

<b>DEREE COLLEGE SYLLABUS FOR: : ES 4017 ENVIRONMENTAL JUSTICE</b>		<b>3/0/3</b>
(Updated Spring 2022)		<b>UK LEVEL: 6 UK CREDITS: 15</b>
<b>PREREQUISITES:</b>	None	
<b>CATALOG DESCRIPTION:</b>	The course explores how social inequalities, like social class, ethnicity and gender, relate with the environment; how they impact the environment and how the environment affects different social groups. Issues of power, environmental justice (distributive and participative), resource colonization, environmental insecurity and just sustainability are also analyzed.	
<b>RATIONALE:</b>	<p>Environmental justice is concerned with the processes through which inequalities in distribution of resources and risks arise and are maintained through social, political and environmental decision-making. Resulting strategies and policies have been shown to place a disproportionate risk on certain groups at the local, regional, national, and international level, with security and sustainability implications.</p> <p>Questions that are significant in the understanding of environmental problems and in formulating effective solutions / approaches to them are: who has good quality and safe environment to live in, who experiences environmental pollution and risks more and who is more distanced from them, who accesses and consumes natural resources, who has limited access to them, who is able to shape and influence environmental decision making and who is not.</p>	
<b>LEARNING OUTCOMES:</b>	<p>As a result of taking this course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a comprehensive understanding of the relations of different social inequalities (e.g. social class, race, ethnicity and gender) with environmental problems and their importance in sustainable development at the local and international levels.</li> <li>2. Explain and assess the challenges that are presented for environmental sciences by the examination and evaluation of environmental inequalities.</li> <li>3. Analyze different environmental issues (e.g. waste disposal) and their relation with social inequalities, by applying different environmental justice theories.</li> <li>4. Competently examine and elaborate a selected environmental problem and the relevant links between environmental justice and sustainability, with minimum guidance.</li> <li>5. Show ability to communicate effectively in several forms (e.g. written, graphical and verbal), engage in debate in a professional manner and produce detailed and coherent project reports.</li> </ol>	
<b>METHOD OF TEACHING AND LEARNING:</b>	<p>In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <li>• Class lectures, interactive learning (class discussions, group work), video presentations, and case studies discussed in class and peer to peer teaching/learning approaches.</li> <li>• Formative activities (e.g. homework assignments which may include discussion/investigation of case studies, critical response to selected questions, inquiry on the internet of the daily press)</li> <li>• Students' projects and presentations</li> <li>• Office hours: students are encouraged to make full use of the office</li> </ul>	

	<p>hours of their instructor, where they can discuss class material or any aspect related with the course.</p> <ul style="list-style-type: none"> <li>• Use of a blackboard site, where instructors post lecture notes, assignment instructions, announcements, as well as additional online resources (including on-line tools).</li> </ul>						
<b>ASSESSMENT:</b>	<p><b>Summative:</b></p> <table border="1"> <tr> <td>Project (3,000-3,500 words)</td> <td>45%</td> </tr> <tr> <td>Critical response to selected essay questions (take home)</td> <td>45%</td> </tr> <tr> <td>Portfolio</td> <td>10%</td> </tr> </table> <p>The Portfolio includes responsibility for a class meeting, and participation in other class activities. Both the student project and the critical responses to selected questions test all learning outcomes.</p>	Project (3,000-3,500 words)	45%	Critical response to selected essay questions (take home)	45%	Portfolio	10%
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Critical response to selected essay questions (take home)	45%						
Portfolio	10%						
<b>INDICATIVE READING:</b>	<p><b>REQUIRED MATERIAL:</b></p> <ol style="list-style-type: none"> <li>Walker, G. 2012. <i>Environmental Justice: Concepts, Evidence and Politics</i>. Routledge.</li> <li>Agyeman, J., Bullard J. and Evans, B. (eds) 2003. <i>Just Sustainabilities: Development in an Unequal World</i>. MIT Press.</li> </ol> <p><b>RECOMMENDED MATERIAL:</b></p> <ol style="list-style-type: none"> <li>Davies, T. &amp; Mah, A. (2020). <i>Toxic Truths: Environmental Justice and Citizen Science in a Post-truth Age</i>. Manchester University Press.</li> <li>Miller, C., &amp; Crane, J. (2018). <i>The nature of hope: Grassroots organizing, environmental justice, and political change</i>. University Press of Colorado.</li> </ol>						
<b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)	<p><b>REQUIRED MATERIAL:</b> N/A</p> <p><b>RECOMMENDED MATERIAL:</b> N/A</p>						
<b>COMMUNICATION REQUIREMENTS:</b>	In all presentations using proper English, written or spoken.						
<b>SOFTWARE REQUIREMENTS:</b>	Microsoft Word, Microsoft PowerPoint, Blackboard CMS.						
<b>WWW RESOURCES:</b>	As needed for the selected topic.						
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. Introduction: environment and socio-political dimensions</li> <li>2. Global economy and the environment: a two way relation and an integrated approach</li> <li>3. Social theories related to environmental inequalities and injustice</li> <li>4. Environmental inequalities research: methodology issues</li> <li>5. Environmental governance: who decides at the international, regional and local levels? Role and contribution of environmental movements.</li> <li>6. Discussion of specific environmental inequalities:</li> </ol>						

	<ul style="list-style-type: none"><li>o Natural resources and energy consumption: North and South relations</li><li>o Waste disposal, race and class</li><li>o Natural hazards and gender</li><li>o Urban communities and childhood</li><li>o Transportation, social class and gender</li></ul> <p>7. New directions in the field and practice of environmental justice</p>
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