

ENG 228: The Literature of Environmental Justice (3 cr)
This course fulfills the General Education requirement for Ethical Citizenship, and the American Cultural Diversity Requirement.

Fall 2014

Class Meets 11:00-11:50 MWF
 In CSI 211
 Office Hours: 10-11 & 12-1 MWF
 2-3 MW, and by appointment

Dr. Greta Gaard
 Office: 256 KFA, x.3850
Greta.Gaard@uwrf.edu

Core Texts:

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| We will read three novels, and balance these fictional texts with internet sources, D2L uploads, e-reserve readings, and other short nonfictional selections. Get these from the textbook library: | |
| Novels | Selections from these: |
| Ana Castillo. <u>So Far From God.</u> Linda Hogan. <u>Solar Storms.</u> Ruth Ozeki. <u>My Year of Meats.</u> | Alison Deming & Lauret Savoy, eds. <u>The Colors of Nature.</u> (2 nd edition) Winona LaDuke. <u>All My Relations.</u> |

Course Description:

The class you are taking is profoundly interdisciplinary, bringing together knowledge from all parts of your life. By the end of this course, you will see many connections between literary studies, environmental ethics, social justice, and civic engagement.

The concept of environmental justice—that nature is not only found in “wilderness,” but also in the places where we live, work, and play—revises our understanding of environmentalism to include both National Parks and nuclear waste sites, wild and scenic rivers as well as mega-dams and levees, industrialized food production and human health, automobiles and indigenous rights. Environmental justice literature provides narratives of individuals and communities organizing and responding to economic and environmental problems on local, national, and international levels. Its stories and investigations show that environmental issues are deeply connected with issues of globalization, gender, race, and class.

Throughout this course, you will read about issues that join our personal lives with political and economic practices on this continent and around the world. Your definition of “the environment” may never be the same.

Course Objectives:

Students who successfully complete this course will:

- develop and practice skills of literary analysis and research;
- adapt the skills of literary analysis to an understanding of environmental problems;
- address differences of cultural diversity in terms of history and present functioning;
- identify factors of the social and natural environment that influence ethical decision-making;
- evaluate ethical conflict and ways to address it to serve the world;
- understand the ways that social, ecological, economic, and political systems are interrelated;
- explore the interconnectedness of local and global concerns;
- identify individual and community responsibilities to our social and natural environments at the local, regional, national, and international levels; and
- utilize technology as a tool in literary studies and scholarship.

COURSE GRADING AND EVALUATION

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| <p>1. Literary Criticism Essay 1: 15%, due 9/29 Essay 2: 15%, due 10/20 Essay 3: 20%, due 11/19 Essay 4: 10%, due 12/10 Note: Late papers must be negotiated in advance, and grade penalties may apply.</p> | <p>You will be asked to write four short (3-5 pp.) essays that join your readings with some online research, addressing the contextual factors for each specific eco-justice topic (i.e., toxic workplaces, agricultural production and human health, etc.). The specific assignment guidelines for each essay are posted on D2L. These essays will be evaluated using the rubric on the last two pages of your syllabus.</p> | <p>60%</p> |
| <p>2. Engaged Citizenship <i>Proposals due 10/1</i> <i>Presentations on 11/19.</i> <i>Paper due on 12/5.</i> See service learning booklet on D2L for numerous listings, including:</p> <ul style="list-style-type: none"> ➤ Habitat for Humanity – ➤ Turning Point – RF women’s shelter ➤ Walk On Therapeutic Riding Center ➤ Kinnickinnic River Land Trust ➤ Social Justice Committees of Churches ➤ Food Pantry in RF ➤ Project Homeless Connect | <p>To explore the potentials for conflict and cooperation among the various stakeholders on these eco-justice issues, you will have the opportunity to engage in one method of applied scholarship, write up and present your experience & findings to the class. You can choose from one of the following:</p> <p style="padding-left: 40px;">(a) <u>internet research and report</u> on engagement with an environmental justice organization, to involve interviewing activists, or contributing toward online activism via research or letter-writing;</p> <p style="padding-left: 40px;">(b) <u>educational outreach</u>, involving a researched presentation to the UWRF campus community or another community organization; or</p> <p style="padding-left: 40px;">(c) <u>service learning</u> of ten volunteer hours, summarized and discussed in a reflective essay exploring the intersection of environmental justice perspectives at your service learning organization</p> | <p>15%</p> |
| <p>3. Attendance & Participation.</p> <ul style="list-style-type: none"> • “Attendance” = being on time, completing the readings, bringing your books, and being present for the full class period. • Partial class attendance = missing class. • Participating in the final is required. | <p>Throughout the semester, there will be unannounced reading quizzes, brief responsive writing, internet research and reporting, and class discussions. You are allowed three absences. After that point, absences will adversely affect your grade. Missing more than six classes (the equivalent of two weeks) for any reason will constitute a failing grade in this course. Illnesses, family emergencies, and other serious matters requiring your absence from class must be documented with the CAS Dean’s Office.</p> | <p>15%</p> |
| <p>4. Final Essay Exam (the self-evaluative letter and the EJ “solutions” research)-Due Dec. 15 by 3:00 p.m. in the D2L Dropbox</p> | <p>To summarize your learning in this class, you will write a reflective and self-evaluative letter (instructions on D2L), discussing and evaluating your learning based on the above four literary essays and the documentation of your engaged citizenship. See D2L for instructions.</p> | <p>10%</p> |

| COURSE SCHEDULE | | |
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| Date | Readings Due, Class Topics | Writing Due |
| Unit One: Defining “nature,” “wilderness,” “identity”—From Conservation to Environmental Justice (weeks 1-4) | | |
| W, 9/3 | Course Introduction. Langston Hughes, “The Negro Speaks of Rivers” & Margo Tamez, “Beetles in Bright Light.” (D2L) | |
| F, 9/5 | John Muir, “Hetch Hetchy Valley”, Marsden Manson, “A Statement of San Francisco’s Side,” (from D2L) | |
| M, 9/8 | Ed Abbey, “Industrial Tourism and the National Parks,” from <u>Desert Solitaire</u> (D2L) & Owens’ chapter from <i>Colors</i> . | |
| W, 9/10 | Aldo Leopold, “Thinking Like a Mountain,” and “The Land Ethic” from <u>Sand County Almanac</u> (D2L). Activity: overview of U.S. environmental thought. | |
| F, 9/12 | Ana Castillo, <u>So Far From God</u> , Chs. 1-5 | |
| M, 9/15 | Ana Castillo, <u>So Far From God</u> , Chs. 6-10 | |
| W, 9/17 | Synthesis Day-Bring D2L printouts to class Read: Bullard in <i>Colors</i> PPT on D2L: “What is Environmental Justice?” 17 Principles of Environmental Justice (D2L) & 10 Principles of Climate Justice (D2L) ***Introduction to Service Learning – Potential Sites. Guidesheet on D2L.*** | Bring to class printouts from D2L of these: <ul style="list-style-type: none"> • 17 Principles of Environmental Justice • 10 Principles of Climate Justice • Service Learning Guidelines |
| F, 9/19 | Ana Castillo, <u>So Far From God</u> Chs. 11-16. | |
| M, 9/22 | Student-led discussion of Internet Research for Unit One. Find out: “How accurate is Castillo’s portrayal of the US/Mexico border industries?” Consider Southwest Network for Economic and Env. Justice (www.sneej.org), Center for HealthEnv. & Justice (www.chej.org), Southwest Organizing Project www.swop.net , www.ienearth.org **Keep an eye out for examples of environmental (in)justice in the news; you can use this, with an associated research website, as one of your sources. | -B4 class: post to D2L discussion a one-page listing of your two internet sites with research relevant to Castillo’s book. Discuss their primary content & different perspectives, in one paragraph each. Be prepared to discuss your sources in class.** |
| W, 9/24 | Ray Gonzales, Francisco Alarcon, Camille Dungy & Jeanne W. Houston essays from <i>Colors</i> | |
| F, 9/26 | Prewriting Essay #1 Synthesis Day-No Reading | |
| M, 9/29 | Synthesis Day-No Reading Film: “Food, Inc.” | Essay #1 Due |
| Unit Two: Are we truly where, what, and how we eat? Food Justice Explored (weeks 5, 6, 7) | | |
| W, 10/1 | Ruth Ozeki, <u>My Year of Meats</u> , pp. 1-119. | Service Learning Proposals Due |
| F, 10/3 | Ruth Ozeki, <u>My Year of Meats</u> , pp. 121-241. | |
| M, 10/6 | Wendell Berry, pp. 3-48 from <u>The Unsettling of</u> | |

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| | <u>America</u> (D2L); Masumoto essay from <i>Colors</i> | |
| W, 10/8 | Ruth Ozeki, <u>My Year of Meats</u> , pp. 243-361. | |
| F, 10/10 | Sandra Steingraber, pp. 29-55 from <u>Having Faith</u> (D2L). LaDuke, <i>All My Relations</i> , Ch. 1 (pp. 11-26). | |
| M, 10/13 | Student-led discussion of internet research for Unit Two. Find out: “How accurate is Ozeki’s story?” Consider the Organic Consumers Association (www.organicconsumers.org), Pesticide Action Network (www.panna.org), the Land Stewardship Project (www.landstewardshipproject.org) Inst. for Agriculture and Trade Policy (www.iatp.org), “Meet your Meat” (www.meat.org), Growing Power (www.growingpower.org), Food Justice (http://www.justfood.org/food-justice) Oxfam (http://www.oxfamamerica.org/howeare/sisters-on-the-planet) | -B4 class: post to D2L discussion a one-page listing of two internet sites, their primary content & different perspectives -Bring to class printouts from two (2) internet sites with research relevant to Ozeki’s book, and be prepared to discuss your findings |
| W, 10/15 | Prewriting Essay #2 <i>Synthesis Day-No Reading</i> | |
| F, 10/17 | Alice Walker, "Am I Blue?" and “Not Only Will Your Teachers Appear, They Will Cook New Foods For You,” and "Why did the Balinese Chicken Cross the Road?" from <u>Living by the Word</u> . (D2L). | |
| M, 10/20 | Film: “GreenGreenWater” and “Downstream” - <i>No Reading</i> | <u>Essay #2 Due</u> |
| <i>Unit Three: “Power With,” or “Power Over”? Forms of Social & Ecological Power For Energy Justice (weeks 8, 9, 10, 11)</i> | | |
| W, 10/22 | Linda Hogan, <u>Solar Storms</u> , pp. 11-107. | |
| F, 10/24 | Linda Hogan, <u>Solar Storms</u> pp. 108-211 | |
| M, 10/27 | LaDuke, <i>All My Relations</i> , Ch. 3 (pp. 49-74) | |
| W, 10/29 | Linda Hogan, <u>Solar Storms</u> pp. 212-255. | |
| F, 10/31 | Student-led discussion on water power. Consider: Indigenous Env. Network www.i-en-earth.org , Clean Wisconsin (www.cleanwisconsin.org), Fresh Energy (www.fresh-energy.org), http://www.enviroliteracy.org/article.php/59.html http://chamisa.freeshell.org/dam.htm . Read “Bubbling Waters” on D2L course site. Vimeo: The Indian Boarding School Experience | -B4 class: post to D2L discussion a one-page listing of two internet sites, their primary content & different perspectives -Bring to class printouts or notes from two (2) internet sites with research relevant to Hogan’s book; be prepared to present your findings |
| M, 11/3 | Linda Hogan, <u>Solar Storms</u> pp. 256-352. | |
| W, 11/5 | Read Kimmerer, hooks, Salmon from <i>Colors</i> | Check out your home’s pollution at http://scorecard.goodguide.com/ & bring a printout to class |
| F, 11/7 | LaDuke, Ch. 5, pp. 97-113. “Good Nukes—Almost | |

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| | Good Enough” on D2L. Video on Prairie Island & Paul Fusco’s photo essay, “Chernobyl Legacy” http://mediastorm.com/publication/chernobyl-legacy | |
| M, 11/10 | Student-led discussion on nuclear power. Consider Fresh Energy (www.fresh-energy.org), Union of Concerned Scientists (www.ucsusa.org), Introduction to the Hanford Site (www.hanford.gov), Nevada Test Site (http://www.nv.doe.gov/nts/default.htm and Xcel corp. http://www.xcelenergy.com/Company/Pages/Home.aspx http://www.energy.gov/ (U.S. Dept. of Energy). Read up on the Fukushima Daichi Nuclear Disaster (i.e., http://time.com/worlds-most-dangerous-room/) | -B4 class: post to D2L discussion a one-page listing of two internet sites, their primary content & different perspectives -Bring to class printouts/notes from two internet sites with research on nuclear power and environmental justice |
| W, 11/12 | Ken Saro-Wiwa, pp. 49-117 from <i>A Month and A Day: A Detention Diary</i> (D2L) | |
| F, 11/14 | Student-led discussion of internet research on oil and environmental justice. Consider Shell homepage: www.shell.com http://www.essentialaction.org/shell/issues.html Oil in Ecuador www.amazonwatch.org , www.priceofoil.org (see video on Ken Saro-Wiwa) www.chevrontoxico.com http://www.exxposexxon.com/ Search on “cancer alley” in the U.S., Enbridge’s “Alberta Clipper” pipeline in MN/WI, Keystone XL Tar Sands pipeline | -B4 class: post to D2L discussion a one-page listing of two internet sites, their primary content & different perspectives -Bring to class printouts or notes from two (2) internet sites with research relevant to oil production and environmental justice |
| M, 11/17 | Prewriting Essay #3 <i>Synthesis Day-No Reading</i> | |
| Unit Four: Economy, Ecology, and Globalization: Key Issues in Planetary Justice (weeks 12, 13, 14) | | |
| W, 11/19 | <i>Synthesis Day-No Reading</i> Presentations on Civic Engagement | Essay #3 Due |
| F, 11/21 | Overview of Essay #4: Group Performance Project | Choose topics & teams; delegate weekend research tasks |
| M, 11/24 | Group work in class – produce the proposal & delegate tasks over break | Research proposal due: environmental justice topic, research, websites, outline |
| 11/25-30 | THANKSGIVING BREAK | |
| M, 12/1 | Film: “Black Gold” or “The Corporation” Discussion of global environmental & climate justice | |
| W, 12/3 | Groups work in class | |
| F, 12/5 | Groups work in class | Service Learning Essay Due |
| M, 12/8 | Student-led discussion on internet research about homelessness, immigration, media democracy (www.democracynow.org), climate justice | -B4 class: post to D2L discussion a one-page listing of two internet |

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| | (http://www.climate-justice-now.org/) & global economics (compare “free trade” with “fair trade”). See Global Exchange www.globalexchange.org & Intl. Forum on Globalization www.ifg.org On D2L site see “Contract With America” and “NAFTA: Ten Years Later” | sites, their primary content & different perspectives -Bring to class printouts or notes from (2) websites with research relevant to global environmental justice |
| W, 12/10 | Environmental Justice Role Plays | |
| F, 12/12 | Environmental Justice Role Plays Planning the Final: Review of Portfolio Guidelines. | <u>Essay #4 Due</u> |

FINAL EXAM: Monday Dec. 15, 1:00-3:00 p.m.

Consider these sources FOR ENVIRONMENTAL JUSTICE SOLUTIONS as starting points, but develop your own approach as well:

- Community-supported agriculture: <http://www.localharvest.org/csa/>
- Organic farming: <http://attra.ncat.org/organic.html>
- Grass-fed beef: <http://www.eatwild.com/>
- Food cooperatives: <http://www.coopdirectory.org/>
- Sustainable energy sources: <http://www.rmi.org/>
- Sustainable forestry practices: <http://www.sfiprogram.org/>
- Eco-tourism, organized and controlled by local populations: www.ecotourism.org
- Socially responsible investing: <http://www.ussif.org/>
- Fair trade: <http://www.fairtradefederation.org/> , <http://transfairusa.org/>
- International Forum on Globalization: <http://www.ifg.org/>
- World Social Forum: <http://www.wedo.org/events/world-social-forum-2013>
- Food Justice <http://www.justfood.org/food-justice>
- Local currencies <http://www.worldwatch.org/node/5978>

Getting Support on Campus – depending on your needs, there are five student support services relevant to our class:

- Writing Center (<http://www.uwrf.edu/english/WritingCenter.html>) in 290 KFA (x. 3608) provides tutors to help you get started on assignments, polish rough drafts, revise final drafts, or work on grammar.
- Academic Success Center (<http://www.uwrf.edu/academic-success/>) in 105 Davee Library (x. 3531) provides help with study skills, tutoring, disability services, multicultural advising, academic advising, and more!
- Counseling Center <http://www.uwrf.edu/StudentHealthAndCounseling/CounselingServices/Index.cfm> in 211 Hagestad Hall (x. 3884) services are free, confidential, and professional. Support is available for coping with crises, balancing school/work/family, confronting issues with alcohol/drug use, managing stress, and more.
- Career Services & Workshops <http://www.uwrf.edu/CareerServices/Index.cfm> in 211 Hagestad (x. 3572) offers workshops throughout the semester on resume and cover letter writing, developing a career portfolio, preparing for job interviews, strategies for finding jobs and internships, evaluating job offers and negotiating

salary, applying to graduate school, and of course, the Career Fair. There's also an online resume review service, job referral service, and more!

- Disability Services <http://www.uwrf.edu/AbilityServices/> UWRF welcomes students with diverse abilities into the University's educational programs, residence halls, activities, and environment. Students who need academic adjustments (accommodations) should contact the Ability Services Office (129 Hagestad; 715-425-3531). Before final decisions can be made to allow academic adjustments, students must provide clinical documentation that sufficiently describes the nature of their situation. For questions, contact Mark Johnson at ext. 3531, or mark.r.johnson@uwrf.edu.

Course Policies

- **Inclusivity and Respect**: UWRF promotes safe, inclusive and effective learning environments that protect the rights and support the interests of both students and faculty. For additional information regarding our inclusivity expectations, academic accommodations, academic conduct expectations and processes, and consult <http://www.uwrf.edu/Administration/Provost/AssocVCforAcadAffGradSt/Syllabi.cfm>
- **Cell Phone / Internet Policy** – Turn it off before class begins! Students found texting, Facebooking, or otherwise surfing the internet will have the technology device taken from them for the duration of class; they can also choose to leave class and take the absence. A second event will require dismissal from that class period. If you/your family is in an emergency situation, and you are waiting for an urgent call, speak to me before class begins; everyone has lives outside of class, and we'll find a way for you to be available to loved ones and still be present in class.
- **Instructor Absences**: I will always post an announcement on our course D2L site. You are responsible for checking that site on the date of an instructor absence, for participating in an online discussion that may be assigned to keep us on track with the course schedule, and for submitting your work to the D2L Dropbox if so instructed.
- **Class Attendance, Punctuality, and Informed Participation**
 - a. Policy: You will earn credit in this course only if you attend roughly 90% of the classes, and attend as an informed participant. On a MWF schedule, this means you are allowed 3 excused absences, and will probably fail the course after more than 6 absences.
 - b. Attendance is earned by arriving on time, and staying for the complete class session; any partial attendance is marked as an absence.
 - c. Informed participation in class discussions is evaluated on the basis of discussion comments that speak knowledgeably about the day's readings, go beyond with readings with additional resources, and/or raise questions about the relation of one reading to another or an outside source. Less verbal students have the same opportunity for recognition of their informed participation, through the unannounced reading quizzes and internet reporting assignments.

**ASSESSMENT RUBRIC FOR PAPERS
(ETHICAL CITIZENSHIP CRITERIA)**

| Criteria | Exceptional (A) | Good (B) | Adequate (C) | Poor (D) | Inadequate |
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| <p>Students will identify factors of the social and natural environment that influence ethical decision-making.</p> <p>-Identify and explain the psychosocial, ecological, economic, and political factors that influence ethical decision-making.</p> | <p>-Thesis provides an original insight into the topic/issue.</p> <p>-Depth/breadth of content covers topic thoroughly, using effective supporting details.</p> <p>-Comprehension of topic and readings to include awareness of diverse contexts and contents in eco-justice issues.</p> <p>-Range of sources is diverse, including web research as well as all relevant course texts.</p> | <p>A “good” paper will be exceptional in some respects but only adequate in others.</p> | <p>-Thesis presents arguments addressed in class discussions.</p> <p>-Depth/breadth of content covers topic but may omit detail.</p> <p>-Comprehension of topic and readings may focus on content of eco-justice issue with little or no attention to contexts.</p> <p>-Range of sources restricted to a sampling of course texts, with little or no reference to activist websites.</p> | <p>A “poor” paper will be adequate in some respects but inadequate in others.</p> | <p>-Thesis is absent, though the essay may address the topic in a general way.</p> <p>-Depth is superficial, and scope of the discussion excludes crucial details.</p> <p>-Presentation of topic fails to include basic facts from the readings.</p> <p>-Range of sources relies on few texts, often heavily quoted or summarized rather than discussed and analyzed.</p> |
| <p>Students will evaluate ethical conflict and ways to address it to serve the world.</p> <p>-Identify specific strategies for communicating or enforcing a group’s ethical perspective.</p> <p>-Explain the goals & likely outcomes of diverse conflict-resolution strategies, considering the context of an issue in terms of power (economic, political, social) and perspective (culture, nationality, gender, economic class, race, ethnicity).</p> | <p>-Diverse perspectives are presented from their own viewpoints.</p> <p>-Conflict resolution strategies are accurately and fully presented, with goals and actual outcomes.</p> <p>-Impact of each group’s strategic power (political, economic, social) to influence or determine outcome is analyzed.</p> | | <p>-Some differing perspectives are presented, often from the viewpoint favored by the student.</p> <p>-Conflict resolution strategies are presented in brief, though goals may be confused with outcomes.</p> <p>-Impact of each group’s strategic power may omit crucial areas of influence, focusing only on the presenting socioeconomic location of the groups.</p> | | <p>-No awareness of diverse perspectives. Presents ethical conflict in dualistic terms.</p> <p>-Strategies for addressing ethical conflict are simplistic, omitting multilayered approaches.</p> <p>-No awareness of the relation between a group’s strategic location and the effectiveness of different conflict-resolution strategies.</p> |

**ASSESSMENT RUBRIC FOR PAPERS
(AMERICAN CULTURAL DIVERSITY CRITERIA)**

| Criteria | Exceptional (A) | Good (B) | Adequate (C) | Poor (D) | Inadequate |
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| Students will examine the ways in which issues of race and/or ethnicity shape social identities and influence behaviors within diverse segments of American society. | <p>-Comprehension of topic and readings to include accurate awareness and discussion of diverse contexts and contents in eco-justice issues.</p> <p>-Range of sources is diverse, including the array of cultural perspectives covered in the unit, along with web research on the present conditions facing each group.</p> | A “good” paper will be exceptional in some respects but only adequate in others. | <p>-Thesis presents arguments addressed in class discussions.</p> <p>-Depth/breadth of content covers topic but may omit detail.</p> <p>-Comprehension of topic and readings may focus on content of eco-justice issue with little or no attention to contexts.</p> <p>-Range of sources restricted to a sampling of course texts, with little or no reference to internet research on current conditions for each group.</p> | A “poor” paper will be adequate in some respects but inadequate in others. | <p>-Thesis is absent, though the essay may address the topic in a general way.</p> <p>-Depth is superficial, and scope of the discussion excludes crucial details.</p> <p>-Presentation of topic fails to include basic facts from the readings.</p> <p>-Range of sources relies on only a selection of perspectives. Sources may be heavily quoted or summarized rather than discussed and analyzed.</p> |
| Students will analyze social and historical factors that may influence their interaction with members of a diverse society. | <p>-Diverse perspectives are accurately presented.</p> <p>-Histories and present conditions facing each group as a result of those histories are accurately presented, along with their shaping influence on social relations among members of a diverse society.</p> | | <p>-Some differing perspectives are presented, often from the viewpoint favored by the student.</p> <p>-Histories and present conditions of each group are presented in brief, but presented accurately.</p> <p>-Effects of history on present social interactions among diverse groups must be presented, though in brief.</p> | | <p>-No awareness of diverse perspectives, or presents cultural diversity in dualistic terms.</p> <p>-Histories of diverse groups are presented in a simplistic way, omitting interactions and present functionings among diverse groups.</p> |

Essay #1: Defining "Nature," "Wilderness," "Identity":
From Conservation to Environmental Justice

DUE: September 29, 2014

Length: 4-5 pages, double-spaced, 12-pitch font, one-inch margins.

Directions: Literary criticism is a form of writing that uses literature as a lens to explore larger social issues—in this paper, those issues involve defining the terms “nature,” “wilderness,” and “human self-identity,” and the ways the meaning of these terms have shifted and shaped human relationships with nature. To provide this history of definitions that change, use the literature we have read for this unit, and use the 17 Principles of Environmental Justice to help you establish your analytical framework. See if you can find thematic clusters by comparing the works by Muir, Manson, Hughes, Tamez, Abbey, Leopold, Castillo, and the writers in Colors (Owens, Gonzales, Alarcon, Dungy, Houston). One strategy for organizing the paper would be to use a thematic approach, taking these terms one at a time, and showing the different definitions and the different cultural and historical contexts for those definitions. Another strategy would be to put Castillo’s novel at the center of your discussion, and use the essays and internet research as vehicles for drawing out and discussing these different themes and key definitions in the novel.

Whatever approach you choose, consider the following questions to help you develop your discussion:

- What are the different perspectives/groups of writers viewing these definitions? What is an environmental justice perspective on these definitions? Defining these standpoints and their histories should help you get started.
- How are these shifts in definitions influenced by particular viewpoints of where and how people live with the land? What kinds of power does each group have to enforce its definitions on the larger community?
- How might these shifts in definitions influence ethical decision-making in the social environment (family, work, society, politics)?
- How might these shifting definitions influence ethical decision-making in and for the natural environment (land use, wild spaces, farming, industry, home-building, playgrounds, water, etc.)?
- If there is conflict among these definitions, how do these different groups expect to resolve the conflict? What strategies would they use? How effective are they in achieving their goals?
- What connections does each group make between “wilderness” and/or “nature” and “human self-identity”? Are these seen as separate, or interdependent?
- What does literature allow us to see that may be less visible to us in day-to-day experiences with “nature” or “wilderness”?

Grading Criteria: Your essay should be at least four and no more than six pages, and should use examples from the literature, internet research, and class discussions to support your analysis. Include a bibliography of your sources. Your essay is evaluated on the rubrics and on the

- Inclusiveness of diverse perspectives and all literature in Unit 1
- Accuracy in representing the viewpoints of those perspectives
- Comparison of strategies, goals, and outcomes for resolving ethical conflicts
- Comparison of fictional and actual situations/social actors
- Organization and clarity of your own argument
- Proofreading (spelling, grammar, accurate citations, etc.)

Essay #2: Food, Ecology, Identity—Toward Food Justice

DUE: October 20, 2014

Length: 4-6 pages, double-spaced, 12-pitch font, one-inch margins.

Directions: Your paper should develop an environmental justice perspective on food production and consumption. Be sure to use all the core readings (Ozeki, Berry, Steingraber, LaDuke, Walker) and website research to identify and explain the diverse ethical perspectives on food production and consumption, and how these views are connected to views about place and identity. Use these questions to help develop your ideas:

- Is there a connection between health of many types—human, animal, environmental, social/political?
- How is the way we think about, produce, distribute, and consume food affected by our definitions of the environment, the “natural”?
- What ethical standards should apply in human relationships with animals, with food plants, and with nature?
- How do decisions about food affect, shape, or enforce our definitions of nature? How do these decisions affect our self-identity?
- What does literature allow us to see that may be less visible to us in the “real” world?

Addressing these questions should form the bulk of your paper.

Once you have drafted answers to the above questions, consider these issues of social power and ethical citizenship, and allow these questions to *augment* your answers above:

- Are there cultural, ecological, economic, and political factors that influence decisions around food?
- What are the different perspectives/groups viewing the connections between where we live (ecology), what we eat (food), and who we are (identity)? Define these groups & their related viewpoints.
- What strategy/ies does each group use to communicate (or enforce) their perspective?
- How do issues of each group’s power (economic, political, social) and identity (culture, nationality, gender, class, race/ethnicity) influence the processes and outcomes of conflicts around food production and consumption?
- What strategies do these groups use to address and resolve conflict? What outcomes do they expect, given their strategy? How effective are they in achieving their goals?
- Do you see any connections to events in your own experience involving ethical decisions around food production and/or consumption? What strategies do you use to address ethical conflicts around food?

Grading Criteria: Your essay should be at least four and no more than six pages, and should use examples from the literature, internet research, and class discussions to support your analysis.

Include a bibliography of your sources. Your essay is evaluated on the rubrics and on the

- Inclusiveness of diverse perspectives and all literature in Unit 2
- Accuracy in representing the viewpoints of those perspectives
- Comparison of strategies, goals, and outcomes for resolving ethical conflicts
- Comparison of fictional and actual situations/social actors
- Organization and clarity of your own argument
- Proofreading (spelling, grammar, accurate citations, etc.)

Essay #3: Forms of Social and Ecological Power: Exploring Energy Justice

DUE: November 19, 2013

Length: 4-6 pages, double-spaced, 12-pitch font, one-inch margins.

Directions: This essay uses literature to examine the primary environmental resources for industrial power—water, nuclear, oil—as well as their production, distribution, uses, costs and benefits (social, ecological, and economic). It encourages you to examine diverse strategies for developing social and political power, and to compare these two kinds of power.

Your essay should foreground Linda Hogan’s *Solar Storms*, and use your own internet research and our class readings and discussions of Saro-Wiwa, LaDuke, and the writers from *Colors* (Kimmerer, hooks, Salmon) to flesh out the ways these texts address issues of ecology, economics, and power. What is an environmental justice perspective on these issues, as described in these novels? Your essay should be able to make connections between literary discussions of these thematic issues and the real-world manifestations of these issues as well.

Consider these questions to help flesh out your analysis:

- What are the cultural, ecological, economic, and political factors that influence decisions around energy production? And energy consumption?
- What strategy/ies does each stakeholder group use to communicate (or enforce) their perspective?
- How do issues of each group’s power (economic, political, social) and identity (culture, nationality, gender, class, race/ethnicity) influence the processes and outcomes of conflicts around energy production/distribution/consumption?
- What strategies do these groups use to address and resolve conflict? What outcomes do they expect, given their strategy? How effective are they in achieving their goals?
- What does literature allow us to see that may be less visible to us in the “real” world? Do you see any connections to events in your own experience involving ethical decisions around economic and energy production and/or consumption?

Grading Criteria: Your essay should be at least three and no more than six pages, and should use examples from the literature, internet research, and class discussions to support your analysis.

Include a bibliography of your sources. Your essay is evaluated on the rubrics and on the

- Inclusiveness of diverse perspectives, and all texts from Unit 3
- Accuracy in representing the viewpoints of those perspectives
- Comparison of strategies, goals, and outcomes for resolving ethical conflicts
- Comparison of fictional and actual situations/social actors
- Organization and clarity of your own argument
- Proofreading (spelling, grammar, accurate citations, etc.)

Essay #4: Environmental Justice Role Plays

DUE: December 8, 2014

Length: Role play: 10-15 minutes. Handout: 1-2 pages, complete with problem description, relevant organizations, strategies, resources, & bibliography of key sources/websites.

Directions: With a group of four to six other students, choose a situation of local/global environmental injustice, and create a role play that enacts the different viewpoints of each citizen, community, organization and government involved in the conflict. Your role play should bring out the potential strategies each character/player has at their disposal, and illuminate the different strengths of these tools and strategies. Your role play should also show which strategies are best suited to this specific situation.

Through participatory learning, the purpose of these role plays is to meet course objectives by helping you develop your ability to:

- Identify factors of the social and natural environment that influence ethical decision-making;
- Evaluate ethical conflict and the appropriate strategies to address it to serve the world;
- Understand the ways that social, ecological, economic, and political systems are interrelated;
- Explore the interconnectedness of local and global concerns;
- Identify the forces of race, gender, sexuality, age, class, ethnicity and other social variables in shaping the impacts—the costs and benefits—of any environmental justice situation; and
- Identify individual and community responsibilities to our social and natural environments at the local, regional, national, and international levels.

Your group should present the class with

- A 10-15 minute role play, performing an environmental justice problem, the related conflicts, the barriers to resolution, the strategies for challenging those barriers, and possible outcomes
- a 1 to 2-page resource guide to the problem, to the history of the issue, the key players, those working for environmental justice, and the actions we can take/that need to be taken to create a situation of justice.
- A bibliography of key sources, organizations, texts, internet sites.

In-class preparation dates: 11/21, 11/24, 12/3, 12/5. Presentation dates: 12/10, 12/12.

Grading Criteria: Along with the criteria and guidelines listed above, and the rubrics attached to our syllabus, your role plays will be evaluated on:

- Inclusiveness of diverse perspectives on globalization
- Accuracy in representing the viewpoints of those perspectives
- Comparison of strategies, goals, and outcomes for resolving ethical conflicts
- Comparison of fictional and actual situations/social actors
- Organization and clarity of your own argument
- Proofreading (spelling, grammar, accurate citations, etc.), accuracy, and relevance of your handout.

ENG 228: LITERATURE OF ENVIRONMENTAL JUSTICE
Portfolio/Letter of Reflection and Self-Evaluation

Directions: Compile and review the documents you have written for this class: the four graded essays, the writing associated with your chosen method of engaged scholarship, and any other course-related writing that reflects your learning for this class. This compilation is your portfolio of writing on environmental justice.

Write a self-evaluation letter discussing the various documents in your portfolio, describing how these documents illustrate your learning in this class. Consider the following questions to help you in your self-evaluation:

- How did your analysis of environmental justice and its ethical questions develop throughout the semester? Which readings, discussions, or course activities contributed to your developing this analysis? Were there readings you skipped, relying primarily on classroom discussion instead? Were there readings you found difficult or irrelevant to your understanding of environmental justice? (If so, say more; explain why.)
- How thoroughly did you explore the potentials for conflict and cooperation among the various stakeholders on each issue we addressed? If you were to rewrite these reflections, what would you add or change?
- How did your method of engaged scholarship contribute to your understanding of the diverse social actors, their ethical perspectives, and/or the various strategies available to them for resolving conflict in terms of the common good or their own individual gain?
- Are you satisfied with the way your reflective papers, essays, and/or engaged scholarship present the diverse social actors, their ethical perspectives, and their strategies for resolving conflict?
 - If so, what would you describe as the most insightful piece of analysis you developed?
 - If not, what else would you have liked to explore in order to present a more complete description of the problems and controversies of environmental justice issues?
- How would you describe the relationship among the literature, the activism, and the globalization of environmental justice issues? In other words, what (if anything) does literature contribute to our understanding of environmental justice that we cannot learn by studying the politics alone?
- What actions, purchases, or perspectives might you do differently as a result of this course? How will you bring this course forward, beyond the ending of the semester?

Grading: Your self-evaluation letter will be evaluated on the basis of the accuracy and fit between the letter and your work in this course, as well as the completeness of your responses to the above questions. Excellent (A) portfolios will address these questions in detail, and your essays will wholly exemplify the claims and evaluations made in the self-evaluation letter. Good (B) portfolios will be exceptional in some ways, and adequate in others. Adequate (C) portfolios will address the above questions in brief, providing references to essays that support these claims and evaluations. Poor (D) portfolios may address some but not all of the above questions, or may not develop complete answers, or the coursework may not exemplify or support the claims made in the self-evaluation letter. Inadequate (F) portfolios will be incomplete in evaluation and in supporting contents.