

GES535/LB535: Foundations of Environmental Justice
(Final – April 25, 2026)

Meeting Time: Fridays, 1-4pm

Meeting Location: Clark C347

Instructor: Dimitris Stevis

Office: Clark C331

Email: dimitris.stevis@colostate.edu

Office Hours: W 11-12 & 1-2, F 11-12 and by appointment

- I. Overview:** The Foundations of Environmental Justice is the core seminar of the Certificate of Environmental Justice. Its goal is to familiarize students with research related to the key themes of Environmental Justice from across a variety of disciplines and points of view. This will take place through assigned readings, guest presentations, leading discussions and research. Most weeks we will have one (occasionally more) guest lecturers who will discuss their work on environmental justice, as well as additional readings and class discussions and activities. Collectively this will ensure that the class is exposed to a variety of approaches and issue areas.
- II. Content and Goals:** The course is divided into three sections: Approaches to EJ; EJ and categories of people and nature; EJ and particular sectors and practices. As will become apparent these serve as different parts of the same prism. Collectively you will be introduced to, and will be able to assess:
- histories, theories and methods of environmental justice,
 - inequalities and environmental justice, e.g., across gender, ethnicity, indigeneity, wealth and so on
 - categories of nature and environmental justice, e.g., animals, plants, ecosystems etc.
 - environmental justice and particular sectors, e.g., climate, food security, biodiversity, health and other
 - doing research on environmental (in)justice
- III. Course Materials/Readings:** The course materials include readings (some recommended by our guests), in class discussions and activities and the presentations by our guests. I will provide significant background and advance guidance, but I will not lecture. **Readings** will consist of chapters, articles and occasional reports or websites. If our library has electronic versions of the journals or the books you will be expected to get the articles directly from the journals [electronic]. Articles and chapters that are not readily available will be placed in the Readings Module on Canvas. **Guests** will present their work on the dates and times noted. Readings recommended by them will be noted as such, but they are considered part of our seminar readings. **Research** guidance and resources will be posted on the Research Module on Canvas. **Samples of precis** will also be posted on the Precis Module. (*) before a reading indicates it was chosen by guest.

- IV. Format, Contact Hours and External Work:** The seminar will meet from 1:00pm to 4pm MST every Friday. Attendance expectations are those of any seminar, i.e., absences kept to the absolute minimum and for emergency reasons only. During class meetings we are going to routinely use breakout sessions and other ways to enhance interaction. We will also have guest scholars practically every week. You are expected to invest at least 3 hours of external work every week for every credit hour. **This number will be higher when the steps of the research project are due.**
- V. Academic Integrity.** This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Colorado State University has long upheld values of academic and scholastic integrity. The General Catalog's "Policies and Guiding Principles" asserts that CSU "expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution" - citing "principles of academic honesty" as the first example. (1.6 Page 1).
- VI. Evaluation.** Your evaluation will be based on 6 précis (of which the 5 best will be counted), (6% of your grade each – total 30%); class facilitation and participation (30%); and a research project (40%).
- VII. Guidance for Class Discussions, Facilitations, and Précis.**

The key goal of the weekly meetings is for you to learn how to organize readings and presentations around key concepts, issues or themes while aiming to relate them to broader themes on environmental (in)justice. Stated differently, you should view weekly readings and presentations as steps towards understanding broader themes and not as ends in themselves.

- a. *Analysis of Specific Readings (primary).* What is the purpose of each reading or why did the author write it? What is the specific argument that the author makes about transitions? How does the author support her argument or what is her evidence (you should follow the reading's outline).
- b. *Connections.* How do some or all of week's readings relate to previous readings or other material you are familiar with? Suggestions of readings for future iterations of this seminar are welcome. Do any of these themes or any of the readings help you with your research agenda?
- c. *Synthesis or Overarching Themes (primary).* What is a central theme that brings together all of the readings and the presentations? The goal here is to organize and compare the readings and presentation around one or two key ideas, issues, questions, dimensions, debates, continuum/range, difference and so on. The fewer these are, the better. Tables and other visuals are always welcome and encouraged.
- d. *'Hidden figures':* What are any important silences in our readings? This does not refer to topics not covered by a week's readings (given the length of time there are many). Rather, it refers to actors, issues and questions that ought to be covered.

- VIII. Weekly Seminars.** Each week's seminar will be divided into 3 parts. **The order that follows will be modified to accommodate our guests. This will be noted on the syllabus.** Normally, during the first part we will discuss the **individual readings** (including those suggested by guests), in facilitated groups, to be followed by class discussion. During the second part we will host a **guest** who will present his/her research and work. During the third part we will **synthesize** what we have read and heard. **As we are moving forward with your research we may fuse or modify the individual and synthesis parts to allow time for discussing your research projects and progress.**

While quality of contributions is more important than quantity you should contribute every week and frequently. The value of a seminar is not only to engage issues that we feel strongly or confident about but, equally importantly, to engage issues and views on which we feel less certain. I would ask that those of you who are more comfortable talking in public to be attentive to the class dynamics. I will reserve a few minutes in the end to provide some guidance about the seminar and the subsequent week's material. These will be brief as this is not a lecture class.

- IX. Facilitators/Rapporteurs.** Each week several of you will serve as facilitators/rapporteurs. Your goal will be to facilitate group discussions, ensuring everyone participates, and summarize some main points or debates that were raised in your group. The facilitator is not the one primarily responsible for reading and discussing the readings. Everyone must be ready for that. The goal of the facilitator/rapporteur is not to provide a summary or a synthesis of the readings but, rather, to keep the discussion moving on and centered on the key issues. S/he will summarize the main divergences and convergences and any other interesting issues that emerged during the discussion but will not summarize the discussion or the readings. Innovative ways to organize and move the discussions forward are most welcome. Each one of you should be able to do 3-4 facilitations spread throughout the semester.
- X. Precis.** The precis should focus on a synthesis of the weekly readings (VII c&d). You are expected to write six (6) précises of about 300 words each (not including references), even if you are satisfied with your grades. I will count only the five (5) best ones. The precis should be spread across the three parts of the seminar while avoiding two sequential precis – unless there is a reason related to your research interests. In that case, please let me know. Submit a precis for each seminar you miss, even if that results in more than six precis. *Precis for any very limited times you have to be absent should be about 500 words, not including references, and should address VII a-d.* **Precis should provide frequent and appropriate references to the readings and the guest presentations.** Please see samples in Sample Learning Module.
- XI. Research Project.** *Research/writing project and presentations (Total 40% - Research Idea 5%; Research Question 5%; Short Research Proposal 10%; Research Paper 20%):* The project will reflect your state of preparation and degree to which you have settled on a research agenda. For some of you the best option may be a literature review, for others a research or grant proposal, for still others a full draft of a paper you can present at a meeting and include in your thesis or dissertation– hence the research/writing format. The project will take place in stages and should be strongly articulated to the rest of your class work. In all cases this research/writing project will help you make progress in terms of your research agenda. See Steps of Research Process in Research Module. We will start discussing this at our second

meeting. The various components are due on specific times noted in syllabus.

COURSE SCHEDULE

PART I: PARAMETERS OF ENVIRONMENTAL JUSTICE

The material in the first part provides some foundational background on EJ to ensure that all we all have a common vocabulary. These weeks also serve as analytical lenses for the rest of the semester and beyond.

January 23 Introductions, discussion of syllabus, and Certificate

Ice-breaking discussion: Disciplinary, multi-, inter-, transdisciplinary knowledge and research

Klein, Julie-Thompson (2017) Typologies of Interdisciplinarity: The Boundary Work of Definition. In Robert Frodeman (ed) *The Oxford Handbook of Interdisciplinarity*, Oxford University Press, 21-34. [Readings Module, Canvas]

Rigolot, Cyrille (2020) Transdisciplinarity as a discipline and a way of being: complementarities and creative tensions. *Humanities and Social Science Communications* 7, 100. Canvas and <https://doi-org.ezproxy2.library.colostate.edu/10.1057/s41599-020-00598-5>

January 30 Histories of Environmental Justice

This and next week will take us from ecojustice to environmental justice to ecological/critical environmental justice and to different epistemologies about EJ. Some readings this week are very short.

Murdock, Esme (2021) A History of Environmental Justice: Foundations, Narrative and Perspectives. In Brendan Coolsaet (ed) *Environmental Justice: Key Issues*. Routledge, 6-17. (Whole volume is accessible electronically through our library)

Hessel, Dieter (2007) Eco-Justice Ethics. At [http://ecojusticenow.org/resources/Eco-Justice-Ethics/Eco-Justice-Ethics-\(Brief-Overview\).pdf](http://ecojusticenow.org/resources/Eco-Justice-Ethics/Eco-Justice-Ethics-(Brief-Overview).pdf)

Bryan Jr, Bunyan (2022) Nurturing Environmental Justice Activists. *Stewards Magazine*. At <https://seas.umich.edu/stewards/fall-2022/nurturing-environmental-justice-activists>

Delegates to First National People of Color Environmental Leadership Summit. 1991. "Principles of Environmental Justice." At <https://ejnet.org/ej/principles.pdf>

Schlosberg, David (2013) Theorising environmental justice: The expanding sphere of discourse. *Environmental Politics* 22(1): 37-55. (electronic)

Pellow, David N. (2021) Critical Environmental Justice Studies. In Brendan Coolsaet (ed) *Environmental Justice: Key Issues*. Routledge, 293-302. (electronic)

February 6 Theoretical and Epistemological Approaches to Environmental Justice:

Dr Doreen E. Martinez, Dept of Race, Gender and Ethnic Studies

Di Chiro, Giovanna (2021) Mobilising “intersectionality” in environmental justice research and action in a time of crisis. In Brendan Coolsaet (ed) *Environmental Justice: Key Issues*. Routledge, 316-333. (electronic)

*Álvarez, Lina, and Brendan Coolsaet. 2020. “Decolonizing Environmental Justice Studies: A Latin American Perspective.” *Capitalism Nature Socialism* 31(2): 50-69. (electronic)

Kashwan, Prakash. (2022). Globalization of Environmental Justice: A Framework for Comparative Research. In J. Sowers, S. D. VanDeveer & E. Weinthal (Eds) *The Oxford Handbook of Comparative Environmental Politics*. Oxford University Press, 475-498. (electronic)

*Carbaugh Donal (1999) “Just Listen”: “Listening” and Landscape Among the Blackfeet. *Western Journal of Communication* 63(3): 250-270. (Canvas)

*Gomez-Barris, Macarena (2017) Andean Phenomenology and New Age Settler Colonialism. In hers *The Extractive Zone: Social Ecologies and Decolonial Perspectives*. Duke University Press, 39-65 (electronic and Canvas)

February 13 Mapping Environmental (In)justice: Spatial and Temporal Dimensions

Dr Ellison Carter, Department of Civil and Environmental Engineering

Karasaki, Seigi, Alique G. Berberian, Hiwot Y. Zewdie, Lara J. Cushing, and Trang VoPham (2025) Geospatial Approaches for Environmental Justice: A Critical Review. *Annual Review of Public Health*, 47, 25.1-25.21.

Chakraborty, Jayajit, Juliana A. Maantay, and Jean D. Brender (2011) Disproportionate Proximity to Environmental Health Hazards: Methods, Models, and Measurement.” *American Journal of Public Health* 101(S1): S27–S36.

Mohai, Paul, and Robin Saha. 2015. Which Came First, People or Pollution? A Review of Theory and Evidence from Longitudinal Environmental Justice Studies. *Environmental Research Letters* 10(12): 125011.

*Wang, Yuzhou, Julian Marshall and Joshua Apte (2024) U.S. Ambient Air Monitoring Network Has Inadequate Coverage under New PM2.5 Standard. *Environmental Science & Technology Letters* 11, 1220- 1226. <https://doi.org/10.1021/acs.estlett.4c00605>

*Manchanda, Chirag, Robert A. Harley, Julian D. Marshall, Alexander J. Turner, and Joshua S. Apte (2024) Integrating Mobile and Fixed-Site Black Carbon Measurements to Bridge Spatiotemporal Gaps in Urban Air Quality. *Environmental Science & Technology* 58, 12563–12574. <https://doi.org/10.1021/acs.est.3c10829>

February 20 Mapping Environmental (In)justice: Listening to the Affected

Dr David Rojas, Department of Environmental and Radiological Health Sciences

Davis, Leona and Mónica D. Ramírez-Andreotta (2021) Participatory Research for Environmental Justice: A Critical Interpretive Synthesis. *Environmental Health Perspectives* 129(2) <https://doi.org/10.1289/EHP6274>

Sadd, James, Rachel Morello-Frosch, Manuel Pastor, Martha Matsuoka, Michele Pritchard and Vanessa Carter (2013) The Truth, the Whole Truth, and Nothing but the Ground-Truth: Methods to Advance Environmental Justice and Researcher–Community Partnerships. *Health Education and Behavior* 41(3): 281-290. <https://doi.org/10.1177/1090198113511816>

Alkon, Alison Hope (2011) Reflexivity and Environmental Justice Scholarship: A Role for Feminist Methodologies. *Organization & Environment* 24(2): 130-149.

*Besse, Hannah and David Rojas-Rueda (2025) Environmental justice mapping tools in the United States: A review of national and state tools. *Science of the Total Environment* 962 (2025) 178449 (Canvas)

February 23 (M) Research Idea Due (by 8pm)

PART II INEQUALITIES AND ENVIRONMENTAL JUSTICE

The material in the second part examines EJ across social dimensions. These can also be used in going through sectoral accounts of justice, e.g., socioeconomic factors and food justice etc.

February 27 Demographic Indicators and Environmental Justice

Aaron Fodge, Director CSU Active Transportation and Fleet Services

Suiseeya, Marion Kimberly (2021) Procedural Justice Matters: Power, Representation and Participation in Environmental Governance. In In Brendan Coolsaet (ed) *Environmental Justice: Key*

Issues. Routledge, 37-51. (electronic)

Coolsaet, Brendan and Pierre Yves-Neron (2021) Recognition and Environmental Justice. In Brendan Coolsaet (ed) *Environmental Justice: Key Issues*. Routledge, 52-63. (electronic)

Schwanen, Tim (2021) Achieving Just Transitions to Low Carbon Urban-Mobility. *Nature Energy* 6: 685-687. DOI: <https://doi.org/10.1038/s41560-021-00856-z>

Front and Centered (2025) *Just Transition in Transportation*. <https://frontandcentered.org/just-transition-in-transportation/>

*Zuniga-Teran, A. A., Brown, A. R., & Gerlak, A. K. (2025). The Evolution of Public Engagement in United States Environmental Governance: A Justice-Centered Framework. *Society & Natural Resources*, 38(5), 494–515. <https://doi.org/10.1080/08941920.2025.2463064>

*Marshall, Wes (2024) *Killed by a Traffic Engineer: Shattering the Delusion That Science Underlies Our Transportation System*. Island Press. [chs on Canvas]

March 6 Socio-economic Indicators and Environmental Justice [minor adjustments possible]

Dr Pinar Omur-Ozbek, Department of Civil and Environmental Engineering

*Cutter, Susan, Bryan Boruff and W. Lynn Shirley (2003) Social Vulnerability to Environmental Hazards. *Social Science Quarterly* 84(2): 242-261. (Canvas)

*EPA (2024) Environmental Justice and Life Stage Considerations. Chapter 10 in *Guidelines for Preparing Economic Analyses*, 3rd edition. EPA, 10-1 to 10-28. [Canvas]

*Mascarenhas, Michael, Ryken Grattet, and Kathleen Mege (2021) Toxic Waste and Race in Twenty-First Century America Neighborhood Poverty and Racial Composition in the Siting of Hazardous Waste Facilities. *Environment and Society: Advances in Research* 12 (2021): 108–126.
doi:10.3167/ares.2021.120107

*Pearse, Rebecca, David Schlosberg, Lauren Rickards, Hannah Della Bosca, Oli Moraes & Lisa de Kleyn (2025) Compounding Barriers to Environmental Justice. *Local Environment* 30(11): 1439-1454.

*Bakkensen Laura, Lala Ma, Lucija Muehlenbachs and Lina Benitez (2024) Cumulative impacts in environmental justice: Insights from economics and policy. *Regional Science and Urban Economics* 107. <https://doi.org/10.1016/j.regsciurbeco.2024.103993>

March 13 More-than-Human and Multi-Species Environmental Justice. [cancelled due to weather]

Dr Katie McShane, Department of Philosophy

*McShane, Katie (2016) Anthropocentrism in Climate Ethics and Politics. *Midwest Studies in Philosophy*, XL: 189-204 (Canvas)

*Celermajer, Danielle, David Schlosberg, Lauren Rickards, Makere Stewart-Harawira, Mathias Thaler, Petra Tschakert, Blanche Verlie & Christine Winter (2021) Multispecies justice: theories, challenges, and a research agenda for environmental politics. *Environmental Politics* 30(1-2): 119-140. (Canvas)

March 15 Research Question Due (5pm)

March 20 Spring Break

March 27 Extractivism, (anti)colonialism and EJ

Dr Anna Lavoie, Dept of Human Dimensions of Natural Resources

*Lavoie, Anna, Brooke Woods, Mary Catharine Martin, and Jackie Anarcia Boyer (2025) Reckoning with coloniality: Trawl fisheries governance and the fight for equity and environmental justice in Alaska. *Fisheries* 00, 1-12. <https://doi.org/10.1093/fshmag/vuaf022>

*Layden, Tamara et al. (2025) Confronting Colonial Histories: Toward Healing, Just and Equitable Indigenous Conservation Futures. *Ecology and Society* 30(1): 33. <https://doi.org/10.5751/ES-15890-300133>

Whyte, Kyle (2021) Indigenous Environmental Justice: anti-colonial action through kinship. In Brendan Coolsaet (ed) *Environmental Justice: Key Issues*. Routledge, 266-278.

Ciaran O'Faircheallaigh. 2013. Extractive industries and Indigenous peoples: A Changing Dynamic? *Journal of Rural Studies*, 30: 20-30.

Baudoin Farah, Andrea (2025) After the flood: expansion and retreat of Indigenous autonomy and environmental justice. *Latin American and Caribbean Ethnic Studies*, 20(4): 424-445. <https://doi.org/10.1080/17442222.2025.2498804>

PART III

ENVIRONMENTAL JUSTICE ACROSS ISSUES

During this third part we will focus on issue areas or sectors. This part is organized to reflect, as much as possible, the range of issues studied at CSU.

April 3 Energy Justice

Dr Stephanie Malin, Department of Sociology

*Malin, Stephanie, Adam Mayer, and Jill Lindsey Harrison (2021) Sociology of Energy. In B. Schaefer Caniglia et al. (eds.), *Handbook of Environmental Sociology*. Springer Nature, 141-166. (canvas)

*Malin, Stephanie (2025) Where's the justice?: The need for critical social science across US food-energy-water systems as illustrated by unconventional drilling. *Energy Research & Social Science*, 119, 103867. <https://doi.org/10.1016/j.erss.2024.103867>

*Malin, Stephanie (2020) Depressed democracy, environmental injustice: Exploring the negative mental health implications of unconventional oil and gas production in the United States. *Energy Research & Social Science* 20, 101720. <https://doi.org/10.1016/j.erss.2020.101720>

*Malin, Stephanie, India Luxton, Ramona Beltran, Emilia Ravetta and Kristina Hulama (2024) 'You fine an industry, then return the funding to them': State-facilitated corporate crime and Colorado's Suncor Oil Refinery. *Sociological Forum* 40, 166-181. DOI: 10.1111/socf.13039

Osička, Jan, Kacper Szulecki and Kirsten E.H. Jenkins (2023) Energy justice and energy democracy: Separated twins, rival concepts or just buzzwords? *Energy Research & Social Science* 104, 103266. <https://doi.org/10.1016/j.erss.2023.103266>

April 10 Climate Justice

Dr Joel Correia, Dept of Human Dimensions of Natural Resources

*Schlosberg, D. and Collins, L.B. (2014), From environmental to climate justice: climate change and the discourse of environmental justice. *WIREs Clim Change*, 5: 359-374. <https://doi.org/10.1002/wcc.275>

*Prakash Kashwan (2021) Climate Justice in the Global North: An Introduction. *Case Studies in the Environment* 5 February 2021; 5 (1): 1125003. doi: <https://doi.org/10.1525/cse.2021.1125003>

*Sultana, Farhana (2022) Critical climate justice. *The Geographical Journal*, 188, 118–124. <https://doi.org/10.1111/geoj.12417>

*Correia, Joel E. (2024) Land matters: How Indigenous land restitution can inform climate change loss and damage policy and chart a path toward an *otherwise* climate justice. *Climate and Development*. <https://www.tandfonline.com/doi/full/10.1080/17565529.2024.2378027>.

April 12 (S) Short Research Proposal Due (5pm)

April 13-14 **“Where do We Grow from Here? Environmental Justice and the Politics of Hope in the Planetary Age.” Global EJ Conference assignment and volunteering opportunities.**
Assignment in lieu of precis. Attend 2 sessions of your choice (preferably related to your research in class and beyond) and write a 500 word report/precis.

April 17 **Biodiversity/Conservation/Preservation Justice**

Dr Jamie Dahl, Dept of Human Dimensions of Natural Resources

Martin, Adrian (2021) Biodiversity: Crisis, Conflict and Justice. In Brendan Coolsaet (ed) *Environmental Justice: Key Issues*. Routledge, 132-147. (electronic)

*Shell, et al. (2020). The ecological and evolutionary consequences of systemic racism in urban environments. *Science* 369, no6510. <https://www.science.org/doi/10.1126/science.aay4497>

*Lenzi, et al. (2023). Justice, sustainability, and the diverse values of nature: why they matter for biodiversity conservation. *Current Opinion in Environmental Sustainability* 6 (October). <https://www.sciencedirect.com/science/article/pii/S1877343523001008>

*Miles, M., Schindel, A., Haq, K and Aziz, T. (2025) Advancing environmental justice education: A critical review of research and practice. *Environmental Education Research* 31(7): 1461-1480. <https://doi.org/10.1080/13504622.2025.2483443>

April 24 **Food Justice**

Dr. Joshua Sbicca, Department of Sociology

Reynolds, Kristin (2021) Food, Agriculture and Environmental Justice: Perspectives on Scholarship and Activism in the Field. In In Brendan Coolsaet (ed) *Environmental Justice: Key Issues*. Routledge, 176-192.

*Cadieux, Kirsten Valentine, and Rachel Slocum. 2015. What does it mean to do food justice?. *Journal of political ecology* 22: 1-26.

*Glennie, Charlotte, and Alison Hope Alkon. 2018. Food justice: Cultivating the field. *Environmental Research Letters*. 13(7)

*Alkon, Alison Hope and Julian Agyeman. 2026. Introduction: Nurturing Just and Sustainable Food Futures. In *Nurturing Food Justice: Expansive and Intersectional Visions*. MIT Press, 1-22.

May 1 **Health Justice [Travel]**

Dr. Maggie Clark, Department of Environmental and Radiological Health Sciences

*Workneh, Redeat et al. (2024) Environmental Justice: A Missing Core Tenet of Global Health. *The American Journal of Bioethics* 24 (3):20-23. <https://doi.org/10.1080/15265161.2024.2303132>

*Dickinson, Catherine et al. **(ms – not for distribution or citation)** The Marshall Fire Unified Research Survey: A Community-Engaged, Policy-Relevant, Longitudinal Disaster Recovery Study. [Also on canvas]

Panel: 1:15-2:45

Schedule:

1:15-1:20	Intro
1:20-1:55	10-12 min Intro from each of the panelists
1:55-2:45	Q&A

General

Pre-class Materials:

[General, American Public Health Association, Policy Brief: Addressing Environmental Justice to Achieve Health Equity](#)

Katie Dickinson

Associate Professor of Environmental and Occupational Health
Colorado School of Public Health

Pre-class Materials:

Paper Under Review / do not distribute: "Marshall Unified Survey Case Report_DRAFT_DONOTCITE"

Website: [Mountain West Hub website](#); students, pick [3-4 Climate Resiliency & Me](#) videos to watch

Umit Shrestha

Assistant Professor, Global and Population Health
Colorado School of Public Health at CSU

<https://publichealth.colostate.edu/staff/umit-shrestha-phd/>

Pre-class Materials:

Paper: Environmental Justice: A Missing Core Tenet of Global Health

Daniel Dean

Office of Environmental Justice
CDPHE

Pre-class Materials:

Website: [CO EnviroScreen website](#)

(Topic builds on Dr. David Rojas lecture in February)

Maggie Clark - moderator

CSU

May 8 **Paper/project presentations**

May 15 **Research project due**