

ENVS 320

Global Environmental Justice: Issues and Places



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Today's outline

First half:

- What is environmental (in)justice, why is it important, and how will we study it?
- Introductions
- Break -

Second half:

- Syllabus
- Brainstorm EJ research project ideas

Visualizing global environmental (in)justice: Quintero/Puchuncaví, Chile



NO + CONTAMINACION

Quintero y Puchuncaví: Informe del Colegio Médico advierte de nocivos efectos en la salud por contaminantes

A través de un documento dirigido a la Corte de Apelaciones de Valparaíso, la entidad señala que los gases detectados en la zona, durante los episodios de intoxicación, a largo plazo podrían generar cáncer y daños genéticos.

11 de Octubre de 2018 | 21:07 | Redactado por Bárbara Osses, Emol



EL COMENTARISTA OPINA

Roman, un nuevo telescopio para la búsqueda de exoplanetas

1 0



Claudio Cáceres Acevedo

MIRADA GLOBAL



De la esperanza de Milei al enojo británico: Reacciones tras los dichos de Trump sobre Malvinas

128



Así se percibe a la ONU en el mundo: Chile registra la visión más desfavorable de la región

Aton

SANTIAGO.- Durante este jueves, se dio a conocer un informe realizado por el Departamento de Medio Ambiente del Colegio Médico, en el que **se detallan los nocivos efectos en la salud que podrían generar los gases** contaminantes detectados en los episodios de contaminación que afectaron a las comunas de Quintero y Puchuncaví.

En el documento, solicitado por la **Corte de Apelaciones de Valparaíso** en el marco de la querrela

Emol (2018)

Between August and September, 2018, more than 700 people—mostly children—poisoned by gases from industrial facilities ([INDH](#), 2019)

Zona industrial en Quintero-Puchuncaví

De acuerdo al Plan Regulador Intercomunal, existen 1.253 hectáreas destinadas para industrias peligrosas y molestas, pero se han ocupado menos de la mitad.



[Emol](#) (2024)



CALETA VENTANAS

FEDERACIÓN
Pescadores BAHÍA NARAU



MUERTE
ALAS AREAS
DE MANEJO X SALMUERA

Si a la Vida
MARINA

No a las **PLANTAS DESALINISADORA**



What is Environmental Justice?

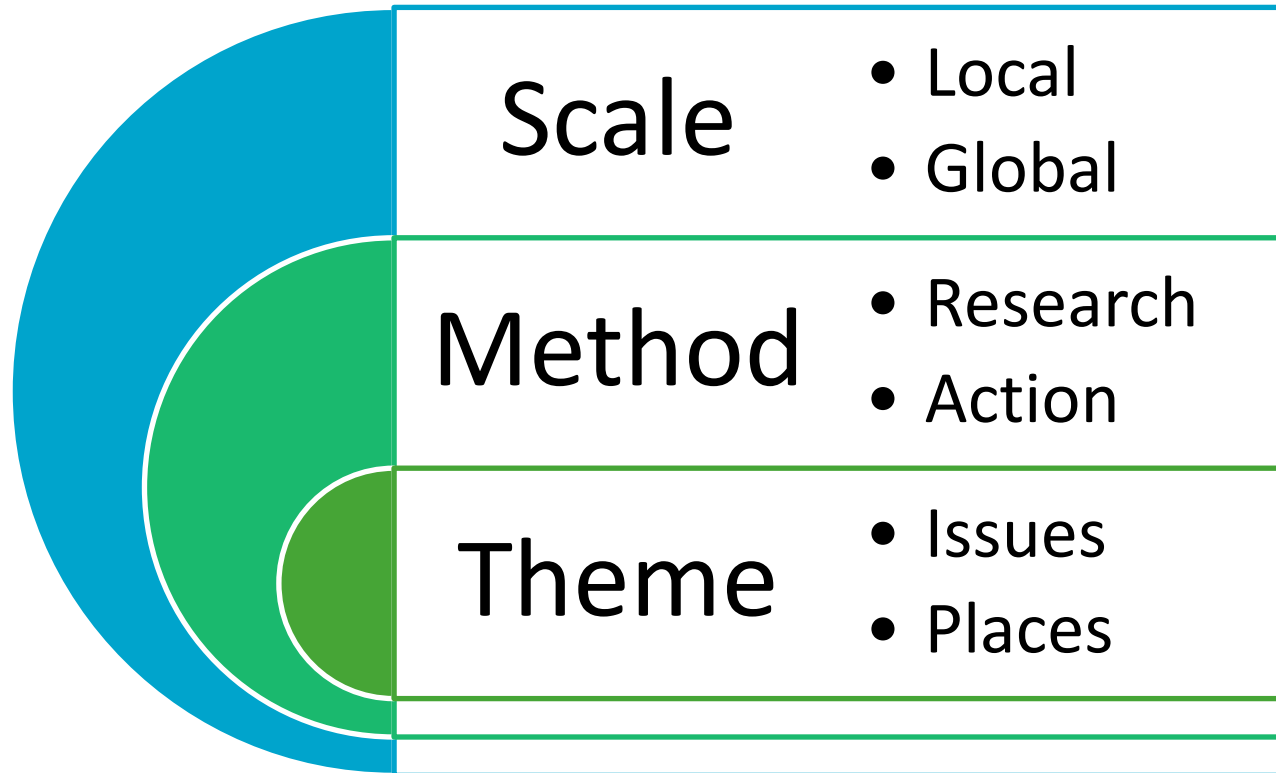
“The right of everyone to enjoy and benefit from a safe and healthy environment, regardless of race, class, gender, or ethnicity. More specifically, environmental justice is a social movement that takes social justice and environmental politics as fundamentally inseparable.”

- Jake Kosek (2009), *The Dictionary of Human Geography*

Chalkboard activity:

- List contemporary or historical examples of environmental (in)justice events/issues

Orientation of the class



Big picture objective of the class:

- Learn about individual cases of environmental (in)justice
- Explore key themes/trends that emerge across cases and understand how they fit into broader EJ literature/history
- Use this awareness of themes/trends to understand and explain both individual cases and global trends
- Evaluate policy/action to address challenges and propose improvements if needed

Seminar class

1. Seminars are different from lecture classes you may be used to. The bulk of work takes place on your own through readings and assignments
2. Our sessions are primarily intended to help you process the readings through discussion
3. My role:
 - Design course, readings, and assignments
 - Provide foundational knowledge, context, fill in gaps in readings
 - Facilitate discussion
 - Evaluate learning
 - Resource for questions, mentorship

General class routine:

First half (1:10-2:15)

1. Welcome, announcements, check-in on assignments (10 min)
2. EJ Issue

Break (10 min)

- Class activity (music and/or snack)

Second half (2:25-3:30)

1. EJ in a specific place or region
2. How to prep for next session

Introductions!





Getting to know you:

- Name
- College info
 - Year
 - School
 - Major or intended major
- Life outside of school. Answer any of these or tell us something else you want us to know:
 - What do you like to do for fun?
 - Favorite food/music/TV show/movie
 - If you had a free Saturday to do whatever you want in Philly, what would you do?
 - What places hold meaning for you and why?

Syllabus and Assignments

Project brainstorm

- Groups of 2-3
- What interested you about this class?
- What environmental issues are you passionate about?
- What places hold meaning for you?
- What questions about environmental (in)justice come to mind that might bring one of those issues and places together?
- What do you know about this topic already? What more do you need to know?

Next week

- Introduction to Praxis: Tiffany Stahl
- Origins of Environmental Justice
- Citations
- To do:
 - Readings
 - Download [Zotero](#) and bring laptop to class (let me know if you don't have a device)

Questions to think about for September 9 readings

- Holifield et al. ch. 1 (introduction to the textbook). Please also flip through the rest of the book to familiarize yourself with it.
 - Who wrote this chapter? (see “contributors,” pp. xv-xxiv)
 - What is the orientation of the book? What positionality/perspective are the editors coming from? Authors?
 - Familiarize yourself with the style of writing (academic style, but informed by activism)
 - What are the origins of EJ scholarship and activism?
 - How is the book structured?

Questions to think about

GAO 1983: Read pages 1-6 then skim the rest

- Who wrote this report and why?
- How is the report written? Consider positionality, politics, language style. Why might it have been written this way?
- What were the primary findings?
- What is missing – what don't you see in the report?
- What might these findings have indicated for the environmental movement in 1980s US?
- Consider the longer history of these findings – what factors contributed to the results uncovered?
- Consider EJ in temporal context. The term was coined at this time. Was this the origins of movements for environmental justice?

Questions to thinka bout

Bullard (1983)

- How does the author approach racism with regard to environmental issues?
- What historical context does he situate the report within?
- What methods did the study apply? Critically consider what might be pros and cons of these methods?
- What are key findings of the publication?
- Key recommendations?
- Consider the legacy of the publication. To what extent do you think US society/policy have responded to concerns

Questions to think about

Chavis and Lee (1987)

- Who published this report and why? What does this tell us about the origins of EJ in the US?
- What are the main findings of the report?
- What do the authors recommend be done based on their conclusions?
- How does this article fit into your historical understanding of US and global politics?

Questions to think about

Principles of Environmental Justice

- Who wrote these principles and in what context?
- Take note of terms used and language of the principles.
What stands out?