



SCHOOL FOR ENVIRONMENT AND SUSTAINABILITY

UNIVERSITY OF MICHIGAN

Education for Environmental Justice and Action Winter 2025

Course: EAS 677.001

Meeting Time: Wednesdays, 5:30-7:30

Location: 2024 Dana

Credits: 2

Instructor: Erin Gallay

Office: 4044 Dana, or virtual

Office hours: Wed. 1:30-5:00, or by appointment

Contact: eeg@umich.edu, 734-649-9819 (cell)

Contacting me: I will use email and Canvas extensively to communicate with you for class and encourage you to do the same. I will post assignments and documents for class on Canvas and use google docs for some communication and as a collaborative workspace. Let me know if you have any issues with internet access during the course. You can also text, call or come to see me during office hours.

Office hours: My office hours are open to anyone at any time. Please think of my office hours as an opportunity for you to connect with me, to ask clarifying questions about content and assignments, seek advice or find support.

During my office hours, you are encouraged to stop in without scheduling an appointment in advance. If you are not free during my office hours, contact me to find a time we are both free.

COURSE DESCRIPTION

This experiential and highly collaborative course explores how to approach environmental education (EE), from a social change and justice-oriented perspective. Due to the collective/collaborative nature of the coursework, participation in all aspects of the course is essential.

We will learn about environmental justice and action (EJA) education by doing it. Participants will practice pedagogy as learners and leaders through:

- participation in in-class environmental justice and action educational activities
- co-designing/leading course sessions to introduce the class to educational resources
- discussion of readings and with guest speakers
- collective experiential learning to develop and implement a “call to action” campaign to address a local environmental issue

We will draw upon these experiences, resources and our own prior knowledge/expertise to build individual toolkits of best practices for education that advances public engagement in community environmental decision-making.

As we move through the semester, each class meeting will dedicate substantial time for students to work in groups on their action campaigns and to reflect on pedagogical implications of aspects of these campaigns (e.g. issue identification/investigation, building power, data collection and

analysis, community engagement, group dynamics, strategy and tactic selection, and implementing change).

Centering student voice is a central concept in agency for action and justice. Given this, I ask you to consider the syllabus as a “living” document to which participants will be encouraged to contribute- student and instructor colleagues will have the opportunity to adapt aspects of the syllabus (e.g readings, themes of modules) to the needs of the class.

COURSE OBJECTIVES

The objectives of the course are to support students to:

1. Compare and critique EJA pedagogies to generate our own understandings and theories of best practice.
2. Engage with and understand theory and practice that further EJA and the design of learning environments that empower and foster social change.
3. Adapt and apply course resources and learning in EJA education to our unique community context to develop our own EJA education toolkit to a unique community context.
4. Illustrate development of skills in community/civic engagement and social/environmental action (building power, mapping stakeholders) as we implement a collective social action campaign.
5. Deepen/develop critical reflection and interpersonal skills, including collaboration and communication through group-based collective environmental action campaign.
6. Integrate and apply core principles of EJA education to the design and construction of a community environmental action campaign.
7. Build capacity to facilitate educational experiences to foster agency for change for democratic, socially just, and sustainable communities.

Additional class generated objectives:

1. To be determined

COURSE ORGANIZATION/LOGISTICS- What the course will look like:

Unless otherwise noted, class will take place in room 2024 in the Dana building. We will spend the first few weeks of the seminar familiarizing ourselves with EJA pedagogy, frameworks and activities through discussion of readings, learning from and engaging with guest speakers, mini lectures, exploring educational resources and participating in educational activities. We will occasionally go outside as a class and in small groups for course-related activities. These dates are noted in the course schedule- please be prepared for this and dress accordingly.

After the first several weeks of the semester, we will use half of our meeting time to continue group discussions, interactive group activities, student presentations, and mini lectures. The second half of our seminar time will be spent working as a class and in small groups on our “call to action” campaigns. There are three main pieces to the campaigns: a proposal, enactment, and a presentation to the class (more details below).

CLASS EXPECTATIONS

Attendance

Because this is a participatory and collaboration-based course, attendance of all sessions is strongly encouraged. However, if you are ill, please stay home, and if you need to miss a class for another reason, you will not be penalized. If a student misses a significant number of classes, please reach out to me to work out a plan to fulfill all the course objectives/requirements.

Completion of readings/videos/other assigned class materials on time

This course is dependent on peer engagement, so please make every effort to stay up-to-date with the readings and other assignments for our class sessions. All materials will be available on the Canvas site, but some may change based on class suggestions. I will give ample warning if that is the case. The readings/videos/materials assigned are an important class resource that require careful attention. Students should engage as professionals with the assigned materials prior to the assigned class session, prepare questions and comments about them, link them to their own experience, and actively engage in class discussions and activities pertaining to the materials.

Active class participation

I understand participation can take many forms and this is built into participation expectations; however this is an experiential class based on collective learning and action. At the least, students must work with their group members on all team assignments (detailed below).

A note about accommodations

We all have learning needs and require accommodations while navigating the university institution. If you have a need (whether documented or not) that requires accommodations, please let me know as soon as possible. Some aspects of this course, assignments, or activities may be modified to facilitate your participation and progress. If you know you will be missing one or more classes due to religious holidays/observances, please let me know during the first or second week of class.

If you are facing anything that makes it hard for you to focus on this class or complete assignments, please reach out over email/phone/text. I'm available to connect you with resources on campus, brainstorm creative solutions with you, or help you catch up. Just let me know if you need a little support- that is part of my job.

Flexibility is built into this course due to guest speaker schedules and the planned collaborative and iterative nature of the course. Thank you for extending grace to me too.

READINGS AND CLASS DISCUSSIONS

No materials are required for purchase in this course. All required readings are listed on the class schedule and will be posted in our google folder and on Canvas.

For all readings, resources and guest speakers, I will post discussion prompts on Canvas. These prompts are meant as suggestions, and you are not required to post responses in canvas.

However, responses to discussion prompts will count toward class participation and you may want to use the Canvas discussion space as a place to organize your thoughts on the week's material in preparation for the toolkit assignment (more below).

ASSIGNMENTS

Summary of Assignments

Assignment Name	Percentage of final grade	Due Date
<i>Individual or team facilitated discussion and commentary</i>	15%	Ongoing
Class engagement with readings, activities and campaigns	30%	Ongoing
Campaign portfolio, and presentation	30%	Presentation: April 16 Portfolio: April 28
Environmental Justice and Action Education Toolkit	25%	April 28
Total	100%	All assignments must be completed by April 28

Details of Assignments

There will be a rubric for all assignments that will be available on the Canvas site for the course and through Google docs linked below.

1. Discussion/Resource Lead and Commentary (15%, 15 points). Further info and rubric [here](#).

Teams of 2 students will select one class session to lead the class in a discussion of or introduction to course materials during the semester on designated dates. This may take the form of summarizing and leading a discussion on a longer reading, facilitating participants' exploration of an educational resource or leading an educational activity.

You will pick a week to help guide our class's learning and engagement with the materials. This will have two parts.

1. First, you will read in depth and prepare a summary and commentary on the materials. This should include an overview of the material and how they connect to EJA education. This summary can take whatever form you choose (slides, infographic, mini-lecture, etc).
2. Second, you will lead an approximately 15 minute discussion with the class on the readings, lead the class through use of an education resource, or facilitate the class in the chosen activity.

2. Participation in campaign and class activities (30%, 30 points). Info and rubric [here](#).

Participation in class activities will include some combination of participation in self-reflections, group discussions, online educational resources and example lessons (10 points).

Campaign activities will include publicizing activities (postering, social media, recruitment), community engagement (gathering community opinion and support), weekly in-class group

meetings, issue and strategy selection, decision-maker/power analysis, creating a call to action, advocating for change (20 points).

3. Portfolio and class presentation of action campaign (30%, 30 points). Info and rubric [here](#).

You will keep a log/portfolio of your campaign work in some form (though mural board, photos, written description). We will check-in on this portfolio every three to four weeks for feedback from the instructor. We will also have time during class to discuss your progress (20 points).

During the last two class sessions, each group will give a brief presentation of their work to the class (10 points).

4. Toolkit/best practice guide for environmental justice and action education (25%, 25 points). Further info [here](#).

You will develop a personal toolkit/best practice guide compiled of resources, readings, lessons, etc., for your future EJA education practice. You have broad discretion in how you complete this assignment- an annotated resource list/bibliography, reflective essays on course learnings, a collection of responses to discussion points, or something more creative.

This assignment will have several milestone check-in points for feedback during the semester so that students may receive feedback on your growing skills/knowledge/thinking.

Grading will be based on the use and integration of content from across the entire seminar, the level of depth/details reflected in the insights/practices shared, and the quality of organization and writing.

GRADING

As long as you participate in class (in various forms) and all required assignments are completed satisfactorily and turned in by the end of the course, students will receive full credit. However, there will be opportunities for students to receive feedback on their work from the instructor if assignments are turned in by the due dates as listed. Do not stress about these submission dates (I ask for extensions for my own deadlines sometimes) and I understand that we do not all have the same learning/working styles and needs. Instead, please treat assignments and deadlines as opportunities to guide your learning, collaborate with peers and broaden your understandings. Having said that, I will not be able to provide feedback on individual work outside of the specified deadlines and the end of course deadline is a hard deadline to complete all assignments.

Grading Scale:

100-97 A+
96-94 A
93-90 A-
89-87 B+
86-84 B
83-80 B-
79-77 C+

Course Schedule:

Week Topic Connection to Learning Objectives	Activities in class	Readings/Assignments (Due On This Day)
<i>Week 1</i> <i>Course and participant introduction</i> Course overview Community building	Begin to build community and collaboration skills by getting to know one another <i>Activity: Building community norms</i> <i>Activity: trading cards</i> <i>Activity: Chalk talk/gallery walk-collective learning goals for the class</i>	Look over syllabus Complete intro “trading card” about yourself
<i>Week 2</i> <i>Environmental Justice and Action Pedagogy – theory, and research</i> Begin to Build an Understanding of EJA pedagogies Build an understanding of how we learn Engage with and understand theory and practice that further EJA and the design of learning environments that empower and foster social change	<i>Activity: Name the person</i> <i>Activity: Reflective “river of EJA”</i> <i>Activity: Campaign brainstorm</i>	<i>Educating for environmental justice.</i> Haluza-Delay, R. (2012). International Handbook of Research on Environmental Education, 394-402. <i>Leveraging collective action and environmental literacy to address complex sustainability challenges.</i> Ardoin, N. M., Bowers, A. W., & Wheaton, M. (2023). <i>Ambio</i>, 52, 30–44.

<i>Week 3</i> <i>Environmental Justice and Action Practice</i> Build an Understanding of EJA pedagogies Engage with and understand theory and practice that further EJA and the design of learning environments that empower and foster social change Build Capacity to Facilitate Educational Experiences	<i>Activity: Pair share and introduce your partner</i> <i>Activity: Draw an EJ “civic actor”</i> <i>Activity: Community Environmental Inventory outside</i> <i>Homework: Photos and Mapping of Community Environmental Issues</i>	Explore: <i>Time for change: Dream. Act. Change the world.</i> One of the below <i>Photovoice and Youth Empowerment in Environmental Justice Research: A Pilot Study Examining Woodsmoke Pollution in a Pacific Northwest Community</i>, Mattie B. Brickle & Robin Evans-Agnew (2017) Journal of Community Health Nursing, 34:2, 89-101, DOI: OR <i>Photovoice for the climate justice classroom</i> (existential toolkit chapter) 10.1080/07370016.2017.1304148
<i>Week 4</i> <i>EcoJustice scholarship</i> Continue to Build Understanding and Begin Comparison and Critique of EJA pedagogies Build Capacity to Facilitate Educational Experiences	<i>Activity: Something True About Me Snowball</i> Guest Speaker: High School Teacher, EcoJustice Educator <i>Activity: Continue Community Inventory Environmental Monitoring, Data Gathering</i> <i>Activity: Class Issue Map and Photos</i> <i>Activity: Root Cause Analysis (Earth Force)</i>	Read: <i>Change! A guide to teaching social action</i>. Preface, Chapters 1-3 Meyers-Lipton (2021) Explore: EcoJustice education <i>toolkit</i> Due: Environmental Issue Photos/Mapping Resource commentary/discussion lead selection

<i>Week 5</i> <i>Civic Action and Engagement</i> Continue to Build Understanding and Comparison and Critique of EJA pedagogies Adapt and Apply Course Resources and Learning in EJA Education Build Capacity to Facilitate Educational Experiences	Participant Discussion/Resource Lead <i>Activity: Silent Line Up</i> <i>Activity: Question Stem Die Roll</i> <i>Activity: MiEJScreen</i>	Read: <i>Change day: how a high school environmental justice class inspired student agency and prompted civic action.</i> Kristian D. Stewart, Christopher J. F. Burke & Emilia Askari (03 May 2022): Race Ethnicity and Education, DOI: 10.1080/13613324.2022.2069744 Read: <i>Youth participatory science: a grassroots science curriculum framework.</i> Daniel Morales-Doyle & Alejandra Frausto (2021) Educational Action Research, 29:1, 60-78,DOI: 10.1080/09650792.2019.1706598
<i>Week 6</i> <i>Action and social change</i> Teaching and Doing Social (environmental) Action Illustrate Development of Skills in Community/Civic Engagement and Social/Environmental Action Build Capacity to Facilitate Educational Experiences	Guest Speaker: County Commissioner <i>Activity: Silent Line Up</i> <i>Activity: Issue/Campaign Selection- Criteria Based Decision-Making</i> <i>Activity: Articulating The Change We Want to See</i>	Read: <i>Change! A student guide to social action Chapters 1- 3</i> Read: <i>Exploring youth activism on climate change: dutiful, disruptive, and dangerous dissent.</i> Ecology and Society 23(3):42. O'Brien, K., E. Selboe, and B. M. Hayward. (2018). https://doi.org/10.5751/ES-10287-230342
<i>Week 7</i> <i>Environmental Justice Education Practice</i> Historical Analysis	Participant Discussion/Resource Lead <i>Activity: Numbers and Actions</i>	Read: <i>Change! A student guide to social action Chapters 4-7</i> Browse: Environmental Health Research-to-Action Foundations and Research Pages

Adapt and Apply Course Resources and Learning in EJA Education Illustrate Development of Skills in Community/Civic Engagement and Social/Environmental Action Build Capacity to Facilitate Educational Experiences	<i>Activity: What Came Before- Research Issue History</i>	
<i>Week 8</i> <i>Community Organizing and Environmental Justice Education</i> Begin to Integrate and Apply Core Principles of EJA Education to our EJA toolkit and Action Campaign. Build Capacity to Facilitate Educational Experiences	Guest Speakers: East Side Community Network <i>Activity: Magical Questions- Small Group Share</i> <i>Activity: Care Webs and Building Power- Community Engagement</i>	Readings All: Eastside Community Network's climate equity work here. Read/browse the National Black Climate Mandate and the Neighborhood First Engagement model Browse: Earth Guardians- toolkits/action strategy guides
<i>Week 9</i> <i>Spring Break</i>	No Class!	
<i>Week 10</i> <i>Climate Justice Education Practice</i> Deepen/Develop Critical Reflection and Interpersonal Skills Build Capacity to Facilitate Educational Experiences	Participant Discussion/Resource Lead 3 <i>Activity: Choosing policy or practice change</i>	Read: Existential toolkit for climate justice education- chapter 33- climate justice and civic engagement across the curriculum Browse: NAAEE Climate action and justice guidelines

<i>Week 11</i> <i>Climate Communication and Eco-Resilience</i> Integrate and Apply Core Principles of EJA Education to our EJA toolkit and Action Campaign. Illustrate Development of Skills in Community/Civic Engagement and Social/Environmental Action Deepen/Develop Critical Reflection and Interpersonal Skills	<i>Activity: Mapping Power and Decision-Makers</i> <i>Activity: Strategies, tactics</i>	Read: <i>Place-based civic science: Collective environmental action and solidarity for eco-resilience</i>. Gallay, E., Brighente, M.F., Flanagan, C., & Lowenstein, E. (2022). <i>Child and Adolescent Mental Health</i>, doi:10.1111/camh.12537 Read: How to Talk about Climate Change by Katharine Hayhoe a climate scientist's perspective on communicating about climate change pdf of chapter library link to book here (in <i>All We Can Save</i>)
<i>Week 12:</i> <i>International Organizing and Environmental Justice</i> Integrate and Apply Core Principles of EJA Education to our EJA toolkit and Action Campaign. Illustrate Development of Skills in Community/Civic Engagement and Social/Environmental Action Deepen/Develop Critical Reflection and Interpersonal Skills	Guest speaker: Sean Arthurs, Earth Rights International <i>Activity: Action Campaign TimeLine and Planning</i>	EarthRights International- blog posts here and here Read: <i>Change! A guide to teaching social action</i>. Preface, Chapters 4 Meyers-Lipton (2021)
<i>Week 13</i> <i>Justice-Oriented Environmental/Science Education</i> Integrate and Apply Core Principles of EJA Education	Participant Discussion/Resource Lead 4 <i>Activity: Crafting a Call to Action- Prep</i>	Cultivating positive youth development, critical consciousness, and authentic care in urban environmental education. Delia, J., & Krasny, M. E. (2018). <i>Frontiers in Psychology</i>, 8, Article 2340.

to our EJA toolkit and Action Campaign. Illustrate Development of Skills in Community/Civic Engagement and Social/Environmental Action Deepen/Develop Critical Reflection and Interpersonal Skills		https://doi.org/10.3389/fpsyg.2017.02340 Schenkel, K., Calabrese Barton, A., Tan, E., Nazar, C. R., & Flores, M. D. G. D. (2019). Framing equity through a closer examination of critical science agency. <i>Cultural Studies of Science Education</i>, 14, 309-325. https://doi.org/10.1007/s11422-019-09914-1
<i>Week 14</i> <i>Agency and Transformation</i> Integrate and Apply Core Principles of EJA Education to our EJA toolkit and Action Campaign. Illustrate Development of Skills in Community/Civic Engagement and Social/Environmental Action Deepen/Develop Critical Reflection and Interpersonal Skills	Workday	Read: Educating for radical social transformation in the climate crisis (Chapter 4 Paulo Freire, bell hooks and a pedagogy of hope. Suggested further reading, chapters 2, 6, or 8) Read: <i>Investigating critical community engaged pedagogies for transformative environmental justice education</i>, Adrienne Cachelin & Emily Nicolosi (2022) <i>Environmental Education Research</i>, 28:4, 491-507 Due: Any assignments you want to receive feedback on, e.g. toolkit of best practices, campaign presentation materials, portfolio.
<i>Week 15</i> <i>Environmental Action Advocacy Campaign Presentation</i> Course Reflection and Celebration	“Call to Action” Campaign Presentations to Class and Guests <i>Activity: Re-visit River of EJA Life and update</i>	Bring: A Dish to Pass for our Class Celebration Potluck

Further resources (not assigned reading but may want for toolkit)

1. Carlie D. Trott, Stephanie Lam, Jessica Roncker, Emmanuel-Sathya Gray, R. Hayden Courtney & Trevor L. Even (2023): *Justice in climate change education: a systematic review*, Environmental Education Research, DOI: 10.1080/13504622.2023.2181265
2. Guevara-Herrero, I.; Bravo-Torija, B.; Pérez-Martín, J.M. (2024) *Educational Practice in Education for Environmental Justice: A Systematic Review of the Literature*. Sustainability, 16, 2805. <https://doi.org/10.3390/su16072805>
3. Nicole M. Ardoin, Alison W. Bowers & Estelle Gaillard (2023) *A systematic mixed studies review of civic engagement outcomes in environmental education*, Environmental Education Research, 29:1, 1-26, DOI: 10.1080/13504622.2022.2135688
4. Carlie D. Trott, Emmanuel-Sathya Gray, Stephanie Lam, R. Hayden Courtney, Jessica Roncker & Trevor L. Even (2023) *People's action for climate justice: a systematic review*, Local Environment, 28:9, 1131-1152, DOI: 10.1080/13549839.2023.2187363
5. Guevara-Herrero, I., Pérez-Ramos, J. G., & Morales-Doyle, D. (2024). Environmental justice education: A review of research and practice.

University Policies and Procedures

Accessibility and Accommodations

As soon as we are aware of your needs, we will work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (+1 734 763 3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential.

Mental Health and Well-being:

The U-M, and I personally, am committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, anxious, depressed, or in need of support, services are available. Graduate school can be particularly difficult. Please know that we want your well-being to be a priority. For help, contact Counseling and Psychological Services (CAPS) at +1 734 764 8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. For a listing of other mental health resources available on and off-campus, visit: <https://uhs.umich.edu/stressresources> or <https://www.umichwsn.org/resources>.

Copyright/Privacy Information

Online guest speakers and seminar meetings will be audio/video recorded whenever possible and made available to students in this seminar. These recordings (or any clips thereof) must not be shared outside of this seminar and will only be available to registered students to protect the privacy of both instructors and students. The recordings will be accessible through Canvas. As part of your participation in this seminar, you are assumed to consent to be recorded for the purpose of sharing the recording with your classmates. If you do not wish to be recorded, please contact the instructor during the first week of class.

Under U-M rules, students are prohibited from recording/distributing any class content without written permission from the instructor, except as necessary as part of approved accommodations

for students with disabilities. Any approved recordings may only be used for students' own private use. Below is a link to the ITS Recording and Privacy Concerns FAQ:
<https://safecomputing.umich.edu/be-aware/privacy/privacy-u-m/videoconferencing/recording-privacy-concerns-faq>

COVID-19 & Flu

COVID-19 and the flu continue to require a flexible and dynamic response. Elements of the syllabus, assignments, and course structure may change based on new public health developments. As your instructor, I also pledge my own adaptability in addressing and supporting your personal physical and psychological health needs, which may be affected by the ongoing pandemic. I understand that COVID-19 can affect us all in many different ways, from our personal health, to the demands we face as caregivers in a wide range of ways, among other ways. Please reach out to me if you feel you need support for any reason.

Diversity, Equity, and Inclusion

It is important to us to create an inclusive learning environment. Sexism, racism, ableism, homophobia, and discrimination will not be tolerated. If you experience difficulties or concerns regarding course materials or have any needs that might require additional learning support, please contact me, if you wish to remain anonymous. You may also be interested in the School for Environment and Sustainability's Diversity, Equity, and Inclusion Resources.

Cheating/Plagiarism Policy

Academic Integrity is a core value at SEAS/U-M. Any written work must be in your own words. Use citations when appropriate. The U-M Plagiarism Policy is designed to be painful to you. Please don't make us use it! For more information on plagiarism and academic integrity, please visit <https://guides.lib.umich.edu/c.php?g=1039501&p=7538393> Plagiarism can be both intended and unintended. Do not copy materials without properly citing the source.

Course Expectations Regarding the Use of Generative Artificial Intelligence (Gen AI):

- Referencing and validating. You are taking full responsibility for AI-generated materials as if you had produced them yourself: ideas must be attributed and facts must be true.
- Openness. If you use AI tools to explore the field, play with knowledge, or help you learn you need to be open about this, and fully document your use.
- Academic Integrity Statement. Academic integrity is our foundation as a community of scholars and learners. It defines the values we personally uphold, and it expresses a shared understanding why we do so. This includes: a commitment to truth; a commitment to personal integrity; and a commitment to certain standards and shared values on which membership in this community is based.
- Assignment Instruction statement. By submitting an assignment for evaluation: you assert that it accurately reflects the facts and to do so you need to have verified the facts, including if they originate from Gen AI resources;
you assert that all your sources that go beyond common knowledge are suitably attributed (e.g., "Generated with OpenAI's GPT-3.5 model"). Common knowledge is what a knowledgeable reader can assess without requiring confirmation from a separate source;
you assert that you have respected all specific requirements of your assigned work, in particular

requirements for transparency and documentation of process, or have explained yourself where this was not possible.

If any of these assertions are not true, whether by intent or negligence, you have undermined the academic integrity of your work. Under U-M and Rackham rules, which apply to SEAS, this may constitute academic misconduct.