

CCJ 4934 / SYA 4930
ENVIRONMENTAL CHANGE & ENVIRONMENTAL JUSTICE
Spring 2025

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** - Wednesdays 2:00 pm – 4:00 pm in Turlington 3346 *or by appointment*

CREDIT HOURS: 3

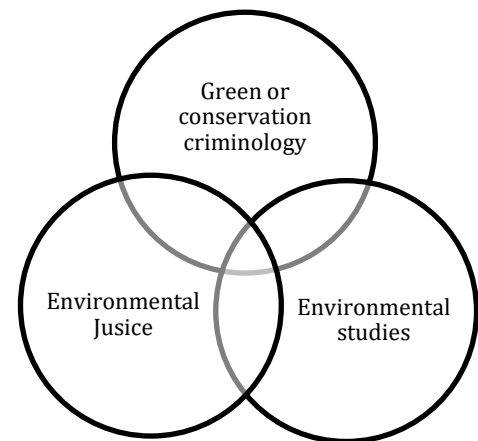
CLASS TIME: Tuesdays Period 4 (10:40 am -11:30 am) and Thursdays Periods 4 & 5 (10:40 am-12:35 pm) in Weil Hall Room 0238 (WEIL 0238)

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 the relationship between fisheries collapse and slave labor in West Africa; the course broadly draws on case studies in Africa and North America to build 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 with emphasis on Africa and North America
- 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 the 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.

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. You should review the updated policies related to AI and completion of assignments. YOU ARE NOT PERMITTED to use AI on assignments unless explicitly indicated in the assignment. 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/>)
- **Accordingly, on exam days, students:**
 - Are not allowed to wear caps or hats that hide where their eyes are looking.
 - Cannot use earphones of any kind.
 - Must ensure that no class materials are visible from their seats.
 - Must have all cell phones, laptops, tablets or other electronic devices turned off and not visible.
 - Are not allowed to leave the room until they have turned in their exams. Exams will last 50 minutes, and if you must leave the room for any reason, you will have to accept a grade based on the completed portion of the exam
 - Must show up on time. Once the first student has turned in their exam, you will not be allowed to take the exam.

- **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:

Engaging the problem project	50 points
Minute Response Papers ¹ (2 total papers each worth 25)	50 points
In-class activities, online discussions, quizzes, etc.	100 points
First Exam	100 points
Second Exam	100 points
TOTAL.....	400 points

Information on current UF grading policies for assigning grade points:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

¹ Minute (mi'-noot) adj. Exceptionally small; tiny.

Engaging The Problem Project: Each student will be required to choose among three options for a project that engages an environmental change and justice-relevant issue. Engaging the problem projects are due on **Tuesday, April 1st at 11:59 pm on CANVAS.**

Option A: Documentary Review

The first option is to submit a film review covering a documentary film we have not watched in class (between 800 and 1000 words) and detail how it relates to environmental change and justice. A growing approved list of documentary films acceptable will be provided on Canvas in the Assignment “Engaging the Problem Project.” Please feel welcome to propose a documentary not yet listed.

Option B: Opinion Editorial

The second option is an op-ed piece, which directly draw on the course material (between 600-800 words). Students are invited to structure their article as they see fit but must be an original piece. Articles should indicate where they intend to be submitted and be of high quality. Notify the instructor if you intend to take this option and forward the link once the op-ed is published.

Option C: Naturalist Journey Blog

The third option is to reach a specified destination, take a selfie and other photographs there (2-3 total), and write two to three pages (double-spaced) regarding your experience. See “Naturalist Journey Blog” on the Assignment page of Canvas for further details. Please continue to use due diligence in regard to the pandemic and practice social distancing, wear a mask, and wash your hands frequently as conditions require. Outdoor activities are options that may provide the most safety under current conditions.

Participation: Class participation is defined as the quality of your class involvement and attendance, which includes arriving 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. **If you miss a class, you are responsible for getting the notes from another student.**

Minute Reflection Papers: These assignments will be scheduled in response to an in-class group discussion, guest lecture, assigned reading, or critical evaluation of media pieces. These papers will be scheduled but require participation in the class to be successfully completed and therefore attendance in class will be important. However, there will be a ***total of at least three (3) assigned minute papers and I will grade only two (2).*** This means if you complete all four assignments, I will drop your lowest grade or you may

choose complete only three of these assignments. Guidelines will be published in Canvas and revised for online submission, review, and grading.

Exams: We will have two exams in this class. The first will be during our regularly scheduled class time (see below) and the second exam will be during our allocated finals time. The exams will be multiple choice, word bank, fill-in-the-blank, true-false, short answer etc. on material covered in the class and readings throughout the semester. The questions are meant to test whether you understand the broad concepts, will draw heavily on in-class presentations, guest lectures, assignments, and key readings and are meant to reward those who have attended class and engaged in the course content. We will have a *short* review and you will be provided with a study guide one week before each exam.

Exam #1 – Week 8 (Tuesday, March 4th)

Exam #2 – Finals week (Monday, April 28th @ 10:00 am-12:00pm)

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.

Week 1: Course Introduction & What Is Environmental Justice?

1/14 *TUESDAY*

Course Introduction

1/16 *THURSDAY -NO IN-CLASS MEETING-Please do the following before class on Tuesday, January 21st:*

Read through slides in Module: *Week 1: ECEJIntroduction_Self_Guided.pdf*

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-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

Participate in Discussion in Canvas

Week 2: Defining Critical Environmental Justice, Environmental Justice Concepts From An African & Green Criminology Perspective

1/21 *TUESDAY*

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

1/23 THURSDAY

In-class activity: Where and what is environmental (in)justice?
Lynch et al. (2015). Environmental justice: a criminological perspective.
Environmental Research Letters, 10: 085008

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 vocabulary in 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

1/28 TUESDAY

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.

1/30 THURSDAY

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.

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

MINUTE PAPER OPPORTUNITY #1 ASSIGNED

Week 4: Resource Extraction: Mining and Environmental Injustice

2/4 TUESDAY

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

2/6 THURSDAY

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

MINUTE PAPER #1 DUE

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

2/11 TUESDAY

Introduction to the typology and terminology of solid waste

2/13 THURSDAY

Case study in solid waste, environmental injustice and you

E-Waste resources:

Skim: Lebel (2016). Fast Machines, Slow Violence: ICTs, Planned Obsolescence, and E-waste (look for terminology of slow violence and planned obsolescence)

Watch:

Plastic waste resources:

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

READING TBD

Watch: (ENDEVR 2023) Plastic Promises: Coca Cola's Recycling Lie:

<https://www.youtube.com/watch?v=025iLjSi-d8>

MINUTE PAPER OPPORTUNITY #2 ASSIGNED

WEEK 6: Climate Change

2/18 TUESDAY

Introduction to climate change and exploring climate justice

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

2/20 THURSDAY

Exploring some socioecological impacts of climate change

In-class activity: Moving stories

Skim and be familiar with the following articles:

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

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.

Morales-Giner & Ramos (2022). The Migration and Climate Change Nexus. Contexts 21(2), 30-35.

MINUTE PAPER #2 DUE

Week 7: Climate Change

2/25 TUESDAY

Review for Exam #1 in class

2/27 THURSDAY

In-class "Fish Bowl" debate and climate conversations game: 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>

Week 8: Exam #1 and Introduction to Food and Water Justice

3/4 TUESDAY

Exam #1

3/6 THURSDAY

Get ready to play Food and Water Justice Jeopardy!

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

Explore online and the Food and water justice module materials in Canvas for definitions of agroecology, food security & insecurity, food justice, food desert, food apartheid, food system, and food sovereignty

Week 9: Food and Water (In)Justice

3/11 TUESDAY

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

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

3/13 THURSDAY

In-class activity: Geographies of food and water justice on the Africa and North America

Week 10: Spring Break

Week 11: Indigenous Environmental Justice & Settler Colonialism

3/25 TUESDAY

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

3/27 THURSDAY

Please Watch: AWAKE, A Dream from Standing Rock (Bullfrog Films, 2017);
<http://awakethefilm.org/watch.php>

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

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

4/1 *TUESDAY*

ENGAGING THE PROBLEM PROJECT DUE @ 11:59 PM VIA CANVAS

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>

4/3 *THURSDAY*

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

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

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/>

MINUTE PAPER #3 ASSIGNED

Week 13: Gentrification, Homelessness & Land Justice

4/8 *TUESDAY*

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

4/10 *THURSDAY*

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>

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.

MINUTE PAPER #3 DUE

Week 14: Finding Hope, Innovation & Inspiration and Exploring More EJ

4/15 TUESDAY

In-class activity: Social media campaigns to inspire hope for environmental justice

4/17 THURSDAY-NO IN-PERSON CLASS

Explore an additional topic on your own. Please go to the module for Week 14 and choose ONE of the following topics; read and/or watch the content, go through the slide deck and participate in the online discussion along the appropriate thread. This activity will be worth 10 points.

Topics include:

- *Black Lives Matter as an environmental justice issue*
- *Exploring Species Justice through the film Black Fish*
- *Fast fashion industry as a Critical Environmental Justice issue*
- *Indigenous Australian water justice*
- *Oil pipeline sabotage in the Niger Delta, Nigeria*

Week 15: Revisiting EJ Concepts

4/22 TUESDAY

Exam # 2 review session

4/24 THURSDAY- NO CLASS (READING DAY)

EXAM #2 -FINALS WEEK MONDAY, APRIL 28TH @ 10:00 AM -12:00 PM IN WEIL 0238