

INOTE: This syllabus is subject to change. Be sure to pay attention to the instructor's course announcements in class & posted via elearn.ucr.edu.

Course syllabus
SEHE 106:
Movements and Advocacy for
Environmental Justice and Health Equity

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." --MARGARET MEAD

"[People] make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves but under circumstances directly encountered, given and transmitted from the past. The tradition of all the dead generations weighs like a nightmare on the brain of the living." --KARL MARX

SEHE 106 Syllabus Contents: See below

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1. UCR Land Acknowledgment: We at UCR would like to respectfully acknowledge and recognize our responsibility to the original and current caretakers of this land, water, and air: the Cahuilla [ka-weeahh], Tongva [tong-va], Luiseño [loo-say-ngo], and Serrano [se-ran-oh] peoples and all of their ancestors and descendants, past, present, and future. Today this meeting place is home to many Indigenous peoples from all over the world, including UCR faculty, students, and staff, and we are grateful to have the opportunity to live and work on these homelands.

2. Class Meetings, Professor Information & Office/Consultation Hours

In-person Class Meetings

Tuesdays & Thursdays at 11-12:20pm in Sproul Hall Room 2360

Professor's Contact Information

Dr. Ellen Reese

Office Phone: 951-827-2930

Office location: Watkins Hall, Room 1217 (first floor)

E-mail address (Please use **SEHE 106** in the subject line): ellen.reese@ucr.edu

You can also use elearn.ucr.edu (Canvas) to send a message. Thank you!

Office Hours (aka ‘consultation hours): Below are days & times that the professor is available to speak with you (during the first 10 weeks of instruction) or by appointment.

In-person: Tues, 1:30-2pm & Thurs, 10-10:30am in Watkins Hall Room 1217

Zoom: Wed, 4:30-5:30pm or by appointment using the zoom link below:

<https://ucr.zoom.us/j/98706469577?pwd=FQBkgOZvRJkemGR6DbOiOMIgfBkruH.1>

Meeting ID: 987 0646 9577

Passcode: 204379

Note: You can consult with the professor during her scheduled office hours above without an appointment. If needed, you can also request an individual appointment and/or consult with me by sending me a message via the communication system in the elearn.ucr.edu course website or sending me an email message using “SEHE 106” in the subject line.

3. Course Description: Overview of contemporary advocacy efforts and social movements for health equity and/or environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting health equity and/or environmental justice. Students will learn through a series of readings as well as by engaging in social action to change a policy or practice related to health equity and/or environmental justice.

Course Learning Outcomes

Through successful completion of this course students will be able to:

1. understand and identify current and past issues related to health equity and/or environmental justice
2. understand the motivations for, visions of, and contexts shaping various types of movements and advocacy for environmental justice and/or health equity and their outcomes
3. conduct issue development
4. build power
5. identify and implement various strategies and tactics related to advocacy and/or social movements
6. conduct and orally communicate action-oriented research (historical analysis, power map, target analysis)
7. gain skills needed to implement, evaluate, and orally present campaigns
8. identify connections between ecological issues, climate change, and health inequities, and how they operate globally and locally.

9. recognize and analyze multiple dimensions of power and inequities and employ intersectional approaches.
10. recognize and use two or more different disciplinary methods. (Examples include but are not limited to: historical analysis, power analysis, intersectionality, communication, environmental studies, public health, disability studies, etc.)
11. understand how classroom work relates to issues addressed in a variety of professions, organizations, and agencies
12. gain professional development skills related to networking, creating an ePortfolio and a LinkedIn profile, and career-related research and goal setting

4. Course Website: <http://elearn.ucr.edu>

This website has important information about the course. To use it, you will need to use your student account; every student that registers has an account. Your login is usually the first five letters of your last name and your first name initial. Your password is usually the same as the one you use for your ucr email account. If you need help with using this website, call 951-827-6495 or e-mail (helpdesk@student.ucr.edu).

5. Grading Scale:

100-97: A+	87-89: B+	77-79: C+	67-69: D+	>60: F
94-96: A	84-86: B	74-76: C	64-66: D	
90-93: A-	80-83: B-	70-73: C-	60-63: D-	

6. Grading Basis:

1. Attendance & Class Participation (Weeks 1-10): 20% (10% in weeks 1-5; 10% in weeks 6-10)
2. Professional Development Assignment #1: (Due week 2): 5%
3. Campaign Portfolio Assignment #1 (Due week 3): 10%
4. Professional Development Assignment #2 (Due Week 4): 5%
5. Group Campaign Presentation #1 (Due week 5): 10%
6. Campaign Activity & Action Assignment #1 (Due week 5): 10%
7. Campaign Portfolio Assignment #2 (Due week 6): 10%
8. Campaign Activity & Action Assignment (Due Week 9): 10%
9. Group Campaign Presentation #2 (Due Week 10): 10%
10. Professional Development Assignment #3 (Due Wed of Finals Week): 10%
11. Extra Credit Event Report Assignment(s): to be announced

7. Description of Course Assignments:

For this course you are expected to do the following:

1. Attend and participate in class meetings.
2. Do the course readings assigned for each class prior to class so that you are ready to discuss them during class.
3. Participate in activities and/or actions related to a social action campaign to change a policy or practice outside of class for about 1-2 hours per week on average and work on written assignments and 2 group oral presentations related this campaign.
4. Complete all required assignments described below by the deadlines listed in the

schedule of readings and assignments below (unless announced otherwise by Professor Reese). If you have a personal or family situation that interferes with your ability to complete an assignment by the deadline, you are expected to request a deadline extension as soon as possible (ideally *before* the deadline if possible) via a Canvas message or email to Professor Reese.

You have the following five types of required course assignments:

1. **Attendance & participation (Weeks 1-10):** Your attendance & participation in class is mandatory and counts towards 20% of your grade. Please attend class in person whenever possible. During class, you will be asked to respond to discussion questions and complete brief writing assignments related to course materials and/or assignments that will be used to evaluate your course participation.

Absences & make-up policy: If necessary, you are allowed up to two absences total from class without penalty or documentation per quarter. If you miss more than 2 class meetings for health reasons and/or due to a personal/family emergency or another exceptional situation, you may complete up to 1 make-up assignment. If you have an exceptional situation and need to complete additional make-up assignments, please consult with Professor Reese via office hours and/or an electronic message for an exception to these limits and be prepared to provide documentation regarding your situation and complete additional make-up assignments if required.

2. **Campaign Portfolio Assignments #1 & #2:** These are written assignments that aim to deepen your understanding of course readings; they are based on selected and/or revised questions from the Myers-Lipton text and how they relate to your group's campaign. Additional instructions & portfolio questions will be provided during class and/or via elearn.ucr.edu. You will be provided time during class to work on these assignments. If you are absent, you are expected to complete these writing assignments individually outside of class time and, if needed, you can request a deadline extension.
3. **Campaign Activity/Action Assignments #1 & #2:** These assignments aim to reflect upon and document your individual participation in your group's campaign activities and/or actions. Additional instructions will be provided in class.
4. **Group Campaign Presentations #1 & #2:** Both group presentations will be based on your campaign. The first group presentation will summarize and reflect upon your initial campaign work and the second will focus on your subsequent activities/actions and campaign evaluation. These assignments aim to develop your teamwork, critical thinking skills, communication skills, and reflect on your social action skills. Additional instructions will be provided during class and/or via elearn.ucr.edu.
5. **3 Professional Development Assignments:** The purpose of these assignments is to develop your professional development skills related to networking, creating an ePortfolio (electronic portfolio), a LinkedIn account, and creating career-related goals and researching career-related opportunities.

8. **Required Readings:** The following book is a required text and can be obtained at the UCR Rivera library (course reserves) or purchased at the campus bookstore. Other required readings are excerpts from various books and articles that will be provided online via the weekly modules in the course website posted via elearn.ucr.edu.

Myers-Lipton, Scott. 2023. *Change! A Student Guide to Social Action, Second Edition*. New York and London: Routledge.

Week 1

Tuesday, January 6: Course Introduction & Key Concepts

Review the final course syllabus (to be posted on elearn.ucr.edu by Mon, 1/5).

Pages 1-5 only from Chapter 1: Issue Development in Myers-Lipton, Scott. 2023. *Change! A Student Guide to Social Action, Second Edition*. New York and London: Routledge. [Note: Pages 1-5 is required and the rest of this chapter is optional].
[issue ch 1.pdf](#)

Edwards, Jennifer M. and the Healthline Editorial Team (and reviewed by Alan Biggers, M.D. and MPH). 2022. “Health Equality, Equity, and Justice: Know the Difference and Why They Matter.” Available at: <https://www.healthline.com/health/what-is-health-equality#health-equality>

Page 1 only of Pulido, Laura. 2017. “Environmental racism,” in *The International Encyclopedia of Geography*, edited by Douglas Richardson, Noel Castree, Michael F. Goodchild, Audrey Kobayashi, Weidong Liu, and Richard A. Marston. John Wiley & Sons. [Note: Page 1 is required and the rest of this chapter is optional; this reading is posted in the Week 1 module].

[Pulido Environmental Racism.pdf](#)

Class Activities: Review & discuss course syllabus & assignments. Myers-Lipton, Portfolio Questions 1.1 & 1.2 + What issues are most important to you personally and why? Are these issues related to the lack of health equity &/or environmental justice and, if so, how? + *Your story (Part 1):* Where are you from and what are your interests, passions, & personal strengths or skills?

Thursday, January 8: Issue Development & Campaigns related to Environmental Justice & Health Equity

Myers-Lipton, Chapter 1: Issue Development, Pages 1-16.

[issue ch 1-1.pdf](#)

Flores, Jesus “Chuy,” David Mickey-Pabello, and Ellen Reese. 2025. “Chapter 6: Inland Empire Warehouse Workers’ Organizing and Policy Victories in 2024.” Pp. 66-71 in *State of the Unions: California Labor in 2024*. UC Berkeley Labor Center and UCLA Institute for Research on Labor and Employment. Available at: <https://ielcc.ucr.edu/state-of-the-unions> [Note: Only Chapter 6 (pages 66-71) of this longer report is required reading].

[state-of-the-unions-2024.pdf](#)

Pages 1-3 only of Pulido, Laura. 2017. “Environmental racism,” in *The International Encyclopedia of Geography*, edited by Douglas Richardson, Noel Castree, Michael F.

Goodchild, Audrey Kobayashi, Weidong Liu, and Richard A. Marston. John Wiley & Sons. *[Note: Pages 1-3 is required and the rest of this chapter is optional].*
[Pulido Environmental Racism.pdf](#)

Delegates to the First National People of Color Environmental Leadership Summit. 1991 (October 24-27). “Principles of Environmental Justice.”
<https://www.ejnet.org/ej/principles.pdf>

READ: R'Garden Website <https://rgarden.ucr.edu/about/what-is-rgarden>

1. What is the R'Garden? About Us & R'Garden History;
2. How We Grow Student Leaders;
- 3.R'Garden Blog

Class Activities: Discuss assigned readings. Discuss selected &/or revised Ch 1 portfolio questions announced during class. + *Your story (Part 2):* What are your career goals & how do they relate to your interests, passions, and/or personal strengths or skills? We will also review & discuss the course readings & your first course assignment, Professional Development Assignment #1 (due in Week 2).

Week 2

Tuesday, January 13

Reading assignment: Myers-Lipton, Chapter 1: Issue Development.

Class Activities: Campaign pitch day. Choose a campaign (& if time permits) respond to selected and/or revised portfolio questions from Ch 1 [announced by Professor Reese] in small groups.

Thursday, January 15

Myers-Lipton, Chapters 1: Issue Development & Chapter 2: Setting the Tone.

Class Activities: Discuss assigned readings. Work on Chapters 1 & 2 Portfolio Questions (selected and/or revised questions announced by Professor Reese). Review instructions for Professional Development Assignment #1 (due by 1/18).

Sunday, January 18: Professional Development Assignment #1 is due by 11:59pm
via the assignment submission link on elearn.ucr.edu.

Week 3

Tuesday, January 20

Myers-Lipton, Chapter 6: Group Dynamics and Chapter 4: Building Power

Optional: “Community Change” in Chapter 3: Change Theory, pp. 30-38 (Portfolio Questions 3.4-3.6)

Class Activities: Discuss assigned readings. Chapter 6 and 4 Portfolio Questions (selected &/or revised)

Thursday, January 22

Myers-Lipton, Chapter 4: Building Power (review & apply), Chapter 5: Research, & begin Chapter 7: Strategy (Part 1: pp. 81-88 only)

Class Activities:

1. Discuss readings and respond to selected and/or revised portfolio questions for Ch 4 & 5 for Campaign Portfolio Assignment #1 (due by 1/25).
2. Begin to Prepare Group Presentation #1. Additional instructions will be provided in class.

Sunday, January 25: Campaign Portfolio Assignment #1 is due by 11:59pm via the assignment submission link on elearn.ucr.edu. This assignment will be based on selected &/or revised questions from Lipton-Myers, Chapters 1-6 per the instructions posted on elearn.ucr.edu & announced in class.

Week 4

Tuesday, January 27

Myers-Lipton, Chapter 5: Research (review & apply) & Chapter 7: Strategy (Part 2: pp. 88-97)

Class Activities: Discuss assigned readings & work on Group Campaign Presentation #1 & Campaign Activity & Action Assignment #1 (due Week 5). Review & discuss instructions for Professional Development Assignment #2 (due Week 4).

Thursday, January 29

UC Center for Climate Justice. “What is Climate Justice?” Available at:
<https://centerclimatejustice.universityofcalifornia.edu/what-is-climate-justice/>

Myers-Lipton, Chapters 4-7: Review & discuss key points

Class Activities: Discuss assigned readings. Develop & practice Group Campaign Presentation #1, work on campaign activities &/or actions, & discuss campaign experiences & plans. Review & discuss instructions for Professional Development Assignment #2 (due Week 4).

Sunday, February 1: Professional Development Assignment #2 is due by 11:59pm
via the assignment link on elearn.ucr.edu

Week 5

Tuesday, February 3

Puentes, Chase and Nicolette Worrell. 2024 (2022). “Chapter 12: Indigenous Youth Leadership: Resistance in the Age of Pipelines,” Pp. 746-752 in *Race, Class, and Gender in the United States: An Intersectional Study*, 12th Edition, edited by Paula S. Rothenberg and Christina Hsu Ac. New York: Worth Publishers, MacMillan Learning.

Review & discuss key points in Myers-Lipton, Chapters 4-7.

Optional reading: Gilio-Whitaker, Diana. 2019. "Introduction: The Standing Rock Saga," Pp. 1-13 in *As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Boston, MA: Beacon Press.

Class Activities: Discuss assigned readings. Review and work on Group Campaign Presentation #1 (due 2/5) & Campaign Activity & Action Assignment #1 (due 2/8).

Thursday, February 5

*****Group Campaign Presentation #1 is due during class on Thursday, 2/5.**

Sunday, February 8: Campaign Activity & Action Assignment #1 is due by 11:59pm

via the assignment submission link on elearn.ucr.edu.

Week 6

Tuesday, February 10

Myers-Lipton, Chapter 8: Campaign Kickoff. *If needed, review & discuss key points from Chapters 4 & 7.*

Class Activities: Discuss assigned readings & your campaign kickoff action plan. Work on Campaign Portfolio Assignment #2: Chapter 8 Portfolio question 8.4 (revised, due by Sun, 2/15). Create (1) a draft flier & (2) a commitment card and respond to question 8.4 regarding their use (see page 113). Your group's press release &/or Op-Ed & discussion of its use will be due in Week 9 (as part of your Campaign Activity/Action Assignment #2).

Thursday, February 12:

During this class, we will attend a presentation & panel discussion about *Organizing Amazon* with guest speakers (location TBA). Rather than reading something new this week, you should work on your group campaign actions/activities & Campaign Portfolio Assignment #2: Chapter 8 Portfolio question 8.4 [Revised: Create (1) a flier and (2) a commitment card, and respond to question 8.4 regarding their use (page 113) & due by 2/15].

Optional: *Review the reading assigned in week 1:* Flores, Jesus "Chuy," David Mickey-Pabello, and Ellen Reese. 2025. "Chapter 6: Inland Empire Warehouse Workers' Organizing and Policy Victories in 2024." Pp. 66-71 in *State of the Unions: California Labor in 2024*. UC Berkeley Labor Center and UCLA Institute for Research on Labor and Employment. Available at: <https://ielcc.ucr.edu/state-of-the-unions> [Note: Only Chapter 6 (pages 66-71) of this longer report is required reading]. [state-of-the-unions-2024.pdf](https://ielcc.ucr.edu/state-of-the-unions-2024.pdf)

Sunday, February 15: Campaign Portfolio Assignment #2: Chapter 8 Portfolio question 8.4 (revised) is due by 11:59pm via the assignment link on elearn.ucr.edu.

Week 7

Tuesday, February 17

Pettinichio, David. 2019. "Chapter 1: The Political Evolution of Disability," Pp. 1-18 in *The Politics of Empowerment: Disability Rights and the Cycle of Policy Reform*. Redwood City, CA: Stanford University Press.

Class Activities: Discuss assigned reading. Work on & discuss campaign activities &/or actions. Review & discuss Campaign Activity & Action Assignment #2 (due in Week 9).

Thursday, February 19

Sins Invalid, "[10 Principles of Disability Justice](#)"

Optional reading: Price, Devon. 2024. "Creating a Neurodiverse World [Reprint]," Pp. 312-314 in *Race, Class, and Gender in the United States: An Intersectional Study*, 12th Edition. New York: Worth Publishers, MacMillan Learning.

Class Activities: Discuss assigned readings. Work on & discuss campaign activities &/or actions & Campaign Activity & Action Assignment #2 (due Week 9).

Week 8

Tuesday, February 24

Myers-Lipton, Chapter 9: Campaign Plan & Chapter 10: Campaign Evaluation.

Class Activities: Discuss assigned readings. Work on & discuss campaign activities & actions. Begin to work on Group Campaign Presentation #2 (due Week 10).

Thursday, February 26

Anderson, Dianne. 2022. "S.B. Youth Seek Environmental Justice." *Precinct Reporter Group*, June 23. Available at:

<https://precinctreporter.com/2022/06/23/s-b-youth-seek-environmental-justice/>

Nina Lakhani. 2025. "Activist Wins Goldman Prize for Effort to Clean Up California Trucking and Railway Sectors." *The Guardian*, April 29. Available at:

<https://www.theguardian.com/us-news/2024/apr/29/goldman-prize-winner-andrea-vidaurre-california-trucking-railway>

Marques, Natalia. 2024 (2022). "Chapter 11: Environmental Racism is Poisoning America's Waters," Pp. 333-336 in *Race, Class, and Gender in the United States: An Intersectional Study*, 12th Edition, edited by Paula S. Rothenberg and Christina Hsu Ac. New York: Worth Publishers, MacMillan Learning.

Optional reading:

Jaffe, Daniel. 2023. "Chapter 3: Flint: Corroding Pipes, Eroding Trust," in *Unbottled: The Fight Against Plastic Water and for Water Justice*. Oakland, CA: University of California Press.

Class Activities: Discuss assigned readings. Work on and/or discuss campaign activities &/or actions & course readings. Work on Group Campaign Presentation #2.

Week 9

Tuesday, March 3

Sunrise Movement. 2025. "We Demand a Green New Deal for All to Stop the Climate Crisis" [Review (1) What is a Green New Deal? (2) Our Demands (3) Our Strategy]
<https://www.sunrisemovement.org/our-demands/>

Review & discuss key points from Myers-Lipton, Chapter 9: Campaign Plan & Chapter 10: Campaign Evaluation.

Class Activities: Discuss assigned reading. Review instructions for Professional Assignment #3 (due Finals Week). Discuss campaign activities &/or actions & work on Campaign Activity & Action Assignment #2 (due 3/8) & Group Campaign Presentation #2 (due Week 10).

Thursday, March 5

Gould, Deborah B. 2015 (2009). "The Emotion Work of Movements," Pp. 254-265 in *The Social Movements Reader: Cases and Concepts, Third Edition*, edited by Goodwin, Jeff and James M. Jasper West Sussex, UK: Wiley Blackwell.

Class Activities: Discuss assigned reading. Discuss campaign activities &/or actions & work on Campaign Activity & Action Assignment #2 (due 3/8) & Group Campaign Presentation #2 (due Week 10).

Sunday, March 8: Campaign Activity & Action Assignment #2 is due by 11:59pm
via the assignment link on elearn.ucr.edu.

Week 10

Tuesday, March 10

Myers-Lipton, Chapter 11, p. 127 (last paragraph, beginning with "It is my belief that...")- p. 129 only.

Class Activities: Discuss assigned reading. Work on Group Campaign Presentation #2 (due 3/12). Review instructions for Professional Development Assignment #3 (due in Finals Week).

Thursday, March 12

*****Group Campaign Presentation #2 Assignment is due in class on Thursday, 3/12.**

Class Activities: Final conclusions & reflections on the course & social action campaigns. Review & discuss Professional Development Assignment #3 (due by 3/18).

Finals Week: Wednesday, March 18: Professional Development Assignment #3 is due by 11:59pm via the assignment submission link on elearn.ucr.edu.

10. CAMPUS RESOURCES & POLICIES

Student Disability Resource Center: To request academic accommodations (for example, a note taker or special testing arrangements), students must register with the campus office called “Student Disability Resource Center” (951-827-3861). This office is responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements.

Personal disclosures of relationship violence or sexual harassment: You are welcome to talk with me about your concerns. Before you tell me specifics, you should know that in my teaching role, I have certain mandated reporting obligations. I want you to stay in control of the situation until you decide what you want to do. So, you're welcome to tell me about your situation, in general terms, without identifying anyone. There are other resource people with whom you can talk who don't have the same reporting obligations as faculty— specifically, the Campus Advocacy, Resource and Education Program (care.ucr.edu)

OTHER CAMPUS RESOURCES FOR UCR STUDENTS

Academic Resource Center (including reading & writing support): <https://arc.ucr.edu/>

Mental Health resources: mentalhealth.ucr.edu

Student Health Center: campushealth.ucr.edu

Case Management and Crisis resources: casemanagement.ucr.edu

Counseling and Psychological Services: counseling.ucr.edu

Wellness Center, preventive health resources: well.ucr.edu

Food, shelter, clothing resources: basicneeds.ucr.edu

Campus Advocacy, Resource, and Education (confidential interpersonal violence and sexual harassment resources): care.ucr.edu

Coronavirus information and resources: <https://ehs.ucr.edu/coronavirus>

Learning resources: keeplearning.ucr.edu

Research resources: keepresearching.ucr.edu

Office of Diversity, Excellence, and Inclusion: [https://diversity.ucr.edu/](https://diversity.ucr.edu)

Ombudsperson (confidential resource): [https://ombuds.ucr.edu/](https://ombuds.ucr.edu)

Office of Title IX, Equal Opportunity, and Affirmative Action: [https://titleix.ucr.edu/](https://titleix.ucr.edu)

Administrative Resolution: [https://administrativeresolution.ucr.edu/](https://administrativeresolution.ucr.edu)

NOT SURE WHERE TO GO? THEN GO HERE: [https://help.ucr.edu/](https://help.ucr.edu)