This course proposal form should be completed when introducing a new course or a revision of an existing course. The proposal will be reviewed by the Committee on Curriculum, or, in the case of minor revisions, will be approved administratively by the Associate Provost for Instruction.

This Course Proposal must be completed according to the guidelines provided in Course Proposal Form – Instructions and Guidance. Please see the last page of Course Proposal Form – Instructions and Guidance, for instructions on how this Course Proposal should be submitted to the Committee on Curriculum for review.

Date: January 14, 2021

1. Course Information:

1.1 Course Prefix and Number: EST 616
   Course Title: Global Perspectives on Environmental Justice
   (If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 ☒ This is a New Course.
   OR
   ☐ This is a Major Course Revision
   OR
   ☐ This is a Minor Course Revision

   If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

   (Please check all that apply)
   ☐ Course Number/Division ☐ Learning Outcomes ☐ Institutional Resources
   ☐ Title ☐ Concepts, Content ☐ Semester Offered
   ☐ Credit hours ☐ Catalog Description ☐ Course Inactivation
   ☐ Pre- or Co-requisite(s) ☐ Instructional Methods ☐ Course Reactivation
   ☐ Format ☐ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here ☐
   ☐ American History ☐ Humanities ☐ Other World Civilizations
   ☐ The Arts ☐ Mathematics ☐ Social Sciences
   ☐ Basic Communication ☐ Natural Sciences ☐ Western Civilization
2. Proposer Need Statement:

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision.

The Department of Environmental Studies is focused on advancing opportunities for delivering online education at the graduate level. Global Perspectives on Environmental Justice is an online course emphasizing the crucial processes and relations generating environmental inequalities at broader regional, national, and global scales. The course equips students with the capacity to design and conduct case study research to examine environmental justice struggles communities face around the world. This course will be part of the Environmental Justice and Inequality Certificate program, offered completely online, which is currently under development. This certificate will be one of three stackable online certificates culminating in an online MPS degree, also in development. The MPS degree will broaden the reach of Environmental Studies because it is accessible to a wider audience, such as mid-career professionals, retirees/career shifters, and graduate students who could not otherwise participate.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course. N/A

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). N/A

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance).

Please provide an explanation of how this course fulfills SUNY General Education Requirements. N/A

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs? No additional staff would be required. The instructor will work with the Open Academy to design the delivery of the course online.

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? Support from Open Academy in building the online course and in supporting technology after the course is launched.

2.7 Anticipated Enrollment (enter where applicable)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-20</td>
<td></td>
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</tbody>
</table>

2.8 Anticipated frequency of class meetings. Asynchronous online format. Students are expected to respond to discussions and assignments at least once weekly.
3. DETAILED COURSE DESCRIPTION

3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: EST 616
3.1.2 Course Name: Global Perspectives on Environmental Justice
3.1.3 Credit Hours: 3.0
3.1.4 Semester (check all that apply):    Fall ☐  Spring ☒  Summer ☐
3.1.5 Format (check as appropriate): Lecture ☐ Online ☒ Lab ☐ Field ☐
                            Other ☐ (explain)
3.1.6 Contact hours per week: asynchronous
3.1.7 Prerequisite(s) – if none, please enter "None" (Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge)

Graduate student status or permission of instructor.

3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):
    Lower Division ☐  Upper Division ☐
    Beginning Graduate ☐  Advanced Graduate ☒

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:
    a. Is this a required course?  No ☐  Yes ☒.
       If Yes, please list the program(s) for which it is a requirement: The course is required for the Graduate Certificate in Environmental Justice & Inequality and for the proposed MPS in Environmental Leadership, Justice & Communication.
    b. Is this an elective course within your department?    No ☐  Yes ☒.
    c. Is enrollment in this course restricted?    No ☒  Yes ☐.
       If Yes, please explain:
    d. Are other ESF or SU courses similar or identical to this course?    No ☒  Yes ☐.
       If Yes, please identify the courses:
    e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)?    No ☒  Yes ☐.
       If Yes, what is the course number of the concurrent offering?

3.3 STUDENT LEARNING OUTCOMES:

Identify the student learning outcomes associated with this course.

Students who successfully complete EST 616 will have the ability to:

1. Examine the social and environmental injustices produced by our industrial economies as resources move through the commodity chain

2. Design and conduct case study research to examine environmental justice struggles communities face around the world
3. Discuss the constituents and determinants of resource extraction and waste disposal conflicts around the globe

4. Determine the causes of socio-environmental conflicts, including structural inequalities of income and power

5. Evaluate the roles of environmental justice movements, international structures and institutions

6. Propose mechanisms for achieving more sustainable and equitable outcomes, including the democratization of decision-making

3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

- Environmental justice from a global perspective
- EJ movements and human rights organizations
- Globalization & environmental justice
- International environmental justice and climate change
- Transboundary movement of hazardous wastes
- Renewable and non-renewable energy and international environmental justice
- Universal access/human rights to safe and potable water
- Current Case studies in International Environmental Justice, such as:
  - Land grabbing and human right violations - displacement of smallholders
  - Chinese hydropower investments in the global South
  - Globalization of E-waste and adverse environmental and health implications for informal workers in developing countries
  - Sand mafias - Illegal mining of sand and the impacts of local livelihoods
  - Emerging justice issues in nuclear power and radioactive contamination
  - Mega-mining- conflicts between multinational corporations, local activists and indigenous people
  - Agriculture and Environmental Justice - pesticide drift and the differing conceptions of justice held by industry, regulators, and activists

3.5 INSTRUCTIONAL METHODS:

Identify the methods used to meet the course outcomes, as well as the principal instructional methods.

The course will be delivered as weekly modules in online asynchronous format. Students will engage in various learning activities, including reading texts, watching recorded mini-lectures, discussion board posts, interviews, debates, media analyses, article summaries, peer review, individual report writing, mini group projects, journal reflections, and presentation to achieve the learning objectives. Assessment of module learning objectives would be done weekly based on the learning activities described above.

3.6 CATALOG DESCRIPTION

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters.

EST 616. Global Perspectives on Environmental Justice (3)

Online. This course examines environmental and social justice conflicts from a global/international perspective. We discuss distributional justice issues of hazardous waste sites
around the world and related procedural injustices in siting, operation, and human rights concerns. Through case studies and research, students analyze crucial processes and relations generating environmental inequalities at different scales and investigate how economies’ extractive activities generate conflicts and resistance across the world. Learning activities include participating on a course discussion board, conducting interviews, engaging in media analyses, peer review, mini group projects, journal reflections, and a final presentation. Spring.

3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history.

3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course ☑ YES ☒ NO

If NO, then proceed to section 4 below.

If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:

Course Number (of the course to be replaced)
Course Name (of the course to be replaced)

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

Department: Date of Notification:
Department: Date of Notification:
Department: Date of Notification:
Department: Date of Notification:

4. Institutional Impacts:

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. Note that, if this is a course revision, only the impacts of the revision should be included.

Staffing needs: One instructor.

Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing): N/A

Technology Resources: Support from Open Academy in creating online teaching environment and in supporting technology after the course launches.

Computing Resources (software licensing, hardware, access): Laptop for instructor.
Library Resources (subscriptions, services): N/A
Transportation Requirements (budget, fees, fleet vehicles): N/A
Forest Properties or Field Practicum Facilities: N/A
5. Health and Safety Considerations:

Will any of the conditions or situations outlined below be present in association with the course? Yes / No

5.1. Will substances with any of the following properties be used during instruction: flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury? ☐ / ☒

5.2. Will any physical hazards be present during instruction? (e.g., machines that need safety guards; razor blades or syringes; compressed gases, etc.). ☐ / ☒

5.3. Will any biological hazards be present during instruction? (e.g., handling animals (rabies or hantavirus); cultures or stocks of infectious agents (fungal spores, viruses, bacteria, etc.).) ☐ / ☒

5.4. Will any radiation hazards be present during instruction? (e.g., radioisotopes, X-rays, ultraviolet rays, lasers, etc.). ☐ / ☒

5.5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction? (Give considerable thought to electrical use outdoors, or any potentially wet location.). ☐ / ☒

5.6. Will there be any personal safety issues related to the class? (e.g., due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.). ☐ / ☒

5.7. Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise? ☐ / ☒

5.8. Will any type of personal protective equipment be necessary during class exercises? (e.g., hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.) ☐ / ☒

If the answer was “Yes” to any of the HEALTH AND SAFETY questions, please explain:

For lab and field courses to which all answers are “no”, you should explain that here, also. Normally, we would expect some safety precautions for such courses.
6. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

Affected Academic Department(s) or Program(s) – other than the sponsoring department:

Department/Program 1

Name of Chair/Program Director

Chair Signature

Date

Or letter attached □

Department/Program 2

Name of Chair/Program Director

Chair Signature

Date

Or letter attached □

Department/Program 3

Name of Chair/Program Director

Chair Signature

Date

Or letter attached □

[if more than three Departments/Programs, please continue on a separate page]

Other Units:

Associate Provost for Instruction & Dean of the Graduate School (for Gen Ed courses only)

Date

Or letter attached □

Registrar

Date

Or letter attached □

Library Director

Date

Or letter attached □

Computing and Network Services

Date

Or letter attached □

Physical Plant

Date

Or letter attached □

Forest Properties

Date

Or letter attached □

Environmental Health and Safety

Date

Or letter attached □
7. Proposer Information and Sponsoring Department Chair
Affirmation:

Contact Person:
Name: Paul Hirsch                                Department: Env. Studies
Email: pahirsch@esf.edu                           Phone: (212) 656-8371

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: _____________________________ Date: ________
Department Chair (or designated curriculum representative)
Signature: _____________________________ Or letter attached □
Department Chair (or designated curriculum representative)

8. Approvals:

__________________________________________________________________________ Date
Curriculum Committee

__________________________________________________________________________ Date
Faculty Governance

__________________________________________________________________________ Date
Provost