

ENVST 3365 -001 Environmental Justice
Fall 2024 TTH 10:45 – 12:05
Meets online unless otherwise noted on Canvas

INSTRUCTOR

Adrienne Cachelin, PhD
 She/her/ours
 Meetings happily by appointment
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TEACHING ASSISTANTS

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 She/her

Field Projects Manager
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 She/her

Course Description

This course examines the proposition that communities of color experience disproportionate impacts of environmental and health hazards that result from social, political, and economic practices. We will explore, for example, the confiscation of land and water from native communities, the placement of toxic waste-producing facilities in communities facing poverty, and the lack of access to healthy food, air and water in communities that lack the political access and financial resources to fight for them. We will critically reflect on these issues, explore the economic practices and governmental policies that sustain them, and challenge ourselves to become aware of the ways that personal and societal choices can result in inequities for diverse groups. We will explore the theories and concepts of environmental justice, assess the empirical research on the subject, and examine specific case studies and policies. Finally, we will explore ways to achieve environmental justice for all people regardless of race, gender, ethnic heritage, and income level through community engaged research projects with the [SPARC Environmental Justice Lab](#) or community engaged learning opportunities.

Student Learning Outcomes

Students will:

- examine local and regional examples of environmental injustice;
- assess social, political, and economic structures of U.S. society that maintain environmental inequity;
- analyze how personal choices and positionality affect equity and justice for diverse populations; and
- reflect on participation in community-driven environmental justice field projects using both practical and theoretical lenses.

Teaching and Learning Methods

This course will be largely online with interactive group activities and discussions designed to engage you more deeply with theory and case studies in environmental justice. We will also work towards environmental justice with community research through the SPARC lab and/or fieldwork.

Readings

Primarily, you will also be directed to required articles, text excerpts, online books, web links, etc., each week as needed in Canvas. In the last four weeks of the semester, you will be required to read or listen to one of the following (you choose):

1. It's Not Too Late by Rebecca Solnit
2. The Land the Never Has Been Yet (podcast from Scene on Radio)

Consultation

If you need help, by all means ask for it, the TA or I will be happy to assist you. Email is the best way to reach us to set up an appointment.

Course policies

Much of our work in this class will be discussion-oriented and in order to maintain a productive learning community must be completed on time. If there are extenuating circumstances and we are made aware of them **in advance**, we may be able to find a solution. Otherwise, late CAFs will be accepted at 60% of their original point value and late CEL assignments will not be accepted.

Choices for Academic Success

Participation and Professionalism

Each student will be expected to engage weekly in the discussions of assigned readings, videos and recorded talks. Your participation should reveal that you have read and viewed the required material and can participate in an informed discussion. Given the nature of this course, attendance is required, when we meet online cameras are required to be on, and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.\

Missing and arriving late to classes and CEL meetings impair your ability to participate and are graded each week. 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.

Critical Analysis Forms

Each student will complete a critical analysis form each week for the first 12 weeks of the semester. These forms will help you read critically and articulate your questions, reactions, and potential or actual roles in these issues.

Community Engagement / SPARC Lab

During the semester, you and your team will complete an environmental justice-related community field project by working with your peers for a local organization involved in EJ issues as described on CANVAS. Some of these projects will give you research experience through the SPARC Lab. There are seven components of this project described below. Some of them are team elements and some are individual submissions. No late assignments will be accepted.

1. Project contract and partnership agreement (individual).
2. Annotated bibliography (team).
3. Peer feedback re annotated bibliography. (individual).
4. Deliverable for community partner (team).
5. Reflection and evaluation (individual).
6. In class video presentation (group)
7. Peer feedback for final project and/or presentation preparation (individual).

Grading:

- | | |
|--|--------------------|
| <input type="checkbox"/> Participation: | 33% of final grade |
| <input type="checkbox"/> Critical analysis forms | 33% of final grade |
| <input type="checkbox"/> Community Field Project | 33% of final grade |

A 94-100	D+ 68-70
A- 90-93	D 63-67
B+ 88-90	D- 60 - 62
B 83-87	E all else
B- 80-82	
C+ 78-80	
C 73-33	
C- 70-72	

University Policies

1. The Americans with Disabilities Act. 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 this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Given the nature of this course, attendance is required and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.\

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

2. University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>
3. Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. Academic Misconduct Statement. It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
5. Drop/Withdrawal Policies. Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
6. Other important information to consider including:
 - a. Student Code: <http://regulations.utah.edu/academics/6-400.php>
 - b. Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>

7. Supports for Students. Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.

8. Basic Needs Student Support Statement. Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.