Special Topics: Environmental Justice
SOCI 4177.001
Department of Anthropology & Sociology
Fall Semester 2023

INSTRUCTOR: Dianne Dentice, Ph.D.
EMAIL: In BrightSpace (preferred method of communication)
OFFICE: LAN330
PHONE: 936-468-2241
OFFICE HOURS: M, T, W, TR from 2:00 PM until 4:00 PM via Chat, ZOOM, or by appointment
CLASS LOCATION: ONLINE

Required Book:

Other Readings:
All additional readings for the course are located in Learning Modules in BrightSpace.

Link to List of SFA Policies:
https://www.sfasu.edu/policies/

Course Description
This course adopts an interdisciplinary approach to the exploration of fair treatment and meaningful involvement of all people, regardless of race, national origin, gender or income with regard to the values of equity, inclusion and justice integral to expansion of the environmental movement in the United States.

Environmental Justice (three semester credit hours) is fully online. Students have significant weekly reading assignments that are located in 10 Learning Modules. During the course, students will take four major exams and a non-cumulative final exam. They will participate in three discussion assignments, analyze the required book by Dina Gilio-Whitaker and write a research paper. These activities average at a minimum, 2 hours of work each day, to read the assigned material, engage in online class activities, and keep up with instructor posts, email notifications, and news announcements.
**Program learning outcomes include the following:**

1) The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
2) The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
3) The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, and globalization.
4) The student will be able to apply sociological knowledge and skills to a variety of settings.
5) The student will recognize assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
6) The student will be able to read policy arguments regarding environmental justice and to identify major strengths and weaknesses.
7) The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported Course Objective SLO # or NA (not applicable)</th>
<th>Skill Level Basic, Intermediate, Advanced</th>
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</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>NA</td>
<td></td>
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<tr>
<td>PLO 2</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>PLO 3</td>
<td>1, 2, 3, 5</td>
<td>A</td>
</tr>
<tr>
<td>PLO 4</td>
<td>4</td>
<td>A</td>
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<tr>
<td>PLO 5</td>
<td>7</td>
<td>A</td>
</tr>
<tr>
<td>PLO 6</td>
<td>7</td>
<td>A</td>
</tr>
<tr>
<td>PLO 7</td>
<td>6</td>
<td>A</td>
</tr>
</tbody>
</table>

**Student learning outcomes for this course include the following:**

1) Students will compare and contrast theories associated with race and ethnic relations and environmental justice.
2) Students will define environmental racism and industrial pollution and understand the differences between the two concepts.
3) Through class discussions and group activity in BrightSpace, students will apply their knowledge of environmental justice in an interactive setting.
4) Students will evaluate environmental racism within the context of group interaction and contact with external forces such as government and business entities.
5) Students will be able to recognize and analyze systems of oppression and inequality in local, regional, national and global settings.
6) Students will learn about techniques that are used to measure social distance, segregation, and residential mobility.
7) Students will learn about ethical and unethical environmental policies as they apply to the study of minority groups and where they live.

**STUDENT TECHNICAL SUPPORT**

The Center for Teaching and Learning web link is at [https://www.sfactl.com/student-support](https://www.sfactl.com/student-support)

For Brightspace technical support, click on the following link [https://www.sfactl.com/brightspace-students](https://www.sfactl.com/brightspace-students)

If you want to speak to a human, call 936-468-1919 for in-person technical assistance.

**ACCEPTABLE STUDENT BEHAVIOR**

Participants in this course will adhere to Policy 10.4 otherwise known as the *Code of Student Conduct and Academic Integrity*. Click on the following link for details about this policy: [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf)

**ATTENDANCE POLICY**

Since this is an online class, you are expected to access BrightSpace consistently and daily. Your Course Calendar is attached to this document and there are copies in the Getting Started Module in D2L. You are responsible for keeping track of the dates for all assignments and assessments. Students who do well in these online classes spend at least one hour per day x 7 days reading the Learning Module material (including watching videos and pdfs of posted articles). This is in addition to reading your text, which is required. The SFA Attendance Policy is located at the following link [http://www.sfasu.edu/policies/class-attendance-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-6.7.pdf)

**ADDING/DROPPING A COURSE**

Click on the following link for directions about how to add or drop a course during the semester [http://www.sfasu.edu/policies/course-add-drop-6.10.pdf](http://www.sfasu.edu/policies/course-add-drop-6.10.pdf)

**EXAMS**

You will have a total of four exams in this course. The exams are worth 100 points each. They will all be administered online, including the final. The final exam is not cumulative and will be posted online @ 8:00 AM on Monday, December 5 and it will close on Thursday, December 8 @ 11:30 PM. Since all these exams are online and there is a window of time to complete them, there will be no makeups on the first three exams unless you have a documented
absence filed with the Office of Student Rights and Responsibilities. There will be no makeup for the Final Exam.

GROUP DISCUSSIONS

You will participate in three discussion assignments during this semester. The guidelines include submitting one original discussion prompted by my questions about the material included in each Learning Module. Next you will respond to a classmate’s post of your choice. Your original post must follow these guidelines: (1) respond to each of my questions that deal with the reading of the week; (2) number each of your answers to correspond with my questions; (3) you may cut and paste your answers directly into the discussion thread but do not submit attachments – I do not accept those in your discussion assignments; (4) refer to your course calendar for due dates; (5) use good grammar and watch your spelling in order to get full credit for your posts; (6) post your initial answers to my questions, numbered to correspond with each question; (7) respond substantively to a classmate to get full credit. Hint: I expect you to add to the conversation at hand. Merely agreeing, disagreeing or saying “What a great post!” is not going to get full credit for these assignments.

BOOK REVIEW

You will be reviewing the following book: *As Long as Grass Grows* by Dina Gilio-Whitaker. Review my Guidelines in Getting Started and email me if you have questions. I also expect good grammar and sentence structure and I want to be able to tell that you actually read the book.

FINAL PAPER

I have posted specific guidelines for the paper assignment in Getting Started. Read through those and email me with any questions.

GRADING SCALE

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams x 4 (100 pts each)</td>
<td>400</td>
</tr>
<tr>
<td>Discussions x 3 (40 pts. each)</td>
<td>120</td>
</tr>
<tr>
<td>Book review</td>
<td>100</td>
</tr>
<tr>
<td>Research paper</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total point spread</strong></td>
<td>820</td>
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WITHHELD GRADES POLICY

*The Grade of WH.* Ordinarily, at the discretion of the instructor and with the approval of the department chair, a grade of WH will be assigned only if the student cannot complete the course work due to unavoidable circumstances.
Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Note that a grade of WH is given at the discretion of the course instructor and department chair. Both must agree that a WH is appropriate. Furthermore, only students who have completed almost all of the course work will be considered for a grade of WH.

ACADEMIC INTEGRITY

Academic Integrity and Student Code of Conduct: Participants in this course will adhere to Policy 10.4 otherwise known as the Code of Student Conduct and Academic Integrity. Click on the following link for details about this policy: https://www.sfasu.edu/docs/policies/10.4.pdf

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to
commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**DISABILITIES ACCOMMODATIONS**

Check with the Office of Disability Services to determine any necessary course adaptations or accommodations. Please make an appointment with me via email during the first week of class to discuss your needed accommodations. “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services, Human Services Building, Room 325, Voice: 936-468-3004, TDD: 936-468-1004; FAX: 936-468-1368. Click on the following link for the SFA Disability Policy: [http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities-6.1.pdf](http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities-6.1.pdf)

**Mental Health Issues**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:  SFASU Counseling Services @ [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices); Health and Wellness Hub (corner of E. College and Raguet) 936-468-2401

SFASU Human Services Counseling Clinic @ [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp); Human Services Room 202 • 936-468-1041

External Crisis Resources: Burke 24-hour crisis line 1(800) 392-8343; Suicide Prevention Lifeline 1(800) 273-TALK (8255); Crisis Text Line: Text HELLO to 741-741
**DISCLAIMER**

This syllabus represents a “best” plan for the course; but, as with most plans, it is subject to change. Any changes will be announced by email or on your D2L homepage News Alert. The GETTING STARTED Module for the course also contains the Course Calendar (grid style format) and another copy of this syllabus.

**COURSE CALENDAR**

**Local Region Times (CST)**

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times are in the Central Standard Time zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Assignments</th>
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| Week of August 28          | Getting Started Module                          | • Read Getting Started module content, notably syllabus and Semester Calendar.  
                              |                                                  | • Navigate the course and trouble shoot any technical issues with the Student Help Desk at extension 1919 |
| Week of September 4        | Module 1: Environmental Justice: An Introduction | • Read Learning Module 1; that includes all PDFs and videos                  |
| Week of September 11       | Module 2: Theoretical Perspectives               | • Read Learning Module 2  
                              |                                                  | • Discussion 1 is due on Sunday, September 17 @ 11:30 PM  
                              |                                                  | • Exam 1 covers Learning Modules 1 and 2. It opens on Monday, September 11 @ 8:00 AM and closes on Friday, September 15 @ 11:30 PM.  |
| Week of September 18       | Module 3: Environmental [In]justice: A Social Problem | • Read Learning Module 3                                                  |
| Week of September 25       | Module 4: The Environment and Race               | • Read Learning Module 4  
<pre><code>                          |                                                  | • Discussion 2 is due on Friday, September 29 @ 11:30 PM                  |
</code></pre>
<table>
<thead>
<tr>
<th>Week of October 2</th>
<th>Module 5: Climate justice and Inequality</th>
<th>• Read Learning Module 5</th>
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</table>
| Week of October 9 | Module 6: Consumption Patterns and the Environment | • Read Learning Module 6  
• Discussion 3 is due on Friday, October 13 @ 11:30 PM.  
• Exam 3 covers Learning Modules 5 and 6. It opens on Monday @ 8:00 AM and closes on Sunday, October 15 @ 11:30 PM. |
| Week of October 16| Module 7: Health Disparities and the Environment | • Read Learning Module 7 |
| Week of October 23| Module 8: Environmental Justice and the State | • Read Learning Module 8  
• Exam 4 opens on Monday @ 8:00 AM and closes on Sunday October 29 @ 11:30 PM. It covers Learning Modules 7 and 8. |
| Week of October 30| Module 9: Environmental Justice and Social Action | • Read Learning Module 9  
• Happy Halloween |
<p>| Week of November 6| No readings this week; work on your book review that is due next week. | |
| Week of          | No readings this | • Your book review/analysis is due in the |</p>
<table>
<thead>
<tr>
<th>November 13</th>
<th>week</th>
<th>drop box on Friday November 17 @ 11:30 PM.</th>
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</thead>
<tbody>
<tr>
<td>Week of November 20</td>
<td>Happy Thanksgiving</td>
<td>Pardon a turkey, ya'll!!!!! Gobble, gobble</td>
</tr>
</tbody>
</table>

| Week of November 27 | Module 10: Environmental Justice: The Future | • Read Learning Module 10  
|                     |                                                | • Your final paper is due in the drop box @ 11:30 PM on Friday, December 1. |
| Week of December 4 | Dead Week | Study for your final. |
| Week of December 11 | Finals Week | • Final exam opens on Monday, @ 8:00 AM and closes on Thursday, December 14 @ 11:30 PM. It is not cumulative and covers Learning Modules 9 & 10. There will be an additional question on the final that will give you an opportunity to recap what you have learned in the course. Your extra credit question is also due on Thursday @ 11:30 PM. |