

HUMA-166: ENVIRONMENTAL JUSTICE AND THE HUMANITIES

Effective Term

Fall 2023

CC Approval

3/18/2022

AS Approval

3/22/2022

BOT Approval

4/14/2022

COCI Approval

5/12/2023

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Non-degree Applicable

Discipline

Minimum Qualifications	And/Or
Humanities (Master's Degree)	Or
Ethnic Studies (Master's Degree)	

Subject Code

HUMA - Humanities

Course Number

166

Department

Humanities (HUMA)

Division

Arts and Humanities (ARAH)

Full Course Title

Environmental Justice and the Humanities

Short Title

Envi. Justice & the Humanities

CB03 TOP Code

4903.00 - Humanities

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

New course to introduce environmental justice and the connection to the humanities and to serve entire student population.

SECTION B - Course Description

Catalog Course Description

Environmental Justice and the Humanities is an interdisciplinary course covering environmental and social justice issues on a local and global scale. This course will: 1) connect environmental justice in the humanities to global environmental concerns, 2) explore

how communities of color (such as Native Americans, African Americans, Asian Pacific Islander Americans, and Chicax/Latinx Americans) resist against social injustices relevant to environmental concerns, and 3) create innovative methods to help build an environmentally equitable society.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00000

Lecture Hours

54

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Critically examine and evaluate local issues that have both environmental and social implications.
2.	Develop the ability to use a humanistic lens in the exploration of environmental issues.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Analyze and articulate concepts such as environmental humanities and environmental justice, race and racism, racialization, ethnicity, equity, white supremacy, self-determination, liberation, decolonization, injustice, oppression, and anti-racism as analyzed from the diverse perspectives of people within Native American, African American, Asian Pacific Islander American, Chicana/Latina American communities as well as communities and cultures around the world.
2. Connect environmental justice in the humanities to global environmental concerns and review community modes of expression in relation to social injustices specific to environmental concerns.
3. Engage in transformative opportunities for growth of the classroom, the campus, and the community and create innovative methods to build an environmentally equitable society within and beyond the classroom.
4. Identify environmental justice issues as they relate to the local community and determine if they disproportionately impact the lives of communities of color including Native Americans, African Americans, Asian Pacific Islander Americans, and Chicana/Latina Americans.
5. Use the arts (i.e., visual, literary, and performing) to visualize data relating to environmental justice.

Course Content

1. Environmental Justice and the Humanities
 - a. Introduction to critical thinking in the Humanities
 - b. Introduction to environmental and social justice
 - c. Key concepts: environmental justice, social justice, environmental humanities, frontline communities, disadvantaged communities, injustice, and environmental rights
 - d. Interdisciplinary study of local social issues specific to the environment, including but not restricted to: rebuilding after earthquakes; physical, environmental, financial, and emotional damage resulting from wildfires; loss of industries resulting from pollution to waterways
 - e. Exploration and analysis: learn to use various sites and platforms used to plot weather conditions
 - f. Use platforms to gather topographical data of various sites to inform decision-making process when devising effective solutions to environmental justice issues. Examples:
 - i. Yatir Forest in Israel
 - ii. Green Beltway in Senegal
2. Environmental Justice and Gender
 - a. Roles, concerns, and contributions made by women in environmental justice
 - b. Key concepts: biodiversity, ecofeminism, food scarcity, food apartheid, and food justice
 - c. Examine scholarship on frontline communities
 - d. Consider the role of local community gardens and farmer's markets
 - e. Explore the rationales for sharing knowledge and food in the local communities
 - f. Cultural heritage combined with food cultivation and preparation.
 - g. Documentation of interconnection, biocultural diversity, and inclusivity from an environmental, humanities, and social justice perspective
3. Queering Environmental Justice
 - a. Critically review writing(s) on local sites with disproportionate environmental impact on frontline communities including: low-income, women, children, and community of color such as Native Americans, African Americans, Asian Pacific Islander Americans, and Chicana/Latina Americans
 - b. Examine the writing(s) of LGBTQIA authors and activists specific to environmental justice in the humanities
 - c. Equity and inclusivity in nature
 - i. Women, Indigenous, Black, and people of color and access to natural environment
 1. Leisure and harassment
 - d. Critically analyze the intersection of environmental justice as it relates to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age among women in Native American, African American, Asian Pacific Islander American, and Chicana/Latina American communities
 - e. Explore the roles of local LGBTQIA environmental justice, food justice, gardeners, community organizers, educators, and social justice advocates
4. Cultural Mapping and Map Making
 - a. Determine the conditions of local watersheds
 - i. Social vulnerability and environmental injustice as an effect of changes to the waterways
 - b. Mapping technologies
 - c. Creative methods capturing current state of sites
 - d. Key concepts: topography, cartography, cultural mapping, zones of use, food access, foraging, sharing knowledge, sharing resources

- e. Documenting and risk analysis of sites of past natural disasters
- f. Humanitarian responses to disasters
- 5. Native American Contributions to Environmental Justice
 - a. Conservation stories and environmental justice
 - b. Traditional ecological knowledge
 - c. Native and non-native species in California
 - d. Invasive species and impact on waterways and land
 - e. Key concepts include: decolonization, tribal affiliation, cultural appropriation, women’s roles in resurgence, revitalization, resilience, and Indigenous futurity
 - f. Definitions of wilderness in relation to: colonization, power, land ownership, land stewardship, and capitalism
 - g. Scholarship of Native American environmental justice activists
 - i. Concerns
 - ii. Innovations
 - h. Tradition of sharing resources
 - i. Ceremonies
- 6. Regenerative Design
 - a. Regenerative agricultural principles and techniques for environmental and social justice problem solving through creative and regenerative designs
 - b. Fractal patterns in nature, in design, in textiles, and in the flow of people
 - c. Key concepts: fractal patterns, scale, seed saving, swales, and flow
 - d. Needs Matched to Resources Model
 - e. Fibonacci sequence in nature
- 7. Reconnecting and Revitalizing Futures
 - a. Expression of emotion in relation to environmental justice
 - b. Stress-reduction techniques designed by environmental and social justice educators and activists
 - c. Hope and resilience in nature
 - i. Conditions for thriving
 - d. Positive change in environment
 - i. Methods bringing balance to ecosystem
 - e. Bio-culturally responsive methods
 - i. Purpose
 - f. Equitable future: Life-sustaining closed-loop systems

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	Group Projects/Presentations, Creative activities, Collaborative group work, Small/large group activities.
Discussion	Small and Large group discussion.
Lecture	Lecture w/ slide presentation.
Other	Film/Documentaries; Audio/Visual Media, Audio-visual presentations.

Instructor-Initiated Online Contact Types

- Announcements/Bulletin Boards
- Chat Rooms
- Discussion Boards
- E-mail Communication
- Video or Teleconferencing

Student-Initiated Online Contact Types

- Chat Rooms
- Discussions
- Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions).
Quizzes	Daily reading response quiz and/or quiz on weekly material.
Essays/Papers	Reflection and research papers.
Oral Presentations	Individual or Group presentation.
Projects	Collaborative projects; small and large groups.

Assignments

Reading Assignments

Selected readings from the required texts covering women from diverse ethnic backgrounds, sexual orientations, and social classes. For example:

- 1) Read pages 1-35 in A People's Guide to the San Francisco Bay Area which provides an interdisciplinary assessment of well known sites all over the Bay Area.
- 2) Read the first two chapters of Tending the Wild: Native American Knowledge and the Management of California's Natural Resources which describes the plants and honorable harvesting practiced by Native Americans in California.

Writing Assignments

Critical Analysis Papers (1-3 papers). For Example:

Read pages 1-35 in Undrowned: Black Feminist Lessons from Marine Mammals. Apply critical thinking and problem-solving skills as you use your nature journal to sketch a marine mammal. Where does this creature live? What does it need to thrive? What environmental challenges does this animal face? Do you feel any kinship to this marine creature? Write a 2-4 page paper about the experience. Include the entry from your nature journal.

For example:

- 2) Develop a regenerative solution to a social and/or environmental issue that involves the intersection of race and nature. Read the first two chapters of Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors. Apply critical thinking and problem-solving skills as you design ways to address inequities in access to nature. Create a regenerative design as if you were going to propose this idea to the City Council and write up a one-page precis to accompany the design.

Other Assignments

1. Written responses to the assigned reading
2. Discussion posts
3. Film notes and papers in response to videos, documentaries, etc.
4. Nature journal
5. Regenerative designs
6. Design portfolio
7. Portfolio cover letter
8. Midterm
9. Final

-Midterm: Midterm may be a quiz or a project. A quiz may include objective and essay questions. For example of a project: Work with the midterm group to put together a presentation based on the assigned reading.

Student groups will meet regularly to create an engaging presentation. Working with your group, choose and analyze an environmental problem in our local area. Create a 25-minute presentation that demonstrates your understanding of the environmental problem and the connection to the humanities.

-Final Project (Proposal, Design, Presentation, & Paper) The final project is the presentation of a story and a paper that describes the process and ecological inspiration for the work. All students should combine academic research with reflective writing and tell a story about their just future, a world where they will thrive.

-Creative Design: Produce a story that describes the world you want to live in. Incorporate a creative modality as we have done with the previous assignments in this class. How can you bring your word to life? Students may use art, poetry, a short film, written screenplay, short-story, multimedia design, poetry, dance, food, etc.

-Paper: Write a 6-8 page (double spaced, 12 pt. font). The paper should include a works cited page. See Final handout for additional details and criteria.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Brahinsky, R., & Tarr, A

Title

A People's Guide to the San Francisco Bay Area (Vol 3)

Publisher

University of California Press.

Year

2020

Material Type

Textbook

Author

Finney, C.

Title

Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors

Publisher

University of North Carolina Press

Year

2014

Material Type

Textbook

Author

Gumbs, A. P. & Brown, A. M

Title

Undrowned: Black Feminist Lessons from Marine Mammals

Publisher

AK Press

Year

2020

Material Type

Textbook

Author

Anderson, M.K.

Title

Tending the Wild: Native American Knowledge and the Management of California's Natural Resources

Publisher

University of California Press

Year

2013

Material Type

Textbook

Author

Macy, J.

Title

Coming Back to Life: The Updated Guide to the Work That Reconnects

Publisher

New Society Publishers; Revised ed. edition (November 1, 2014)

Year

2012

Proposed General Education/Transfer Agreement**Do you wish to propose this course for a Local General Education Area?**

No

Do you wish to propose this course for a CSU General Education Area?

No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No

Course Codes (Admin Only)**ASSIST Update**

No

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No