**Sustainability & Society (SUST 201)**

**Project #3 – Environmental Justice**

**Summary**

In this course, we are learning about sustainability in three main ways – *examining* sustainability issues, *evaluating* that knowledge, and *doing* sustainability. The focus of the individual and group projects is on evaluating the knowledge that you have learned in this module of the course. The focus of the projects for this course will be on using a systems-thinking approach to understand the module. We will use concept mapping as the tool through which to use a systems-thinking approach.

The individual projects are structured to allow you to synthesize the content from the module and do background work for the group project. The group project will have your team integrate the knowledge from the module to create a concept map.

**Individual project**

The individual project is worth 10 points.

Your individual project should be a short essay (1 page, double-spaced) that is written in sentence/paragraph form using correct spelling and grammar. The goal of the essay will be to have you identify how one common factor affects two of the case studies of environmental injustice that we studied in this module. In order to do this, you will:

* select *one theoretical concept* from the module that you will address in your essay (see page 3 for the list of theoretical concepts),
* select *two case studies* of environmental injustice that you will link,
* select *two concepts within those case studies* (see pages 3 and 4 for the list of concepts addressed in the case studies),
* list the theoretical concept, two case studies, and four concepts (two for each case study) that you will be addressing in your essay at the top of the page, and
* write an essay that describes how the theoretical concept relates to the specific concepts addressed in the case studies.

Submit your individual projects *before class* on Friday, 6 November to the “**I Justice Project**” dropbox on D2L. Late individual projects will not be accepted because the purpose of the individual project is to help you prepare for the group project.

**Group project**

The group project is worth 30 points, and your whole team will receive the same grade, and the project should be turned in by the end class period on Friday, 6 November.

As we have talked about in class, we can address sustainability challenges at multiple levels (e.g. Band-Aid interventions and root-cause interventions). Band-Aid interventions generally have more immediate and localized effects, whereas interventions at root causes generally are slower to occur and have more systemic effects.

For the group project, you will be creating a concept map that identifies **one** root cause of the environmental injustices that we have learned about and identifies how that one root cause affects multiple outcomes that may seem unrelated (e.g. a toxic waste dump, coal mining, river damming, diarrheal diseases).

The concept map should contain all of the necessary components of a concept map including nodes, linking words, directional arrows, and cross labels. The components of the concept map should read as sentences with the nodes and the linking words. The concept map should contain at least five cross labels. The concept map should be arranged from most general at the top to most specific at the bottom.[[1]](#footnote-1) The concept map should contain at least ten of the nodes listed in the “case studies of environmental injustice” section on pages 3 and 4. The concept map should be created using the software Cmap (<http://cmap.ihmc.us/>).

After you have created the concept map, identify one intervention that could address all of the outcomes identified on your concept map – therefore the intervention should address the issues at the root cause. Identify the intervention by making the text red.

Have **one** of your team members submit the project to the “**G Justice Project**” dropbox on D2L.

**Theoretical Concepts for the Environmental Justice Module**

* General theoretical concepts related to environmental justice
  + Environmental justice/injustice
  + Privilege
  + Systemic racism
  + Affluence
  + Power
* Theoretical concepts from Chapter 6 in the textbook
  + Equity
  + Equality/inequality
  + Social cohesion
  + Social inclusion
  + Social capital
  + Quality of life
  + Social justice
  + Eco-justice
  + Governance/democracy
  + Endless economic growth
* Theoretical concepts from Dr. Justin Moss’s lecture
  + Morality
  + Prisoner’s dilemma
  + Social contract theory
  + Human nature
  + Egoistic theory/anthropocentrism
  + Ecocentrism
  + Inequalities of power
  + Lack of access to resources

**Case Studies of Environmental Injustices**

* Hazardous Waste, Love Canal, and Lois Gibbs
  + Irate hysterical housewife
  + Toxic waste/hazardous waste
  + Birth defects/chromosome damage/cancers
  + Homeowners Association
  + Useless housewife data
  + Citizen science
  + Dioxin/phosphorus rocks
  + Political battle
  + Holding EPA officials hostage
  + Superfund
* Homeland: Four Portraits of Native Action
  + Northern Cheyenne Indian Reservation
    - Powder River Basin
    - Coal mining/natural gas wells
    - Ethnostress
  + Arctic Villiage/Gwitch’in
    - Caribou
    - Oil drilling
    - Pace of life
    - Arctic Range as wilderness area
    - Arctic drilling
  + Crown Point/Eastern Navajo
    - Uranium mining/uranium leach mining
    - Environmental racism
    - Divided community
  + Indian Island/Penobscot
    - Paper mills
    - Fish are us
    - Tribal sovereignty
* Dammed Indians: The Relocation of the Sioux
  + Missouri River
  + Cheyenne Sioux
  + Homestead Act
  + Fort Laramie Treaty
  + Pick Plan/Pick-Sloan Plan
  + Oahe Dam
  + Government dependence
* Women and Water
  + Rural Kenya
    - Collecting water
    - Drought
    - Sand dam
    - Hygiene
    - Menstruation
  + India
    - Diarrheal diseases
    - Women self-help groups/empowering women
    - Sanitation/bathrooms
    - Hygiene educator
    - Cultural norms/traditions

**Project #3 Grading Rubrics**

**Individual project (10 points)**

* Project logistics (2 points)
  + Essay is ~1 page (double spaced).
  + Essay is written in sentence and paragraph form with correct grammar and spelling.
* Theoretical concept (2 points)
  + Only one theoretical concept is identified and clearly listed.
  + Theoretical concept is from list.
* Case study concepts (4 points)
  + Two case studies are identified and clearly listed.
  + Two concepts from each case study are identified and clearly listed.
* Integration (2 points)
  + The relationship among the theoretical concept and case studies is clear and accurate.

**Group project (30 points)**

* Overall form and clarity (10 points)
  + Concept map was created in Cmap.
  + Nodes, linking words, directional arrows, and cross labels all used correctly.
  + Concept map components read as sentences.
  + At least five cross labels are present.
  + Concept map arranged from most general (top) to most specific (bottom).
* Concept map and root cause (15 points)
  + One root cause is identified (i.e. top node).
  + Bottom of concept map contain multiple case studies discussed in class.
  + Links among components detailed and clear.
  + At least ten of the listed nodes used.
* Intervention (5 points)
  + One intervention is clearly identified.
  + Intervention is accurate/reasonable.

1. See the “Agricultural efficiency” concept map in the “System thinking levels” PowerPoint for an example of the hierarchical organization. [↑](#footnote-ref-1)