RUTGERS School of Criminal Justice

47: 204: 467 Topics in Justice Studies: Climate, the Environment, and Justice
Semester:

I. Course Information

Instructor Information:
Professor Marion Alberty, Simona M. Capisani, Chris Etienne, Aiyu Zheng

Important Dates:
Classes Begin: Monday, January 24 through Wednesday, May 11
Last Day to Drop: Tuesday, January 25
Last Day of Classes: Wednesday, May 11
Final Day of Semester: Wednesday, May 11
Holidays:

- Monday, February 21: President's Day
- Friday, April 15: Good Friday/Passover

Course Overview:
This course begins by introducing the intersecting climate, food, water, and biodiversity crises, examining the ways in which these crises differentially impact populations on both the local and global levels. The course will also specifically investigate the role of environmental racism in shaping existing policies, practices, and proposed solutions. Students will be asked to reflect on their own experiences with climate change and environmental issues and engage with the question: "Where do I stand in the world of the climate crisis and environmental injustice?"

Prerequisite:
Non-Applicable

B.A., Justice Studies Program Learning Goals
Upon completion of the B.A. in Justice Studies at Rutgers University-Newark, students should be able to:

1. Explain the connection between the problem of justice and the criminal justice domain, as well as other social domains such as the polity and the economy.
2. Articulate a broad-based understanding of theory and empirical evidence related to crime, crime prevention, and social justice as well as knowledge of the agencies and organizations that deal with issues of crime and justice.

3. Gather relevant new information and weigh alternative explanations.
4. Analyze mainstream and alternative ideas regarding what constitutes justice in the contemporary world.
5. Critically evaluate justice policies in various social domains.
6. Design and conduct basic empirical research studies.
7. Develop public speaking skills in order to become comfortable presenting their work in public forums.
8. Produce effective literature reviews, research summaries, and policy briefs.
9. Assess issues of justice, in historical and cross-cultural perspectives.
10. Engage the social world in relation to practical problems of justice.

Course Learning Objectives:

In this course, students will be able to:

1. Explain what the environmental nexus is and the current and ongoing trends of climate, water, food, and biodiversity issues locally and globally.
2. Explain the essential principles of Earth's climate system.
3. Identify and articulate important modern-day issues, and explore the intersectionality between environmental racism, social justice, and class structure.
4. Critically analyze historical records, empirical data, and their interrelationship.
5. Identify and discuss the ongoing and future effects of human-made greenhouse gas emissions, and the effects on local to global scales.
6. Evaluate the impacts of policies, practices, and proposed solutions relating to the environmental nexus and climate justice.
7. Read and summarize scientific literature in writings and drawings.

Required Materials:

- Course packet

Course Requirements:

This class is most successful when students follow instructions in their packets, think critically, and challenge themselves to finish readings and assignments. We understand the difficulty of motivating oneself to learn in an independent and limited condition, and thus we encourage students to make use of learning goals and self-evaluation guidelines listed in the packets. We encourage students to annotate required readings (Primary Texts) and take notes on their questions or thoughts. The Course Schedule below lists all Primary Texts (required) in **bold font**. These notes will be useful for reflective essays and integrating all course materials towards the end of the course. The texts labeled as Reference Texts are not required but are generally helpful for brainstorming project ideas, developing a deeper understanding of the material, searching for references, etc. Each assignment for the course will include a grading rubric for students to check their own work before turning it in. Finally, all assignments must be submitted in MLA format; this includes informal and formal assessments.

Course Structure:

Students will receive two types of paper packets throughout the semester to guide them through the course material and assess their progress along the way: (1) instructional packets and (2)

assessment packets. Instructional packets contain learning goals, definitions of key terms, lecture material, and reminders and notes about the required readings for each unit. Assessment packets contain all methods of assessment: journal entries, activities, discussion sections, and the synthesis project. Students should work through the instructional packets a unit at a time, following the prompts in the instructional packet to complete sections in the assessment packets. Students will keep their instructional packets and turn in assessment packets. The submission deadline for assessment packets will be flexible as we want to reduce students' anxiety about late and missing work during this challenging time. We advise students to finish their work as they go through the instructional packets and turn in assignments as soon as possible in order to receive feedback as quickly as possible. Students should turn in any and all assessments they've completed when they are able to submit their assessment packets.

Each student will complete the coursework at their own pace, which itself may change over the course of the semester. A good target to keep in mind is completing roughly one unit each week of the semester. Some units will take more time, some less. We have suggested two completion dates for students to evaluate their pacing in the course schedule below. We advise students to finish studying the first module before Feb 22, and the second module before March 20. Students are encouraged to give instructors feedback on the course load and pacing given the challenging mode of instruction required this semester.

When students need to turn in their assignments, they need to complete a coursework submission record form and attach it to their assignments. This form will be a document for students' records of submission in case of missing work. There will be multiple copies of this form delivered to you at the beginning of the course.

II. Course Schedule

Please locate each reading using the table of contents in your reader.

Unit	Class Topic	Readings & Assignments Due
Module 1: introduction (units 1-3) **Suggested completion: Feb 22**		
1	**Course Intro** **Primer on scientific literature, data analysis, and interpretation**	**Primary text:** **Graphics lies, misleading visuals; Cairo (2015) (course reader pg. 1-14)** Reference text: Summary for Policymakers; IPCC (2021) (course reader pg. 15-53)

2	**Climate, Greenhouse Effect, and the Environmental Nexus**	**Primary text:** **"The Basics of Climate Change" in Climate Change: Evidence and Causes: Update 2020; National Research Council (2020) pg. B1-8 (course reader pg. 54-61)** Reference texts: Social and economic impacts of climate; Carleton and Hsiang (2016) (course reader pg. 62-77) Sustainable development and the water-energy-food nexus: A perspective on livelihoods; Biggs et al. (2015) (course reader pg. 78-86)
3	**Introduction to Environmental Ethics and Justice**	**Primary texts:** **Introduction; The Evolution of Environmental Justice, Activism, Research, and Scholarship; Taylor (2011) (course reader pg. 87-108)** **Watered Down Justice: A report by the National Resources Defense Council; Fedinick et al. (2019) pg. 1- 21** Reference text: Can consumer choices ward off the worst effects of climate change? An expert explains; Del Valle (2018) (course reader pg. 251-258)
Module 2: environmental nexus and justice (units 4-7) **Suggested completion: March 20**		
4	**Emissions, climate, and weather: impacts and responsibility**	**Primary texts:** **2018: Impacts, Risks, and Adaptation in the United States: Fourth National Climate Assessment, Volume II: Summary Findings; USGCRP (2018) pg. 24-32 (course reader page 114-121)** **"The Climate Crisis is a Racist Crisis: Structural Racism, Inequality, and Climate Change" in The fire now: Anti-racist scholarship in times of explicit racial violence; Sealey-Huggins (2018) pg. 100-109 (course reader pg. 239-243)** Reference texts: Too late for indigenous climate justice: Ecological and relational tipping points; Whyte (2020) (course reader pg. 244-250) Summary for Policymakers; IPCC (2021) (course reader pg. 15-53)
5	**Climate and food**	**Primary texts:**

		Climate-smart agriculture for food security; Lipper et al. (2014) (course reader pg.122-127) **Food Security. In: Climate Change and Land: an IPCC special report on climate change, desertification, land degradation, sustainable land management, food security, and greenhouse gas fluxes in terrestrial ecosystems; Mbow et al. (2019) pg. 439-440. (course reader pg. 128-129)** Reference texts: Risk of Increased Food Insecurity under Stringent Global Climate Change Mitigation Policy; Hasegawa et al (2018) (course reader pg. 130-136) Veganism as an Aspiration. In The Moral Complexities of Eating Meat; Gruen & Jones (2015) (course reader pg. 137-146) Corporations, investors "grabbing" land and water overseas; Mother Nature Network (2013) (course reader pg. 147-149)
6	**Climate and water**	**Primary texts:** **Water news: bad, good, and virtual; Smil (2008) (course reader pg. 150-172)** **Climate Change and Water; Bates et al. (2008) pg. 15-23 (course reader pg. 173-179)** Reference texts: Climate change impacts on the water resources of American Indians and Alaska Natives in the US; Cozzetto et al. (2013)(course reader pg. 180-195) "Ch. 35: Water Ethics- Toward Ecological Cooperation," in Oxford Handbook of Environmental Ethics; Kallhoff (2017) pg. 416-426 Watered Down Justice: A report by the National Resources Defense Council; Fedinick et al. (2019) pg. 5 - 13
7	**Climate and biodiversity**	**Primary texts:** **"Welcome to the anthropocene" in The Sixth Extinction: an unnatural history; Kolbert (2014) Chapter 5. Welcome to the anthropocene pg. 9-11 (course reader pg. 196-206)** **"Biodiversity, Agriculture, and Rain Forests" in Breakfast of biodiversity: The political ecology of rain forest destruction; Vandermeer and Perfecto (2013) pg. 138-147 (course reader**

		pg. 207-218) Reference texts: 'Synopsis' in Scientific outcome of the IPBES-IPCC co-sponsored workshop on biodiversity and climate change; IPBES (2021) pg.14-23 (course reader pg. 219-288) "Ch. 38: The Ethics of Ecosystem Management" in The Oxford Handbook of Environmental Ethics; Hourdequin (2017) pg. 449-462
Module 3: reimagining a climate-smart and just future (units 8-13)		
8	**Exploring justice through arts, literature and culture**	**Primary texts:** **The Ones Who Walk Away from Omelas; Le Guin (1975)(course reader pg. 259-262)** **"The Ones Who Stay and Fight" in How Long Till Black Future Month; Jemisin (2018) (course reader pg. 263-271)** Reference text: All We Can Save, 2021 (Pg. 16-28, 121-128; Poems, and Drawings)
9	**A domestic perspective**	**Primary texts:** **Identifying Vulnerable Subpopulations for Climate Change Health Effects in the United States; Balbus and Malina (2009) (course reader pg. 272-276)** **Climate Apartheid Is the Coming Police Violence Crisis; Táíwò (2020) (course reader pg. 277-281)** **Resettling the First American 'Climate Refugees'; Davenport and Roberston (2016) (course reader pg. 282-288)** Reference texts: Disproportionate exposure to urban heat island intensity across major US cities; Hsu et al. (2021) (course reader pg. 289-299) These Maps Tell the Story of Two Americas: One Parched, One Soaked; Bhatia and Popovich (2021) (course reader pg. 300-303)
10	**Environmental nexus in New Jersey**	**Primary texts:** **Climate Change in New Jersey: Impacts and Responses; New Jersey Climate Change Resource Center (2020) (course reader pg. 304-306)** **N.J. affordable housing is among nation's most vulnerable to climate-change flooding, study finds; Kummer (2020)**

		(course reader pg. 307-311) Reference texts: NJ Pinelands, a protected jewel, still faces threat; O'Neil (2017) (course reader pg. 312-318) A Citizen science and government collaboration: Developing tools to facilitate community air monitoring; Kaufman et al. (2017) (course reader pg. 319-329)
11	**Existing Solutions**	**Primary texts:** **The Green New Deal (2018) (course reader pg. 330-343)** **The Drawdown Review: Climate Solutions for a New Decade; Wilkinson et al. (2020) pg. 2-13 (course reader pg. 344-355)** Reference texts: "Chapter 16. From Green Money to a Green New Deal," in Money From Nothing: Or, Why We Should Stop Worrying About Debt and Love the Federal Reserve; Hockett and James (2020) pg. 261-269 "Solar geoengineering and obligations to the global poor" in Climate justice and geoengineering: Ethics and policy in the atmospheric Anthropocene; Horton and Keith (2016) pp.79-92 (course reader pg. 356-363) "Ch. 40: Ethics and Climate Adaptation," in The Oxford Handbook of Environmental Ethics; Heyward (2017) pg. 474-486
12	**Evaluating Solutions**	**Primary texts:** **The Green New Deal & the Danger of Climate Colonialism; Táíwò (2019) (course reader pg. 364-367)** **Unequal Impact: The Deep Link Between Racism and Climate Change; Yeampierre (2020) (course reader pg. 368-373)** **Why #BlackLivesMatter Should Transform the Climate Debate, Klein (2014) (course reader pg. 374-377)** Reference texts: Just Transition: Learning From the Tactics of Past Labor Movements; Táíwò and Plummer (2020) (course reader pg. 378-383)

		"Climate Justice Must be Anti-Patriarchal or it will not be Systemic" in Climate Futures: Re-Imagining Global Climate Justice; Acha (2019) pg. 105-11(course reader pg. 384-391)
13	**Developing a Roadmap**	**Primary texts:** **A History and Future of Resistance; Noisecat and Spice (2016) (course reader pg. 392-396)** **Inevitable Planetary Doom Has Been Exaggerated; Marris (2021) (course reader pg. 397-402)** Reference texts: "Engaging Environmental Concern, Promoting Change" in Environmental Ethics: From Theory to Practice; Hourdequin (2015) pg. 195-218

III. Course Assessment and Grading

The final grade will be assessed based upon your performance on the following assignments:

Assignment Description	Linked to CLO	Percentage of Course Grade
Journal Entries	CLO 1-7	30%
Activities	CLO 1-6	20%
Synthesis Project	CLO 3, 4, 5, 6	20%
Discussion	CLO 1-7	30%

JOURNAL ENTRIES (30%): This course requires careful reading and engagement with the primary texts to build an understanding of the course topics and facilitate critical thinking. To achieve this, students will be responsible for submitting a Journal Entry for each unit that responds to one of the unit's primary readings and reflects on the student's understanding and interpretation of the material. Space for these Journal Entries will be provided in each assessment packet with a section labeled 'Journal Entry'. To receive full credit, each Journal Entry should: (1) state which text the entry discusses, (2) be 1 page in length, (3) begin with a brief summary of the material, (4) spend the remainder of the page responding to and reflecting on the information or arguments presented in the Primary Text and (5) be submitted in MLA format. Students are also encouraged to explore their personal response to the readings and material in these entries.

ACTIVITIES (20%): Active participation is fundamental for success in this course. Assessment packets contain 'Activity' sections that guide students through engaging with the course material and test comprehension of concepts. These Activity sections are an attempt to replicate in-class activities and opportunities for participation given the current mode of instruction. Students are required to complete and submit the 'Activity' sections for each unit. The assessment packet activities will be assessed for **completeness** rather than correctness.

SYNTHESIS PROJECT (20%): The synthesis project offers each student an opportunity to learn how to integrate course materials with real-world problem-solving skills and turn their unique perspectives into empowering voices using a wide variety of formats. Students will receive instructions on how to pick and finish their projects throughout the course. In general, the students will be graded based on their demonstration of (1) a comprehensive understanding of environmental nexus issues, (2) the incorporation of environmental justice thinking, (3) the incorporation of texts and topics covered in this class, (4) their reasoning for how different aspects of environmental nexus are interconnected, and (5) critical thinking skills to evaluate existing or potential solutions.

DISCUSSION (30%): Active participation is fundamental for success in this course. Assessment packets contain 'Discussion' sections that ask students to reflect on their prior knowledge, think critically about the lecture material and readings, and synthesize concepts from multiple sources. Students are required to complete and submit the Discussion sections for each unit. The assessment packet discussions will be assessed for **completeness**.

The following grading scale will be used for this course:

A	90–100%
B+	86-89%
B	80-85%
C+	76-79%
C	70-75%
D	60-69%
F	<60%

IV. Course Policies

Late or Missing Assignment Policy

To successfully complete the course, students will be required to submit all of their work. Failure to complete your work will result in a student-teacher conference. Facility-related delays, codes, or issues will never impact student evaluation. Students who cannot meet class requirements will be encouraged to withdraw and retake the class in the following semester.

A Note on Written Assignments

All written assignments are expected to be grammatically correct, syntactically responsible, and stylistically appropriate. You can hand-write your assignments or type if you have access to a keyboard. If you are typing your work, please use double-spacing.

Academic Integrity

As a member of the Rutgers University community, you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity. Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own.