

**Conrad Grebel University College**  
University of Waterloo

**PACS 302-02: Environmental Justice & Racism in Canada and Beyond**  
Winter 2020

**Class Time:** 1:00pm-2:20pm

**Class Day:** Tuesday & Thursday

**Location:** Room 1300

**Instructor:** Jada Renee Koushik, PhD Candidate

**Office Hours:** By appointment

**Email:** [jkoushik@uwaterloo.ca](mailto:jkoushik@uwaterloo.ca)

**Phone:** (519) 575-3346

**Context for PACS 302-02 Special Topics**

Special Topics in Peace and Conflict Studies are courses offered from time-to-time to examine contemporary issues of peace, conflict, and justice. Special Topics courses are not offered every term or every year. Many of the current PACS 311 – 329 Core Courses were once first offered as Special Topics courses and became permanent only because they generated substantial student interest.

In addition to courses that focus on peace and conflict generally and in-depth analyses that look at the peace opportunities and responsibilities of different sectors, PACS also offers courses such as this course which enlighten you on the relationship between sectors and the possibilities that exist for collaboration.

**Course Overview**

Shé:kon. Aanii. Bienvenue. Welcome to PACS 302-02. As participants in this course, we acknowledge that we are on the traditional territory of the Neutral, Anishnawbe and Haudenosaunee peoples.

This course examines how the environment intersects with issues of race, class, gender, and health to contribute to conflict in Canada and beyond. The concepts of peace, environmental justice and social determinants of health are examined, and the significance of race and racism is central to the course. Using film and interdisciplinary scholarship, this course will look at the ways in which we can begin to see issues of environmental injustice as opportunities for creating more resilient communities and for shifting to greater peace and justice in the world. Seminars

will include group discussions, multimedia presentations, and interactive exercises to provide foundational information while encouraging active participation in the educational process.

## **Learning Objectives**

By the end of this course, students will be able to:

- Summarize how race and gender have historically contributed to issues of conflict, especially related to issues concerning the environment.
- Identify values that are currently manifested in our structures, institutions, and identities and what other values need to emerge, or be fostered, in order to create more resilient and sustainable communities.
- Articulate potential linkages through social determinant of health, and how peace can be fostered through social and environmental means.
- Summarize theories surrounding privilege, whiteness, and the myth of meritocracy; and explain how “colour-blind” ideologies are problematic.

## **Readings/Textbooks**

Gosine, A., & Teelucksingh, C. (2008). Environmental justice and racism in Canada: An introduction. Toronto, ON: Emond Montgomery Publications Limited.

\*Koushik, J. R. (2017). Lift Up Your Eyes: Reflections on justice, privilege, and environmental education. *Our Schools/Our Selves*, 26(2), 119-130.

\*Marmot, M. (2005). Social determinants of health inequalities. *The lancet*, 365(9464), 1099-1104.

\*McKenzie, M., Koushik, J. R., Haluza-DeLay, R., Chin, B., & Corwin, J. (2017). Environmental justice. *Urban environmental education review*, 59-67.

\*Ranson, K., Poletti, T., Bornemisza, O., & Sondorp, E. (2007). Promoting health equity in conflict-affected fragile states. London: The Conflict and Health Programme, London School of Hygiene and Tropical Medicine.

\*Terry, G. (2009). No climate justice without gender justice: an overview of the issues. *Gender & Development*, 17(1), 5-18.

**\*Articles will be handed out in class or posted on the course website.**

## Course Schedule

| <b>Dates</b>                         | <b>Module</b>   | <b>Readings</b>                         | <b>Assignments</b>                       |
|--------------------------------------|---|---|--|
| Jan. 7 & 9                           | Environmental Justice: Intro & History  | Gosine & Teelucksingh (2008), Chapter 1 |  |
| Jan. 14 & 16                         | Justice in Canada   | Gosine & Teelucksingh (2008), Chapter 2 |  |
| Jan. 21 & 23                         | Environmental Justice in the US   | McKenzie et al. (2017), Chapter 10      |  |
| Jan. 28 & 30                         | Race and Privilege  | Koushik (2017)                          |  |
| Feb. 4 & 6                           | Case Study Presentations<br>(Assignment 1: 10 students per class)                                     |   | Assignment 1 Due<br>February 4 or 6      |
| Feb. 11 & 13                         | Social Determinants of Health<br>Inequalities   | Marmot (2005)                           |  |
| <b>READING WEEK (February 15-23)</b> |   |   |  |
| Feb. 25 & 27                         | Social Determinants of Health   | Game: The Last Straw!                   | In class activity                        |
| Mar. 3 & 5                           | Peace and Health Equity   | Ranson et al (2007), p. 9-21            |  |
| Mar. 10 & 12                         | Peace and Health Equity (Debate on March 12 <sup>th</sup> ) (Assignment 2: SDOH Essay due March 12th) | Ranson et al (2007), p. 22-34           | Assignment 2 (SDOH Essay) Due March 12th |
| Mar. 17 & 19                         | Climate & Gender Justice  | Terry (2009)                            |  |
| Mar. 24 & 26                         | Guest Lecturer/Time for group work  |   |  |

|                  |  |  |                                       |
|------------------|--|--|---------------------------------------|
| Mar. 31 & Apr. 2 | Group Presentations (Assignment 3: 3-4 groups per class) and Class Evaluations |  | Assignment 3 Due Mar. 31 or April 2nd |
|------------------|--|--|---------------------------------------|

**Evaluation Components**

Please note that you must complete all assignments and class participation in order to receive a passing grade in this course.

The evaluation for this class consists of a combination of assignments and class participation. More information about these assignments will be provided as they are assigned. In addition, all students will be expected to participate in discussion in all classes and to respond to these presentations. **There will NOT be final exam for this course.**

Students are expected to attend, listen, and engage in classroom activities. This will contribute 20% towards the final mark.

|                                   |      |                       |
|-----------------------------------|------|-----------------------|
| Assignment 1 (EJ Case Study)      | 20%  | Due Feb. 4 or 6       |
| Assignment 2 (SDOH Essay)         | 30%  | Due Mar. 12           |
| Assignment 3 (Group Presentation) | 30%  | Due Mar. 31 or Apr. 2 |
| Class Participation               | 20%  | Ongoing               |
| Total                             | 100% |                       |

It is expected that all material will be submitted on time. Deadlines are imposed to facilitate classroom activities. **NO EXTENSIONS** will be granted except with prior agreement by the course instructor and/or proven medical or extenuating circumstances. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

### **Cross-listed course (requirement for all Arts courses)**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### **Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the [Office of Academic Integrity website](#) for more information.

### **Discipline**

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

### **Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

### **Appeals**

A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

### **Accommodation for Students with Disabilities**

*Note for students with disabilities:* [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.

## **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### **Off campus, 24/7**

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213. Full details can be found online on the Faculty of Arts [website](#)  
Download [UWaterloo and regional mental health resources \(PDF\)](#)  
Download the [WatSafe app](#) to your phone to quickly access mental health support information

## **Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).