes through critical reflection exercises, discussion, written, oral or media presentations; and,
3. Provide students an opportunity for consistent engagement with the community for a minimum of 30 hours over the duration of the semester, focused on the learning outcomes below.

Self and Social Awareness: Students deepen their understanding and analysis of the social, cultural and civic aspects of their personal and professional identities.

- Define, describe, analyze and integrate the concepts of individual social and cultural group identities and the concepts of social privilege and marginalization.
- Demonstrate critical analysis of their own assumptions, values, and stereotypes, and evaluate the relative privilege and marginalization of their identities.

Service and Social Responsibility: Students deepen their understanding of the social responsibility of professionals in their field or discipline, and analyze how their professional activities and knowledge can contribute to greater long-term societal well being.

- Articulate the relationship between individual, group, community and societal well-being.
- Analyze how individual and professional actions contribute to short-term well being and/or greater long-term societal well being.
- Develop a critical understanding of ethical behavior in the context of their profession or discipline with regard to issues of societal well being.

Community & Social Justice: Evaluate how the actions of professionals and institutions in student's field or discipline foster both equity [reduce structural injustice] and inequity [i.e. perpetuate structural injustice] in communities and society.

- Examine the demographics, socio-cultural dynamics and assets of a specific community through a social justice framework.
- Analyze a community issue(s) in the context of systemic inequity, discrimination and social injustice [i.e. structural injustice].

Multicultural Community Building/Civic Engagement: Students learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities.

- Demonstrate intercultural communication skills, reciprocity and responsiveness in service work with community.
- Enter, participate in, and exit a community in ways that are sensitive to systemic injustice.
- Develop and implement personal, professional and institutional strategies, policies and/or practices that work towards creating greater equity and social justice in communities.

Course Materials

Required Materials

- Text: *Sharing the Earth: An International Environmental Justice Reader*. Edited by: Elizabeth Ammons and Modhumita Roy. 2015. The University of Georgia Press.
- Text: *Neighborhood as Refuge: Community Reconstruction, Place Remaking and Environmental Justice in the City*. Isabelle Anguelovski. 2014. MIT Press.

Recommended Materials

- A field notebook – for taking notes and jottings from service learning placements and city field trips
- Laptop or tablet for in-class assignments and writing (let me know if this is an issue for any of you)

Course Expectations

- Come to class prepared and ready to actively participate: this includes bringing all required materials as well as completing all readings and assignments **prior to** class
- Support a distraction-free environment. Technology can lead to many distractions and detract from your own learning environment and that of your peers. Therefore, I ask that computers be used only for designated purposes and cell phones be silenced or off during class time. Because this is important in creating a positive learning environment for all, students using technology for non-learning purposes (texting, social media, other assignments, etc.) may be marked absent.
- Navigate the iLearn website to access assignments, resources, and monitor grades. Any updates or changes to the course syllabus will be posted on iLearn.
- Follow course and university policies (as noted in the syllabus)
- Proactively communicate with the instructor about any difficulties or challenges. Life happens, every day and in many ways. Our challenge is to communicate so that we can arrive at the best strategies to help you success in times of challenge.

According to the American Association of Higher Education (AAHE) guidelines, each credit hour roughly translates into 3 hours/week that the average student should spend on the course to get an average grade in the course. This course has been designed in accordance with these guidelines. This is a five-unit course. That means an average student wanting an average grade in this class (which in most semesters is a "B") should spent a total of 15 hours/week on this class broken up, on average, as follows:

- 4 hours/week participating in each virtual and/or real class meeting (2 meetings per week).
- ~ 8 hours/week doing the reading and writing assignments (i.e. 4 hours of prep work for each 2-hour class session).
- ~ 3 hours/week participating in service learning activities

I plan the reading and writing assignments with these guidelines in mind. If you want a higher than average grade, you should plan to spend more time, unless you are a very fast reader with excellent reading comprehension and are a quick and efficient reader and writer. If reading and/or writing is a very slow process for you, you might need to spend more time.

You will usually have two writing assignments each week: a reading summary and reflection due on Mondays and field assignments due on Wednesdays. I invite you to allocate sufficient time to carefully complete the readings and compose thoughtful assignments.

At the end of the semester you will produce a summative project (that we will collectively generate pieces of) and that will demonstrate mastery of the General Education Area C2. And you will generate a reflection paper that will demonstrate your mastery of D3 learning outcomes.

Course Grading

1. Attendance and participation 25%
 - 5% Attendance
 - 10% Participation Activities
 - 10% Service Learning Placement & Evaluation
2. Written Work 55%
 - 25% Weekly Reading Summaries (10 @ 2.5% each)
 - 20% Weekly Reflections (10 @ 2% each)
 - 10% Summative Reflection Paper
3. Summative Project 20%
 - 5% Oral Presentation
 - 5% Community Evaluation
 - 10% Final Paper/Plan

4. Extra Credit

In addition to scheduled events for extra credit on the syllabus, any of you, at any time, may bring to class an extra credit – an inspiring person or project to inspire and/or bring about change - particularly projects that integrate the humanities. In order to receive credit, you must: i) write a 100 word summary of the project that you submit to me; ii) share the source with me; and iii) share a photograph (or two) and brief description with the class. You may do this once, for 1% extra credit toward your final grade.

Grades will be posted as they are assigned throughout the semester and will be based on the following scale:

A	93-100%	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	F	59.99% or lower

Detailed Schedule and Assignments

In order to be as responsive and adaptive to learning outcomes of the course, this schedule is subject to change. Any schedule changes will be made on iLearn and will be announced in class. I have posted a google document that will be updated as changes emerge as well.

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
<i>Individual, Community and Culture – and our relationship to service</i>		
1 M, Jan 23		Introduction to Course/Syllabus In-Class Diagnostic: Significant Life Experiences
1 W, Jan 25	Reflection Paper 1 Due	World Café
2 M, Jan 30 Service Learning Fair	Attend the Service Learning Fair from 12-2. Mandatory attendance. Identify 3-5 potential community partners. Bring 7+ copies of your resume.	
2 M, Jan 30 In Class		Discuss service learning partnerships, expectations, paperwork, questions
2 W, Feb 1	Read Pp 9-42 of <i>Sharing the Earth</i> Bring to class a summary that includes the culture, the time period, the key theme for each of the short readings	Watch Akira Kurosawa's <i>Dreams – Village of the Watermills</i> Mapping Generate draft Reading Summaries and submit via iLearn Historic Problem Trees
3 M, Feb 6	Read <i>Balai</i> (pp. 43-46) and <i>John of God, the Water Carrier</i> (pp.48-60) in <i>Sharing the Earth</i> Reading Summary 1 Due	Problem Trees: Historic to the Present Develop a group definition of justice Common terms and movements
3 W, Feb 8	Read <i>Privilege, Power and Difference</i> . Take the White Privilege Questionnaire. Reflection Paper 2 Due (assignment details on iLearn)	Service learning and the diversity wheel Wimberley's Nested Ecologies – where do we sit? Service Learning Outcome Development
<i>The Evolution of Social, Environmental and Ecological Justice – Community & Society</i>		
4 M, Feb 13	Read Pp. 319-323 in <i>Sharing the Earth</i> Flipped classroom – Watch Wangari Maathai's Reading Summary 2 Due	Treehuggers and social movements Theory of social change Photographers for social justice - Sebastião Salgado
4 W, Feb 15	Read Pp. 273-280 in <i>Sharing the Earth</i> Reflection Paper 3 Due	

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
5 M, Feb 20	Read Chapter 2 <i>Neighborhood as Refuge</i> Reading Summary 3 Due	Love Canal, Cancer Alley and Environmental Health Warren County, NC and Environmental Justice
5 M, Feb 20	Screening of <i>Seed: The Untold Story</i> in Pacific Grove, Lighthouse Theater, Attendance Extra Credit and Optional http://www.seedthemovie.com/screenings/	
5 W, Feb 22	Read “Preface” and “Bargained” in <i>Nobody</i> Reflection Paper 4 Due	Service Learning Discussion Individual, Community, Society
6 M, Feb 27	Read “Red Hook” and “Guerrilla Gardening” Reading Summary 4 Due	<i>Urban Roots</i> film
6 W, Mar 1	Reflection Paper 5 Due	Service Learning Discussion
<i>Approaches, actions, and supportive frameworks for justice</i>		
7 M, Mar 6	Read “A rationale for supporting children’s climate action” and “teaching climate change with hope and solutions” Reading Summary 5 Due	Climate Justice Watch <i>How to let go of the world and love all the things climate can’t change</i>
7 W, Mar 8	Flipped Classroom: Decolonizing Environmental Education Webinar	Climate Discussion Decolonizing Discussion Brainstorming ideas for community-engaged climate justice and adaptation Service Learning Discussion
8 M, Mar13	Read Chapter 2 from <i>Education for Socially Engaged Art: A Materials and Techniques Handbook</i> Reading Summary 6 Due	<i>Waste land</i> film Revisiting justice and the ethics of participation
8 W, Mar15	Reader’s Choice – choose 3 pieces from <i>Sharing the Earth</i> and reflect on them in relation to your SL experience Reflection Paper 6 Due	Service Learning Discussion: Wimberley’s Nested Ecologies – Self and Actor from Readings/Films Attend Living Communities Challenge Presentation/Discussion
9 M, Mar20	Spring Break – No Classes	
9 W, Mar22	Spring Break – No Classes	
10 M, Mar27	Read Chapter 3 <i>Neighborhood as Refuge</i> Reading Summary 7 Due	Reading Summary/Methods Driskell’s Community Assessment – in Practice

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
10 W, Mar29	Read Introduction from <i>Tactical Urbanist's Guide</i> and <i>Places in the Making</i> : Chapters 1-3 Reflection Paper 7 Due : Are there opportunities for a new approach at your SL site?	Tactical Urbanism – Candy Chang, James Rojas, Paint the Pavement, Portland's+ Cleveland's City Repair, Ron Finley's South Central LA
11 M, April 3	Read Chapter 4 <i>Neighborhood as Refuge</i> Reading Summary 8 Due Read Chapter 5: How to Study Public Life	Public Space Study Site Visit to Salinas
11 W, April 5	Read Cahill: "The Road Less Traveled: Transcultural Community Building" Reflection Paper 8 Due : What is your role in community building?	Salinas Panel: Take it Outside Service Learning Discussion
12 M, Apr 10	Read Chapter 5: <i>Neighborhood as Refuge</i> Reading Summary 9 Due Community Evaluation Due	Lexicon of Sustainability
12 W, Apr 12	Read assigned section of the Seaside West Broadway Plan Prepare a 5 minute presentation of the community evaluation + plan	Plan Presentations Integrating Service Learning
13 M, Apr 17	Read Chapter 7: <i>Neighborhood as Refuge</i> Reading Summary 10 Due	Salinas Visit
13 W, Apr 19	Read Pp. 298-304 from <i>Sharing the Earth</i> Reflection Paper 9 Due	
14 M, Apr 24		Group Work: Demographic and Adjacencies Analysis
14 W, Apr 26	Assumptions and Lessons Reflection Paper 10 Due	Return to Wimberley's Nested Ecologies Revisit Justice
15 M, May 1		Group Work and/or Potential Site Visit
15 W, May 3	Project Presentations	Anonymous Course/Instructor Evaluation Service Learning Wrap Up
16 Su, May 7	Salinas "Take it Outside" Festival in Natividad Creek Park – Extra Credit for Attendance	
16 M, May 8	Project Presentations	Project Presentations Due
16 W, May 10	Summative Project Due	Plus/Delta Course Evaluation - Group
17 Mon, May 14	Summative Reflection Due	No Class

University Services and Policies

CSUMB has a variety of programs designed to help students thrive in college and graduate in a timely manner. If you have the desire to get more out of your CSUMB course and community work, increase your foundational academic skills, and graduate on time, please take advantage of these programs. Many students avoid these programs because they view seeking such help as a sign of weakness. However, in reality, many motivated and successful students take advantage of these services. If you are thinking of these services as an indicator of weakness, try thinking about them as openness to learning and growing.

1. **Absences:** Excused absences are for death, illness documented with a doctor's note, or other extreme events. Communicate with me via email if you will miss a class *for any reason*, or if other extenuating circumstances are interfering with your attendance and/or performance.
2. **Academic Integrity.** Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community and, therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include cheating, fabrication, plagiarism, and collusion in any of these activities. Students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy, please go to:
<http://policy.csumb.edu/site/x20830.xml>
3. **Students with Disabilities.** Students with disabilities who require accommodations such as time extensions or alternate media format must present verification from Student Disability Resources as soon as possible. **Please schedule an appointment to discuss your specific needs with me.** If you think a disability may impact your performance in this class, please meet with SDR professional staff in the Health and Counseling Centers Building (#80) or call 582-3672.
Email: StudentDisabilityResources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY
Website: <http://sdr.csumb.edu/>
4. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

5. **Communication.** CSUMB policy establishes email as the primary and official means of communication from California State University, Monterey Bay to students. This includes faculty communication to students and will be used for communication in this course. Students are therefore expected to check their email on a frequent basis.
6. **Center for Student Success (CSS).** CSUMB works to make sure that all students are succeeding in their courses. To ensure that this takes place, if you are falling behind or are missing classes, I strongly encourage you to schedule an appointment with the Center for Student Success to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 2nd Floor, Suite 2163. Phone: (831) 582-3165.
7. **Cooperative Learning Center (CLC).** CLC is a campus-wide tutoring program that is free and open to all students. CLC seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages, and study strategies aimed at enhancing learning needs at all ability levels. CLC works with students to expand their knowledge and abilities by empowering them to become independent learners. CLC tutors, staff, and faculty work together to design and offer effective collaborative, and active learning experiences. We provide tutors with the opportunity to develop teaching, leadership, and communication skills. CLC is located in the Library, 2nd Floor. Phone: (831) 582-4104.
8. **Personal Growth and Counseling Center.** The Personal Growth and Counseling Center promotes mental health of CSUMB to help you achieve student success. If you are struggling with personal issues that are interfering with your school, work, or life, please stop by the center (and please also communicate with me if you are having trouble meeting course requirements due to personal issues!) Counseling_center@csumb.edu or (831) 582-3969 or Health and Wellness Services Building (Building 80).
[Personal Growth and Counseling Center Online Screening Program](#)
[Personal Growth and Counseling Center Homepage](#)
9. **Collection of Student Work.** CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As CSUMB sees appropriate, it may obtain, assess, and retain samples of student work from representative courses. This work might include papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises. Instructor and student names will not appear in any assessment results and assessment results will have no impact on student grades, instructor evaluations, or instructor employment.