

**ERS 275 Environmental Justice and Health:
Canadian Perspectives in the Global Context
Spring 2012 – Course outline**



1. Course information

- Instructor: Paivi Abernethy, MSc. MRes. PhD. Cand.
Contact Info: pkaberne@uwaterloo.ca
Office Hours: By appointment on Thursdays, contact by e-mail
Lecture Times: Thursdays 12:30 pm - 03:20 pm
Location: EV2-2006 + LEARN online component
Course book: Agyeman, J., Cole, P., Haluz-DeLay, R., and O'Riley, P. (eds). *Speaking for Ourselves: Environmental Justice in Canada*. Vancouver, BC: UBC Press
Pre-requisite: None

2. Course overview

This course takes a holistic approach to exploring interconnectedness between health and justice from the environmental resource management perspective. It investigates environmental issues in social-ecological context, focusing particularly on social justice issues and the impact they have on sustainable development. Environmental justice is about ensuring everyone's right to a healthy environment. The course expands the original American place- and race-based focus of environmental justice to broader Canadian and European interpretations have a broader focus on social inequalities and power relationships in environmental issues related to race, gender, income, age, and culture. They also look at the global impacts of local actions.

There will be a significant focus on understanding health impacts of environmental issues, particularly chronic diseases and developmental changes that influence both human and ecosystem well-being. Health and well-being will be studied as desirable outcomes of sustainable governance and resource management and thereby arguing that health needs to be taken into consideration in all aspects of sustainability governance. The course examines theoretical, ethical and historical aspects of environmental justice in the light of concrete case studies, addressing issues such as mining, GMOs, drinking water, and pollution. Furthermore, various solution options will be debated. The course provides an overview of both theoretical and practical issues in environmental justice from the Canadian perspective but in the global context.

The course is complementary to ERS 375 *Global Climate Change, Environmental Sustainability and Social Justice: From Theory to Action*.

Who could especially benefit from the course?

Students whose interest or career aspirations are in

- Conservation & environmental restoration
- Natural resource management
- Policy development
- Food security & agriculture
- Social justice, Indigenous issues or addressing multiculturalism
- Human and ecosystem health

3. Course objectives

The main overall objective is creating a broad understanding of environmental justice issues and supporting students to develop their own informed opinions on the issues. The students will gain knowledge on a broad range of topics related to environmental justice. The emphasis will be on types of justice, ethics, environmental health, the legitimacy related to the ways of knowing, as well as the background on specific case studies in the social-ecological context. At the end of the course, students will also be familiar with the main milestones in Canadian environmental justice matters.

Teaching will consist of a mixture of lectures, movies, video clips, guest presenters, general discussions and investigations of concrete case studies, based on the theme on each week. There will be no examination of specific facts or figures but the readings have been selected to provide the academic backbone that allows students to form their own opinions and support their academic arguments. The course will provide tools to learn and opportunities to practice critical and analytical academic thinking. Expression of independent, informed and well-argued opinions will be strongly encouraged.

The Course Structure is conceptually divided into three parts.

- What is environmental justice?
 - The historical context; different approaches to environmental justice; various ethical aspects; different ways of knowing and the power of legitimate knowledge;
 - Case studies of environmental justice in Canada and abroad.
 - Developing our own perspectives drawing on the course material.
- What types of factors and influence/ cause environmental injustice?
 - Biophysical aspects on health (e.g. in pollution, GMOs, and climate change);
 - Sociopolitical, socioeconomic and cultural structures and processes.
- How to develop a more environmentally just society?
 - Strategies to achieving, barriers to, and facilitators for environmental justice;
 - Previous or existing social movements; healthy community development; awareness creation, advocacy and policy development.

At the end of the course, students should have a good understanding of a variety of environmental justice issues in Canada in the global context and the complex social and ecological matters that influence environmental health matters. Students are also expected to be able to form academically solid arguments based on the course materials, to support their opinions and analyses in specific environmental justice issues.

4. Course schedule

Date	1. lecture: Thursday May 3
Topic	Introduction: Concepts and history of environmental justice (Part 1)
Goals	Understanding the causes of environmental injustice and the environmental justice movement
Readings	<p>Universal Declaration of Human Rights http://www.un.org/en/documents/udhr/</p> <p>Principles of Environmental Justice http://www.ejrc.cau.edu/princej.html</p> <p>Moore, S. (2012, Feb. 16). Instead of being disgusted by poverty, we are disgusted by poor people themselves. <i>The Guardian</i>, Comment is free. http://www.guardian.co.uk/commentisfree/2012/feb/16/suzanne-moore-disgusted-by-poor (Accessed on Feb. 16, 2012).</p> <p>Lovelace, R. (2009). Prologue. Notes from Prison: Protecting Algonquin Lands from Uranium Mining. In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i>. Vancouver, BC: UBC Press. pp. ix-xix http://www.ubcpres.ca/books/pdf/chapters/2009/SpeakingforOurselves.pdf</p> <p>Recommended additional materials:</p> <p>Lund, D.E. (2006). Rocking the racism boat: school-based activists speak out on denial and avoidance. <i>Race Ethnicity and Education</i>. 9(2):203-221 http://www.ucalgary.ca/dlund/files/dlund/RockingRacism%20Lund%20REE06.pdf</p> <p>Unger, (2002). Them and Us: Hidden Ideologies—Differences in Degree or Kind? <i>Analyses of Social Issues and Public Policy</i>. 2(1):43-52 http://www.asap-spssi.org/pdf/asap023.pdf</p> <p>Rosling's World [56:54 min] http://topdocumentaryfilms.com/roslings-world/</p>
Deadlines	N/A

Date	2. lecture: Thursday May 10
Topic	Concepts and history of environmental justice (Part 2)
Goals	Understanding environmental justice perspectives in different countries; various academic approaches to environmental justice
Readings	<p>Buzzelli, M. (2008). Environmental Justice in Canada – It Matters Where You Live. Canadian Policy Research Networks. CPRN Research Report. December 2008. http://www.cprn.org/documents/50875_EN.pdf</p> <p>Haluza-DeLay, R. et al. (2009). Introduction. Speaking for ourselves, Speaking Together: Environmental Justice in Canada. In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i>. Vancouver, BC: UBC Press. pp.1-26</p> <p>Stephens, C., Bullock, S. and Scott, A (2001). <i>Environmental justice: Rights and means to a healthy environment for all</i>. Special Briefing No 7. November 2001. http://www.foe.co.uk/resource/reports/environmental_justice.pdf</p> <p>Recommended additional materials:</p> <p>Kuehn, R. (2000). A Taxonomy of Environmental Justice. <i>Environmental Law Reporter</i>. 30:10681-10703 http://papers.ssrn.com/sol3/papers.cfm?abstract_id=628088&</p> <p>Bullard, R.D. et al. (2007). Chapter 1. Environmental Justice in the Twenty First Century. In: <i>Toxic Wastes and Race at Twenty 1987-2007: Grassroots Struggle to Dismantle Environmental</i></p>

	<i>Racism in the United States</i> . Cleveland: UCC Justice and Witness Ministries. pp.7-15 http://www.ucc.org/justice/pdfs/toxic20.pdf
Deadlines	N/A

Date	3. lecture: Thursday May 17
Topic	Ethics, knowledge and power: About asking the right questions
Goals	Understanding how legitimacy of knowledge is determined; ethical questions in environmental justice; concepts of risk and uncertainty
Readings	<p>Fox, M.W. (2001). People First? Can Human Interests, Animal Rights, and Environmental Concerns Be Reconciled? In: <i>Bringing Life to Ethics: Global Bioethics for a Humane Society</i>. State University of New York Press: Albany, NY. pp.55-62 [DTL]</p> <p>Fischer, F. (2005). Are scientists irrational? Risk assessment in practical reason. In Leach, M., Scoones, I., and Wynne, B. (eds). <i>Science and citizens: globalization and the challenge of engagement</i>. London, UK: Zed Books. pp.54-65 [DTL]</p> <p>CBC Ideas: <i>How to think about science?</i> Episode 10: Professor Brian Wynne [54:01 min] http://www.cbc.ca/ideas/episodes/2009/01/02/how-to-think-about-science-part-1---24-listen/#episode10</p> <p>Recommended additional materials:</p> <p>Rahder, B. (2009). Invisible Sisters: Women and Environmental Justice in Canada. In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i>. Vancouver, BC: UBC Press. pp.81-96</p> <p>Deacon, L. and Baxter, J. (2009). Framing Environmental Inequity in Canada: A Content Analysis of Daily Print News Media. In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i>. Vancouver, BC: UBC Press. pp.181-202</p>
Deadlines	Individual report 1

Date	4. lecture: Thursday May 24
Topic	Environmental pollution, health and justice
Goals	Understanding connections between environmental pollution and health; precautionary principle
Readings	<p>Eyles, J. (2009). Population Health, Environmental Justice, and the Distribution of Diseases: Ideas and Practices from Canada. In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i>. Vancouver, BC: UBC Press. pp. 123-143</p> <p>Fleisher Treinor, S. et al. (2009). Environmental Injustice in the Canadian Far North: Persistent Organic Pollutants and Arctic Climate Impacts. In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i>. Vancouver, BC: UBC Press. pp.144-162</p> <p>Birnbaum, L.S. and Jung, P. (2011). From Endocrine Disruptors To Nanomaterials: Advancing Our Understanding Of Environmental Health To Protect Public Health. <i>Health Affairs</i>. 30(5):814-822</p> <p>Recommended additional materials:</p> <p>Boyd, D. R., & Genuis, S. J. (2008). The environmental burden of disease in Canada: Respiratory disease, cardiovascular disease, cancer, and congenital affliction. <i>Environmental Research</i>. 106(2):240-249.</p> <p>Guillette, E.A. et al. (1998). An Anthropological Approach to the Evaluation of Preschool Children Exposed to Pesticides in Mexico. <i>Environmental Health Perspectives</i>. 106(6):347-353</p>
Deadlines	Group presentations 1

Date	5. lecture: Thursday May 31
Topic	Environmental justice and governance: barriers and opportunities
Goals	Understanding governance issues related to environmental justice; historical overview of environmental regulation in North America and its consequences; who decides what needs to be decided?
Readings	<p>Mazmanian, D. A., & Kraft, M. E. (2009). The three epochs of the environmental movement. In D. A. Mazmanian, & M. E. Kraft (Eds.), <i>Toward sustainable communities : Transition and transformations in environmental policy</i>. 2nd ed. Cambridge, Mass.: MIT Press. pp. 3-32. [DTL]</p> <p>Ominayak , B. and Thomas, K. (2009). These Are Lubicon Lands: A First Nation Forced to Step into the Regulatory Gap. ? In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i>. Vancouver, BC: UBC Press. pp.111-122</p> <p>Keil, R. et al. (2009). Why Is There No Environmental Justice in Toronto? Or Is There? In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i>. Vancouver, BC: UBC Press. pp.65-80</p> <p>Recommended additional materials:</p> <p>Teelucksingh, C. and Poland, B. (2011) Energy Solutions, Neo-Liberalism, and Social Diversity in Toronto, Canada. <i>International Journal of Environmental Research and Public Health</i>. 8:185-202</p>
Deadlines	Individual report 2

Date	6. lecture: Thursday June 7
Topic	Food security and environmental justice
Goals	Understanding complex issues related to GMOs, healthy food accessibility, agricultural pollution, and environmental justice questions
Readings	<p>Hanson, L.L. (2009). Environmental Justice as Politics in Place: An Analysis of Five Canadian Environmental Groups' Approaches to Agro-Food Issues. ? In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i>. Vancouver, BC: UBC Press. pp.203-218</p> <p>Gonzales, C.G. (2007). Genetically Modified Organisms and Justice: The International Environmental Justice Implications of Biotechnology. <i>Georgetown International Environmental Law Review (GIELR)</i>. 19:583-636 http://papers.ssrn.com/sol3/papers.cfm?abstract_id=986864 [Required reading limited to: Introduction, Section I-II, and Conclusion]</p> <p><i>GMOs and the Law</i>. University of Berkeley. November 14, 2006: Farmer Percy Schmeiser (Saskatchewan), Professor Michael Pollan (Journalism) and Dr. Ignacio Chapela (Microbial Ecology). http://journalism.berkeley.edu/events/presentation/73/ [51:23 min]</p> <p>Recommended additional materials:</p> <p>Obonoyo, D.N. et al. (2011). Identified Gaps in Biosafety Knowledge and Expertise in Sub-Saharan Africa. <i>AgBioForum</i>. 14(2): 71-82. [Limited to: Introduction & Conclusions]</p> <p><i>Pulse of Scientific Freedom</i>. University of Berkeley. December 10, 2003. Dr. Arpad Pusztai, Dr. John Losey, Dr. Tyrone Hayes, and Dr. Ignacio Chapela in a public conversation. Introduced by Professor Michael Pollan and moderated by Mark Dowie. http://journalism.berkeley.edu/events/details/2/ [1:49 min][mp3 at DTL]</p>
Deadlines	Your individual topic for the independent research paper has to be approved by this date. (Can be approved at any time between May 1 and June 7)

Date	7. lecture: Thursday June 14 Guest lecturer: Jennifer Ashawasegai, Indigenous Journalist & Activist
Topic	Indigenous issues and environmental justice
Goals	Understanding complexity and the historical context of indigenous environmental justice issues in Canada
Readings	McGregor, D. (2009). Honouring Our Relations: An Anishnaabe Perspective on Environmental Justice. ? In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i> . Vancouver, BC: UBC Press. pp.27-41 Lawrence, B. (2009). Reclaiming Ktaqamkuk: Land and Mi'kmaq Identity in Newfoundland. In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i> . Vancouver, BC: UBC Press. pp.42-64
Deadlines	Group presentations 2 (Part 1)

Date	8. lecture: Thursday June 21 Guest lecturer: Marie Claire Brisbois
Topic	Canadian industry abroad; "Canadian mining in Guatemala & power relationships"
Goals	Understanding environmental justice issues facing Canadian business operating abroad; what is the social responsibility of corporations?
Readings	Zarsky, L. and Stanley, L. (2011). <i>Searching for Gold in the Highlands of Guatemala: Economic benefits and Environmental risks of the Marlin Mine</i> . Global Development and Environment Institute. Tufts University. Medford, MA http://www.ase.tufts.edu/gdae/policy_research/marlinminereport.html
Deadlines	Group presentations 2 (Part 2)

Date	9. lecture: Thursday June 28
Topic	Social movements and environmental justice
Goals	Understanding the role social movements play in environmental justice; multiculturalism and environmental decision making
Readings	McGurty, E.M. (2007). Chapter 1: The Significance of Warren County. In: <i>Transforming Environmentalism</i> . New Jersey: Rutgers University Press. pp. 1-20 [DTL] Jafri, B. (2009). Rethinking "Green" Multicultural Strategies. In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i> . Vancouver, BC: UBC Press. pp.219-232 Recommended additional materials: Salazar, D.J. and Alper, D.K. (2011). Justice and Environmentalisms in the British Columbia and U.S. Pacific Northwest Environmental Movements. <i>Society and Natural Resources</i> . 24:767-784
Deadlines	Independent Research Paper

Date	10. lecture: Thursday July 5
Topic	Health promotion, ecosystem health and community development
Goals	Understanding how public health practice, community development, and sustainability governance can be harnessed for environmental justice
Readings	Minkler, M. (2012). Linking Science and Policy Through Community-Based Participatory Research to Study and Address Health Disparities. <i>American Journal of Public Health</i> . 100(51 Suppl.1):S81-S88 Freudenberg, N. (2004). Community Capacity for Environmental Health Promotion: Determinants and Implications for Practice. <i>Health Education & Behavior</i> , Vol. 31 (4): 472-490

	Recommended additional materials: Webb et al. (2010). Tools for Thoughtful Action: The Role of Ecosystem Approaches to Health in Enhancing Public Health. <i>Canadian Journal for Public Health</i> . 101(6):439-41.
Deadlines	N/A

Date	11. lecture: Thursday July 12
Topic	Environmental justice aspects in sustainable development
Goals	Connecting environmental justice and sustainability
Readings	Ali, S.H. (2009). The Political Economy of Environmental Inequality: The Social Distribution of Risk as an Environmental Injustice. In Agyeman, J. et al. (eds). <i>Speaking for Ourselves: Environmental Justice in Canada</i> . Vancouver, BC: UBC Press. pp.97-110 Haluza-DeLay, R. and Fernhout, H. (2011). Sustainability and social inclusion? Examining the frames of Canadian English-speaking environmental movement organisations. <i>Local Environment</i> . 16(7):727-745 Recommended additional materials: Leach, M., Scoones, I., and Stirling, A. (2010). Chapter 6. An Alternative Politics for Sustainability. <i>Dynamic Sustainabilities: Technology, Environment, Social Justice</i> . Pathways to Sustainability series. London, UK: Earthscan [DTL]
Deadlines	N/A

Date	12. lecture: Thursday July 19
Topic	Final in-class Test

5. Evaluation and assignment details:

The evaluation of students will be based on their demonstration of critical and analytical understanding of the readings, lectures and in-class discussions. More specific rubrics for evaluation of each assignment will be provided in class and online.

Component	Percentage
Participation: Active participation (Presence at all lectures mandatory)	10%
• Individual report 1 & Group presentation 1	15%
• Individual report 2 & Group presentation 2	15%
Independent research paper	35%
Final exam	25%
Total	100%

Individual report 1: Environmental justice and consumer products

500 words; further instructions available in class and online; the topic will be assigned in class by the instructor; a given product will be analysed in the light of the readings and in-class lecture content; the independent report on the assigned topic should be posted in the drop box and is due Thursday May 17 by noon (11:59 am).

Group presentation 1: Environmental justice and consumer products

10 min. presentation in the class based on a synthesis of the individual reports; followed by an open discussion of 5 min; groups will consist of students whose *Individual Report 1* is about the same topic; most of the group work will take place in class; all presentations: Thursday May 24

Individual Report 2: Famous and ‘infamous’ environmental justice cases

800-1000 words; further instructions available in class and online; the topic will be assigned in class by the instructor; a given case will be analysed in the light of the readings and in-class lecture content; the independent report on the assigned topic should be posted in the drop box and is due Thursday May 31 by noon (11:59 am).

Group presentations 2: Famous and ‘infamous’ environmental justice cases

15 min. presentation in the class based on a synthesis of the individual reports; followed by an open discussion of 5 min; groups will consist of students whose *Individual Report 2* is about the same topic; most of the group work will take place in class; presentations: Thursday June 14 and June 21.

Independent research paper

Your own case study in environmental justice (document analysis). You need to get your essay topic approved by the instructor some time between May 1 and June 7. Use *Essay Title Approval* drop box for the approval process.

2,500 words; based on topics addressed on course readings, lectures and in-class discussions; minimum of 10 academic references different from the course readings; the essay should be posted in the drop box and is due Thursday June 28 by noon (11:59 am).

Final exam

The final test will be two hours long and will consist of one essay which will ask you to integrate the main ideas of the course. You will have a choice of questions that will be drawn from a longer list that will be given to you earlier in the term. The test date is Thursday July 19, the last day of classes.

Essay marking categories
Are the terms well defined and defended in the literature?
Is the topic area or question to be explored clearly presented? Is the example clearly specified and the context well communicated?
Is the rationale for this topic clearly specified and justified in terms of environmental justice?
Is the paper well-organized, formatted and presented? Does the paper flow well with each paragraph leading into the next or is it choppy?
Is the piece well-researched with academic examples from the literature? Are current examples included to illustrate the argument? (Wikipedia, dictionaries, encyclopedias and other such sources should not be used.)

6. Assignment submission policy

Be concise when writing the assignments. Use paragraph form, full sentences and have a brief introduction. Use formal essay style. The required format is the APA (American Psychological Association) style. The complete style outline can be found in the *Publication Manual of the American Psychological Association*, located in the reference section in Dana Porter Library or on sale in the Book Store. You can find some other quick references at the following URLs:

- APA Crib Sheet <http://www.docstyles.com/apalite.htm>
- Citing Electronic References – <http://www.apastyle.org/apa-style-help.aspx>

Late assignments accepted only if you arrange late submission with me at least three days in advance of the due date (or if you have a doctor's note). Otherwise,

- Assignments submitted up to 96 hours past due are assessed a flat 10% deduction.
- Assignments submitted between 96 and 168 hours past due are assessed a flat 25% deduction.
- Assignments submitted more than 168 hours past due receive "0" (zero).

Each of your assignments must be single-spaced (the submissions are electronic in the MS word format) with Times New Roman or Cambria 12 pt font and have 1" margins all around, page numbers in the bottom, and your name on the top. Papers have to be thoroughly proof-read so that they are free of typos and major errors. A recommendation: Have a close and trusted friend edit your proposal and final paper before handing them in.

7. Plagiarism and academic integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. www.uwaterloo.ca/academicintegrity/ **Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at <http://www.lib.uwaterloo.ca/ait/>**

Plagiarism and other violations of academic integrity will not be tolerated. **This includes individual reports and group presentations**, which must represent your own work. If you have any questions about what is appropriate, please come and talk with me.

Plagiarism detection software (Turnitin) will be used to screen assignments on this course. This is being done to verify use of all material and sources in assignments is documented. In the first lecture of the Term, details will be provided about the arrangements for the use of Turnitin. **NOTE:** Students may request an alternative to Turnitin, which is to prepare an annotated bibliography for each assignment. For advice on how to prepare an annotated bibliography, see: <http://www.lib.sfu.ca/help/writing/annotated-bibliography>

8. Other important information

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Religious Observances: Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check Guidelines for Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm