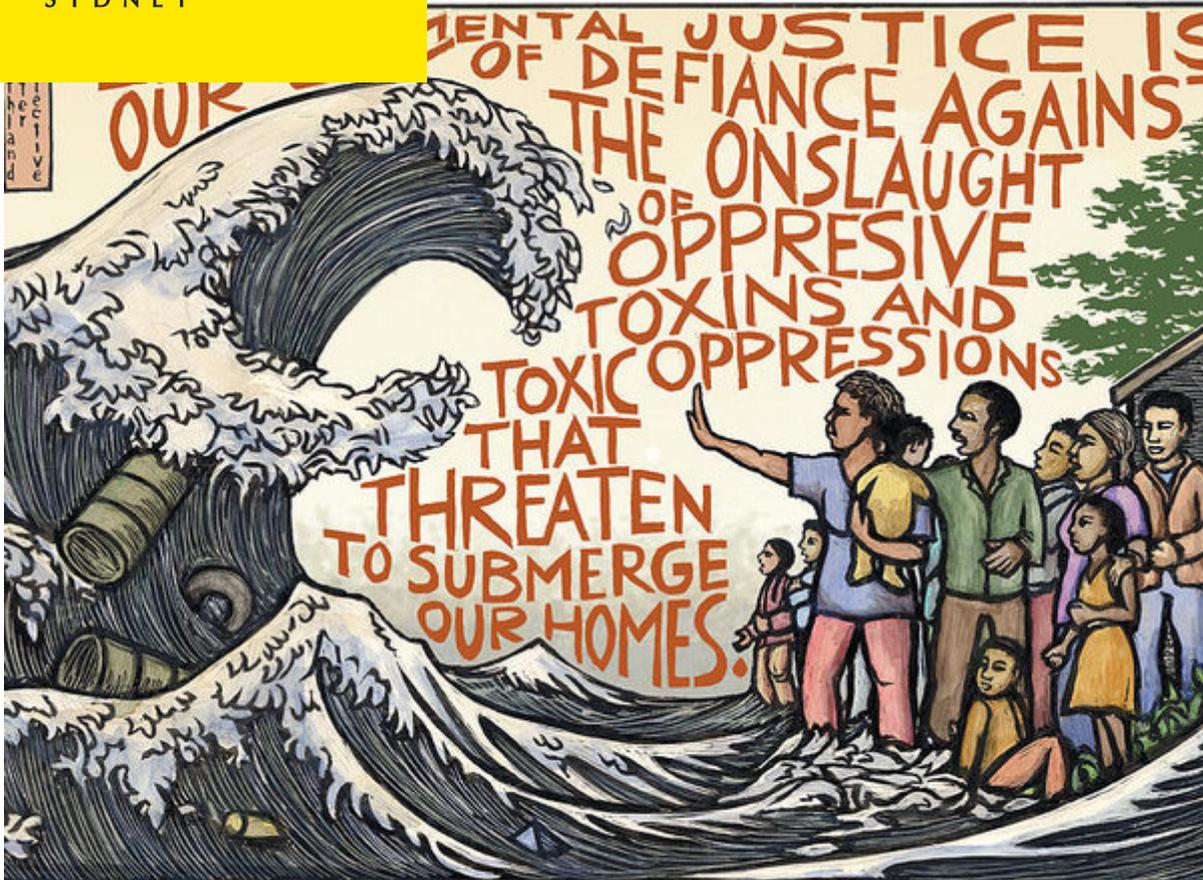




UNSW
SYDNEY



ARTS3241

Environmental Justice

Term Two // 2021

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|---------------------|--|----------------|---------------------------|-----------|
| Marilyn Melo Zurita | marilu.melo@unsw.edu.au | by appointment | Room 361, Morven Brown | 9385 2970 |

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

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Course Details

Credit Points 6

Summary of the Course

UNSW's 2025 strategy offers a framework for addressing social justice aspirations of disadvantaged and marginalised communities. This course will give you the research tools to understand the cultural, social, and political dimensions of environmental problems like poor air and water quality caused by industrial pollution. You will learn about the environmental justice movement which has sought to rectify the ways that environmental harm is disproportionately experienced by groups of people who live with structured social inequality. Exploration of a range of key historical and contemporary case studies will give you the opportunity to consider the contradictions, dilemmas and complexities of environmental issues. Key questions running through this course include: What does justice mean? Who benefits from particular ways of imagining and interacting with the environment? What do practices of responsibility and care look like in situations where slow violence is taking place? This course will consider these questions with respect to people who are living with complex global entanglements and who are impinging upon the worlds of other species. The course is taught with an interdisciplinary approach that draws on materials from anthropology, multispecies ethnography, development studies, gender studies, human geography, political science, science and technology studies, and sociology.

Course Learning Outcomes

1. Identify, analyse, and explain how injustice is produced in the context of environmental change.
2. Situate environmental justice within different systems of value, politics, meaning, and ethics.
3. Deploy advanced bibliographic research methods.
4. Synthesise multiple disciplinary approaches to generate a trans-disciplinary perspective on the issue of justice in human communities and in contact zones where species meet.

Teaching Strategies

This course requires students to engage with high-level analytical scholarship relating to environmental justice. It will require reflective and self-critical learning together with a capacity to assemble and synthesise information from a range of sources and disciplinary backgrounds. The course also will require students to apply these insights in a real-world example and to complete a major piece of assessment that examines their capabilities to do this. These objectives will be achieved through lectures, in-depth tutorial discussions, independent research and the preparation of assessment tasks. In order for students to develop the forms of critical reflection necessary for this course, active reading and participation in discussions is required and is reflected in the assessment schedule.

Assessment

All of the assessment in this course is designed to help you to produce a final report about a matter of environmental justice that is important to you. In class we will have activities to give you experience in analysing case studies using the various theoretical lenses introduced in the course. We will also have peer feedback sessions in small groups throughout the course to help you in developing your project.

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|----------------------------|--------|---------------------|------------------------------------|
| Critical Reading Responses | 20% | 17/06/2021 04:00 PM | 1, 2 |
| Case Study Proposal | 30% | 14/07/2021 04:00 PM | 1, 2, 3 |
| Final Essays | 50% | 12/08/2021 04:00 PM | 1, 2, 3, 4 |

Assessment Details

Assessment 1: Critical Reading Responses

Start date: Not Applicable

Length: 5 minutes

Details:

5 minutes presentation that engages critically with one of the tutorial readings (from Weeks 4 to 10). Students will receive written feedback.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Case Study Proposal

Length: 500 words + references

Details:

This assessment includes a 500 extended abstract for your proposed case study (which will be expanded in Assessment 3) as well as a list of 10 quality references that will inform your case study.

You will receive written feedback and suggestions about your proposed case study from the instructor, and the focus of your references with respect to your proposed case study project.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Final Essays

Start date: Not Applicable

Length: 2000 words

Details:

A 2,000 word essay on your case study. Written feedback will be provided by the Instructor

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|------------------------------|-------|--|
| Week 1: 31 May - 4 June | Topic | The Wrong Complexion for Protection? Race, racism and the environment. |
| Week 2: 7 June - 11 June | Topic | Environmental Justice: Colonisation, indigeneity and displacement |
| Week 3: 15 June - 18 June | Topic | System change and/or climate change? Environmental Justice and Capitalism(s) |
| Week 4: 21 June - 25 June | Topic | Slow Violence and Burdens of Proof |
| Week 5: 28 June - 2 July | Topic | Gender and Intersectionality |
| Week 6: 5 July - 9 July | Topic | Flexibility Week. No Classes. |
| Week 7: 12 July - 16 July | Topic | Multispecies Justice |
| Week 8: 19 July - 23 July | Topic | Environmental Justice: case studies. |
| Week 9: 26 July - 30 July | Topic | Environmental Justice and the City |
| Week 10: 2 August - 6 August | Topic | Environmental Justice Futures |

Resources

Prescribed Resources

N/A

Recommended Resources

Allen, Barbara. *Uneasy Alchemy: Citizens and Experts in Louisiana's Chemical Corridor Disputes*. Cambridge, MA: The MIT Press, 2003.

Barkin, David, and Blanca Lemus. 2016. "Third World Alternatives for Building Post-capitalist Worlds." *Review of Radical Political Economics* 48 (4):569-576.

Bell, Karen. 2015. "Can the capitalist economic system deliver environmental justice?" *Environmental Research Letters* 10 (12).

Bell, Shannon Elizabeth, and Yvonne A. Braun. "Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia." *Gender and Society* 24, no. 6 (2010): 794-813.

Butler, Judith. 2006. "Chapter 2: Violence, Mourning, Politics" in *Precarious Life: The Powers of Mourning and Violence*. Verso: London.

Bullard, Robert D. 2007. "25th Anniversary of the Warren County PCB Landfill Protests: Communities of Color Still on Frontline of Toxic Assaults." *Dissident Voice: A radical newsletter in the struggle for peace and social justice*. May 29th, 2007. <https://dissidentvoice.org/2007/05/25th-anniversary-of-the-warren-county-pcb-landfillprotests/>

Bullard, Robert. 2000. "Environmental Justice: Grassroots activism and its impact on public policy decision making." *Journal of Social Issues* 56 (3):555-578.

Finer, M., R. Moncel, and C.N. Jenkins. 2010. Leaving the oil under the Amazon: Ecuador's Yasuní-ITT Initiative. *Biotropica* 42: 63-66.

Cole, L.W. and S.R. Foster. 2001. *From the ground up: Environmental racism and the rise of the environmental justice movement*. London: New York Univ. Press.

Colour of pollution: Environmental racism. The Stream. Doha: Al Jazeera English (November 2015). <https://www.youtube.com/watch?v=nV4MCL-yBFM>

Crenshaw, Kimberle. 1991. "Mapping the margins: Intersectionality, identity politics and violence against women of colour." *Stanford Law Review* 43 (6):1241-1299.

Daly, H. 1968. On economics as a life science. *Journal of Political Economy* 76 (3): 392-400.

EDO (Victoria) Ltd. 2011. "Discussion Paper: Environmental Justice in Australia." Environmental Defenders Office December 2011:https://envirojustice.org.au/sites/default/files/files/Submissions%20and%20reports/environmental_justice_discussion_paper.pdf.

- Escobar, A. 2001. Culture sits in places: Reflections on globalism and subaltern strategies of localization. *Political Geography* 20: 139-174.
- Gaard, Greta. 2014. "Indigenous women, feminism and the environmental humanities." *Resilience: A Journal of the Environmental Humanities* 1 (3).
- Hage, Ghassan. 2017. *Is Racism an Environmental Threat?* Cambridge: Polity.
- Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14 (3):575-599.
- Head, Leslie. 2016. "Chapter 5: Practicing hope" in *Hope and Grief in the Anthropocene: Re-conceptualising human-nature relations*. London: Taylor and Francis.
- Land, Claire. 2015. "Introduction." In *Decolonising Solidarity*. London: Zed Books. I
- Langdon, Marcia. 2010. "The resource curse." *The Griffith Review* 28: Still the Lucky Country?
- Mabo, Eddie. 1981. "Land Rights in the Torres Strait." <http://www.mabonativetitle.com/info/doc4.htm>.
- McIntosh, Peggy. 2007. "White Privilege: Unpacking the invisible knapsack." *Rachel's Democracy & Health News: Annapolis*, 894, (Feb 15, 2007). (894).
- Mitchell, Audra L. 2017. "Decolonizing against extinction, part III: white tears and mourning." Wordly Blog December 14: <https://worldlyir.wordpress.com/2017/12/14/decolonizing-against-extinction-part-iii-white-tears-and-mourning/>.
- Murphy, Michelle. "Uncertain Exposures and the Privilege of Imperception: Activist Scientists and Race at the U.S. Environmental Protection Agency." *OSIRIS* 19 (2004): 266-82.
- Navarro, Luis Hernández, and Annette Aurélie Desmarais. 2009. "Feeding the world and cooling the planet": La Vía Campesina's Fifth International Conference." Briarpatch Magazine January/February: <https://viacampesina.org/en/feeding-the-world-and-cooling-the-planet-la-v-campesinas-fifth-international-conference/>.
- Orta-Martínez, M. and M. Finer. 2010. Oil frontiers and indigenous resistance in the Peruvian Amazon. *Ecological Economics* 70 (2): 207-218.
- Pellow, David Naguib, and Robert J. Brulle. 2005. "Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement." In *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, edited by David Naguib Pellow and Robert J. Brulle, 1-20. Cambridge, MA: MIT Press.
- Pickerill, J (2009) Finding common ground? Spaces of dialogue and the negotiation of Indigenous interests in environmental campaigns in Australia. *Geoforum* 40: 66-79.
- Polimeni, J., K. Mayumi, M. Giampietro, and B. Alcott. 2007. *The Jevons' Paradox and the myth of resource efficiency improvements*. London: Earthscan.
- Powell, Dana E. 2006. "Technologies of Existence: The indigenous environmental justice movement." *Development* 49 (3):125-132.

- Probyn, Elspeth. 2005. *Blush: The face of shame*. Minneapolis: University of Minnesota Press.
- Prudham, Scott. 2009. "Pimping Climate Change: Richard Branson, Global Warming, and the Performance of Green Capitalism." *Environment and Planning A: Economy and Space* 41 (7).
- Shapiro, Nicholas. "Attuning to the Chemosphere: Domestic Formaldehyde, Bodily Reasoning, and the Chemical Sublime." *Cultural Anthropology* 30, no. 3 (2015): 368-93.
- Shoreman-Ouimet, Eleanor, and Helen Kopnina. "Reconciling Ecological and Social Justice to Promote Biodiversity Conservation." *Biological Conservation* 184 (2015): 320–26.
- Somerville, Alice Te Punga. 2017. "Where oceans come from" *Comparative Literature* 69 (1):25-31.
- Suchet, Sandie. "'Totally Wild'? Colonising Discourses, Indigenous Knowledges and Managing Wildlife." *Australian Geographer* 33, no. 2 (2002): 141-57.
- TallBear, Kim. 2014. "Standing with and speaking as faith: A feminist-indigenous approach to inquiry." *Journal of Research Practice* 10 (2).
- Van Dooren, Thom. 2015. "A day with crows - rarity, nativity and the violent-care of conservation." *Animal Studies Journal* 4 (2):1-28.
- Vansintjan, Aaron. 2015. "Decolonizing nature, the academy, and Europe: An interview with Métis writer Zoe Todd." *Uneven Earth: Tracking Environmental Injustice* September 21, 2015 (<http://unevenearth.org/2015/09/decolonizing-nature-the-academy-andeurope/>)
- Wainwright, Joel. 2010. "Climate Change, Capitalism, and the Challenge of Transdisciplinarity." *Annals of the Association of American Geographers* 100 (4):983-991.
- Waring, M. 1988. *If women counted: A new feminist economics*. San Francisco: Harper and Row.
- Walter, M. and J. Martínez-Alier. 2010. How to be heard when nobody wants to listen: The Esquel mining conflict. *Canadian Journal of Development Studies* 30 (12): 281-303.
- Wiebe, Sarah Marie. 2016. "Shelter-in-place? Immune no more and idleno more." In *Everyday Exposure: Indigenous mobilization and environmental justice in Canada's Chemical Valley*, 179-206. Vancouver, CA: UBC Press.
- Whyte, K. (2016). Indigenous experience, environmental justice and settler colonialism. *Nature and Experience: Phenomenology and the Environment*. Edited by B. Bannon, 157-174. Rowman & Littlefield.
- White, Kyle Powys. 2011. "The recognition dimensions of environmental justice in Indian Country." *Environmental Justice* 4 (4):199-205
- York, Brett Clack and Richard. 2005. "Carbon Metabolism: Global Capitalism, Climate Change, and the Biospheric Rift." *Theory and Society* 34 (4):391-428.

Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is

gathered from students using myExperience. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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Ricardo Levins Morales "Environmental Justice"

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ricardolevinsmorales@gmail.com

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.