

COURSE OUTLINE

Course Instructor: Prof. Neera Singh
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Class Meetings: **SS2125**
Wednesday 6-8 pm

Office Hours: Tuesdays 12-1 PM (or by appointment)

Course Description

Environmental problems affect people, communities and societies differentially and marginalized people often bear the brunt of environmental costs, while contributing little to their creation. In this course we shall explore how notions of justice, rights and well being of human and more-than-human communities can deepen our understanding about environment and development issues. In addition to examining the emergence of the Environmental Justice movement and discourse in North America, the course will examine the evolution of Environmental Justice framework and its uptake by local struggles around the world for justice and well being. We will also examine how the current environmental crisis challenges the conceptions of justice and of the environment, and how social movements articulate visions for more just and sustainable futures.

Course Structure

This course will be run as a seminar, with occasional mini-lectures to clarify key concepts and ideas in the readings. The course will use the model of active learning and you are expected to take responsibility over your learning – which means coming to class prepared to discuss and contribute, not only in class as a seminar participant or as seminar facilitators, but also by sharing additional resources with your class colleagues using the Blackboard. Please feel free to exchange ideas and share additional resources that are relevant to our learning through this forum. I know that active learning can be more demanding than listening to lectures, but it will be definitely more rewarding and I am prepared to work with you to make it easier and a good learning experience. The course readings are the main building blocks of the course. You are required to read all the required readings PRIOR to the class are expected to come to the class prepared to participate and discuss the readings. The course reading list is tentative and I might revise the readings based on student needs and interests.

Starting from Week 5, a group of 3 students, will be responsible to lead discussion in class. This group will lead the seminar with a brief 18-minute presentation of additional case-study material to illuminate the topic for the week and then pose discussion questions for the class. This exercise is guided by the belief that the best way to learn any material is to try and teach it to others! Please email me your presentation outline by Friday noon prior to the class. We will form these groups in class in Week 3 at the start of class, please come prepared with

your topic preferences.

Cell phones and other communications devices should either be turned off or in the silent mode. If you use a laptop for taking notes, please do so in a way that does not disturb others. Taking photos, audio or video recording requires permission of the instructor.

Course Requirements and Marking Scheme

Seminar Participation and Contribution to Collective Learning (25%)

The class will be run as a seminar and our collaborative learning will be contingent on everyone's active involvement. If you miss a class your colleagues will miss the perspective that you bring to class. 25% of your grade is based on seminar participation and contributions to collective learning. Please come to class prepared to participate having completed all the readings. While reading the articles, please focus on: 1) What are the main arguments of the article?; 2) How does the author support her arguments?; 3) What field of literature is the article speaking to?; 4) What is your opinion? Do you find the overall argument convincing? Why and why not?

Seminar participation and contribution to collective learning marks have three components:

1) **Class Reflections (10%)**: After each class, please write a brief reflection note (about 200-500 words) on the seminar proceedings of that day (due on Friday by 5PM). If you are shy – this will be your chance to make that point that you wanted to in class but never got around to making or to elaborate on what you feel strongly about. This will also be an opportunity to flag issues that you think we should discuss in subsequent classes. A good class reflection note should ideally include: 1) your response to the assigned readings – don't feel pressured to summarize the readings. Simply write about what struck you the most in the readings and how that was brought up in class discussions; 2) your reflection on class discussion including the class presentation(s) should be a reflection on the key themes. Please feel free to write about how class discussion relates to your personal experience; and 3) your suggestions about issues/ topics for further discussion in future classes. These class reflections will be posted on Blackboard as a discussion forum – so that you can also read your colleagues' reflections. If you have any hesitation about posting on Blackboard you can email me your class reflections. You are required to post at least 9 class reflection notes through the semester.

2) **In-class participation (10%)**: In-class participation marks will be based on the quality of your contributions. Remember that quality matters more than quantity. More than how much you speak, your contribution will be evaluated based on the thoughtfulness of your response, the constructiveness of your engagement with the course readings and with your colleagues. It is important that we create an environment in which everyone feels valued and respected, and comfortable expressing their views and sharing their experience and that supports our collaborative learning process. Please help create such a vibrant learning environment. If you like to talk a lot, please exercise some restraint and give others a chance to speak. If you are uncomfortable speaking in class, please make an effort to speak as your contribution is important for everyone's learning.

3) **Online Contributions through Blackboard (5%):** On Blackboard, please read and respond to your colleagues' class reflections and reading responses. While you should try and read as many reading responses as you can, please come prepared to respond to at least three other reading responses during class discussion. Please share additional resources (websites, short videos, a poem, an art-piece or newspaper articles) to our collective learning space through Blackboard (as well as in class as appropriate). Please post this additional material with a brief introduction of how it relates to the course material. 5% of your marks will be based on the quality of this contribution.

Reading Responses (25%)

You are required to post FIVE "reading responses" through the semester on Blackboard by Tuesday 12PM. These five required reading responses should be posted in the weeks other than the week when you facilitate discussion in class. These reading responses (about 500-600 words) should reflect on the arguments made in the course readings and how they elaborate on the course concepts and themes of the week. They should not simply summarize the readings but should make connections across the readings. Please try to read as many reading responses posted by your colleagues as you can, at the minimum please come prepared to engage with at least three of the reading responses posted on Blackboard. However, please read others' reading responses only after doing the course readings. At least one of the reading responses should be submitted prior to the Reading Week break. If you have concerns about posting reading responses on the discussion forum on Blackboard you may post as anonymous (I will enable that) and then email me your reading response.

Seminar Facilitation and Lead Presentation (15%)

Working in teams of 2 or 3 people, you will facilitate seminar discussion once during the semester. You will lead the seminar with a brief 18-minute presentation that can exemplify the themes of that week using a case study and bring out the main points of synthesis across the readings. You will be responsible for leading discussion on the readings using some discussion questions that spark discussion. Student presentations and facilitations will be spread from Weeks 5-12. We will form teams in week 3 in class and approximately one week prior to your presentation by Thursday 5PM please send me your presentation outline so that we can discuss plans for that class.

Final Paper (Total - 35%; Paper Outline and Annotated Bibliography: 10%, Final Paper: 25%)

Your final paper, an essay of about 10-12 pages (about 3500-4000 words, excluding bibliography), can be on any topic that allows you to explore issues of environmental justice – it can be focussed on a specific environmental issue (food, agriculture, biofuels, climate justice, etc.) located in a specific geographical context. The final paper will be developed through the semester in stages and will entail the following two parts: 1) an outline of the final paper and an annotated bibliography; and 2) Final paper. More details will be provided later. Due dates for the different components are as follows:

Paper Outline and Annotated Bibliography (10%):	March 7
Final Paper (25%):	April 4

Marking Scheme Summary

		Due dates
Seminar Participation	25%	Ongoing
Reading Responses	25%	Weekly, due Tuesdays before class @12PM
Seminar Facilitation	15%	Once, between Weeks 5-12 Presentation outline due by Thursday 5PM prior to presentation in class.
Paper Outline & Annotated Bib	10%	March 7
Final Paper	25%	April 4

Assignment Submission and Late Penalty

All assignments for this class are to be submitted electronically via Blackboard. Unless otherwise specified all deadlines will be at midnight of the date that the assignment is due. There will be a late penalty of 5% for each day late. No assignments will be accepted more than one week after the due date unless the student has obtained prior permission from the instructor in the case of documented illness or other extenuating circumstances.

Academic Integrity/ Plagiarism

Please familiarize yourself with what counts as academic misconduct:

<http://www.artsci.utoronto.ca/osai/The-rules/what-is-academic-misconduct>

Also, check out the rules relating to how to document the sources of information that you use and how to avoid plagiarism:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Note that using information directly from sources such as books, articles, videos, the Internet or work of fellow students without proper citation is considered plagiarism. Quotation marks are required when using someone else's words. Changing a few words in a sentence is not enough to make it your own. Be aware that cheating and plagiarism will not be tolerated. Nor should you submit any academic work for which credit has previously been obtained or is being sought. The Department and University treat these all as serious offenses and sanctions are severe.

Accessibility Needs:

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. For details see:

<http://studentlife.utoronto.ca/as/>

Course Overview

Week 1 Jan 10, 2018	Introduction to the Course	
Week 2 Jan 17, 2018	Environmental Justice (EJ): historical roots	
Week 3 Jan 24, 2018	Environmental Justice: Contemporary challenges	
Week 4 January 31	Varieties of Environmentalisms and Struggles for Justice	Film: Living Downstream (tentative)
Week 5 Feb 7, 2018	The Colonial Context and Environmental (In)Justice	Student-led Facilitation from Week 5-12.
Week 6 Feb 14, 2018	Environment, Race and Justice	
Feb 21, 2018	Reading week: No class	
Week 7 Feb 28, 2018	Women's Activism and Gendered Dimensions of Environmental Justice	
Week 8 March 7, 2018	The Many Facets of Environmental Justice I: Land and Water	Paper outline Due
Week 9 March 14, 2018	The Many Facets of Environmental Justice II: Food, Extractive Industries, eWaste	
Week 10 March 21, 2018	Urban Environmental Justice	
Week 11 March 28, 2018	"Saving the Planet": Who bears the cost	
Week 12 April 4, 2018	Justice, Sustainability and Living Well in the Anthropocene	Final paper Due

Course Readings¹

Week 1: January 10, 2018

Introduction to the Course

Week 2: January 18, 2018

Environmental Justice: Introduction to the Concept and its Historical Roots

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

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

Recommended:

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

Week 3: January 24, 2018

Environmental Justice: Contemporary Challenges

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

Rees, W. E., & Westra, L. (2003). When consumption does violence: can there be sustainability and environmental justice in a resource-limited world. *Just Sustainabilities: Development in an unequal world*, 99-124.

Steffen, W. (2016). Welcome to the Anthropocene. *Australasian Science*, 37(2), 28.

"People and Planet First": On the Moral Authority of Climate Justice and a New Economy by Naomi Klein <http://www.commondreams.org/views/2015/07/01/people-and-planet-first-moral-authority-climate-justice-and-new-economy>

Recommended:

Houston, D. (2013). Crisis is where we live: Environmental justice for the Anthropocene. *Globalizations*, 10(3), 439-450.

Walker, G. (2009). Beyond distribution and proximity: Exploring the multiple spatialities of environmental justice. *Antipode*, 41(4), 614-636.

Week 4: January 31, 2018

Varieties of Environmentalisms and Struggles for Justice

Film: Living Downstream (tentative)

Anguelovski, I., & Alier, J. M. (2014). The 'Environmentalism of the Poor' revisited:

Territory and place in disconnected glocal struggles. *Ecological Economics*, 102, 167-176.

Schlosberg, D., & Carruthers, D. (2010). Indigenous struggles, environmental justice, and community capabilities. *Global Environmental Politics*, 10(4), 12-35.

Saranghi, Satinath (2002) "Crimes of Bhopal and the Global Campaign for Justice" *Social*

¹The course readings are tentative. I might change the readings to suit the needs of the class better and will notify the class about this change. Please check Blackboard for updated reading list.

Justice 29: 47–52.

Schlosberg, D., & Collins, L. B. (2014). From environmental to climate justice: climate change and the discourse of environmental justice. *Wiley Interdisciplinary Reviews: Climate Change*, 5(3), 359-374.

Recommended:

Martinez-Alier, J., Temper, L., Del Bene, D., & Scheidel, A. (2016). Is there a global environmental justice movement?. *The Journal of Peasant Studies*, 43(3), 731-755.

Week 5: February 7, 2018

The Colonial Context and Environmental (In)Justice

Ilyniak, N., 2014. Mercury Poisoning in Grassy Narrows: Environmental Injustice, Colonialism, and Capitalist Expansion in Canada. *McGill Sociological Review*, 4, pp.43-66.

Hall, R. (2013). Diamond mining in Canada's Northwest Territories: A colonial continuity. *Antipode*, 45(2), 376-393.

McGregor, D. (2009). Honouring our relations: An Anishnaabe perspective on Environmental Justice. *Speaking for ourselves: Environmental justice in Canada*, 27, 27-41.

One more reading to be added

Recommended:

Harris, C. (2004). How did colonialism dispossess? Comments from an edge of empire. *Annals of the Association of American Geographers*, 94(1), 165-182.

Week 6: February 14, 2018

Environment, Race and Justice

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

Sze, Julie. Toxic Soup Redux: Why Environmental Racism and Environmental Justice Matter after Katrina <http://understandingkatrina.ssrc.org/Sze/>

Sundberg, J. (2008). Placing race in environmental justice research in Latin America. *Society and Natural Resources*, 21(7), 569-582.

Harper, B. (2009). Why don't black people go camping?. <http://sistabvegan.wordpress.com/2009/07/17/why-dont-black-people-go-camping-critical-whiteness-studies-in-environmental-education>.

Recommended:

Gibson-Wood, H., & Wakefield, S. (2013). "Participation", white privilege and environmental justice: Understanding environmentalism among hispanics in Toronto. *Antipode*, 45(3), 641-662.

Finney, C. (2014). "It is not easy being green." In *Black faces, white spaces: Reimagining the relationship of African Americans to the great outdoors*. UNC Press Books. (Chapter:)

Reading Week Break: No Class meeting on February 21, 2018

Week 7: February 28, 2018

Women's Activism and Gendered Dimensions of Environmental Justice

Terry, G. (2009). No climate justice without gender justice: an overview of the issues. *Gender*

- Development*, 17(1), 5-18.
- Harcourt, W., & Escobar, A. (2002). Women and the Politics of Place. *Development*, 45(1), 7-14.
- Bennholdt-Thomsen, V. (2014). A Subsistence Perspective for the Transition to a New Civilization: An Ecofeminist Contribution to Degrowth. *Canadian Woman Studies*, 31(1/2), 20.
- Buckingham, Susan and Rakibe Kulchur (2009) "Gendered Geographies of Environmental Injustice" *Antipode* 41 (4): 659-683.

Week 8: March 7, 2018

The Many Facets of Environmental Justice I: Land and Water

- Rulli, M. C., Savioli, A., & D'Odorico, P. (2013). Global land and water grabbing. *Proceedings of the National Academy of Sciences*, 110(3), 892-897.
- McCarthy, J. F., Vel, J. A., & Afiff, S. (2012). Trajectories of land acquisition and enclosure: development schemes, virtual land grabs, and green acquisitions in Indonesia's Outer Islands. *Journal of Peasant Studies*, 39(2), 521-549.
- Duvail, S., Médard, C., Hamerlynck, O., & Nyingi, D. W. (2012). Land and water grabbing in an East African coastal wetland: The case of the Tana delta. *Water Alternatives*, 5(2), 322-343.
- Perreault, T., Wright, S., & Perreault, M. (2012). Environmental injustice in the Onondaga lake waterscape, New York State (USA). *Water Alternatives*, 5(2), 485.

Recommended:

- Borras Jr, S. M., Hall, R., Scoones, I., White, B., & Wolford, W. (2011). Towards a better understanding of global land grabbing: an editorial introduction. *The Journal of Peasant Studies*, 38(2), 209-216.
- Behrman, J., Meinzen-Dick, R., & Quisumbing, A. (2012). The gender implications of large-scale land deals. *Journal of Peasant Studies*, 39(1), 49-79.

Week 9: March 15, 2018

The Many facets of Environmental Justice II: Food, Extractive Industries, eWaste

- Edelman, M. et al. (2014). Introduction: critical perspectives on food sovereignty. *Journal of Peasant Studies*, 41(6), 911-931.
- Grey, S., & Patel, R. (2015). Food sovereignty as decolonization: some contributions from Indigenous movements to food system and development politics. *Agriculture and Human Values*, 32(3), 431-444.
- Urkidi, L., & Walter, M. (2011). Dimensions of environmental justice in anti-gold mining movements in Latin America. *Geoforum*, 42(6), 683-695.
- Iles, A. (2004). Mapping environmental justice in technology flows: Computer waste impacts in Asia. *Global Environmental Politics*, 4(4), 76-107.

Recommended:

- Anthony Bebbington. 2012. "Underground Political Ecologies." *Geoforum*. 43. (6). 1152-1162
- Sommerville, M., Essex, J., & Le Billon, P. (2014). The 'global food crisis' and the geopolitics of food security. *Geopolitics*, 19(2), 239-265.
- Cadieux, K. V., & Slocum, R. (2015). What does it mean to do food justice?. *Journal of political ecology*, 22, 1.

Week 10: March 22, 2018

Urban Environmental Justice

- Heynen, N., & Perkins, H. A. (2005). Scalar dialectics in green: urban private property and the contradictions of the neoliberalization of nature. *Capitalism Nature Socialism*, 16(1), 99-113. (Or Perkins, H. A., Heynen, N., & Wilson, J. (2004). Inequitable access to urban reforestation: the impact of urban political economy on housing tenure and urban forests. *Cities*, 21(4), 291-299).
- Gilbert, L., & Phillips, C. (2003). Practices of urban environmental citizenships: Rights to the city and rights to nature in Toronto. *Citizenship Studies*, 7(3), 313-330.
- McClintock, N. (2010). Why farm the city? Theorizing urban agriculture through a lens of metabolic rift. *Cambridge Journal of regions, economy and society*, 3(2), 191-207.
- White, M. M. (2011). Sisters of the soil: Urban gardening as resistance in Detroit. *Race/ethnicity: Multidisciplinary global contexts*, 5(1), 13-28.
- Moore, S. A. (2008). The politics of garbage in Oaxaca, Mexico. *Society and Natural Resources*, 21(7), 597-610.

Week 11: March 29, 2018

“Saving the Planet”: Who bears the cost?; Grabbing Green

- Dowie, M. (2005). Conservation refugees: When protecting nature means kicking people out. *Orion*, 24(6), 16f. (short magazine article)
- Fairhead, J., Leach, M., & Scoones, I. (2012). “Green Grabbing: a new appropriation of nature?” *Journal of Peasant Studies*, 39(2), 237-261.
- Benjaminsen, T. A., & Bryceson, I. (2012). Conservation, green/blue grabbing and accumulation by dispossession in Tanzania. *Journal of Peasant Studies*, 39(2), 335-355.

Optional:

- Guha, Ramachandra (1997) “The Authoritarian Biologist and the Arrogance of Anti-Humanism: Wildlife Conservation in the Third World” *The Ecologist* 27 (1): 14-20.
- Martin, Adrian, Shawn McGuire and Sian Sullivan (2013) “Global Environmental Justice and Biodiversity Conservation.” *The Geographical Journal* 179 (2): 122-131.

Week 12: April 4, 2018

Justice, Sustainability and Living Well in the Anthropocene

- Deneulin, S. (2012). Justice and deliberation about the good life: The contribution of Latin American buen vivir social movements to the idea of justice. *University of Bath Centre for Development Studies Working Paper*, (17).
- Kallis, G., Kerschner, C., & Martinez-Alier, J. (2012). The economics of degrowth.
- Stephenson, W. (2014). From Occupy to Climate Justice. *The Nation*, February, 24.

Recommended:

- Hayward, T. (2007). Human rights versus emissions rights: climate justice and the equitable distribution of ecological space. *Ethics & international affairs*, 21(4), 431-450.
- Evans, G., & Phelan, L. (2016). Transition to a post-carbon society: Linking environmental justice and just transition discourses. *Energy Policy*.

Data Sources for further research:

Environmental Justice Atlas:

<https://ejatlas.org>

Landmatrix (comprehensive database of land deals, searchable by countries, crops, investors etc.)

<http://www.landmatrix.org/en/get-the-detail/>

Grain database <https://www.grain.org/article/entries/5492-the-global-farmland-grab-in-2016-how-big-how-bad>

<https://www.farmlandgrab.org/>