



UNSW Course Outline

ARTS3241 Environmental Justice - 2024

Published on the 04 Jun 2024

General Course Information

Course Code : ARTS3241

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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

Course Learning Outcomes
CLO1 : Identify, analyse, and explain how injustice is produced in the context of environmental change.
CLO2 : Situate environmental justice within different systems of value, politics, meaning, and ethics.
CLO3 : Deploy advanced bibliographic research methods.
CLO4 : 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.

Course Learning Outcomes	Assessment Item
CLO1 : Identify, analyse, and explain how injustice is produced in the context of environmental change.	<ul style="list-style-type: none">• Critical Reading Response• Case Study Proposal and Annotated Bibliography• Final Essay
CLO2 : Situate environmental justice within different systems of value, politics, meaning, and ethics.	<ul style="list-style-type: none">• Critical Reading Response• Case Study Proposal and Annotated Bibliography• Final Essay
CLO3 : Deploy advanced bibliographic research methods.	<ul style="list-style-type: none">• Case Study Proposal and Annotated Bibliography• Final Essay
CLO4 : 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.	<ul style="list-style-type: none">• Final Essay

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams | Zoom | Echo 360

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Critical Reading Response Assessment Format: Individual	20%	Due Date: 11 June 2024
Case Study Proposal and Annotated Bibliography Assessment Format: Individual	30%	Due Date: 7 July 2024
Final Essay Assessment Format: Individual	50%	Due Date: 8 Aug 2024

Assessment Details

Critical Reading Response

Assessment Overview

5-minute presentation that engages critically with one of the readings (from Weeks 4 to 10). You will receive individual written feedback.

Course Learning Outcomes

- CLO1 : Identify, analyse, and explain how injustice is produced in the context of environmental change.
- CLO2 : Situate environmental justice within different systems of value, politics, meaning, and ethics.

Assessment Length

5 minutes

Submission notes

Students to be allocated a submission week, starting week 4.

Assignment submission Turnitin type

This is not a Turnitin assignment

Case Study Proposal and Annotated Bibliography

Assessment Overview

This assessment includes a 500-word 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 individual written feedback and suggestions about your proposed case study and the focus of your references with respect to your proposed case study.

Course Learning Outcomes

- CLO1 : Identify, analyse, and explain how injustice is produced in the context of environmental change.
- CLO2 : Situate environmental justice within different systems of value, politics, meaning, and ethics.
- CLO3 : Deploy advanced bibliographic research methods.

Assessment Length

500 words + references

Submission notes

Upload via Turnitin in Moodle

Assignment submission Turnitin type

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

Final Essay

Assessment Overview

A 2,000 word essay on your case study. Individual written feedback will be provided.

Course Learning Outcomes

- CLO1 : Identify, analyse, and explain how injustice is produced in the context of environmental change.
- CLO2 : Situate environmental justice within different systems of value, politics, meaning, and ethics.
- CLO3 : Deploy advanced bibliographic research methods.
- CLO4 : 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.

Assessment Length

2000 words

Submission notes

Upload into Turnitin in Moodle

Assignment submission Turnitin type

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

General Assessment Information

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 (not assessed) throughout the course to help you in developing your project.

Detailed information for each assessment will be provided on the course Moodle page

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Topic	A historical introduction to Environmental Justice
Week 2 : 3 June - 9 June	Topic	Distributive and procedural approaches to Environmental Justice
Week 3 : 10 June - 16 June	Topic	Recognition and capabilities approaches
Week 4 : 17 June - 23 June	Topic	Decolonial EJ and other 'alternative' approaches
Week 5 : 24 June - 30 June	Topic	From toxic legacies to climate justice
Week 6 : 1 July - 7 July	Topic	Flexiweek
Week 7 : 8 July - 14 July	Topic	Other key EJ issues
Week 8 : 15 July - 21 July	Topic	Race, gender, and intersectionality in EJ
Week 9 : 22 July - 28 July	Topic	More-than-humans in EJ
Week 10 : 29 July - 4 August	Topic	Future directions in EJ

Attendance Requirements

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

Course 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 40.

EDO (Victoria) Ltd. 2011. "Discussion Paper: Environmental Justice in Australia." Environmental Defenders Office December 2011:[https://envirojustice.org.au/sites/default/files/files/Submissions and reports/environmentaljusticediscussionpaper.pdf](https://envirojustice.org.au/sites/default/files/files/Submissions%20and%20reports/environmentaljusticediscussionpaper.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-iiiwhite-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-andcooling-the-planet-la-viacampesinasfifth-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. "ÔTotally 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 MŽtis writer Zoe Todd." *Uneven Earth: Tracking Environmental Injustice* September 21, 2015 (<http://unevenearth.org/2015/09/decolonizing-nature-the-academy-and-europe/>) Wainwright, Joel. 2010. "Climate Change, Capitalism, and the Challenge of Transdisciplinarity." *Annals of the Association of American Geographers* 100 (4):983991. 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. "Shelterin-place? Immune no more and idlene 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.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Nadia Degregori		By appointment	on Teams	By appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

School Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

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

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