

**Environmental Justice/Critical Participatory Action Research**  
**POLS 6870/SUST 6870/ENVST 5870/SW 6621/CMP 6960-002**

Meets Weds 1:00 – 2:30 pm and Feb 2-3 10am – 4pm  
Spring Semester 2018

Instructors:

Adrienne Cachelin, Ph.D.  
Environmental and Sustainability Studies  
23 BUC

email: [adrienne.cachelin@utah.edu](mailto:adrienne.cachelin@utah.edu)  
(801) 859-9060

## COURSE DESCRIPTION

This seminar examines the proposition that marginalized communities experience disproportionate impacts from environmental and health hazards that result from social, political, and economic practices. We will explore the theories and concepts of environmental justice, assess the empirical research on the subject, and examine how critical participatory action research (CPAR), as an approach to research that values the significant knowledge people hold about their lives and experiences, positioning those most intimately impacted by the research as leaders in shaping research questions, (Public Science Project, 2016), can deepen our understanding of applied environmental justice research in Salt Lake City.

## COURSE OBJECTIVES

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

- assess the political, economic, and cultural structures of U.S. society that maintain socio environmental inequities;
- articulate equity-based approaches to environmental justice research;
- interpret case studies, using relevant theoretical underpinnings to analyze power dynamics that exist in positivist approaches to research and describe how CPAR can delegitimize structural oppression;
- create an implementation plan for using CPAR within the outlined research context;
- provide peer reviews for fellow students regarding how their implementation plans reflect and equity-based approach to research

## READINGS

There will be two required texts as well as many articles, text excerpts, online books, web links, etc., each week.

- Teaching to Transgress by bell hooks
- Street Science by Jason Coburn (online through library)

## TEACHING METHODS

The course is a *hybrid seminar course*, readings, online video and lecture, workshops, reflection, discussion, written assignments and peer review will be used to achieve the learning objectives.

## CONSULTATION

If you need help, by all means ask for it, we will be happy to assist you. We will check Canvas at least every other day excluding weekends so you can always expect a response within 2 days. You may also feel free to call either of us and we will return your call within 24 hours during the business week. If you prefer an in-person meeting, we will be happy to meet with you by appointment.

## CHOICES FOR ACADEMIC SUCCESS

1. Each student will be expected to engage weekly in the discussions of lectures, assigned readings, videos and recorded talks. At least once during the semester you will be expected to facilitate a group discussion. Your participation/facilitation in the discussion should reveal that you have read and viewed the required material. You are responsible to create and maintain a respectful demeanor as we grapple with difficult and at times uncomfortable issues sharing our opinions and personal perspectives.
2. Case study – research an environmental justice case that has not been discussed in class describing the research methodology used as well as its theoretical underpinnings.
3. Community Engaged Research/CPAR
  - Students will work in transdisciplinary teams to design and present a CPAR plan. This plan is built on a methodology consistent with CPAR epistemology, from their own field of study or interests.
  - Students will peer review each other’s CPAR plans
  - Final CPAR paper and presentation papers. Each student will complete a paper that describes the rationale for their project, their methodology, and the ways this methodology is consistent with critical theory, and the implications for their research.

## GRADING:

- Participation/discussions 40% of the final grade
- Case study project 20% of the final grade
- Community Engaged Research 40% of the final grade

## AGENDA

DATE	TOPIC	READINGS DUE
January 10	Course introduction – What is environmental justice and how does sustainability fit?	HCN article Cole & Foster Preface and Intro Manisha video
January 17	<a href="#">TOXIC: Toxic: A Conversation on Environmental Racism</a> 12:15 pm - 1:45 pm at the Moot Courtroom in the Law School	Exploring the Nexus /Bullard report
January 24	Theoretical underpinnings and EJ models -EJ	Pellow & Schlosberg Abel & Frolich
January 31	Theoretical underpinnings – EJ	Capitalizing on Environmental Injustice and Agyeman et al - Trends
Feb 2-3	Equity and research methods	CPAR workshop
February 7	Theoretical underpinnings – Critical Theory Ibapah Project – Brian Coddling/Kate Magargal	Teaching to Transgress

February 14	Theoretical underpinnings – Critical Theory	Second section of above
February 21	Deconstructing Science Savor – Food Justice – Adrienne - CSBS	Tuck, E. & Guishard, M.(2013), Torre, M., Fine, M., Stoudt, B.G., Fox, M. (2012)
February 28	Critical ethnographic work with Jeff Rose - COH	Cachelin, Rose, & Rumore (2016) & Street Science part 1
March 7	Indigeneity and justice - Goshutes – Danielle Endres - HUM	Street Science Part 2
March 14	Mestizo Arts and Activism – Leticia Alvarez - COE	Street Science Part 3
March 28	Center for Migration and Refugee Integration – Caren Frost - CSW	Own project lit reviews
April 5	Peer review session	Own project lit reviews
April 12	Student IP presentations	TBA
April 19	Student IP presentations	TBA
April 26	Student IP presentations	TBA

## LEGAL MATTERS:

### 1. Reasonable Accommodation:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodation. Such accommodation will be afforded based on the specific disability and as agreed in writing.

### 2. Academic Dishonesty:

Any act of academic dishonesty will result in a course grade of E and a recommendation of additional disciplinary action. Academic dishonesty includes:

- **Cheating:** giving or receiving unauthorized assistance on any academic work.
- **Plagiarism:** presenting the language, structure or ideas of another person as one's own original work.
- **Falsification:** any untrue statement, either oral or written, concerning one's own academic work or the academic work of others, or the unauthorized alteration of any academic record.
- **Original work:** all academic work undertaken in this course must be original, i.e. it must not have been submitted in a prior course or be submitted in a course being taken concurrently.
- Let me make this clear: if you engage in any of these behaviors, you fail the class, no exceptions.

### 3. Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Note: The syllabus is not a binding legal contract. The instructor may modify it when the student is given reasonable notice of the modification.

DRAFT