Course Instructor: Prof. Neera Singh  
Room 5025A Sidney Smith Hall  
Phone: 416-971-2658  
Email: neera.singh@utoronto.ca

Class Meetings: MP 118  
Wednesdays 6-8 pm

Office Hours: Thursdays 11-12 PM (or by appointment)

Course Description
Environmental problems affect people and communities 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 environmental and development issues. In addition to examining the emergence of the Environmental Justice movement and discourse in North America, we will explore the emergence of Environmental Justice frameworks elsewhere in the world and their 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. We would rely on active learning approaches including seminar-style discussion, role-plays, discussion in smaller working groups and other group activities. For this to work, you will need take charge of your learning. While this can be more challenging than passive learning, it is more effective, rewarding and fun! Your contributions to the seminar will take multiple forms. In addition to contributions to weekly seminar discussions, reading responses and reflections on seminar discussion, you will lead class discussion as a facilitator once during the semester. You will do this in groups of 3 or 4 people. The course readings are the main building blocks of the course. You are required to read all the required readings PRIOR to the class so that you can participate effectively in seminar discussions.

Class Etiquettes
Cell phones and other communication devices should either be turned off or in the silent mode. I request that you minimize the use of laptop in class for more active listening and engagement in seminar discussions. Taking photos, audio or video recording requires permission of the instructor.
Course Requirements and Marking Scheme

Seminar Participation and Contributions to Collective Learning (25%)

Given the seminar setting of the course, our collaborative learning will be contingent on everyone’s active involvement and contributions. Your participation will be assessed not on how much you speak, but on the quality of your engagement, the thoughtfulness of your response, respectful listening and commitment to creating a safe learning environment in which everyone feels valued and respected. 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, since what you bring is unique and is important for everyone’s learning. 25% of your grade is based on the quality of your contributions to the seminar. Seminar contribution marks will be based on: 1) Seminar reflections (at least 6 are required); 2) Attendance; and 3) In-class contributions. More than two unexcused absences will compromise your ability to do well in the course.

To be able to participate effectively, you need to come to class prepared to discuss the assigned readings. Do all the readings prior to class. Read the assigned readings for the main arguments and engage in a conversation with the author about his/her arguments? How is the author advancing field(s) of knowledge and what is the emancipatory potential of this work? Do you find the overall argument convincing? Why or why not?

Take notes when readings and bring to class a one-page note that includes at least a couple of questions on at least two of the assigned readings. You can include clarifying questions in addition to two substantial questions relating to the article’s arguments. This preparation will help you participate effectively in the weekly seminars.

In addition to in-class discussion, you are expected to post reflections on seminar discussion on Quercus. I only ask you to post SIX “class reflections” through the semester – so you can choose to do so for the weeks that you feel “moved” to continue discussion triggered by the class discussion online. I encourage you to read and respond to your colleagues’ class reflections as well as “reading responses”. You can also share resources that relate to course themes and weekly discussions on Quercus. The idea is to create a learning community that continues to engage with course themes through the semester both through in-person interactions in class and online interactions through Quercus.

Reading Responses (25%)
You are required to post at least FIVE “reading responses” through the semester on Blackboard by Tuesday 12PM (and can include a reading response for the week when you facilitate discussion in class). Through a short essay of about 500-600 words, reflect on the arguments made in the course readings and how they elaborate on the course concepts and themes of the week. Your reading response 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. However, please read others’ reading responses only after doing the course readings. If you have concerns about posting reading responses on the discussion forum you may post them as anonymous (I will enable that) and then email me your reading response (for grading purpose).

Seminar Facilitation and Lead Presentation in Groups (15%)
Working in groups of 3 people, you will facilitate seminar discussion once during the semester. Student-led seminar facilitations will be spread from Weeks 5-12. We will form groups in class at the start of class, please come prepared with your topic preferences.

Typically, you will lead the seminar with a 15-18 minute presentation that synthesizes readings for the week, illustrates the themes through additional examples and pose discussion questions. 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 noon on Monday prior to the class.

Final Paper (Total – 35%; Paper Outline and Annotated Bibliography: 10%, Final Paper: 25%)
Your final paper, an essay of about 3000 words, excluding bibliography), can be on any topic that allows you to explore issues of environmental justice – it can be focused on a specific environmental issue (food, agriculture, biofuels, climate justice, etc.) located in a specific geographical context, or a largely theoretical paper. The final paper will be developed through the semester in stages and will entail the following two parts: 1) an outline and an annotated bibliography; and 2) final paper. More details will be provided later. Due dates are indicated in the Marking Scheme Summary.

Marking Scheme Summary

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<tr>
<th>Assignment</th>
<th>Due dates</th>
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<td>Seminar Contributions</td>
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<tr>
<td>Reading Responses (Five) 12PM</td>
<td>Weekly, due Tuesdays before class @</td>
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<tr>
<td>Seminar Facilitation 12PM</td>
<td>Once, between Weeks 5-12 presentation outline due by Friday @</td>
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<td>prior to presentation in class.</td>
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<td>Final Paper Outline &amp; Annotated Bib</td>
<td>October 30</td>
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<td>December 4</td>
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Assignment Submission and Late Penalty
All assignments for this class are to be submitted electronically via Quercus. 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 Readings and Textbook:
Most of the required readings are journal articles that can be accessed through UofT’s library system. We will use parts of the following book for Week 4, so I encourage you to buy it.

Recommended Book:

Useful Resource:
Database of environmental conflicts around the world: Environmental Justice Atlas: https://ejatlas.org

Course Overview
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<td>Week 3</td>
<td>Environmental Justice: Contemporary Challenges and the Expanding Sphere of a Discourse</td>
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<td>Week 4</td>
<td>The Colonial Roots and Continuity of Environmental and Social (In)Justices: Rich lands,</td>
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<td>Week 5</td>
<td>Oct 9, 2019</td>
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<th>Land and Water</th>
<th>Paper Proposal &amp; Annotated Bibliography Due</th>
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<td>Justice, Sustainability and Living Well in the Anthropocene: Wrap up</td>
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Course Readings

Week 1 | September 11, 2019
Introduction to the Course

Week 2 | September 18, 2019
Environmental Justice and Activism: Introduction to the Concept and its Historical Roots
https://archive.epa.gov/epa/aboutepa/love-canal-tragedy.html

Week 3 | September 25, 2019
Environmental Justice: Contemporary Challenges and Expanding Discourse (From Not-in-my-Backyard to NOPE)

Recommended:
Also explore, various EJ conflicts around the world on Environmental Justice Atlas: https://ejatlas.org

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1 There might be some changes in the course readings. If there is any change, I will notify through course email and Quercus.
Week 4 | October 2, 2019

**The Colonial Roots and Continuity of Environmental and Social (In)Justices: Rich lands, Poor People**


**Recommended:**


Week 5 | October 9, 2019

**Environment, Race and Justice**


**Recommended:**


Week 6 | October 16, 2019

**Women’s Activism, Feminist Theories and Environmental Justice**


Recommended:


Week 7 | October 23, 2019

**Struggles for Justice: Conceptual Resources and Activist Struggles**


Recommended:


**Part III: The Many Facets of Environmental Justice**

Week 8 | October 30, 2019

**Land and Water**


A primer from the Transnational Institute on water grab: https://www.tni.org/files/download/the_global_water_grab.pdf

Landmatrix (comprehensive database of land deals, searchable by countries, crops, investors etc.): http://www.landmatrix.org/en/get-the-detail/
Database on landgrabs and protests:  https://www.farmlandgrab.org/

Recommended:

November 6, 2019
Fall Break: No Class

Week 9 | November 13, 2019

**Food, Extractive Industries, eWaste**

Week 10 | November 20, 2019

**Urban Environmental Justice**

Recommended:

Week 11 | November 27, 2019

“**Saving the Planet**: Who bears the cost? Green Grabbing and Rights of Nature”

Benjaminsen, T. A., & Bryceson, I. (2012). Conservation, green/blue grabbing and

One more reading to be added

**Recommended:**


Week 12 | December 4, 2019

**Wrapping Up: Justice, Sustainability and Living Well in the Anthropocene**


**Recommended:**
