

COURSE OUTLINE

Course Instructor: Prof. Neera Singh
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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

		Due dates
Seminar Contributions	25%	Ongoing
Reading Responses (Five)	25%	Weekly, due Tuesdays before class @ 12PM
Seminar Facilitation	15%	Once, between Weeks 5-12 Presentation outline due by Friday @ 12PM prior to presentation in class.
Final Paper Outline & Annotated Bib	10%	October 30
Final Paper	25%	December 4

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:

Galeano, E. (1973, 1997). *Open veins of Latin America: Five centuries of the pillage of a continent*. Monthly Review Press.

Useful Resource:

Database of environmental conflicts around the world:

Environmental Justice Atlas: <https://ejatlas.org>

Course Overview

Week 1 Sept 11, 2019	Introduction to the Course	
Week 2 Sept 18, 2019	Environmental Justice (EJ): Introduction to the Concept and its historical roots	
Week 3 Sept 25, 2019	Environmental Justice: Contemporary Challenges and the Expanding Sphere of a Discourse	
Week 4 Oct 2, 2019	The Colonial Roots and Continuity of Environmental and Social (In)Justices: Rich lands,	

	Poor People	
Part II: Social Difference, Inequality Intersectionality and Environmental Justice		
Week 5 Oct 9, 2019	Environment, Race and Justice	Student-led Facilitation from Weeks 5-12.
Week 6 October 16, 2019	Women's Activism, Feminist Theories and Gendered Dimensions of Environmental Justice	
Week 7 October 23, 2019	Struggles for Justice: Conceptual Resources and Activist Struggles	
Part III: The Many Facets of Environmental Injustices: Land, Water, Food, Extractive Industries and Nature Conservation		
Week 8 October 30, 2019	Land and Water	Paper Proposal & Annotated Bibliography Due
Nov 6, 2019	Fall Break: No Class	
Week 9 Nov 13, 2019	Food, Extractive Industries, eWaste	
Week 10 Nov 20, 2019	Urban Environmental Justice	
Week 11 Nov 27, 2019	"Saving the Planet": Who bears the cost? Green Grabbing and Rights of Nature.	
Week 12 Dec 4, 2019	Justice, Sustainability and Living Well in the Anthropocene: Wrap up	Final paper Due

Course Readings¹

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

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.

<https://archive.epa.gov/epa/aboutepa/love-canal-tragedy.html>

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

Week 3 | September 25, 2019

Environmental Justice: Contemporary Challenges and Expanding Discourse (From Not-in-my-Backyard to NOPE)

Agyeman, J., Schlosberg, D., Craven, L., & Matthews, C. (2016). Trends and directions in environmental justice: from inequity to everyday life, community, and just sustainabilities. *Annual Review of Environment and Resources*, 41.

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.

"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:

Temper, L., Del Bene, D., & Martinez-Alier, J. (2015). Mapping the frontiers and front lines of global environmental justice: the EJAtlas. *Journal of Political Ecology*, 22(1), 255-278.

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

Hayward, T. (2007). Human rights versus emissions rights: climate justice and the equitable distribution of ecological space. *Ethics & international affairs*, 21(4), 431-450.

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

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

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

Parts of the book, Galeano, E. (1973). *Open veins of Latin America: Five centuries of the pillage of a continent*. Monthly Review Press. (Introduction and “King Sugar and Other Agricultural Monarch”). Recommended read: “Lust for Gold, Lust for Silver”)

Whyte, Kyle. "Settler colonialism, ecology, and environmental injustice." *Environment and Society* 9.1 (2018): 125-144.

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

Davis, J., Moulton, A. A., Van Sant, L., & Williams, B. (2019). Anthropocene, capitalocene, ... plantationocene?: A manifesto for ecological justice in an age of global crises. *Geography Compass*, 13(5), e12438.

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.

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

Week 5 | October 9, 2019

Environment, Race and Justice

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

Pellow, D. N. (2016). Toward a critical environmental justice studies: Black Lives Matter as an environmental justice challenge. *Du Bois Review: Social Science Research on Race*, 13(2), 221-236.

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

Smith, Neil (2006). There's No Such Thing as a Natural Disaster. <http://understandingkatrina.ssrc.org/Smith/>

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:

Gergan, M., Smith, S., & Vasudevan, P. (2018). Earth beyond repair: Race and apocalypse in collective imagination. *Environment and Planning D: Society and Space*, 0(0), 1-20.

Week 6 | October 16, 2019

Women's Activism, Feminist Theories and Environmental Justice

Steingraber, S. (2002). Exquisite communion: The body, landscape and toxic exposures. *Ecology and design: Frameworks for learning*, 192-202.

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.

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

Development, 17(1), 5-18.

Federici, S. (2010). *Feminism and the Politics of the Commons* In Federici, S. (2012). *Revolution at point zero: Housework, reproduction, and feminist struggle*. PM press.

Harcourt, W., & Escobar, A. (2002). Women and the Politics of Place. *Development*, 45(1), 7-14.

Recommended:

Jackson, C. (1993). Doing what comes naturally? Women and environment in development. *World Development*, 21(12), 1947-1963.

Gaard, Greta. "Ecofeminism revisited: Rejecting essentialism and re-placing species in a material feminist environmentalism." *Feminist Formations* 23, no. 2 (2011): 26-53.

Murphy, Mollie K. "What's in the World Is in the Womb: Converging Environmental and Reproductive Justice through Synecdoche." *Women's Studies in Communication* 40, no. 2 (2017): 155-171.

Week 7 | October 23, 2019

Struggles for Justice: Conceptual Resources and Activist Struggles

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

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

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

Whyte, K. P. (2013). Justice forward: Tribes, climate adaptation and responsibility. In *Climate Change and Indigenous Peoples in the United States* (pp. 9-22). Springer, Cham.

Recommended:

Warren, K. J. (1999). Environmental justice: Some ecofeminist worries about a distributive model. *Environmental Ethics*, 21(2), 151-161.

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.

Clark, N. H., & Gunaratnam, Y. (2018). Exorbitant Responsibility: Geographies of Climate Justice.

Part III: The Many Facets of Environmental Justice

Week 8 | October 30, 2019

Land and Water

Borras Jr, S. M., Franco, J. C., & Suárez, S. M. (2015). Land and food sovereignty. *Third World Quarterly*, 36(3), 600-617.

Behrman, J., Meinzen-Dick, R., & Quisumbing, A. (2012). The gender implications of large-scale land deals. *Journal of Peasant Studies*, 39(1), 49-79.

Perreault, T., Wraight, S., & Perreault, M. (2012). Environmental injustice in the Onondaga lake waterscape, New York State (USA). *Water Alternatives*, 5(2), 485.

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:

Rulli, M. C., Saviori, A., & D'Odorico, P. (2013). Global land and water grabbing. *Proceedings of the National Academy of Sciences*, 110(3), 892-897.

November 6, 2019

Fall Break: No Class

Week 9 | November 13, 2019

Food, Extractive Industries, eWaste

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.

Altieri, M. A., & Toledo, V. M. (2011). The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants. *Journal of Peasant Studies*, 38(3), 587-612.

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.

Week 10 | November 20, 2019

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).

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.

Recommended:

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.

Week 11 | November 27, 2019

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

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.
One more reading to be added

Recommended:

- 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 | December 4, 2019

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

- Martinez-Alier, J. (2012). Environmental justice and economic degrowth: an alliance between two movements. *Capitalism Nature Socialism*, 23(1), 51-73.
Singh, N. M. (2019). Environmental justice, degrowth and post-capitalist futures. *Ecological Economics*, 163, 138-142.
Stephenson, W. (2014). From Occupy to Climate Justice. *The Nation*, February, 24.

Recommended:

- Evans, G., & Phelan, L. (2016). Transition to a post-carbon society: Linking environmental justice and just transition discourses. *Energy Policy*.
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).