

LBST 303. Issues of Justice in a Global Community

Spring 2016, 2nd session

Instructor: Dr. Colleen P. Stapleton

Office: Atlanta Campus, AACC Rm 412

Office phone: 678-547-6565

E-mail: stapleton_c@mercer.edu

Office hrs: M, Th, 12-6 pm; W 12-5 pm; & by appt.

Face-to-face meeting days

March 17, 31; April 14, 28; 6-10:45 pm modified to incorporate hybrid format.

During other weeks, we will carry out work online. Please see this schedule in this syllabus for assignments, location of assignment instructions, and due dates.

Course Description

Prerequisite: 60 credits; LBST175/180 or equivalent. Students will engage issues of ethics and social justice across cultures and disciplines through a cross-disciplinary study of the global dimension of social ethics. Students will also engage each other in a seminar format. The topic of any individual seminar may vary, but in each case students will be asked to synthesize the practices of interpretation, explanation, and communication while articulating how best to act in light of what one has learned.

But what is this course really about?

Environmental Justice and Freshwater Issues. Despite the fact that most people would agree that water is a shared resource, few think about who gets what share of fresh water. In this course we will learn to identify freshwater components and processes of the hydrologic cycle and connect them to the basic need of all human beings for equal access to clean fresh water. We will accomplish this by framing the water science within theories of environmental justice. We will study how interactions between the hydrologic system and the human system impacts human beings in different ways, depending on gender, race and class—categories significant to social scientists who are interested in environmental justice.

Environmental Justice

As defined by the US Environmental Protection Agency (EPA) *is the fair treatment and meaningful*

involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. EPA has this goal for all communities and persons across this Nation. It will be achieved when everyone enjoys the same degree of protection from environmental and health hazards and equal access to the decision-making process to have a healthy environment in which to live, learn, and work. <https://www3.epa.gov/environmentaljustice/>

As described by the Environmental Justice Network (EJnet) in several ways:

- *Environmental equity: Poison people equally.*
- *Environmental justice: Stop poisoning people, period.*

Environmental racism is the disproportionate impact of environmental hazards on people of color. Environmental justice is the movement's response to environmental racism. "Environmental equity" is not environmental justice. "Environmental equity" is the government's response to the demands of the Environmental Justice Movement. Government agencies, like the EPA, have been co-opting the movement by redefining environmental justice as "fair treatment and meaningful involvement," something they consistently fail to accomplish, but which also falls far short of the environmental justice vision. The Environmental Justice Movement isn't seeking to simply redistribute environmental harms, but to abolish them. <http://www.ejnet.org/ej/>



from: <http://www.unwater.org/worldwaterday>

Student Learning Outcomes

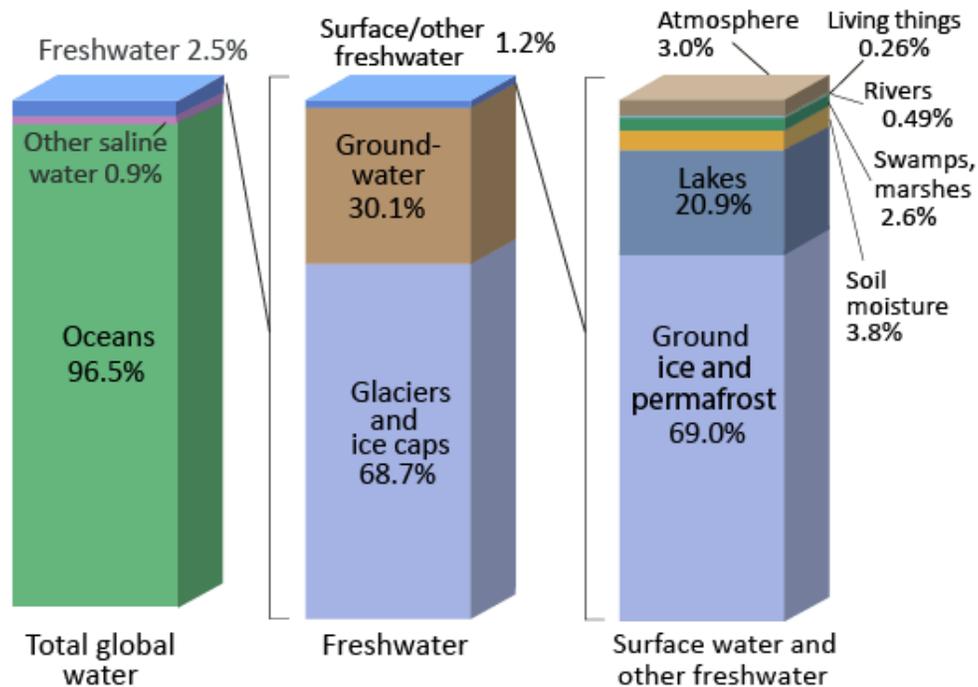
Students will engage issues of ethics and social justice across cultures and disciplines by:

1. Communicating the diverse perspectives of stakeholders in a coherent, knowledgeable way;
2. Articulating how a stakeholder might act ethically and responsibly so that they address water science and environmental justice;

- Explaining differences in access to freshwater among social groups using scientific and quantitative reasoning;
- Interpreting ways of seeing ourselves with others in social actions. (We can use systems thinking here. A systems thinker can identify a

system (a natural system, a human system, a linked human/environment system), understand how that system can be divided into interacting parts, and recognize that changes in one part of the system will affect other parts of the system.)

Where is Earth's Water?



Source: Igor Shiklomanov's chapter "World fresh water resources" in Peter H. Gleick (editor), 1993, *Water in Crisis: A Guide to the World's Fresh Water Resources*.

NOTE: Numbers are rounded, so percent summations may not add to 100.

from: <http://water.usgs.gov/edu/watercycle.html>

Mandatory Course Resources

Text, assignments, videos, and other resources:

Environmental Justice and Freshwater Resources

<http://serc.carleton.edu/s/integrate/freshwater/index.html>

Digital image upload: Upload drawings and/or pictures in a common digital file format (jpg, pdf, etc).

Blackboard When you enroll in a course through the Registrar, you are automatically enrolled in the course online learning environment in Blackboard. Our Blackboard site contains assignment and other course information. Log into Blackboard:

1. Go to: <https://bb-mercer.blackboard.com>

2. Username: Mercer ID Number (MUID)

3. Password: six-digit birth date in YYMMDD

Blackboard tutorials, log in, upload work, etc.:

http://it.mercer.edu/student/academic_technology/tutorials.htm

For technical help with Blackboard, including logging in, please contact Mercer IT:

Phone: 478-301-7000

Email: helpdesk@mercer.edu

Walk-in: Swilley Library: Su–Th, 4-8.

http://it.mercer.edu/student/academic_technology/blackboard.htm

Other resources

We may also use freely available web-based resources. Links will be in our Blackboard site.

Supplementary, Recommended Resources

Mercer's Writing Lab Online Writing Lab (OWL) or walk-in writing lab.

On-line Tutoring Lab (OWL):

<http://www.mercer.edu/arc/OWL/index.html>

Writing lab walk-in schedule:

<http://www.mercer.edu/arc/Tutoring/index.html>

Classroom and Attendance Policy

1. Students are responsible for keeping all graded coursework until grade appeal period is over.
2. The class schedule handed out on the first day of class is tentative schedule but we will not make changes unless we all agree on a change.
3. Students are responsible for information in all assigned readings, handouts, labs, videos, lectures, and other assigned materials.
4. Attendance is mandatory for all face-to-face class meetings. Log-in and participation in assignments are mandatory for online weeks. Missing a class, arriving late to class, or leaving class early can result in a grade of "0" for that day and for any work scheduled or due. Exceptions will be made in the event of emergencies or medical reasons. Acceptable reasons for absences determined by the instructor on a case-by-case basis.
5. Late assignments will not be accepted. If you miss a class, any work due on that day must be handed in by the deadline. If you miss a class, check the syllabus, Blackboard and class colleagues to find out what is due next week.
6. In case of the Center being closed (weather-related or otherwise), check into our Blackboard site and complete assignments in order to be counted as "attending".
7. You are responsible for obtaining handouts, notes, and information that you miss.
8. Students requiring accommodations for a disability should inform the instructor as early in their matriculation as possible or by the close of the first class meeting. The instructor will refer you to the Disability Support Services Coordinator to document your disability and determine eligibility for accommodations under the ADA/Section 504. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a "Faculty Accommodation Form" from Disability Support Services. Students must return the completed and signed form to the ACCESS Coordinator (208 Sheffield Center). A new form must be requested each semester. Students with a history of a disability, perceived as having a disability or with a current disability who does not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty

Accommodation form each semester. For convenience, anyone can send this information through Campus Mail; fax the form to (478)301-2127; or attach the form in an email to burrowbrid_c@mercer.edu.

Even students with a documented disability who do not wish to use academic accommodations are strongly encouraged to register with Disability Support Services and complete a Faculty Accommodation Form each semester. For further information, please contact: Carole Burrowbridge in Disability Services at (478) 301-2778 or at burrowbrid_c@mercer.edu. Also see ACCESS website <http://www.mercer.edu/disabilityservices> .

Email communication with your Instructor should only take place through your Mercer University issued email address. Information about using your Mercer University email account: http://it.mercer.edu/student/email/email_access.htm

Academic Integrity

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program. Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at <http://provost.mercer.edu/handbooks> Academic honesty and integrity, as specified in the Honor Code, are required and expected of each student. Violation of this code, including plagiarism, on any work I assign in this class may result in a grade of "F" for the assignment or the entire course. Because this class uses cooperative discovery as one of its primary teaching and learning tools, students must respect each other, contribute mutually to class activities, give proper credit to others when it is due, and take responsibility for their own actions. In preparing any assignments, students may draw upon any legally available resources for research and preparation. However, submitted materials must represent student work and contain proper attribution and citation for the work of others.

Brief description of course components:

1. Environmental Justice and Freshwater Resources. Found in our weekly folders on Blackboard and also at the website: <http://serc.carleton.edu/s/integrate/freshwater/index.html> Activities will include reading text, answering questions that ask you to analyze images and other scientific data, and examining impacts of unequal access to freshwater in real-world case studies. The work we do will be in an active learning environment with little time for lecture. Therefore, you should use the available materials to prepare prior to class for the in-class activities. See Blackboard for details.

2. Project work. Found in our weekly folders on Blackboard. You will work in groups to prepare a project on a real-life issue of access to freshwater in a context of environmental justice. In stages throughout the course, your group will turn in work addressing parts of the information requested in the final instructions. The completed project is due during the last week of class

For each project assignment, you will be graded on your own contributions and participation. See the end of this syllabus for project instructions.

For all project work assignments, you should provide reference(s) in APA format. See Blackboard for detailed instructions. Mercer Library APA Style: <http://guides.libraries.mercer.edu/content.php?pid=588921&sid=4906271>

3. Summative Assessment Found in the last weekly folder on Blackboard. Will be available in the last week of class. In this online assessment, part short answer, part drawing, you will demonstrate your understanding of how well you can integrate what you have learned about the hydrologic cycle and societal impacts of human manipulations of the water cycle. You will need to identify a way to upload drawings in a common digital file format (jpg, pdf, etc). Scanned drawings, digital photo, computer drawing, or other digital file are acceptable.

Direct Instruction: Mercer University requires 2250 minutes of direct classroom instruction (the equivalent of 4 ¾ hours per 8 week class and 750 minutes of direct instruction per credit hour) and 4500 minutes of out-of-class student work for each 3 credit hour course.

In class work: 1140 min

Online case studies: 855 min

Online assessment: 255 min

Plagiarism. Rules for all work you turn in: Do not copy other people's sentences or phrases without giving them credit. This includes sentences where you change a few words and then include the slightly modified sentence in your paper. If you use information from sources other than your own brain, you must make a reference to the source. Any work that contains plagiarized material will be given a grade of zero.

Citing and quoting sources. Rules for all work you turn in. If you copy any text, please put quotation marks around the copied phrase or sentence, "like this" and include the author name and publication year like this: (Author, 2013).

For your project update and project poster, if most

of your text consists of quotes from other people's work, then your assignment will receive a D or lower, even if the quotes are cited/referenced. If the majority of your text consists of other people's work, this will be given a grade of zero (0), even if you have cited/referenced the work. I use this grading because I want to know what you know, what you understand and how you understand it.

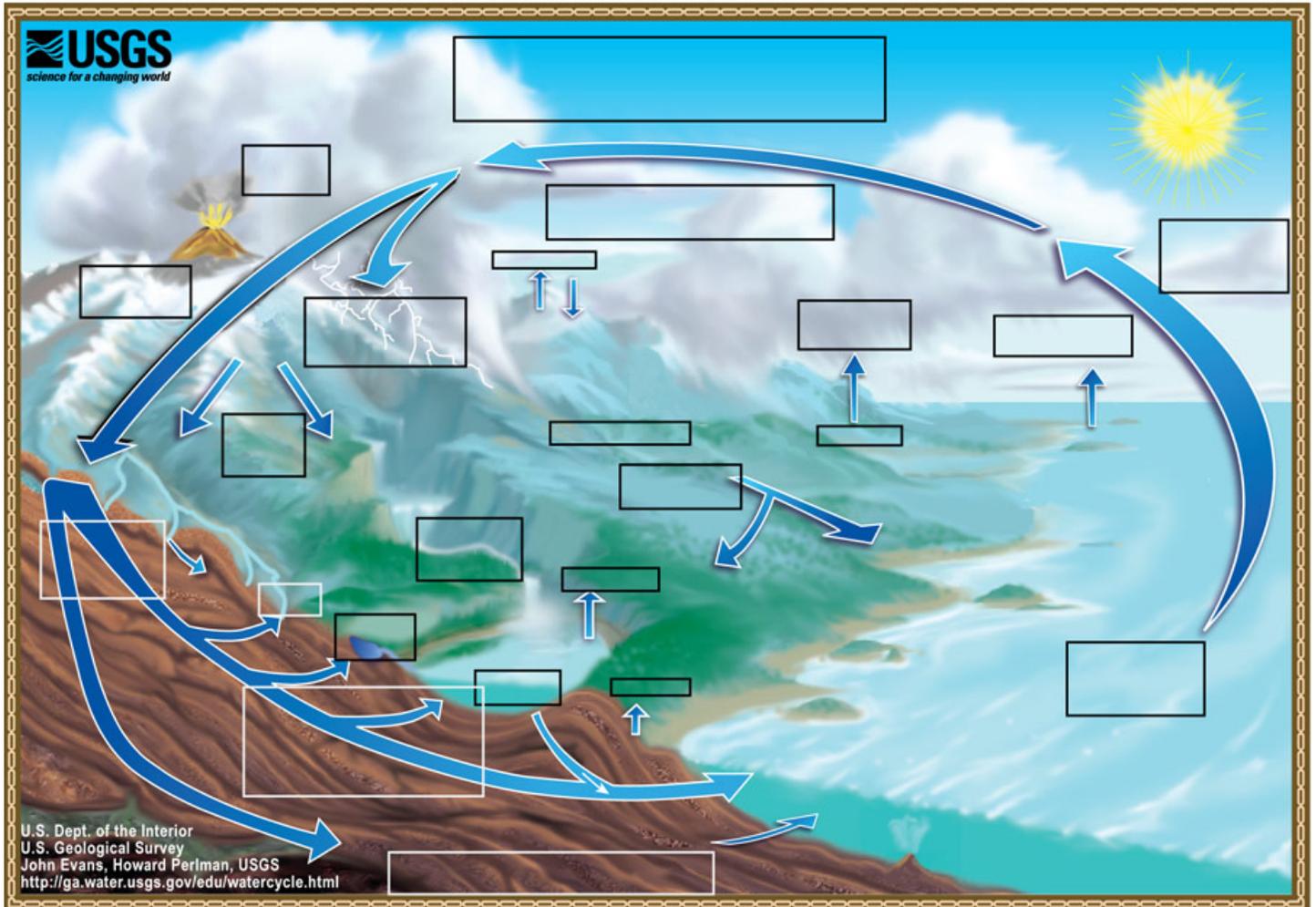
We will use SafeAssign in Blackboard for the project work. Instructions for this are in the Blackboard assignments.

Any work that contains plagiarize material will be given a grade of zero and an "F" may be assigned as the course grade.

LBST303 Schedule

The work we do will be in an active learning environment with little time for lecture. Therefore, you should use the available materials to prepare prior to class for in-class activities.

Schedule starts on next page.



Fill in the blanks. Check your answer at <http://water.usgs.gov/edu/watercycle.html>

By the end of our course, you should be able to identify components of the hydrologic cycle.

What happens when humans interact with this cycle? We will study how interactions between the hydrologic system and the human system impacts human beings in different ways, depending on gender, race and class—categories significant to social scientists who are interested in environmental justice.

Week 1, March 17

Face-to-face

Unit 1: Introduction to Environmental Justice
 Unit 2: The Hydrologic Cycle and Freshwater Resources
 Discussion: Our final project: Chattahoochee River.
 In-class pre-instructional course assessment.

Work due: Sunday, March 20, midnight:

- Activities: Unit 2: Hydrologic Cycle. See Blackboard for instructions.

Week 2, March 24

Online. Do not come to classroom

Work due: Sunday, March 27, midnight

- Read: Units 5 and 6: Hazardous Waste and Love Canal, Groundwater Availability and Resources. See Blackboard for instructions.
- Activities: Unit 5: Hazardous Waste and Love Canal. See Blackboard for instructions.
- Activities: Unit 6: Groundwater Availability and Resources. See Blackboard for instructions.

Work due: Wednesday, March 30, midnight:

- Read: Unit 3: Streams and Water Diversion. See Blackboard for instructions.
- Activities: Unit 3: Streams and Water Diversion. See Blackboard for instructions.
- Review resources for Chattahoochee River and North Fork Peachtree Creek. See Blackboard for resources.
 - What are the freshwater access issues?
 - Who are the stakeholders?

Week 3, March 31, Sunset 7:56 pm.

Campus Field Work. Meet in our classroom

Field Work: North Fork Peachtree Creek.

What are some issues of access to freshwater in the Chattahoochee River? Who are the stakeholders? Who are the decision-makers? How is the Chattahoochee River an issue of justice in a global community?

Work due: Nothing to turn in for this Sunday.

Week 4, April 7

Online. Do not come to classroom.

Work due: Sunday, April 10, midnight:

- Final project step 1: Google Earth exercise Chattahoochee River case study. See Blackboard for instructions.
 - Google Earth tutorial: http://serc.carleton.edu/sp/library/google_earth/UserGuide.html
 - Location and general description of the location.
 - Describe freshwater access issue(s) related to the Chattahoochee River.

Work due: Wednesday, April 13, midnight:

- Review resources: Unit 4: Women and Water. See Blackboard for instructions.

Week 5, April 14

Face-to-face

Unit 4: Women and Water.

Case studies: Water in the Global South: Trinidad, Kenya, India India.

Work due: Sunday, April 17, midnight:

- Activities: Unit 4: Faisalabad, Pakistan. See Blackboard for Instructions.

Week 6, April 21

Online. Do not come to classroom.

Work due: Sunday, April 24, midnight:

- Final project step 2: Issue and stakeholders in Chattahoochee River case study. See Blackboard for instructions.

Work due: Wednesday, April 27, midnight:

- Review resources for Yushu Tibetan Autonomous Prefecture, China case study. See Blackboard for instructions.

Work due: Thursday, April 28, in class:

- Final project step 3: Your group will display their work on the final project draft, at least up through step 2:

Week 7, April 28

Face-to-face

Case study: Yushu Tibetan Autonomous Prefecture, China. See Blackboard for resources.

Final project step 3: Present final project draft up through step 2: Every group will display work.

In-class post-instructional assessment.

Work due: Wednesday, May 4, midnight

- Final project step 4: Complete and turn in. See Blackboard for instructions.

Week 8, May 5

Online. Do not come to classroom.

Work due: Tuesday, May 5, midnight

- Summative Assessment: See Blackboard for instructions.

Final Project Instructions

Please see Blackboard for details on grading.

GENERAL INSTRUCTIONS

You have considered how natural environmental factors, legal and regulatory agencies, economics, transport issues, and community organization can affect the choices made by groups and individuals as they look for ways to increase access to freshwater. You have been discussing some of the ways to identify ethical standards and practices of different groups as they address access to freshwater. Now, you and your group will present the ideas that you have developed in a poster format, which is often used in professional academic meetings as a way to communicate new or developing ideas and research.

For this assignment, as a group, prepare a digital poster similar in format to those presented at professional meetings. Specific instructions for what to include and for how to format your poster are listed below. The analysis must be written in your own words but you should include citations and references from appropriate sources such as news articles, government agencies, international organizations, non-governmental non-profit organizations (NGOs), among others. You can use the resources we used in class as well as any resources that you think are appropriate.

Carry out your analysis of the issue(s) based on the questions below in CONTENT INSTRUCTIONS. These are the same on which we based our in-class discussions.

Arrange your poster based on the instructions in FORMATTING INSTRUCTIONS below.

CONTENT INSTRUCTIONS Please include this information in your report:

1. Describe the freshwater access issue(s) your group is addressing. Consider including:
 - 1.1. economic value of freshwater
 - 1.2. legal/regulatory framework for water use or conservation
 - 1.3. environmental quality on human health or prosperity
 - 1.4. natural environmental changes, such as climate
 - 1.5. inequities in access, costs, benefits between human populations—individuals, communities, nations, nation-states, demographic categorizations
2. Location and general description of the location. Consider including:
 - 2.1. geographic place name
 - 2.2. approximate location because not everyone will know the place name
 - 2.3. description of water body(-ies) so that your readers can understand the issue(s)
 - 2.4. surface water (river, pond, etc.), groundwater, approximate size (length/area, volume of water)
 - 2.5. description of the geography so that your readers can understand the issue(s)
 - 2.6. for example, of land immediately adjacent to the water, the watershed, topography, population distribution, land use (urban, rural, agricultural, industrial, ...)
 - 2.7. climate
3. Describe who the key decision-maker(s) are for each issue. Consider including:
 - 3.1. Who/what can influence the outcome of the issue
 - 3.2. Describe their objectives/solutions.
 - 3.3. For each issue, describe what you consider as the most important principle and/or practice that the key decision-maker(s) should consider as it addresses the solution.
4. Describe the stakeholders (other than the key decision-makers) for each issue.
 - 4.1. Who is affected by the issue(s)?
 - 4.2. Who does or does not receive the benefits of the key decision-makers?
 - 4.3. What are their objectives? Do they all want the same solution?
 - 4.4. Are all the stakeholders included in the objectives/solutions of the decision-makers?

5. Of the actions you described, which strategies do you think are the most/least important to adopt and upon what to you base this evaluation?
 - 5.1. Identify the consequences of each action choice.
 - 5.2. This is where you should link the principles to some set of ethical practices, perhaps any of the ethical standards that we have studied.
6. Use scientific and quantitative reasoning to help support the points you make.
 - 6.1. using data, performing experiments and/or collecting measurements to support an idea/argument are parts of a scientific reasoning process
 - 6.2. using maps, quantities, rates, data, etc. are ways to use quantitative reasoning in an idea
7. References and citations
 - 7.1. Include reference
 - 7.2. Include citations
 - 7.3. APA style (I will not take off points for minor mistakes). Mercer Library APA Style: <http://guides.libraries.mercer.edu/content.php?pid=588921&sid=4906271>

FORMATTING INSTRUCTIONS

1. Use word processing program (i.e., MSWord) or presentation program (i.e., MS PowerPoint) and make a poster of 3.5 ft by 4.5 ft (42 inches by 56 inches) or larger. This will give you room to include all of the information requested and to demonstrate your ideas.

Templates for posters. Remove the "Rice University" logos before you use it.
<http://www.owlnet.rice.edu/~cainproj/templates.html>

If you have trouble with your software, please contact Mercer IT:
 (678) 547-8989, Atlanta
 (478) 301-7000, Macon
 email: helpdesk@mercer.edu

2. Use these websites to help you design your poster
 Written and visual descriptions of how to design a social science or humanities poster.
<https://www.uhd.edu/academics/sciences/scholars/Documents/workshop-poster.pdf#search=social%20science%20poster>

Templates for posters. Remove the "Rice University" logos before you use it.
<http://www.owlnet.rice.edu/~cainproj/templates.html>

Designing natural science and engineering posters
http://www.owlnet.rice.edu/~cainproj/i_h_posters.html
<https://www.ncsu.edu/project/posters/>

3. Put a title at the top of the poster. Make the font size large enough to see from 10' away.
4. Put your names right under the title. Make the font size large enough to see from 10' away
5. Include headings for each main section. Make the font size large enough to see from 5' away
6. For the text in the main body of your poster, use a font that you can see from about 2-3' away.
7. Include pictures, drawings, or other data to explain or support your ideas. For any of these that you include, explain what the image or data is about. Do not include figures/images just to fill up space. Under or beside the figure/data, include the source (i.e., cite the source).

8. Please note that you can use a mix of full sentences, numbered/bulleted points, lists, figures, data, and other written and visual communication to get your ideas across to your audience. Your goal is to communicate the main points of the freshwater access issue AND enough detail so that a reader can come and look at it and understand the depth of the issue, if you are not standing next to your poster to describe what it is about.

9. Do not worry if you don't use the whole poster area.

GRADING is based on how closely you achieve:

Please see Blackboard for details on grading.

All information requested in the CONTENT INSTRUCTIONS is included on poster.

Poster is neat and logically arranged.

Most of the text should be written in your own words so that you can demonstrate how well you understand the issue. You should not include an overabundance of text from other sources.