

Special Topics: Environmental Justice
Course Number 340-01
Tuesday/Thursday: 8:30am-10:00am
Seigle Hall, 205

Instructor: Scott Krummenacher, Ph.D.

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Office Hours: MTWR 12:30-3:30, Seigle Hall, Room 270

Website: Blackboard will be used as the online component for this course.

Course Description:

This course explores the history and foundations of the environmental justice movement along with current issues and methods of analysis. Policy responses to environmental injustices will be discussed and the claims of injustices evaluated. Students will work with a community based organization in the St. Louis region to explore a local case of environmental justice.

Course Objectives:

This course gives students practical experience in environmental justice related projects, with an emphasis on public or community service. The learning objects for the course are:

1. Understand the historical, political and theoretical foundations of environmental justice
2. Develop an understanding of environmental justice concepts as they are practiced by governments, nonprofits and communities
3. Create solutions for community partners working on environmental justice issues
4. Engage in active learning for environmental justice solutions

Readings:

Required: Schlosberg, Daniel (2009). *Defining Environmental Justice: Theories, Movements and Nature*. Oxford University Press.

Supplemental: Clarissa Hayward and Todd Swanstrom (Eds.). (2011). *Justice and the American Metropolis*. University of Minnesota Press.

Additional readings will be posted on Blackboard.

Assignments

The course grade will be calculated from the following 5 components:

Team Report	100 points
Midterm Exam.....	100 points
Final Exam.....	100 points
Team Presentation.....	50 points
Work Plan.....	50 points
Reflection Discussion/Peer Review.....	50 points

Total Points: 450

Project Work Plan

Sound work plans are important to the successful completion of a course project. An effective plan provides a framework for focusing team efforts. Students will develop a work plan for the completion of their projects. Work plans must include the following:

- 1) Goals: What will your team accomplish over the sixteen week semester?
- 2) Action Steps: What activities will you undertake to make progress toward project goals?
- 3) Roles and Responsibilities: Who will do what?
- 4) Timeline: How will these steps be organized over the semester?

Work plans should be revisable and are intended to provide general direction for the team. Teams should devote a significant amount of time and effort formulating their plans. Thoughtful work at the beginning of the project will save considerable time later in the semester. Team work plans will be due no later than February 7th.

Team Status Reports

Team status reports provide up to date information on project activities and allow the instructor to evaluate progress toward project goals. A template for the status reports is provided at the end of this syllabus. Further, the midterm report will include a project summary that explains progress toward the completion of project goals.

Reflection Discussions/Peer Review

Each week, students will be asked to make two posts to Blackboard's online discussion board. Posts will be in response to a question or reading. The other post should be a response to another student's comment on the discussion board. Posts must be a full paragraph in length. Once project work begins, we will devote one class period a week to reflection discussion and group work. Students will be asked to complete peer review forms for themselves and their colleagues.

Team Report

Each project team will submit a written report on their project. Team reports should provide the following:

- 1) Executive summary – Provide a brief summary of the project.
- 2) Background – Provide a detailed context for the project and rationale for the work
- 3) Analysis/Actions – Describe the analytical work or actions completed for the project.
- 4) Findings/Outcomes – Detail the findings of the analysis or project work
- 5) References/Works Cited – Include a reference page for sources used in the report
- 6) Appendix – Include any appendices for the report.

Team reports should address the goals described in the initial project work plan. Team reports are the concluding product for the course and a copy is shared with members of the collaborating organization.

Team Presentation

Conduct a 20 minute presentation of your team project for the class and guests that addresses the points in your project and incorporates feedback you have received. Provide handouts for the audience.

Midterm and Final Exams

The exams will be delivered in class on the dates listed in this syllabus. The final exam is not cumulative and covers material in the textbook, readings and other items discussed in class.

Policies and Procedures

All dates for assignments, classroom material, and tests are tentative and subject to change dependent upon circumstance. The professor reserves the right to add, delete or revise this syllabus within the framework of this semester. The objective of this course is to help the student see the relevance of the course in their own lives, discover the field, and enjoy exploring course concepts.

Student Conduct

1. Academic Honesty – Students should familiarize themselves with the academic integrity policies of the College of Arts and Sciences which can be found on the [University Policies website \(www.wustl.edu/policies/undergraduate-academic-integrity.html\)](http://www.wustl.edu/policies/undergraduate-academic-integrity.html) and will be used for this course. Summaries can be found here: www.ja.wustl.edu/academicintegrity/resources-policysummary.php. As a student in this course, your work must be your own and when appropriate, acknowledge the contributions of others. Suspected violations of academic integrity policy will be referred to the College of Arts & Sciences Academic Integrity Officer, Dean Dirk Killen. The sanctions administered by the Academic Integrity Committee and University Judicial Board can be severe and may compromise your future academic success. In short: cheating is stupid, don't do it.

2. Student Preparation and Team Participation – Students are expected to complete the readings and assignments at the times they are due. Students are expected to be good team members and required to participate in team activities. Your team will be provided with a meeting room, should you desire to meet on campus during the time we are not in session. Questions and comments about the course and readings are welcome. Any student who needs additional assistance should contact the professor. Arrangements can be made outside of class to handle any issues that arise during the course of the semester. If you have concerns about an assignment, contact the professor *before* the assignment is due. Additionally, any students interested in more detailed knowledge about the topic are encouraged to contact the professor.
3. Students with Disabilities – Anyone with disabilities who may need accommodations in this class is encouraged to contact the Disabilities Resources office (see <http://cornerstone.wustl.edu/DisabilityResources.aspx>) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.
4. Policy on Style for Citation and Plagiarism - The two key purposes of citation are to 1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism) and 2) facilitate access by your readers to the sources you use in your research.

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another person's ideas, quotation marks are not necessary, but the source must be included. Plagiarism is a serious violation of the academic honesty policy. If a student plagiarizes others' material or ideas, he or she may receive an "F" in the course. The faculty member may also recommend further sanctions, per the disciplinary action policy.

Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the "access date" (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write "personal communication" along with the person's name and date of communication.

Additional Reading:

Lathrop A, Foss K. *Student Cheating and Plagiarism in the Internet Age*. Englewood, CO: Libraries Unlimited, Inc.; 2000.

Course Schedule

We will do our best to follow the schedule listed below. However, the course schedule is intended to be revisable within the framework of the semester and subject to change.

Insert table (placeholder).

Week 1: Course Introduction/Defining Environmental Justice

Jan. 15 *Readings:* Chapter 1
& Syllabus and Introduction to Environmental Justice
Jan. 17 Assessment

Week 2: Defining Environmental Justice/Distribution and Beyond

Jan. 22 *Readings:* Chapter 2
& Blackboard Week 2
Jan. 24

Week 3: EJ in the US/Introduction to the Community

Jan. 29 *Readings:* Chapter 2 & 3
& Blackboard Week 3
Jan. 31 **Site Tour (February 2nd, 10am)**

Week 4: EJ in the US/Understanding the Injustice – Environmental Goods and Bads

Feb. 5 *Readings:* Chapter 3
& Blackboard Week 4
Feb. 7

Week 5: EJ in the US/Understanding the Injustice – Environmental Goods and Bads

Feb. 12 *Readings:* Chapter 3
& Blackboard Week 5
Feb. 14 Work Plan Due

Week 6: Doing Justice to Nature

Feb. 19 *Readings:* Chapter 5
& Blackboard Week 6
Feb. 21

Week 7: Doing Justice to Nature

Feb. 26 *Readings:* Chapter 6
& Blackboard Week 7
Feb. 28 Status Report Due

Week 8: Midterm Review

Mar. 5 *Readings:* Chapter 6/Review for Midterm
&
Mar. 7 Midterm Exam/Project summaries/Status Report Due

Week 9: Spring Break (No Class)

Mar. 11 No readings/assignments
&
Mar. 13 Status Report Due

Week 10: Plurality, Reflexivity and Engagement

Mar. 19 *Readings:* Chapter 7
& Blackboard Week 10
Mar. 21

Week 11: Plurality, Reflexivity and Engagement

Mar. 26 *Readings:* Chapter 7
& Blackboard Week 11
Mar. 28 Status Report Due

Week 12: Plurality, Reflexivity and Engagement

Apr. 2 *Readings:* Chapter 8
& Blackboard Week 12
Apr. 4

Week 13: Plurality, Reflexivity and Engagement

Apr. 9 *Readings:* Chapter 8
& Blackboard Week 13
Apr. 11 Status Report Due

Week 14: The Future of EJ

Apr. 16 Blackboard Week 14

&

Apr. 18 Team Report Due

Week 15: The Future of EJ

Apr. 23 Presentations

&

Apr. 25

Final Exam – May 3rd (1:00-3:00 pm)

TEAM STATUS REPORT TEMPLATE

Project:

Date:

PROJECT ACTIVITIES

Provide a brief description of the project activities listed below.

Completed

In Progress

Planned

PROJECT ISSUES

Describe any issues that have developed over the course of your project work and the plans to resolve them.