NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

GEO 309
Environmental Justice

COURSE CREDIT:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
PREREQS: (WR 121 [C-] or WR 121H [C-] ) and sophomore standing

COURSE DESCRIPTION:

GEO 309. ENVIRONMENTAL JUSTICE (3).
Technical and social issues surrounding the unequal exposure to environmental hazards based on race and the environmental justice movement that has grown to address charges of such environmental racism. (Bacc Core Course)

CONTACT INFORMATION:
Instructor: Dr. Shireen Hyrapiet
Office Location: 244 Wilkinson Hall
Department: College of Earth, Ocean and Atmospheric Sciences
Email: shireen.hyrapiet@oregonstate.edu
Phone: 541-737-3407

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ Identify and describe the existence of difference as a socially constructed entity</td>
<td>Discussion boards</td>
</tr>
<tr>
<td></td>
<td>Class journal</td>
</tr>
<tr>
<td>~ Identify and describe the relationship between race and social geographies of space and place</td>
<td>Discussion Boards</td>
</tr>
<tr>
<td></td>
<td>Discussion Board Leadership</td>
</tr>
<tr>
<td></td>
<td>Class journal</td>
</tr>
<tr>
<td>~ Apply the knowledge and understanding of race and difference to explore and analyze its relationship with the community, as well as local, and regional geographies of place</td>
<td>Discussion boards</td>
</tr>
<tr>
<td></td>
<td>Discussion Board Leadership</td>
</tr>
<tr>
<td></td>
<td>Class Journal</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking Paper</td>
</tr>
<tr>
<td>~ Synthesize knowledge to assess the relationship between race and the environment through the socially constructed spatial geographies of space and place</td>
<td>Critical Thinking Paper</td>
</tr>
<tr>
<td></td>
<td>Story Map</td>
</tr>
</tbody>
</table>

COURSE CONTENT AND POLICIES:

Week 1: Preface: We Speak for Ourselves
Week 2: Introduction
Week 3: Chapter 1 - A History of the Environmental Justice Movement
Week 4: Chapter 2 - The Political Economy of Environmental Racism: Chester Residents Concerned for Quality of Life
Week 5: Chapter 3 – Environmental Racism: Beyond the Distributive Paradigm
Week 6: Chapter 4 – Buttonwillow: Resistance and Disillusion in Rural California
Week 7: Chapter 5 – Processes of Struggle: Grassroots Resistance and the Structure of Environmental Decision Making
Week 8: Chapter 6 – In Defense of Mother Earth: The Indigenous Environmental Network
Week 9: Chapter 7 – Transformative Politics
Week 10: StoryMap (Case Study) Presentations

Discussion Boards
Participation in the weekly discussion board is required every week. In each weekly discussion board you need to make two contributions on at least two different days, before midnight, Saturday. No credit will be earned for contributions to the weekly discussion board after the Saturday deadline. I encourage you to go beyond the required two postings per week. Discussion board writing tips and a grading rubric for the discussion boards is available online.
Also, please check the Student Lounge (Discussion Board) at least a few times per week; that is a place for discussion of everything course-related, which does not fit into the focused weekly discussions. The Student Lounge is an ideal place to discuss the content of the course, including specific questions about the readings and the lecture notes.

discussion board leadership
During the course of the term, every week a group of students will be assigned to lead the discussion boards. Discussion board leaders are required to make the first post by midnight, Wednesday each week. As part of this leadership, students assigned to the week are required to have an in-depth understanding of the readings for the week and actively engage their classmates in discussion. In the assigned week, examples of leadership include, but are not limited to – probing classmates’ posts, asking questions which require deeper, more engaged critical reflection, asking for clarification on a position or commentary, asking for a justification of the particular position or argument stated in the post. There is no requirement for the number of questions to be asked or probed, but you will be graded based on your “active engagement and leadership” in your assigned week.

class journal
Students will maintain a weekly journal of their thoughts and comments on the reading material for the week. This journal acts as a repository of ideas and feelings about the topics under consideration. Over the course of the term, students are encouraged to draw upon their reflections from the journal and use them toward writing the critical thinking paper on their chosen topic.

critical thinking paper
Students will write one critical thinking paper on an environmental justice topic of their choice. The total paper is worth 125 points. The length of the paper should not exceed 550 words. The critical thinking paper will be worked upon incrementally with grades awarded at each stage of the process.

- Submission 1 – worth 10 points
  o Submit a Title, Thesis Statement (somewhat of an introduction) and at least three sources.

- Submission 2 – worth 15 points
  o Submit an annotated bibliography of at least 2 of the three sources.

- Submission 3 – worth 25 points
  o Submit the introduction and analysis of the chosen topic

- Submission 4 – worth 75 points
  o Submit the final paper with the title, introduction, analysis, critical reflection and a conclusion which ties into the themes discussed over the course of the term.

storymap
Students will use the topic of their critical thinking paper to create a storymap map using a free public account with ArcGIS online. Sign-up here http://www.arcgis.com/home/ and select Free Public Account. Read more about story maps: http://storymaps.arcgis.com/en/articles/publishing-your-story-map/. More information on Story Maps can be found here http://storymaps.arcgis.com/en/. Browse through the collections to get acquainted with the idea of storymaps. Please use photos, maps, and videos to deliver your topic. The StoryMap itself is worth 85 points, the peer-review is worth 25 points.
EVALUATION OF STUDENT PERFORMANCE:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board posts @10 points</td>
<td>90</td>
<td>18%</td>
<td>A = 93 and above</td>
</tr>
<tr>
<td>Discussion board leadership @ 75 pts.</td>
<td>75</td>
<td>15%</td>
<td>B= 80 - 82.9</td>
</tr>
<tr>
<td>Class Journal @ 100 points</td>
<td>100</td>
<td>20%</td>
<td>C+=77 - 79.9</td>
</tr>
<tr>
<td>Critical Thinking Paper @ 125 points</td>
<td>125</td>
<td>25%</td>
<td>D+ =67 – 69.9</td>
</tr>
<tr>
<td>StoryMap and Review @ 110 points</td>
<td>100</td>
<td>22%</td>
<td>F= &lt;60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found [HERE](#).

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)
Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.
Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”
- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
- COURSE DEMO
- GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:
- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.