PCJ360H – Environmental Justice in the Global South – 2021/2022
Mondays 1 PM -3 PM ET
Online Synchronous

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<th>Meeting Link</th>
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Professor: Teresa Kramarz
Email: teresa.kramarz@utoronto.ca
Telephone: (416) 946-8825
Office: Munk School of Global Affairs, Observatory Building, Room 211
Office Hours: Thursdays 2-3pm by Zoom

Quercus: The course syllabus and assignment instructions are available on Quercus. Course readings and links to resources are also available. From time to time, we will also post announcements or other articles or links of interest. Students are responsible for checking Quercus regularly.

Course Objectives

This course examines the theory and practice of environmental justice with a focus on the experience of people and landscapes in the Global South. It investigates different normative dimensions of environmental justice including distribution, recognition, participation, and capabilities. It examines specific issues - like toxic landscapes, climate change and biodiversity conservation - and the social construction of vulnerable actors by class, gender and race who are at the forefront of environmental justice claims. Throughout the course the emphasis is on connecting political claims and normative principles to case studies throughout the world.

By the end of this course students will be able to:

1. Identify normative underpinnings of environmental justice claims
2. Compare conceptualizations of environmental justice among a variety of actors and across several key issue areas
3. Apply environmental justice concepts to specific cases around the world, identify, and examine governance barriers.
4. Identify limits of and realistic options for political reform.

Accommodations:

Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations or have any accessibility concerns, please contact Accessibility Services as soon as possible (https://studentlife.utoronto.ca/department/accessibility-services/)

Email: Students who wish to communicate via email are welcome to do so. Please note the following guidelines:
- Use a “utoronto” account to ensure receipt of messages
- Use full sentences and proper grammar when composing messages
- Ensure your questions/comments are clear and comprehensible
- Do not email panicked questions about an assignment the night before it is due
- Avoid unnecessary questions by first consulting the syllabus. I will endeavor to answer emails as soon as I can – sometimes right away, sometimes within 48 hours. Longer questions are best dealt with in office hours. Please note that I cannot proofread assignments via email before they are due.

Assignment Due Dates and Submission Guidelines
Your overall course grade reflects your academic performance in this class. A variety of assessment/grading tools were designed to assess your knowledge, skills and achievement of the course objectives; they are presented in the table below, then each of them is described briefly in the sections that follow.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE</th>
<th>VALUE</th>
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<tr>
<td>• Peer Led Learning Activity (in groups of 6)</td>
<td>ongoing</td>
<td>15%</td>
</tr>
<tr>
<td>• Wikipedia page (in groups of 2)</td>
<td>October 25</td>
<td>20%</td>
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<tr>
<td>• Virtual Toxic Tour (in groups of 6)</td>
<td>November 29 and December 6</td>
<td>25%</td>
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<tr>
<td>• Final exam</td>
<td>TBA</td>
<td>25%</td>
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<tr>
<td>▪ Participation in class</td>
<td>Ongoing</td>
<td>10%</td>
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<tr>
<td>▪ Participation in PCJ program co-curriculars</td>
<td>Ongoing</td>
<td>5%</td>
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Please note all assignments are to be typed and double spaced, in Times, 12-point form font, and use Chicago Manual of Style for in-text and bibliographic citations (http://www.chicagomanualofstyle.org/tools_citationguide.html).
SUMMARY OF ASSIGNMENTS:

Peer Led Experiential Learning Activity (15%)

Environmental justice incorporates many relational concerns. To advance relational thinking – that is other-focused and interdependent – students will use this assignment to co-create knowledge based on weekly readings. You will work **as a group of four to five students** to facilitate a creative class discussion and interactive activity that examines in depth one or more central concepts, propositions, or cases of the week. One week before your teaching activity, the group will need to submit a “lesson plan” that includes:

1. Objectives of the teaching activity
2. Materials you will use
3. Timeline and description of the activity you will implement (includes introduction, activity and discussion)
4. Assessment of the activity in meeting your teaching objectives
5. Resources you will use to develop this activity (e.g. articles, reports, other literature)

You will have 30 minutes to implement your plan. The focus is on generating insights through experiential learning. There are many examples of active discussion tools you might use including simulations, debates or case studies. Another starting point is this resource [https://www.cultofpedagogy.com/speaking-listening-techniques/](https://www.cultofpedagogy.com/speaking-listening-techniques/) Think big and creative!

Wikipedia Page and Reflection (20%)

**Working in teams of two students**, you will need to improve Wikipedia’s coverage of an environmental justice claim or claimants by editing an existing page or starting a new one. Adding approximately 500 words, you can expand on what is written about a site of environmental defence or choose a community/organisation/person who has had an important role advancing justice claims and actions. Focus on places or defenders for whom there is very little existing information. If no article exists, you may create one.

Here are some starting points:

- Categories + Lists to expand existing pages
  - Category: Environmental disasters by continent
  - Category: Environmental justice
  - Category: Health disasters by decade
  - List of environmental lawsuits

- Stubs to expand
  - Category: Environmental disaster stubs
  - Category: Environmentalist stubs

- Create a new page
- You might investigate the lives and justice claims of environmental defenders and create a page to make their claims visible beyond their lives that often ended in murder. For example, start by investigating reports like these (go to URL and download At What Cost Report from Global Witness)

- Translate
  - Translate, edit and expand Wikipedia pages written in another language, which make coverage of an environmental justice claim or claimants accessible to a wider audience.

Reflection: Individually, you will submit a 1000-word reflection where you briefly summarize your role in creating and editing Wikipedia content, consider what you learned about the ways in which environmental injustices are represented and how this connects to what you are learning in the course. What surprised you about undertaking this project? How did this project help you better understand environmental justice?

Group Assignment: Virtual Toxic Tour (25%)

As a form of activism, many environmental justice organisations arrange toxic tours for outsiders to highlight environmental injustices and the disproportionate environmental burdens faced by vulnerable people and places. For this group project, you will collaborate with your classmates to create a virtual toxic tour. Your group will do research on a site in the Global South or in an Indigenous community in North America and decide on the most important information to include. Your group will present the virtual toxic tour about your site during a 20-minute exposition during class. You should also create additional materials that your group deems necessary. These materials are intended to enhance and improve your oral presentation and they can include a mock website, a poster, handouts, slides, videos, or a written report. Be creative, informative and insightful.

All toxic tours should include the following:

1. An exploration of the history of the site
2. Variables that make the site, communities, or specific populations vulnerable to environmental injustices
3. A discussion of the current status of the site
4. An analysis of the political claims and their basis in environmental justice principles
5. An analysis of political organizing around the site (if any). What strategies have been most successful in advancing environmental justice and why?

You can design your tours however you want, creativity is encouraged! For example, you might start by setting the scene for the class, pretend the classroom is a bus, the tour guides are at the front with a microphone, and the slides on the screen are what we’re seeing as a group out of the windows and at stops along the route. Another option is a simulation in which you have been able to secure a 20-minute meeting with the most relevant government authorities—to discuss your site. How do you make your case? What supplementary materials do you distribute? How do you give your audience a sense of place—and environmental injustice? You may also have
been retained by an environmental justice organization or a group that has been trying to advocate for redress to an environmental injustice in their community. You can create a website to highlight toxic histories, issues and sites. These are some US based examples: https://thetacticalgardens.com/A-Virtual-Tour-of-Altgeld-Gardens. Another one is here: https://storymaps.arcgis.com/stories/1fbc4e863df841dd879cf63ceacc9dc7

Make connections to essential course insights and readings, regardless of the format you choose for your toxic tour. Consider how your site came to be, as well as the complex interplay between race, class, gender, power, and exploitation. What are the challenges that affected communities confront in organising for change? How can you best assemble a toxic tour that combines concepts and arguments in a way that advances their agenda?

* This assignment was adapted from Christopher Wells, Macalester College, MN

Final Exam (25%)

A final exam will assess knowledge, understanding, connections and insights derived from readings, class discussions, activities, topics, and concepts examined throughout the semester.

Participation In Class (10%)

Participation is a key aspect of this course. You are expected to do the assigned readings before the class and come prepared to ask questions, engage in discussion, participate in various exercises, and reflect on your learning by incorporating insights from our discussions into your assignments. This type of participation implies reasoned, thoughtful, and informed contributions. A class attendance record will be kept. You must be present at the beginning of class and stay until it is over to qualify as being present. If there is an exceptional situation that prevents you from staying until the end of class, please inform the Professor before class begins. Students who, for whatever reason, miss a class will have to make arrangements to get notes from another student (not the Professor). If you miss more than two classes (for other than medical reasons, through the online absence declaration tool on ACORN), you will be responsible for arranging a meeting with the Professor to discuss the situation.

Participation grades will be assessed as follows:

A (80-100%) = The student arrives fully prepared with notes on readings, observations and questions, offers comments that are relevant, reflects understanding of assigned texts, builds on fellow students’ contributions, comments frequently, helps move seminar conversation forward, and actively participates in class activities.

B (70-79%) = The student sometimes displays lack of interest in comments of others, sometimes arrives unprepared or with only superficial preparation, comments sometimes suggest a lack of preparation, or indicate lack of attention to previous remarks of other students during the seminar, comments sometimes advance the conversation but sometimes do little to move it forward, sometimes participates but at other times is “tuned out.”

C to D * (50-69%) = The student projects lack of interest, exhibits little evidence of having read or thought about assigned material, comments reflect little understanding of topics of the week or
previous remarks in the seminars, comments do not advance the conversation or are actively harmful to it, seldom participates and is generally not engaged.

**Participation in PCJ Co-Curriculars (5%)**

Students will also be expected to attend and participate in the following Trudeau Centre activities: an Indigenous Cultural Competence Training (ICCT) session in the fall term (3% of the final grade) and two PCJ Fellows seminars of your choice in the fall term (1% each of the final grade). Details about these activities will be provided by the Trudeau Centre.

**Important Term Work Policies**

All assignments are due **by the beginning of class (i.e. 1:10 PM ET on Mondays) on Quercus.** Assignments should be uploaded as a .doc file. Only one submission attempt is permitted. Students are expected to take responsibility for making appropriate judgments to ensure that their assignments are submitted in a timely manner. If you know that you cannot make it to class when assignments are due, you must make prior arrangements to hand in the work prior to the beginning of class on the assignments’ due dates.

It is also the student's responsibility to keep rough, draft work and hard copies of their assignments until the marked assignments have been returned. Requests for special consideration will not be granted for students who have failed to keep copies of their work.

Students will not be given make-up assignments or extensions due to travel (employment, vacations, and weddings), other personal/professional commitments or because you are busy with other coursework.

**Late:** Assignments submitted late, but on the due date will be subject to a 2% late penalty. Assignments submitted after the due date will be subject to a 4% per day late penalty, including each day of the weekend. Assignment extensions will be granted based on legitimate medical or compassionate grounds only. Students should discuss their situation with the Professor before the submission deadline. Requests for special consideration and proper documentation (e.g. Absence Declaration tool) must be submitted no later than one week after the due date.

**Absence Declaration:** For 2021-22, the Verification of Illness (or “doctor’s note”) is not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should record their absence through the ACORN online absence declaration. Your instructor will not be automatically alerted when you declare an absence. Therefore, it is your responsibility to let your instructor know that you have used the Absence Declaration so that you can discuss any needed consideration, where appropriate.

**Remarking term work policy:** Requests for “remarks” must be submitted in writing to the professor within two weeks of the date the graded assignment were made available for students. Late requests will not be accepted. To request a remark, you must submit a written explanation detailing precisely why you believe your assignment should receive a different grade. Please remember that on a remark your grade may go up, stay the same, or go down. Any remarking done by the professor will involve the entire assignment, not simply the questions or portion you...
believe were scored improperly. The grade after the remark will be the grade recorded on the assignment. Note that while remarking your assignment, your professor may discover errors or defects that were not originally detected. As a result, it is possible that your revised mark may go down, rather than go up or stay the same. The revised mark stands.

Course Policy on Classroom Courtesy
Students are strongly encouraged to ask questions and participate in vigorous debate. Some of the issues we discuss are sensitive in nature. It is important that we respect views different from our own, and are mindful that comments that are racist, sexist, homophobic or otherwise disrespectful or offensive will not be tolerated.

To ensure that class is a productive and enjoyable experience for everyone, please observe the additional rules of classroom courtesy:
1. Except for laptop computers, all other personal electronic devices such as cell phones, tablets, etc. must be silenced during class.
2. Give your full attention to class. Laptop computers should be used ONLY for taking notes. Refrain from reading extraneous materials during class meetings.
3. Avoid disrupting class with unnecessary arrivals and departures.
4. Make an effort to arrive promptly and wait until break or the end of class before leaving for non-essential purposes.
5. Professional note-takers are not permitted in class. All guests must first be cleared with the Professor.
6. Address other students and the professor courteously at all times.

Academic Integrity
The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto’s Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:
- Using someone else’s ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the Professor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

Misrepresentation:
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.
- Falsifying institutional documents or grades.
• Signing attendance reports on behalf of other students.

Any instance of suspected academic dishonesty will be reported to the appropriate University authorities. For further information on “How Not to Plagiarize,” you might find Margaret Proctor’s guide helpful – click “Using sources” in the advice link: http://www.writing.utoronto.ca/advice

Mental Health and Wellness
If you are feeling distressed or in crisis, these are some resources at the University of Toronto

• Call Good2Talk: 1-866-925-5454. Free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365.
• For Personal Safety: Call 911, then Campus Community Police (they can direct your call to the right service)
• Centre for International Experience Safety Abroad 416-946-3929.

Use of Technology
Like any professional organization, the Munk School expects all of its members to behave responsibly and with courtesy and respect for others when using technology. The Munk School is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. Please read the University’s Student Code of Conduct and policy on the Appropriate Use of Information and Communication Technology.

Class Recordings & Sharing
This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session on Quercus. These recordings are intended to be used as a student study aid and are not a substitute for regular attendance.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

Copyright, Trademark, and Intellectual Property
Many of your assignments will be online and may include mixed media use. Unauthorized reproduction, copying or use of online materials, e.g. video footage or text, may result in copyright infringement. The “fair use” provisions that apply to photocopies used for teaching do not apply to web pages. The Centre for Teaching Support & Innovation (CTSI) in Robarts Library can provide further guidance. You may also access copyright resources on the University of Toronto Libraries website.
Seminar Schedule and Weekly Readings

**September 13 (Seminar 1): History of the Environmental Justice Movement**
- Chapter 2 “Environmental Justice: Key Issues: Edited by Brendan Coolsaet, Abingdon, Routledge, 2020
  [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196)

**September 20 (Seminar 2): Justice as distribution and participation**
- Chapters 3 (distribution) and 4 (participation/procedural justice) “Environmental Justice: Key Issues” Edited by Brendan Coolsaet, Abingdon, Routledge, 2020
  [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196)

**September 27 (Seminar 3): Justice as recognition and capabilities**
- Chapters 5 (recognition) and Chapter 6 (capabilities) “Environmental Justice: Key Issues” Edited by Brendan Coolsaet, Abingdon, Routledge, 2020
  [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196)

**October 4 (Seminar 4): Wikipedia Edit-A-Thon workshop**

**October 11 – Thanksgiving – No class this week**

**October 18, (Seminar 5): Cases of distributional and recognition claims**

**Distribution cases: Who gets environmental goods and bads?**
- Toxic legacies and EJ chapter 10 “Environmental Justice: Key Issues: Edited by Brendan Coolsaet, Abingdon, Routledge, 2020
  [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196)
  [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196)

**Recognition cases:**
  [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106884719506196)
  https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma91106884719506196

October 25, (Seminar 6): Cases of Participation and Capabilities claims

- Wikipedia assignment due today

Participation cases

Capabilities cases
  https://www.openbookpublishers.com/reader/682
  https://journals.sagepub.com/share/9HUQGRY3E42EZCRE5?target=10.1177/0309132515620850

November 1, (Seminar 7): CLASS

- Environmentalism of the Poor (Rob Nixon)
  http://www.oriononline.org/pages/om/05-6om/Dowie.html,

November 8 – Fall Reading Week – No class this week

November 15, (Seminar 8): RACE
Environmental Racism and Zones of Sacrifice. Case studies in Canada, the US and globally
- Environmental Racism and Justice in Chicago (a Public Lands Podcast) https://www.podomatic.com/podcasts/publiclandspodcast/episodes/2020-10-05T15_32_14-07_00
- Environmental racism and sacrifice zones video “No community Left Behind” https://youtu.be/i-uSVrHIIt4A

**November 22, (Seminar 9): GENDER**

**November 29, (Seminar 10): Class presentations of virtual toxic tour**

**December 6, (Seminar 11): Class presentations of virtual toxic tour**

**December 9, (Seminar 12): What do we want in our backyards and beyond?**

Recommended Readings:
Market mechanisms:
- Getting to Zero: Carbon Pricing and its Green Critics