

## **GGR419 H1**

### **Environmental Justice in the Global Context**

Room: BF 315 (Bancroft Building)

Wednesday 6-8 pm

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### **Course Overview**

Environmental problems affect people, communities and societies differentially and marginalized communities and people often bear the brunt of environmental costs, while contributing little to their creation. The concept of justice provides a critical lens for examining the broad gamut of society-environment interactions. In this course we shall try to explore why and whether notions of justice and human rights need to be brought to the center of the sustainability and environmental debate. Along with examining the emergence of environmental justice movement in North America, we shall examine readings and case studies from across the globe to understand the importance of putting justice in the center of the debate over environmental issues.

### **Acknowledgement**

The structure and content of this course is largely oriented around the syllabi of the previous course director Professor Kundan Kumar.

### **Format**

This class is a seminar. The class shall be interactive and discussion based. Though readings have been prescribed, additional readings may be introduced based on discussions and on student interests. The goal is to help you understand and articulate key ideas through class discussion. I will actively direct the discussion to ensure that we cover the key ideas, stay on topic, and that everyone has an opportunity to participate. I expect everyone to participate to some extent, but will try to make it easy for you to do so.

For this course I will set up our class Blackboard. General course announcements and additional materials of interest can be posted here to facilitate communication outside of class time. Please feel free to exchange ideas and share additional resources that are relevant to our learning through this forum.

### **Grading Scheme**

Class participation and attendance	20%	
Group Presentations	10%	(Including presentation outline posted in advance)
In-class midterm	20%	(March 2-Week 7)
Analytical essay	50%	(Proposal and annotated bibliography 15%, final essay 35 %)

### **Class Participation and Attendance (20%)**

Students are expected to participate in the class to the best of their ability. As a seminar class, this class lives from discussions that are based on the weekly reading. Students are expected to read carefully and think about the following:

- What is the main argument of the article? What kind of supporting arguments are present in this article as well?
- How does the author(s) make the argument? Think about the method employed to make the argument more persuasive?
- What field of literature do think this article is speaking to?
- What is your opinion? Do you find the overall argument convincing? Why and why not?
- If you can consider these questions prior to the class meeting, this will lead to a more fruitful and interesting seminar discussion. The emphasis thus lies on continuous participation and mutual exchange.

I can help lead the discussions, but would encourage students to also try initiate and lead discussions on topics they find interesting. For the first few weeks I will open the seminar by asking students to offer commentary on the week's readings. Your comments should be based on not only on what you draw from the readings, but also your interests and experiences, questions and issues that you find relevant for the course. Feel free to mention any other articles, new items, sources that you may want to share, to help us understand the issues and debates more thoroughly. Once we get rolling with student presentations, I will give the presenters the option of being in charge of leading off discussions, as they see fit, with the organization of their presentations. The rest of the class is expected to respond to the presentation and also, offer individual commentary on the readings assigned for the week. Students are expected to do all the readings.

The course can be seen as a deliberative process through which we learn from each other as much as we learn from the readings. Please be respectful of divergent views. Opinions should be generally backed by rationale and evidence. Since it is seminar class that builds on the cumulative dynamics of group interaction for learning, please ensure that you come to all the classes.

### **Use of Technology and Personal Devices in the Classroom**

We have a very short time to cover a great deal of material so please set your cell phone on silent. If you must use your cell phone please leave the classroom. Do not text during class. If absolutely necessary, you can leave for a few minutes if there is an emergency that you need to handle.

Laptops are also distracting but if you must use them for taking notes, this is only acceptable during general discussion. Do not use laptops during student presentations; it is important that you give your fellow students your full attention and respect for the hard work they have done to put together an engaging presentation. Absolutely no use of laptops for entertainment and communication purposes during the seminar.

### **Group Presentations on Weekly Readings (10%)**

Objectives:

1. To provide students with an opportunity to present their ideas and analysis
2. To offer critique of the readings and if possible, expand the key ideas in the readings to student research interests
3. To work collaboratively to lead seminar discussion

## Presentation Format:

1. Students will prepare a presentation with someone else (to a maximum of four). Each presentation will have discussant(s). The presentation will be based on a critical review of the readings for the week. The scheduling details of the presentations will be initiated at the first class.
2. Each presentation should be between 15-25 minutes in length. The goal of the presentation is to critically assess the key points of the readings and to identify important and interesting insights. Please do not summarize but instead assume that the rest of the class has also read the material. We only have two hours for our class. If you go beyond 25 minutes, I will enforce the time limit.
3. Each group must distribute a short handout. **Please upload it on the class Blackboard by 8 pm on the prior day.** This way, everyone will have a chance to preview and prepare in a more focused manner. This handout should contain two parts:
  - a. An outline that identifies the key points of the presentation (your thoughts, your commentary bearing in mind the need to distinguish what you think the author(s) wrote and your opinions of the author's arguments.
  - b. The outline should also provide some discussion questions for the remainder of the class discussion. Ideally, each group should offer between 3-5 discussion questions.
4. Discussant's Role:

The discussant takes the responsibility of leading off class reactions and responses to the presentation. Discussants can offer their own ideas on the readings and connect their own responses by building on points made in the presentation, or by offering a differing view from what presenters provided. Critiques can be made respectfully and in the spirit of furthering different perspectives for deepening our understanding of the issues and debates surrounding each weekly topic. Discussants should speak for approximately 3-5 minutes and should have had a chance to read through the outline provided by the presenters ahead of time. Discussants may also provide additional questions for the class to consider. We will have between 2-4 discussants per week so that everyone will get an opportunity to do this.

## Marking:

- a. Presentations

The presentations will be evaluated based on the ability of your group to critically understand key points and arguments in the readings, and effectively communicate your analysis to the class. What your group covers in these discussions is up to you, but your approach might be as follows:

- *Briefly* discuss the main theme(s) or debate(s) that arises from the week's readings. You should be trying to identify what kinds of issues, concerns, and problems are shaping the themes and/or questions that run through these readings. How does this then, in turn, contribute to bigger debates in the field of environmental justice?
- What evidence is used to make the arguments you identify? There is often a major argument in each reading, backed up by supporting arguments.
- Critical comments: what do you find useful (e.g., for your assignments, how you can relate these arguments to your own experience and other learning), what is interesting, convincing (or not) and why?

b. Discussant

The discussant comments will be evaluated as part of student's general participation grade. The purpose is to encourage students to be slightly adventurous and somewhat risk-taking with their ideas and comments. Discussants do not need to respond to everything in the readings, nor should a discussant feel obliged to comment on all aspects of the presentation. Rather, students will be assessed on the ability to provide a succinct, insightful and appropriate response to the materials and the group presentation of one or two aspects of the material.

**Midterm Test (20%)**

One hour test that will be given in class on Week 7 (March 2)  
Students must be on time. The test will begin right away.

**Analytical Essay (50%)**

This should be up to 15 double-spaced pages in length (excluding the bibliography). The outputs expected should be in line with the indicators of academic performance i.e. the use of peer review sources such as refereed journal articles, logical rigor, correct citations etc. My preference would be to ask students to select topics they find interesting for their essays. The detailed guidelines for the essay will be posted on the course Blackboard.

Components of this assignment include:

- i. Proposal and annotated bibliography (15%)
- ii. Final written assignment (35%)

Due: March 9 (Week 8) at the beginning of class

Due: April 6 (at the beginning of our last class of the term)

**Readings**

The present reading list is tentative insofar as readings may change if we encounter problems with electronic access. In that event, I will try to give you as much notice about possible if a reading is being replaced with another alternative but the likelihood of this occurring more than once or twice throughout the course is slim.

Following book is recommended for because we will use a number of chapters from it:

*Agyeman, Julian, Robert Bullard and Bob Evans (2003). Just Sustainabilities: Development in an Unequal World.*  
American Anthropological Association.

Please note: I have not ordered the book to be purchased through a bookstore because there are numerous copies in the University of Toronto system and a copy has been placed on reserve at Robarts Library. In addition, there are numerous used copies available online which are significantly more inexpensive than a new copy. Please see me if you are having difficulty finding the book chapters.

All journal articles can be obtained through the University of Toronto library system online and students can obtain them through their own library access. By fourth year, students should be able to search the library catalogue and find sources without links being provided.

There are several readings that are book chapters. Some of these will be available to students through Blackboard. In the case where multiple chapters from the same book are used in this course, the books will

be placed on reserve at Robarts Library. Should we encounter problems with sources that were previously open access (e.g. links being removed or broken in the middle of the term) I will provide an alternative reading for that week.

### **Week 1 (January 13): Introduction**

Recommended:

Harvey, David (1996) "The Environment of Justice" in *Justice, Nature, and the Geography of Difference*: Blackwell Publishers.

### **Week 2 (January 20): Environment and Justice**

Schlosberg, David (2013) "Theorising Environmental Justice: The Expanding Sphere of a Discourse" *Environmental Politics* 22 (1): 37-55.

Taylor, Dorceta E. (2011) "Introduction: The Evolution of Environmental Justice Activism, Research, and Scholarship" *Environmental Practice* 13 (4): 280-301.

Holyfield, Ryan, Michael Porter and Gordon Walker (2009) "Spaces of Environmental Justice: Framework for Critical Engagement" *Antipode* 41 (4): 591-612.

### **Week 3 (January 27): Environmental Justice in North America**

McGurty, Eileen Maura (1997) "From NIMBY to Civil Rights: The Origins of Environmental Justice" *Environmental History* 2 (3): 301-323.

Colten, Craig E. (2007) "Environmental Justice in a Landscape of Tragedy" *Technology in Society* 29 (2): 173-179.

Merchant, Carolyn (2003) "Shades of Darkness: Race and Environmental History" *Environmental History* 8 (3): 380-394.

### **Week 4 (February 3): Environmental Justice Globally - Part I**

Rees, William E. and Laura Westra (2003) "When Consumption does Violence: Can there be Sustainability and Environmental Justice in a Resource Limited World" in Agyeman et al., *Just Sustainabilities: Development in an Unequal World*: American Anthropological Association.

Schroeder, Richard, Kevin Martin, Bradley Wilson and Debarati Sen (2008) "Third World Environmental Justice" *Society & Natural Resources* 21 (7): 547-555.

Sarangi, Satinath (2002) "Crimes of Bhopal and the Global Campaign for Justice" *Social Justice* 29: 47-52.

Rajan, S. Ravi (2001) "What Disasters tell us about Environmental Violence: The Case of the Bhopal Gas Disaster" in Nancy L. Peluso and Michael Watts, eds. *Violent Environments*. Ithaca: Cornell University Press, pp. 380-398. Blackboard access.

## **Week 5: (February 10) Global Environmental Justice and Human Rights**

Lewis, Bridget (2012) "Human Rights and Environmental Wrongs: Achieving Environmental Justice through Human Rights Law" *International Journal for Crime and Justice*, 1 (1): 65-73.

UN High Commission on Human Rights, *Analytical Study on the Relationship between Human Rights and the Environment*, (A/HRC/19/34) (16 December 2011).

<http://srenvironment.org/wp-content/uploads/2013/05/Analytical-study-OHCHR-PDF.pdf>  
<http://eprints.qut.edu.au/54518/1/54518.pdf>

### *Key International Human Rights Declaration and Covenants*

Universal Declaration of Human Rights

[http://www.ohchr.org/EN/UDHR/Documents/UDHR\\_Translations/eng.pdf](http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)

International Covenant on Civil and Political Rights

at <http://www2.ohchr.org/english/law/ccpr.htm>

International Covenant on Economic, Social and Cultural Rights

<http://www2.ohchr.org/english/law/cescr.htm>

## **Week 6 (February 24) Climate Justice**

Okereke, Chukwumerije (2011): "Moral Foundations for Global Environmental and Climate Justice" *Royal Institute of Philosophy Supplement* 69: 117-135.

Forsyth, Tim (2014) "Climate Justice is Not Justice" *Geoforum* 54: 230-232.

Bulkeley, H.A. and JoAnn Carmin, and Vanesa Castán Broto, Gareth A.S. Edwards, and Sara Fuller (2013) "Climate Justice and Global Cities: Mapping the Emerging Discourses" *Global Environmental Change* 23 (5): 914-925.

Bettini, Giovanni (2013) "Climate Barbarians at the Gate? A Critique of Apocalyptic Narratives on 'Climate Refugees'" *Geoforum* (45): 63-72.

## **Week 7: (March 2) Environmental Justice, Resource Conflicts, Migration**

### **One hour mid-term in class—arrive on time!**

Joshi, Deepa (2015) "Like Water for Justice" *Geoforum* 61: 111-121.

Martinez-Alier, Joan (2012) "Environmental Justice and Economic Degrowth: An Alliance Between Two Movements" *Capitalism Nature Socialism* 23 (1): 51-73.

## **Week 8 (March 9): Unjust Conservation!**

### ***Essay proposal due at the start of class***

Martin, Adrian, Shawn McGuire and Sian Sullivan (2013) "Global Environmental Justice and Biodiversity Conservation" *The Geographical Journal* 179 (2): 122-131.

Guha, Ramachandra (1997) "The Authoritarian Biologist and the Arrogance of Anti-Humanism: Wildlife Conservation in the Third World" *The Ecologist* 27 (1): 14-20.

Dowie, Mark. (2009) "Enemies of Conservation" in *Conservation Refugees: The Hundred-Year Conflict Between Global Conservation and Native Peoples* The MIT Press.  
On reserve in library.

Dalhberg, Annika, Rick Rohde, and Klas Sandell (2010) "National Parks and Environmental Justice: Comparing Access Rights and Ideological Legacies in Three Countries" *Conservation and Society* 8(3): 209-224.

## **Week 9 (March 16): Environmental Justice in Food and Agriculture**

Hanson, Lorelei (2007) "Environmental Justice across the Rural Canadian Prairies: Agricultural Restructuring, Seed Production and the Farm Crisis" *Local Environment: The International Journal of Justice and Sustainability* 12 (6): 599-611.

Allen, Patricia (2008). Mining for Justice in the Food System: Perceptions, Practices, and Possibilities. *Agriculture and Human Values*, 25 (2), 157-161.

Gunderson, Ryan (2012) "Meat and Inequality: Environmental Health Consequences of Livestock Agribusiness" *Environmental Justice*, 5 (1), 54-58.

Chess, Caron, Joanna Berger and Melanie Hughes McDermott (2005) "Seeing Like a State: Environmental Justice and Fish Consumption Advisories" *Society and Natural Resources* 18 (3): 267-278.

## **Week 10 (March 23): Movements for Global Environmental Justice**

Doherty, Brian and Timothy Doyle (2006) "Beyond Borders: Transnational Politics, Social Movements and Modern Environmentalisms" *Environmental Politics* 15 (5): 697-712.

Bucklingham, Susan and Rakibe Kulchur (2009) "Gendered Geographies of Environmental Injustice" *Antipode* 41 (4): 659-683.

Perez, A. C., Grafton, B., Mohai, P., Hardin, R., Hintzen, K., & Orvis, S. (2015) "Evolution of the Environmental Justice Movement: Activism, Formalization and Differentiation" *Environmental Research Letters*, 10 (10): 1-12

Open access: <http://iopscience.iop.org/article/10.1088/1748-9326/10/10/105002/pdf>

## **Week 11 (March 30): Movements for Global Environmental Justice: Local Organizing and Activism**

Stewart, Julie (2004) "When Local Troubles Become Transnational: The Transformation of a Guatemalan Indigenous Rights Movement" *Mobilization: An International Quarterly* 9 (3): 259-278.

Urkidi, L., & Walter, M. (2011) "Dimensions of environmental justice in anti-gold mining movements in Latin America" *Geoforum* 42 (6): 683-695.

Gandhi, Ajay (2003) "Developing Compliance and Resistance: The State, Transnational social Movements and Tribal Peoples Contesting India's Narmada Project" *Global Networks* 3 (4): 481-495.

## **Week 12 (April 6): Responsibility and Governance: The Case of Dams**

Nixon, Rob (2010). Unimagined Communities: Developmental Refugees, Megadams and Monumental Modernity" *New Formations* 69 (1), 62-80.

Chris Sneddon and Colleen Fox (2008) The Struggles Over Dams as Struggles Over Justice: The World Commission on Dams (WCD) and Anti-Dam Campaigns in Thailand and Mozambique *Society and Natural Resources* 21 (7): 625-640.

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### **Administrative Issues**

#### **1. Communication with Course Instructor**

My office hours before class are available so that students can drop-in with quick questions. If you want to discuss your research paper and you expect to need more than 10 minutes, I highly recommend that you make an appointment.

In addition, in the two weeks prior to the end of term please send a quick email if you know you are coming in. Office hours tend to be very busy at this time and if I know that many students intend to come by, I can try to spread out the meetings and let you know if there is likely to be a wait.

The best way to contact the course instructor outside of class is through email. Please note that while email is a convenient method for conveying short questions or answers, any inquires that require a more substantive discussion should be handled through a meeting in office hours or an established appointment.

While I will endeavor to respond to your queries as soon as possible, please allow 2-3 working days for responses. It is in your best interests to avoid last minute questions.

#### **2. Assignments—Submission Guidelines**

**All assignments should be submitted in hard copy and electronic copy.**

All course assignments must be submitted in hard copy to the course instructor by the start of class. Anything not submitted by the start of class will be considered late. Students will also be required to submit an electronic copy via Turnitin.com, instructions to be provided later.

Assignments not submitted in person to the instructor must be turned into the large drop box located outside of the Geography main office (Sidney Smith Hall, Room 5047). The large drop box is emptied each weekday at 5pm (sharp!). Assignments are date stamped and anything submitted after 5pm (using the small drop box outside the double doors) is stamped as received the following day.

In the event that the paper copy and electronic copy are received at different times, the hard copy submission will be the definitive time/date submission. The only time when an electronic submission date will be considered is on the weekend when the building and offices are closed, thereby preventing students from obtaining a date stamp on the assignments. If you are submitting something late and on the weekend, you must discuss this special situation with the course instructor.

### **Electronic submission of assignments via Turnitin.com**

This course will follow university guidelines on Turnitin as a tool to help instructors ensure academic integrity and honesty:

"Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site" (from the University Academic Integrity Website, <http://academicintegrity.utoronto.ca/plagiarism-detection-software>)

If individual students have concerns about their work being put through this system, please see the course instructor as soon as possible for alternative arrangements. Such arrangements are likely to include a submission of working drafts, notes and additional photocopies of research material that were collected in the course of completing the final research paper.

### **3. Assignments--Late Penalties**

Assignments handed in late will be assessed **a late penalty of 5% (of the assignment grade) per day, including weekends.** Each weekend day counts as one day late. **Assignments will not be accepted more than one week after the due date even if accompanied by a medical certificate or other documentation, unless the student has obtained prior permission from the instructor.** The reasons for this strict policy are that the due dates are given well in advance and the instructor wants to ensure fairness in grading practices for all students.

If assignments will be submitted late because of medical reasons, a signed medical note is required. Students must use the official U of T medical certificate (available online at <http://www.healthservice.utoronto.ca/pdfs/medcert.htm> and attach it to the assignment. **Please inform the instructor in advance if you anticipate that your assignment will be late on account of medical reasons.**

Assignment extensions for non-medical reasons are given only in extenuating circumstances and on a case-by-case basis. **In the event of non-medical extenuating circumstances, students should provide supporting documentation from their college registrar's office.**

#### 4. Policy on Missed Term Test:

If students miss the midterm test due to illness you must contact the course instructor as soon as possible to schedule a make-up test. Documentation is required, and according to the most updated policies provided by University of Toronto Faculty of Arts and Science you must provide one of the following:

- i. U of T Student Medical Certificate  
<http://www.illnessverification.utoronto.ca/>
- ii. Student Health or Disability Related Certificate
- iii. A College Registrar's Letter
- iv. Accessibility Services Letter.

#### 5. Academic Integrity

Plagiarism is considered a very serious academic offence at the University of Toronto and carries a range of consequences. University policies on plagiarism are explained in the Code of Behaviour on Academic Matters. **Please follow this link to get the most updated information** on the Code of Behavior: <http://www.artsci.utoronto.ca/osai/students>.

The academic integrity website at the University of Toronto also provides numerous useful resources for students: <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>

Students should be aware that, once plagiarism is observed or suspected, there are formal processes at the university that all course instructors are required to follow. If you are unsure of what constitutes plagiarism, we advise checking with the instructors or the staff at one of the writing centres on campus (see below).

According to the Code of Behavior on Academic Matters:

1. It shall be an offence for a student knowingly:
  - a) to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
  - b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
  - c) to personate another person or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
  - d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism;
  - e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
  - f) to submit for credit any academic work containing a purported statement of fact or reference to a source which has been concocted.

## **6. University of Toronto Writing Centres**

Students having difficulty with writing skills, or those who would simply like to improve their ability, are encouraged to visit the writing centre affiliated with their college at U of T. The above mentioned website on academic integrity also provides links to various writing centers and related resources offered to students at the University of Toronto.

## **7. Accessibility Services**

The office of Accessibility Services at U of T provides a range of services to students with disabilities to help them meet their educational objectives. In conjunction with Accessibility Services, the course instructors would like to ensure the inclusion and full participation of everyone in the course. The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>.