

**SYA7933: GRADUATE SECTION
ENVIRONMENTAL CHANGE & ENVIRONMENTAL JUSTICE
Spring 2024**

The syllabus and all revisions will be posted to Canvas

INSTRUCTOR: Dr. Jessica Kahler (email: jkahler@ufl.edu; phone (352) 294-6910)
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TEACHING ASSISTANT: N/A

OFFICE HOURS: **Dr. Kahler** -Mondays and Wednesdays 2:00 pm – 4:00 pm in
Turlington 3346 *or by appointment*

CREDIT HOURS: 3

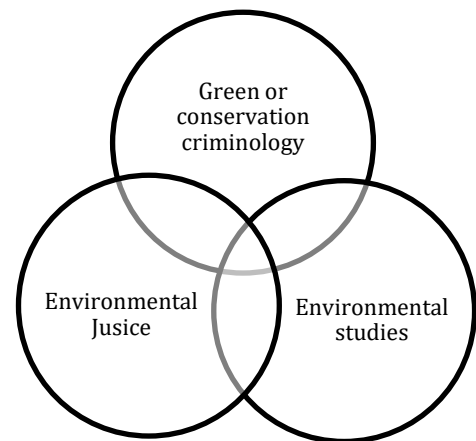
CLASS TIME: Period 6 (12:50 pm – 1:40 pm) on Mondays, Wednesdays & Fridays in
Turlington Hall Room 2322 (TUR 2322)

REQUIRED TEXT:

Shen, Pellow & Ashby (September 2018). Environmental Injustice Behind Bars: Toxic
Imprisonment in America. University of California, Santa Barbara: Global
Environmental Justice Project. This report is available for download and on Canvas.

All additional course readings will be provided on Canvas, and many are freely
downloadable from the UF Libraries or Google Scholar

COURSE DESCRIPTION: Using various theoretical and
methodological approaches from the emerging field of
conservation or “green” criminology, this course examines
issues at the intersection of environmental change and
environmental justice. With case studies ranging from
gentrification in Florida, to electronic waste trafficking in
Southeast Asia, and the relationship between fisheries
collapse and slave labor in West Africa; the course builds
awareness of the inequities of harm caused by the
degradation of environmental resources and conditions.



Course Objectives:

By the end of the semester, students will be able to:

- Describe the four pillars of the Critical Environmental Justice framework
- Develop an understanding of the contemporary context and diversity of EJ issues from a local to a global perspective
- Be familiar with various causal theories associated with Environmental Justice (EJ) scholarship (e.g., environmental racism, world systems theory, intersectionality, settler colonialism) as they relate to a variety of contemporary EJ contexts

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021 Honor Code and Student Conduct Code

Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. **Students with disabilities should follow this procedure *as early as possible* in the semester.**

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Campus Resources:

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

- Counseling and Wellness Center:
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Ground Rules and Classroom Norms:

Please be aware that the content of this course may be upsetting at times as we will be discussing crimes, incarceration, victimization, environmental toxins, harms, damage, injustices, and other topics that may be sensitive and generate strong emotions. Please be cognizant that some of your peers (or instructors) may have been involved or have close ties with people affected by environmental (in)justice issues. We all have different experiences based on race, ethnicity, nationality, gender, sexuality, abilities, socioeconomic status, etc. Please be respectful of others' lived experiences, and do not shame or make others feel embarrassed of their views or experiences. Acknowledge differences of opinions professionally and respectfully. Additionally, many of the topics in this course are contested and opinions and debates may elicit strong emotions. I expect all students to

approach this class in a professional manner and engage in a mindful and civil discussion with peers. Personal attacks, intimidations, threats, or aggression will not be tolerated.

I would like to set **Ground Rules** to help us navigate sensitive or difficult topics during discussions (source: <https://crlt.umich.edu/publinks/generalguidelines>)

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views.
- Criticize ideas, not individuals.
- Commit to learning, not debating. Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

Further Guidance on Behavior During Class

- **Be an active participant.** Class participation is defined as the quality of your class involvement and attendance. This does not mean you must verbally participate but does require you to pay attention, and remain engaged through active listening and critical thinking during class time. If you choose to share your ideas (verbally or online) please use the ground rules established above.
- **Take responsibility for your education.** Attendance is crucial to your success in this class and readings should be completed prior to coming to class. ***You will not GET or BE GIVEN a grade in this class, you will EARN your grade (see work expectations, make-up policy, and grading below).*** Making yourself familiar with the syllabus, routinely checking Canvas, and seeking clarification when needed through in-class discussions, emails, or office hours are just some of the best practices. If you miss a deadline without a valid excuse, accept the consequences. If you miss a class, you are responsible for getting the notes from another student.
- **Refrain from disruptive or rude behaviors**, which include arriving late, leaving early, sleeping, receiving or making calls, having side conversations, or making comments under your breath. You are adults and I expect you to use electronic equipment, such as laptops, smartphones, and tablets, in a manner that enhances your engagement in class rather than detracts from it, which requires you to practice self-restraint to avoid distractions. Texting, surfing the web, or watching web-based content unrelated to the class on mobile devices is distracting to you and others, is unprofessional and demonstrates a lack of self-discipline. If you engage in disrespectful, disruptive or rude behaviors in the classroom, I may ask you to leave. Please be considerate.

Work Expectations, Class Attendance, And Make-Up Policy: This is a 3-credit hour class. For every credit hour spent in class per week, you will spend approximately 2-3 hours on outside work, which can result in a moderate to heavy workload of about 6-9 hours of outside work per week. Keep up with the readings and assignments or you will get behind.

- You will not be allowed to turn in late work or make-up exams without a valid

university-acceptable excused absence. Consistent with UF policy, students who miss an exam due to a documented family or medical emergency, and who *discuss this problem with me in advance of the scheduled exam date*, will have an opportunity to complete a make-up exam, which may be given during the designated final exam period.

- Participation in official university activities which conflict with class meeting time and other reasons that may be determined appropriate by the university/instructor may also be permitted provided you ***inform me of this conflict in advance***. Student-athletes or those engaged in official university activities should provide me with the relevant documentation and schedule as soon as possible.
- If you miss an assignment because of a documented, excusable reason, you may be allowed to make up the work, or an alternate assignment may be given to you. Documentation must be provided within one week of the missed assignment and you will have one week to complete the make-up assignment. However, you will be responsible to meet all other assignment due dates as presented in the syllabus, while you complete excused assignments. Refer to the University of Florida grading policy on excused absences to define an excusable reason for missing class: <https://catalog.ufl.edu/ugrad/current/regulations/info/exams.aspx>

Academic Integrity & Dishonesty, Submitting Work, And Email: This course will include in-class assignments, discussions, and guest lectures, which means it is imperative that you attend regularly. The course instructor reserves the right to conduct pop-quizzes related to reading or reflection activities for points at other unspecified times.

- **Academic dishonesty is not tolerated at UF and the consequences for dishonesty are taken seriously and may have a range of outcomes.** UF holds its students to the highest standards, and we encourage students to read the UF Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. If you cheat you will receive an F and may face further disciplinary action. (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)
- **Canvas will be used throughout this course to post announcements, assignments, notes, readings, and grades.** I use Modules grouped by week and topic to organize supplementary readings, videos, and assignments. Grades will not be given out in an email or over the phone. Please check Canvas regularly for new items or adjustments to the syllabus.
- **Only .doc, .docx, and. pdf files are the only submission type that will be accepted within the Canvas portal.** I cannot download or view any other file format. If you send it with any other file extension and miss the deadline, it will be considered late. Incompletes for this course will only be given in dire circumstances and is at the sole discretion of the instructor. (<http://www.registrar.ufl.edu/grades/gradepolicy.html>)
- ***Please use the Canvas message system to communicate with me or my official UF***

email (jkahler@ufl.edu). If you leave an important message and get no response, follow up to make sure it has been received. For confidentiality reasons, **YOU MUST USE YOUR UF EMAIL.** I am not to conduct class business through other email providers because of confidentiality regulations.

Points: I want you to do well in the class and provide you with ample opportunities to do so. There will be **no extra credit offered to any student for any reason.** When calculating grades I use standard rounding procedures to round up to the next percent (≥ 0.5 will be rounded to the next whole number) without exception.

- A = 93 - 100%
- A - = 90 - 92%
- B+ = 89 - 87%
- B = 86 - 83%
- B- = 82 - 80%
- C+ = 79 - 77%
- C = 76 - 73%
- C - = 72 - 70%
- D + = 69 - 67%
- D = 66- 63%
- D - = 62 - 60%
- E = 59 - 0%

Assignments and Point Allocation: The graduate section of this course is meant to enhance your research and push yourself to work on your proposal, review literature, write a grant, etc., depending on where you are in your research process. You must relate this back to Environmental Justice, however, as that is the topic of the course. You are expected to critically read all the assigned materials as outlined in the syllabus below. However, you will be expected to engage additional scholarly material at the intersection of environmental justice and your primary area or geography of interest and produce graduate-level written and oral products.

Participation during in-class activities, online discussions, reading quizzes,ect ¹	75 points
Academic Book Review	100 points
Final project concept discussion	25 points
Final Paper/ Project	100 points
Prepare and facilitate one class lecture	100 points
TOTAL.....	400 points

Information on current UF grading policies for assigning grade points:

¹ You will be expected to complete the same in-class activities, quizzes and other online discussion assignments as your undergraduate peers.

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Participation: Class participation is defined as the quality of your class involvement and attendance, which includes arriving or logging in on time, having your readings completed prior to class, and thoughtfully and respectfully presenting your ideas and opinions in class. This course will include small break-out groups, discussion streams, and guest lectures, which means it is imperative that you attend regularly. The course instructor reserves the right to conduct pop quizzes related to reading or reflection activities for points at other unspecified times. Point allocation for in-class assignments, online discussions, quizzes, and other reflections will be provided when they are assigned and generally are worth between 5 and 10 points per activity. Calculating your participation grade will be based on your attendance during in-class activities, reviewing online discussion posts, quiz grades, and assigned tasks. If you miss a class, you are responsible for getting the notes from another student. You will be expected to set a good example for your undergraduate peers in terms of participation. This does not mean you must speak every day but you must remain engaged in the classroom and online.

Academic Book Review: You will work with me to find a suitable published book that is at the intersection of environmental change and justice and your primary research interest or geography. The book review should follow a scholarly format and we can discuss potential venues for you to publish your book review. Resources to help you write an academic book review are listed below. Your book review is due on **Monday, March 25th at 11:59 pm via email unless we discuss an alternative date.**

Zvargulis (San Jose State University Writing Center). How to Write an Academic Book Review:

<https://www.sjsu.edu/writingcenter/docs/handouts/Academic%20Book%20Reviews.V2.pdf>

Academic Book Reviews: <https://natureofwriting.com/courses/common-writing-assignments/lessons/academic-book-reviews/topic/academic-book-reviews/>

Final project concept discussion: In order to complete your final paper or project, you will need to schedule a time with me to discuss your concept, present any preliminary research or resources you have completed or identified and be prepared to answer questions about the project. This is meant to serve as an informal rough draft and allow me to give you feedback or help you trouble shoot. I would like to schedule this discussion during week 8 or 9 of the semester.

Final Paper/ Product: You will be asked to complete an individual project paper relevant to ECEJ and your graduate research. This could be in the form of a literature review for a qualifying exam or proposal, a paper for a professional conference or journal, or even a grant application. There will be a deadline for a title and abstract, which can be a discussion between the two of us before the first exam (see above discussion), and the final will be due on the last day of class, which is Wednesday April 24th. I expect a high quality piece and we will work together to make sure the topic is appropriate.

Prepare and Facilitate One Class: Lastly, you will be preparing and giving a guest lecture on an environmental change and justice topic of your choosing. This means working with me to pull together appropriate associated readings/ activities/ etc. and creating a lesson plan for your lecture or learning activity which you will give during one of our regular appointed time slots. Currently I have you scheduled to present during Week 14, so you will have ample time to discuss and prepare. This will give you valuable instructional experience.

Reading & Assignments: Below is the current reading assignments for the semester. All readings listed for a particular date should be read *BEFORE* class so that you can engage in more meaningful discussion of the content. The instructor reserves the right to adjust the schedule and readings based on the availability of guest lecturers, flow of the class or unanticipated student interest in topics or current events during the semester. All revisions of the syllabus and reading materials will be posted on Canvas and any changes will be posted at least a week in advance. You do not need to attend during the two undergraduate exam reviews or exams.

Week 1: Course Introduction & What Is Environmental Justice?

1/8 *MONDAY*

Course Introduction

1/10 *WEDNESDAY*

Explore the EPA's Environmental Justice website:

<https://www.epa.gov/environmentaljustice> and review the interactive timeline

How Did the Environmental Justice Movement Arise?

Watch Amanpour & Co., PBS (3 Mar 2020). Robert Bullard: How Environmental

Racism Shapes the US (17:28): [https://www.pbs.org/wnet/amanpour-and-](https://www.pbs.org/wnet/amanpour-and-company/video/robert-bullard-how-environmental-racism-shapes-the-us/)

[company/video/robert-bullard-how-environmental-racism-shapes-the-us/](https://www.pbs.org/wnet/amanpour-and-company/video/robert-bullard-how-environmental-racism-shapes-the-us/)

Principles of Environmental Justice (<https://www.ejnet.org/ej/principles.html>) or

as a pdf in Canvas

1/12 *FRIDAY*

Pellow (2018) Critical Environmental Justice Studies. Ch. 1 in *What is Critical Environmental Justice?* (Scanned into Canvas)

Week 2: Defining Ej Concepts From An African & Green Criminology Perspective

1/15 *No Class –Dr. Martin Luther King, Jr. Day*

1/17 *WEDNESDAY*

Lynch et al. (2015). Environmental justice: a criminological perspective.

Environmental Research Letters, 10: 085008

1/19 *FRIDAY*

In-class activity: Exploring the Atlas of Environmental Justice

Ssebunya et al. (2019). *Environmental Justice: Towards an African Perspective*. Chapter 12 (pp. 175-189) in *African Environmental Ethics: A Critical Reader*. Springer Nature: Cham, Switzerland.
Skim: Focus on Table 2 (pp.740-742) Martinez-Alier et al. (2016). Is there a global environmental justice movement? *The Journal of Peasant Studies*, 43(3), 731-755.

Week 3: Environmental Crime, Justice And Biodiversity Conservation

1/22 MONDAY

Gore et al. (2019). Transnational environmental crime threatens sustainable development. *Nature Sustainability*: <http://doi.org/10.1038/s41893-019-0363-6>
Brashares et al. (2014). Wildlife decline and social conflict. *Science*, 345, 376-378.

1/24 WEDNESDAY

Bontempi et al. (2023). Conflict and conservation: On the role of protected areas for environmental justice. *Global Environmental Change* 82: 102740.

1/26 FRIDAY

In-class activity: Read abstract, intro., review tables and figures in Cao & Wyatt (2016). The conceptual compatibility between green criminology and human security: A proposed interdisciplinary framework for examinations into green victimization. *Critical Criminology*, 24, 413-430.

Week 4: Resource Extraction: Mining And Environmental Injustice

1/29 MONDAY

Read: Akiwumi (2012), Global incorporation and local conflict: Sierra Leonean Mining Regions. *Antipode*, 44(3), 581-600.

1/31 WEDNESDAY

Bell & Bruan (2010). Coal, identity, and the gendering of environmental justice activism in Central Appalachia. *Gender & Society*, 24(6), 794-813.

2/2 FRIDAY

Watch BEFORE CLASS: The Last Mountain (2011) 1 hr 35 min documentary, directed by Bill Haney (This title is no longer available on YouTube but can be watched for free on "tubi" (<https://tubitv.com/movies/312548/the-last-mountain>) or rented for \$3.99 from Amazon or Apple TV. The UF library has 1 (one) DVD of this film if you want to organize a watch event.

Optional Review: Hendryx (2010). Poverty and Mortality Disparities in Central Appalachia: Mountaintop Mining and Environmental Justice.
In-class activity and discussion (potential quiz on movie.....hint, hint)

Week 5: Solid Waste And Fast Fashion As A Critical Environmental Justice Issue

2/5 MONDAY

Case study in E-Waste: Lebel (2016). Fast Machines, Slow Violence: ICTs, Planned Obsolescence, and E-waste.

2/7 WEDNESDAY

Potential Guest speaker: Amanda Waddle, Zero Waste Gainesville, Ambassador, The 5 Gyres Institute

Read pages 7-33 in United Nations Environment Programme (2021). *Neglected: Environmental Justice Impacts of Marine Litter and Plastic Pollution*. Nairobi: <https://www.unep.org/resources/report/neglected-environmental-justice-impacts-marine-litter-and-plastic-pollution>

2/9 FRIDAY

Skim: Bick et al. (2018). The global environmental injustice of fast fashion.

Environmental Health: <https://link.springer.com/article/10.1186/s12940-018-0433-7>

Watch: The Ugly Truth Of Fast Fashion | Patriot Act with Hasan Minhaj | Netflix: <https://www.youtube.com/watch?v=xGF3ObOBbac>

Read: Johnson (5 Jun 2023). 'It's like a death pit': how Ghana became fast fashion's dumping ground. The Guardian: <https://www.theguardian.com/global-development/2023/jun/05/yvette-yaa-konadu-tetteh-how-ghana-became-fast-fashions-dumping-ground>

WEEK 6: Climate Change

2/12 MONDAY

Wilder et al. (2016) Southwest climate gap: poverty and environmental justice in the US Southwest.

2/14 WEDNESDAY

Agnew (2011). Dire forecast: A theoretical model of the impact of climate change on crime.

2/16 FRIDAY

Morales-Giner & Ramos (2022). The Migration and Climate Change Nexus. *Contexts* 21(2), 30-35. *In-class activity: Moving Stories and Potential Guest speaker, Dr. Pilar Morales-Giner*

Week 7: Climate Change

2/19 MONDAY

Shen, Pellow & Ashby (2018). Case study chapter: Fatal effects of heat subjugation in U.S. prisons (pages 44-50) in *Environmental Injustice Behind Bars: Toxic Imprisonment in America*. University of California, Santa Barbara: Global Environmental Justice Project.

2/21 WEDNESDAY

In-class "Fish Bowl" debate: please read the two articles:

Carrington (12 July 2017). Want to fight climate change? Have fewer children. The Guardian: <https://www.theguardian.com/environment/2017/jul/12/want-to-fight-climate-change-have-fewer-children>

Lukacs (17 July 2017). Neoliberalism has conned us into fighting climate change as individuals. The Guardian: <https://www.theguardian.com/environment/true-north/2017/jul/17/neoliberalism-has-conned-us-into-fighting-climate-change-as-individuals>

2/23 FRIDAY-

Review for Exam #1 in class (You do not need to attend)

Week 8: Food Justice

2/26 MONDAY

TBD Exploring the contours of 'food justice' in Africa and North America

2/28 WEDNESDAY

Please Read: Shen, Pellow & Ashby (2018). Case study chapter: Hungry, sick, and malnourished: Food as cruel and unusual punishment (pages 51-63).

3/1 FRIDAY

Exam #1 in class (You do not need to attend)

Week 9: Water Justice

3/4 MONDAY

READ Neal et al. (2014). Why justice matters in water governance: some ideas for a 'water justice framework.' *Water Policy*, 16, 1-18.

Get ready to play Water Justice Jeopardy!

3/6 WEDNESDAY

Case study chapter: Water quality at Massachusetts Correctional Institution at Norfolk (pages 85-93).

3/8 FRIDAY-**No In-Class Meeting** (use the time to complete Minute paper #3)

Hartwig et al. (2021). Water colonialism and Indigenous water justice in south-eastern Australia, *International Journal of Water Resources Development*, DOI: 10.1080/07900627.2020.1868980

Week 10: Spring Break

Week 11: Indigenous Environmental Justice & Settler Colonialism

3/18 MONDAY

McGregor et al., (2020). Indigenous environmental justice and sustainability. *Current Opinion in Environmental Sustainability*, 43, 35-40

3/20 WEDNESDAY

Please Watch: AWAKE, A Dream from Standing Rock (Bullfrog Films, 2017);

<http://awakethefilm.org/watch.php>

Skim: Whyte (2017). The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism (Read for understanding concepts of settler colonialism)

3/22 FRIDAY

Lynch et al. (2018). Green criminology and native peoples: The treadmill of production and the killing of indigenous environmental activists. *Theoretical Criminology*

Week 12: Inequality In Environmentalism & Green Spaces

3/25 **MONDAY-BOOK REVIEW DUE @ 11:59 PM VIA EMAIL**

Taylor et al. (2021). Justice in access to the outdoors. *Parks Stewardship Forum*, 37(1)

Read: Latria Graham (2018). We're Here. You Just Don't See Us. *Outside Magazine*:

<https://www.outsideonline.com/2296351/were-here-you-just-dont-see-us>

Recommended reading: Latria Graham (2020). Out There, Nobody Can Hear You Scream. *Outside Magazine*: <https://www.outsideonline.com/2416929/out-there-nobody-can-hear-you-scream>

3/27 WEDNESDAY

Finney (2014). Ch. 1 Introduction in *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*. (Scanned into Canvas)

3/29 FRIDAY

Read: Five Ways to Make the Outdoors More Inclusive, *The Atlantic & REI*:

<https://www.theatlantic.com/sponsored/rei-2018/five-ways-to-make-the-outdoors-more-inclusive/3019/>

In-class activity: you, intersectionality and the great outdoors

Week 13: Gentrification, Homelessness & Land Justice

4/1 MONDAY

Goodling (2020). Intersecting hazards, intersectional identities: A baseline Critical Environmental Justice analysis of U.S. homelessness

4/3 WEDNESDAY

In-class activity: Gentrification & spatial justice

Skim: Anguelovski (2016). From toxic sites to parks as (green) LULUs? New challenges of inequity, privilege, gentrification, and exclusion for urban environmental justice.

4/5 FRIDAY

Case study: The Gullah/Geechee Nation

Read: A Community Under Attack, Atlanta Black Star (December 17 2016): <https://atlantablackstar.com/2016/12/17/a-community-under-attack-how-the-gullahgeechee-nations-are-fighting-against-culture-vultures-keen-on-destroying-them/>

Watch: Gullah Geechee: Descendants of slaves fight for their land, BBC News (December 5 2016): <https://www.bbc.com/news/magazine-37994938>

Week 14: Additional Topics (May change or solidify as semester proceeds)

4/8 MONDAY

Student discussion on the intersection of BLM and EJ: Pellow (2016). Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge

4/10 WEDNESDAY

Guest lecture: Emily Swanson, Ph.D. Student, Sociology, UF
Topic TBD (We can move this to any day during week 14)

4/12 FRIDAY

Read Ch. 2 Species Justice in Nurse, A. (2016). An Introduction to Green Criminology & Environmental Justice. Sage: London, UK. (Scanned into Canvas)

Week 15: Revisiting EJ Concepts

4/15 MONDAY

Exam # 2 review session (You do not need to attend)

4/17 WEDNESDAY

What is restorative environmental justice?

Braithwaite et al. (2019). Restorative environmental justice: An introduction (pdf in Canvas); Review: Forsyth et al. (2021). A future agenda for environmental restorative justice? The International Journal of Restorative Justice 4(1), 17-40.

4/19 FRIDAY

Reasons for optimism in Environmental Justice? In-class activity and discussion

Week 16: Second Exam And Wrap Up

4/22 MONDAY

Exam #2 in class (You do not need to attend)

4/24 WEDNESDAY

FINAL PAPER/PROJECT DUE

Optional debrief and discussion

4/26 FRIDAY- NO CLASS- READING DAY