

Sociology 482: Environmental Justice and Policy



Sonoma State University

Spring 2022

Dr. Zeke Baker

Instructor

Dr. Zeke Baker

Email

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Office Location & Hours

Wednesdays and Thursdays, 12-1:30pm

Zoom URL:

[\[removed\]](#)

General Information

Meeting Time: M/W 3:00-4:50pm

Location:

- *Remote until further notice (tentatively through February 11).
 - Zoom URL for Class Meetings: [\[removed\]](#)
- Upon return to in-person class on campus:
 - Cooperage 1

Required Texts:

- Bhavnani, Kum-Kum, John Foran, Priya A. Kurian, and Debashish Munshi. 2019. *Climate Futures: Re-imagining Global Climate Justice*. London: Zed.
- Malm, Andreas. 2021. *How to Blow Up a Pipeline*. New York: Verso.
- Mendez, Michael. 2020. *Climate Change from the Streets : How Conflict and Collaboration Strengthen the Environmental Justice Movement*. New Haven: Yale University Press. Available as a free e-book via SSU Library/ProQuest:
<http://ebookcentral.proquest.com/lib/sonoma/detail.action?docID=5993948> [.\(http://ebookcentral.proquest.com/lib/sonoma/detail.action?docID=5993948\)](http://ebookcentral.proquest.com/lib/sonoma/detail.action?docID=5993948).

*All other required reading and course materials, including links to online content, are available directly in the Canvas course Modules. All assigned readings are also posted on this Syllabus.

Course Overview

Catalog Course Description

Unit(s): 4

This [service-learning course](http://sociology.sonoma.edu/node/150) [.\(http://sociology.sonoma.edu/node/150\)](http://sociology.sonoma.edu/node/150) examines contemporary issues of environmental justice and environmental policy at local to global scales. Learning centers around students' critical sociological engagement with a range of topics in applied forums, including social movements/activism and spaces of policy debate and formulation. This course meets the Sociological Experience requirement for Sociology

majors. The course is open to students majoring/minoring in Sociology and Geography, Environment and Planning (GEP). It is specifically designed to support the Sociology program learning outcome to “use sociological knowledge to inform policy debates, promote social justice, and engage in public exchange of ideas.”

Note on course modality: For Spring 2022, the course is in-person, on-campus course, *with the exception* of the first three weeks, which are remote in alignment with SSU and Sonoma County guidelines to prevent the spread of COVID-19. After February 11, unless otherwise announced, course instruction will not be provided online. Because this is a service-learning course, some activities will be out-of-classroom, collaborative and/or independent out in the community. No all-class required activities will take place outside the allotted class time.

Course Introduction

The goal of *Environmental Justice and Policy* is to provide a forum for students to gain knowledge, skills, and opportunities for practical engagement regarding environmental justice and environmental policy. As the course proceeds, students can expect to move closer and closer to sites of collective action, policy-making, public deliberation and public decision-making. Although topical focus is broad, areas of special interest this term include (1) the global climate justice movement and (2) local/regional environmental policy-making.

The general flow of the course involves three Parts: The first is *Principles*. The second is *Exposures*. The third is *Actions*. Each part is roughly equal in terms of time spent and assignment weights. Each is introduced in turn below.

In Part 1, **Principles**, we spend roughly the first third of the course working to engage a conceptual vocabulary and basic themes in *environmental justice* and *environmental policy*. We will focus on concepts of social justice along lines of class, race, location and age/generation. We also introduce and build a holistic concept of ‘sustainability’ as a dimension of public policy in democratic society. We position environmental/sustainability policy and environmental justice activism with respect to political, economic, and social structures and struggles. Learning and work in Part 1 will resemble standard classroom-based instruction centered in independent reading, instructor-led lectures, supplemental press articles and videos, and in-class, instructor- and student-led discussions. Part 1 will culminate in an exam.

In Part 2, **Exposures**, we intersect our learning in Part 1 with case studies of local and global policy debates and social movements/grassroots activism. Through engagement and investigation, we will work to become exposed to issues of environmental justice and sustainability that are presently a matter of social movement activism, political debate, and policy formulation. As indicated, the focus this term will be on the *global climate justice movement* and *local/regional environmental policy and planning*. Learning and engagement will center around reading and digesting case studies, beginning to engage in student group-based investigations and in-class reporting, and readings and short lectures that provide some structure and direction for the class. Assignments in Part 2 include a group Case Study/Action proposal and brief, group-based, in-class presentations.

In Part 3, **Actions**, we bring principles of environmental justice and policy, along with the exposure gained in Part 2, to bear on informed social action regarding issues of concern. The goal for learning in this Part is to *act sociologically* as a *participant, informer, or engaged critic* of a specific social movement campaign/action or government policy (at some phase of development). Action-based activities will be group-based, and feature independent (out of class) work, in-class group-based oral presentation, and an individual, final Intervention Essay assignment.

Course Learning Outcomes

Over the course of this term, students in *Environmental Justice and Policy* will:

- Gain a sociological understanding of concepts of environmental justice, environmental policy, and sustainability.
- Learn and put into practice the logic of a ‘case study’ approach in sociology, while exercising the ecological and sociological imagination.
- Become more comfortable with performing team-based collaborative investigation, writing, and presentation, and with facilitating inclusive discussions.
- Learn to apply environmental-sociological concepts and perspectives to social movement and policy-making forums.

Assignments Overview

Assignment	Points
Ecological Realities and the Sociological Imagination	10 points
Part 1 Exam	15 points
In-Class Summary, Evaluation and Questions	2 x 5 points (10 total)
Group Case Study Action Proposal	5 points
Part 2 In-Class Group Report	10 points

Assignment	Points
Part 3 Final Group Presentation	15 points
Personal Reflection Journal	5 x 2 points (10 total)
Intervention Essay: What is to be Done?	15 points
Course Participation	10 points
	Total: 100pts/100%

Assignment Guidelines

Ecological Realities and the Sociological Imagination

10 points

Much of the environment is just that—an ‘environment’, something ‘out there’ that is frequently taken for granted, placed neatly in the ‘background’ to social life. This assignment provides an opportunity to wake up to the ecological situation that you and others inhabit on an everyday basis. The goal is to turn the mundane world into a puzzle, a problem, and a basis for evaluating your own ideas and ideals about what things could or should look like. The assignment centrally engages your *senses* and your *imagination*. It is anchored in both your *observations* and your *vision* of what could be otherwise. This assignment involves (1) a “focused walk” in a developed area of your choice, (2) the writing of observational fieldnotes, with optional images included, and (3) a speculative reflection, rooted in course concepts, that narrates how the social and ecological situation, interactions and patterns you observe might be *more desirable* from the standpoint of human well-being and/or values of social justice and sustainability.

For complete guidelines and a grading rubric, please see the Assignment: [link here](#).

Part 1 Exam

15 points

The Part 1 exam will feature Multiple Choice, Fill in the Blank, and Short Answer (3-5 sentence) questions. There is no essay component of the exam. Questions will derive directly from required course readings, materials, lectures, and class discussions. The exam will take place in-class (unless pandemic circumstances require otherwise).

Summary, Evaluation and Questions

5 points x 2 = 10 points total

Each Student Team will have the opportunity to lead two, brief in-class discussions, based on reading for two different class meetings. For complete guidelines and a grading rubric for the Summary, Evaluation and Questions (SEQ) assignments, please see the Assignment links here: [SEQ 1](#), [SEQ 2](#).

Group Case Study/Action Proposal

5 points

This assignment is the first step in the completion of your term project. The goal is to form your Student Team, collaborate and brainstorm possible topics, and generate a proposal that links (1) course concepts, (2) an issue rooted in time, place, and context—that is, a ‘case’, and (3) a detailed agenda for how the project will proceed, including a division of labor of tasks and a targeted event, site visit or other kind of discrete, scheduled participation. The Assignment guidelines and rubric are available at the link here: [Action Proposal](#).

Your action proposal will be completed in consultation with the Instructor and is best initiated through individual- and group-based browsing of the “Action Resources” that are appended to this syllabus.

Part 2 In-Class Presentation

10 points

In Part 2, a central focus is on applying concepts to a range of issues and cases, while getting comfortable reaching out, engaging, observing/studying, and participating in forums outside the classroom. A center of gravity during this Part is Student Teams, who bring their experiences, questions, and reporting back to the classroom context. This presentation assignment features an in-class oral + multimedia/slides presentation, which (1) describes the case outlined in the case study/action proposal, (2) raises questions that have emerged from experiences and engagement thus far, while

discussing next steps, and (3) raises discussion questions to the class, regarding the relationship between the case at hand and course concepts of environmental justice, environmental policy, and sustainability.

Details, guidelines and a grading rubric for this assignment are available at the following link: [Part 2 Presentation](#).

Part 3 Final Presentation

15 points

Like the Part 2 In-Class Presentation, this assignment features an in-class oral + multimedia/slides presentation. It is the culmination of your service-learning project. It presents an opportunity to (1) organize your experiences and actions into a formal account that can be presented to an audience, (2) relate your project (as a 'case') to larger issues in environmental justice and policy, and (3) engage the class in discussion in order to inspire dialogue, awareness, concern, and informed action.

Guidelines and a grading rubric for this assignment are available at the following link: [Part 3 Final Presentation](#).

Personal Reflection Journal

10 points (5 x 2 points)

This course involves exposure to and engagement with difficult topics. You bring your past experiences, assumptions, current situation, beliefs, values, and personality with you into this course. The goal of the Personal Reflection Journal is to provide a space for you to *organize* and *reflect* upon your engagement with (1) course readings/materials, (2) team/class interactions and experiences, and (3) what you learn, including new questions, as a result of your participation and engagement in course activities—including class meetings, your case study project, and associated experiences. The Journal must have five entries of 300-500 words each, to be composed and uploaded independently to Canvas at least one week apart. The complete journal will be due at the end of the term.

For details and a grading rubric for journal entries, see the following: [Personal Reflection Journal \(Entry 1\)](#).

Intervention Essay: What is to be Done?

15 points

Intellectuals, scholars, and activists have at various times and places stopped to pen down their answer to the following basic question: *What is to be Done?* (For example, the revolutionary Vladimir Lenin wrote a classic pamphlet of this title in 1902, including the appropriate subtitle, *Burning Questions of Our Movement*).

The goal of your Intervention Essay is to gather your ideas, imagination, experiences and knowledge, take action, and represent that action to a general audience. Your personal reflection journal, your final presentation, and other assignments should serve as resources and a guide for this assignment. Even so, the writing and composition of the essay should be original and unique to this submission. The essay must be between 1000-1200 words and follow the 'Rules for Written Work' outlined in this syllabus.

The structure of your essay must be as follows, with distinct headings for each:

- An informative *Title*.
- *The Problem*: First, provide a statement and discussion of a specific problem you have discovered and explored during this course. It must be directly related to your case study/action project, although it should be rooted in your own considerations and may therefore diverge from the emphases of your group-based work.
 - What is a problem? Something that causes harm or violates a value that (at least some) people hold, and something that can be solved, resolved, confronted, or at least approached in a new way. The 'problem' you discuss can be big or small, global or local, relatively abstract or very concrete, social or technical; it can be informed by a variety of values or ideas, but must still clearly relate to course themes.
- *My Position*: Second, state and outline your position, supported by your learning, course concepts, and evidence, regarding what should be done to solve, resolve, confront, or approach the problem identified.
- *Struggle*: Third, outline the actors, groups, resources, institutions, and/or barriers that oppose, block, or otherwise inhibit the actions, solutions, or approach you propose. In identifying opposition and barriers, you must take them seriously and address them. If there are counter-arguments to your position, how might you confront or refute them? How might barriers be overcome, allies brought onboard, or the opposition be convinced (or overcome)?
- *Futures*: Finally, provide a reflection on the future. Regarding your problem, position, and the struggles they may entail to solve or resolve: What *better* future might be brought about, and why is it worth the effort? This section must bridge your personal (but still well-reasoned) reflections with an argument about what actions others in society must also take moving forward. This final section should be persuasive in nature, while also serving as a conclusion to the essay as a whole.

For guidelines and a grading rubric for this assignment, see the following link: [Intervention Essay](#).

Course Participation

10 points

Participation in this class consists of attending all class and team meetings, being prepared for class and engaged in the classroom, including active listening and contributing to class discussion regularly. I will regularly invite you to participate and assist you in finding your 'place' in the classroom community. If I call on you in class, it is never to assess your personal learning; rather, it is to invite your perspective, your ideas and your questions, all of which are valuable to this class and important for everyone's learning. For guidelines regarding course participation, including how overall course participation is assessed, see the following link: [Course Participation](#).

How to Succeed in this Course

Participate:

I encourage active participation during lecture, all-class discussions, and with your team. Whether you are outgoing or shy, a sociology major or not, a brand new transfer or a seasoned senior, a native English speaker or an English language-learner, this course is designed to help you succeed. You are part of this classroom community, and your voice and skills matter.

To make the most of this course, please come to class meetings prepared with your readings and reading notes/notecards, and be ready to ask questions, either during lectures/discussions or within team activities. Academic life means embracing the *freedom* to be curious, to reflect on and question assumptions, and to think critically.

Establish a Reading Ritual and Routine:

For each course reading listed in the Course Schedule below, you are responsible for knowing the question/problem the author(s) seeks to address, their argument in relation to this question or problem, and the general conclusions they draw as they relate to course topics. This is especially significant to the articles and books assigned during Part 1 and Part 2 of the course.

Note-taking and notecards for each reading are *strongly* encouraged.

I will often make verbal or written suggestions regarding how to approach assigned readings. Beyond these suggestions, a "reading ritual" may be helpful. Such a ritual may involve setting aside a given amount of time (e.g. 30-45 minutes per major article/chapter, 5-10 minutes per press article); being in a set-aside space; and making notecards with the same format (e.g. Citation, Publication Type, Main Argument, Evidence, Conclusion).

Use your Team, and Contribute:

Teams present an opportunity to collaborate with your classmates. Learn your team members' names, get their contact information, and get comfortable engaging one another inside and outside the classroom context. There are many spaces in society where dialogue about difficult topics among diverse people is avoided or discouraged. Here we embrace respectful dialogue together.

Be Reflective, Reach Out, and Attend Office Hours:

Having an issue? Want to dig deeper into an idea? Feel like you are struggling with this course? Examine what you can do on your part to succeed, then reach out to your team and your instructor. If there is something that you believe should change about this class, such information is helpful (and you are likely not the only one who thinks this). Your instructor and your teammates are invested in your success, and your feedback is important. You may also arrange an individual or team appointment outside my Office Hours.

Engage respectfully:

Engage one another freely during class in the spirit of exploration, dialogue and academic freedom. But also recognize the basic requirement to be present, civil and conscientious. If I notice regular absences or offensive/discriminatory behavior, I will clearly address it. If you have questions, comments, or concerns related to the format of the course or if there are any special accommodations or assistance you may require, please contact me after lecture, via email, or during office hours.

Visit the SSU Writing Center:

The Writing Center has an online scheduling system for appointments! Students can schedule up to 2 one-hour writing tutoring appointments each week. Visit <http://mywco.com/ssularc> (<http://mywco.com/ssularc>) to make an appointment. For additional assistance, I strongly recommend getting familiar with all resources provided by the Learning and Academic Resource Center (LARC): <https://web.sonoma.edu/writingcenter/index.html> (<https://web.sonoma.edu/writingcenter/index.html>).

Evaluation and Grading

Rules for Written Work

Written work must be turned in via the course Canvas website, and documents must be in either **WORD** or **PDF** format (no other formats will be accepted), double-spaced, 12-point font, Times New Roman, with 1" margins. Use a consistent, formal citations style for essays and formal writing that requires citation and source acknowledgement (ASA style required: [Style Guidelines available here](#))

(https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf). This includes in-text citation and a corresponding "References" section at the end of the assignment. Submissions are "open" on the course website up until the end of the due date (11:59pm), unless otherwise noted on Canvas.

Academic Honesty and Plagiarism

Plagiarism is a very serious ethical issue that violates central principles of academic honesty and integrity. Written work is considered plagiarized if it directly copies words phrases or sentences from any other sources (books, articles and websites), without stating clearly where the ideas came from (e.g. author, year, page number). Even if you do state the origin of a quotation, you must use quotation marks "" to show that you are directly quoting someone else. Finally, you must not quote your own essays (including those submitted for other courses), as this is considered self-plagiarism. Cheating or plagiarism will result in disciplinary action, including at minimum a grade of "0" for the plagiarized assignment. In minor cases of clearly unintentional mistake, the Instructor *may* allow a re-submission along with an additional assignment to support student learning of academic practices. The option for re-submission is not guaranteed. Any repeated dishonesty may result in failure of the course and/or disciplinary action taken by the University. The procedure for acknowledging and resolving cases of plagiarism and academic dishonesty follow the SSU Policy and Procedure (<https://www.sonoma.edu/policies/cheating-and-plagiarism>). [Links to an external site.](#) ([%20Links%20to%20an%20external%20site.](https://www.sonoma.edu/policies/cheating-and-plagiarism))

*Other relevant University policies that you should be aware of, such as the add/drop policy and grade appeal procedures, are not recorded here. Please review these standards and policies at the following link: [SSU University Policies. Links to an external site.](#) (<http://www.sonoma.edu/policies>)

University Resources

Accessibility for Students with Disabilities

If you are a student with a disability and think you may need academic accommodations, please contact Disability Services for Students (DSS).

Please contact DSS as early as possible in order to avoid a delay in receiving accommodation services. The use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on Disability Access for Students: <http://www.sonoma.edu/policies/disability-access-students> (<http://www.sonoma.edu/policies/disability-access-students>).

- Phone: (707) 664-2677
- Phone TTY/TDD: (707) 664-2958
- DSS Website: <http://web.sonoma.edu/dss/>

Counseling and Psychological Services (CAPS)

Although we have reason for feelings of success and hope, the semester will be challenging. We will work to make this course a 'human-first' and holistic learning environment that takes into account your well-being. Nevertheless, crises hit people differently, and I encourage any student who may need help to reach out to Counseling and Psychological Services (CAPS).

- Phone: (707) 664-2153
- CAPS Website: <http://web.sonoma.edu/counselingctr/> (<http://web.sonoma.edu/counselingctr/>)

Late Assignment Policy

Late assignments will lose 10% for each day late (including weekends) up to 5 days late. After 5 days, you cannot submit a late assignment and will receive a grade of "0" for the assignment unless you have prior approval from the instructor or documented proof of a medical/family emergency. If you do encounter an emergency, communicate with the instructor by e-mail as immediately as practicable. The Part 1 exam must be completed during the allotted time.

Because of the (post?)-pandemic, crises and issues arise. This is *entirely understandable* and will be treated on a case-by-case basis in a general spirit of compassion, care and concern for student learning. Excused lateness or absence may include illness, enduring COVID-related disruptions, and unusual childcare or related care responsibilities. Unexcused absences include work and schedule conflicts. Success in this course requires submission of all work and a plan to attend all course meetings unless emergencies arise.

Grades Scale

- A** Excellent (90%+ [of total points])
- B** Good (80-89%)
- C** Fair (70-79%)
- D** Poor (60-69%)
- F** Not Passing (Below 60%)

Course grading will be based on general University standards. Points on individual assignments are not taken away, rather they are given, on the basis of grading rubric scores. **A passing grade requires completion of the midterm exam and the and final presentation and paper assignments.** Grades are not given based on “need.” If you believe you must gain a particular grade in this course it is your responsibility to earn it. Per University policy, final grades can only be changed in cases of mathematical or clerical error. Grades of “**incomplete**” are only given to students who have completed at least 50% of the course requirements, have produced work of passing quality, and have demonstrated good cause.

Course Schedule

Note: The following table outlines the course as it will proceed over the term. The Table also identifies the readings, which must be completed by the lecture/session date to which they correspond. Items that denote “TBA” (To Be Announced) will be updated at least 7 days prior to the corresponding date.

Date	Topic	Reading	Notes
PART 1: PRINCIPLES			
Module 1: Course Introduction			
	Session 1:		
1/24	Getting Situated in Environmental Justice & Policy	Study the course syllabus and <i>carefully</i> browse the course website	
	Session 2:		
1/26	Orientation to Service Learning and Sociological Practice	<ul style="list-style-type: none"> Munshi, Debashish, et al. 2019. “The Future is Ours to Seek: Changing the Inevitability of Climate Chaos to Prospects of Hope and Justice.” In <i>Climate Futures: Reimagining Global Climate Justice</i>, London: Zed, pp. 1-10. Coghlan, David & Mary Brydon-Miller. 2014. "Participatory Action Research." In <i>The SAGE Encyclopedia of Action Research</i>. <ul style="list-style-type: none"> PDF available here: link to chapter 	<p>Group formation, SEQ assignments chosen in-class</p> <p>Overview of “SOCI 482 Action Resources”</p>
Module 2: Situating Environmental Policy			
	Session 3:		
1/31	Environmental Politics and Policy: Ecomodernism vs. The Treadmill of Production	<ul style="list-style-type: none"> The Ecomodernist Manifesto (2015). <ul style="list-style-type: none"> Link: http://www.ecomodernism.org/ (http://www.ecomodernism.org/). PDF available here: 2015_An+Ecomodernist+Manifesto.pdf http://www.ecomodernism.org/, Ylä-Anttila, T. et al. 2020. “Breaking the Treadmill? Climate Change Policy Networks and the Prospects for Low Carbon Futures in Australia and Finland.” <i>Society & Natural Resources</i> 33 (11), 1380–1398. DOI: 10.1080/08941920.2020.1802540 <ul style="list-style-type: none"> PDF Available here: link to article 	

Date Topic**Reading****Notes**

2/2

Session 4:

Sustainability,
Policy, and the
'Growth
Machine'

- Checker, Melissa. 2011. "Wiped Out by the 'Greenwave': Environmental Gentrification and the Paradoxical Politics of Urban Sustainability." *City & Society* 23(2):210–29. doi: [10.1111/j.1548-744X.2011.01063.x](https://doi.org/10.1111/j.1548-744X.2011.01063.x) (<https://doi.org/10.1111/j.1548-744X.2011.01063.x>).
 - PDF Available here: [link to article](#)
- Scanu, Emiliano, Geneviève Cloutier, and Catherine Trudelle. 2021. "Contesting the Greening of the Urban Growth Machine: Ecological Modernization and the Promethean Counter-Discourse." *Environment and Planning E: Nature and Space* 4(4):1369–88. doi: 10.1177/2514848620952326.
 - PDF Available here: [link to article](#)
- Jennifer L. Rice, Daniel Aldana Cohen, Joshua Long, and Jason R. Jurjevich. 2019. "Contradictions of the Climate-Friendly City: New Perspectives on Eco-Gentrification and Housing Justice." In *International Journal of Urban and Regional Research*. Online first. <https://doi.org/10.1111/1468-2427.12740> (<https://doi.org/10.1111/1468-2427.12740>)
 - PDF Available here: [link to article](#)

Recommended:

- Logan and Molotch (1976) *Urban Fortunes: The Political Economy of Place*. Ch. 1-3.

Session 5:

2/7

A Framework
for
Environmental
Policy
Formation

- Cohen, Steven. 2006. *Understanding Environmental Policy*. Chapter 2: "A Framework for Understanding Environmental Policy," Pp. 10-46.
 - PDF Available here: [link to chapter](#)

Module 3: Situating Environmental Justice

Session 6:

2/9

Environmental
Justice:
Movements
meet
Scholarship

- US Environmental Protection Agency. 2021. "Timeline: How Did the Environmental Justice Movement Arise?" Available at: <https://www.epa.gov/environmentaljustice> (<https://www.epa.gov/environmentaljustice>). (Note: Scroll to bottom of webpage for the interactive timeline).
- Harrison, Jill Lindsey. 2020. "Environmental Social Movements." In: Ken Gould and Tammy Lewis (eds), *Twenty Lessons in Environmental Sociology*. London: Oxford, pp. 329-347 (Chapter 18).
 - PDF Available here: [link to chapter](#)

In-class: Browse and engage:

<https://www.epa.gov/environmentaljustice>
<https://www.epa.gov/environmentaljustice>

Module 4: Environmental Justice Politics: Four Dimensions of Struggle

Date Topic	Reading	Notes	
2/14	Session 7: <i>Dimensions of Environmental (In)Justice Politics (1): Race and Class</i>	<ul style="list-style-type: none"> Narain, Sunita. 2019. "Foreward: Equity: The Final Frontier for an Effective Climate Change Agreement." In: Kum-Kum Bhavnini, et al. (eds), <i>Climate Futures: Reimagining Global Climate Justice</i>. London: Zed, pp. xxiv-xxix. Pellow, David N. 2016. "Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge." <i>Du Bois Review</i> 13(2):221–36. doi: 10.1017/S1742058X1600014X (https://doi.org/10.1017/S1742058X1600014X). <ul style="list-style-type: none"> PDF Available here: link to article Malm, Andreas and Rikard Warlenius. 2019. "The Grand Theft of the Atmosphere: Sketches for a Theory of Climate Injustice in the Anthropocene." In: Kum-Kum Bhavnini, et al. (eds), <i>Climate Futures: Reimagining Global Climate Justice</i>. London: Zed, pp. 32-39. 	
2/16	Session 8: <i>Dimensions of Environmental (In)Justice Politics (2): Geography and Age/Generation</i>	<ul style="list-style-type: none"> Clark, Nigel and Yasmin Gunaratnam. 2019. "Exorbitant Responsibility: Geographies of Climate Justice." In: Kum-Kum Bhavnini, et al. (eds), <i>Climate Futures: Reimagining Global Climate Justice</i>. London: Zed, pp. 73-81. Thew, Harriet, Lucie Middlemiss, and Jouni Paavola. 2020. "'Youth Is Not a Political Position': Exploring Justice Claims-Making in the UN Climate Change Negotiations." <i>Global Environmental Change</i> 61:102036. doi: 10.1016/j.gloenvcha.2020.102036 (https://doi.org/10.1016/j.gloenvcha.2020.102036). <ul style="list-style-type: none"> PDF Available here: link to article von Zabern, Lena, and Christopher D. Tulloch. 2021. "Rebel with a Cause: The Framing of Climate Change and Intergenerational Justice in the German Press Treatment of the Fridays for Future Protests." <i>Media, Culture & Society</i> 43(1):23–47. doi: 10.1177/0163443720960923 (https://doi.org/10.1177/0163443720960923). <ul style="list-style-type: none"> PDF available here: link to article 	In-class Film: <i>I am Greta</i> (2020). Hulu.

Module 5: Ecological and Social Imagination

2/21	Session 9: <i>Tools of Ecological and Sociological Imagination</i>	<ul style="list-style-type: none"> White, D.F. & Roberts, J.T. (2020) "Post Carbon Transition Futuring: For A Reconstructive Turn in the Environmental Social Sciences?" <i>The Cambridge Handbook of Environmental Sociology</i>. <ul style="list-style-type: none"> PDF available here: link to chapter Skim Hopkins, Rob. 2020. "Introducing the The Imagination Sundial." <i>Resilience</i>. Available online: https://www.resilience.org/stories/2020-07-01/introducing-the-imagination-sundial/?mc_cid=29de925adc&mc_eid=6d8c24e1b3 (https://www.resilience.org/stories/2020-07-01/introducing-the-imagination-sundial/?mc_cid=29de925adc&mc_eid=6d8c24e1b3) <ul style="list-style-type: none"> PDF available here: link to blog/article PDF (high-resolution of the Sundial): link to image 	
2/23	Session 10: <i>Cultivating Ecological and Sociological Imagination</i>	[no reading] "Focused walk" (See Assignment Guidelines). Meeting format TBA	

Module 6: Equity in Policies for a 'Just Transition'

Session 11:

2/28 Policy Frameworks and 'Just Transitions': Engaging the Green New Deal

- Cohen, Daniel Aldana. 2020. "How a Green Stimulus Would Lift Up Workers and Communities and Rebuild Our Infrastructure." *The Century Foundation*. Available online: <https://tcf.org/content/commentary/green-stimulus-lift-workers-communities-rebuild-infrastructure/?agreed=1> (<https://tcf.org/content/commentary/green-stimulus-lift-workers-communities-rebuild-infrastructure/?agreed=1>)
 - PDF Available here: [link to press article](#)
- White, Damian. 2019. "Just Transitions/Design for Transition: Preliminary notes on a Design Politics for a Green New Deal." *Capitalism Nature Socialism*.
 - PDF Available here: [link to article](#)
- Galvin, Ray, and Noel Healy. 2020. "The Green New Deal in the United States: What It Is and How to Pay for It." *Energy Research & Social Science* 67:101529. doi: [10.1016/j.erss.2020.101529](https://doi.org/10.1016/j.erss.2020.101529) (<https://doi.org/10.1016/j.erss.2020.101529>).
 - PDF Available here: [link to article](#)
 - For a press article by Galvin and Healy that summarizes their findings, see the following 2020 article in *Scientific American*: <https://blogs.scientificamerican.com/observations/the-green-new-deal-is-more-relevant-than-ever/> (<https://blogs.scientificamerican.com/observations/the-green-new-deal-is-more-relevant-than-ever/>)
- Skim the following public opinion survey (2018):
 - <https://climatecommunication.yale.edu/publications/the-green-new-deal-has-strong-bipartisan-support/> (<https://climatecommunication.yale.edu/publications/the-green-new-deal-has-strong-bipartisan-support/>)

Short Explainer Video (in-class): "The Green New Deal, Explained" Vox (2019). Link:

<https://www.youtube.com/watch?v=GxIDJWCbk6I>

(<https://www.youtube.com/watch?v=GxIDJWCbk6I>)



(<https://www.youtube.com/watch?v=GxIDJWCbk6I>)

Short Video (in-class): "Generation on Fire" (2021). Link:

<https://www.youtube.com/watch?v=Ocu2WwMMha8>

(<https://www.youtube.com/watch?v=Ocu2WwMMha8>)



(<https://www.youtube.com/watch?v=Ocu2WwMMha8>)

Date	Topic	Reading	Notes
3/2	Session 12: <i>Extensions and Limits of a Green New Deal</i>	<ul style="list-style-type: none"> Rusan, Ana. 2019. "The Green New Deal: The Answer to Schnaiberg's Treadmill?" Available online: https://www.greeneuropeanjournal.eu/the-green-new-deal-the-answer-to-schnaibergs-treadmill/ (https://www.greeneuropeanjournal.eu/the-green-new-deal-the-answer-to-schnaibergs-treadmill/) Varoufakis, Yanis and David Adler "It's time for Nations to Unite around an International Green New Deal." <i>The Guardian</i>. Available online: https://www.theguardian.com/commentisfree/2019/apr/23/international-green-new-deal-climate-change-global-response?CMP=Share_AndroidApp_Tweet (https://www.theguardian.com/commentisfree/2019/apr/23/international-green-new-deal-climate-change-global-response?CMP=Share_AndroidApp_Tweet) <ul style="list-style-type: none"> PDF Available here: link to press article Sicotte, Diane. 2021. "Will the Green New Deal Bring About a 'Just Transition,' or Just Transition?" <i>ASA Footnotes</i>. Available online: https://www.asanet.org/will-green-new-deal-bring-about-just-transition-or-just-transition (https://www.asanet.org/will-green-new-deal-bring-about-just-transition-or-just-transition) <ul style="list-style-type: none"> PDF Available here: link to press article Patel, Raj and Jim Goodman. 2019. "A Green New Deal for Agriculture" <i>Jacobin</i> Available online: https://jacobinmag.com/2019/04/green-new-deal-agriculture-farm-workers (https://jacobinmag.com/2019/04/green-new-deal-agriculture-farm-workers) <ul style="list-style-type: none"> PDF Available here: link to press article Traficonte, Dan and Ian Wells. 2019. "An Innovation Policy for the Green New Deal." Available online: https://www.peoplespolicyproject.org/wp-content/uploads/2019/04/GNDInnovationPolicy.pdf (https://www.peoplespolicyproject.org/wp-content/uploads/2019/04/GNDInnovationPolicy.pdf) 	Assignment: Group Case Study/Action Proposal Due
3/7	Session 13: <i>Midterm Exam</i>	No reading Part 1 Exam (in-class)	

PART 2: EXPOSURES

Module 7: Environmental Justice Struggles: Connections across Space and Time

3/9	Session 14: <i>Scaling Environmental Justice Struggles: Local and Global</i>	<ul style="list-style-type: none"> Martinez-Alier, Joan, Leah Temper, Daniela Del Bene, and Arnim Scheidel. 2016. "Is There a Global Environmental Justice Movement?" <i>The Journal of Peasant Studies</i> 43(3):731–55. doi: 10.1080/03066150.2016.1141198 (https://doi.org/10.1080/03066150.2016.1141198). <ul style="list-style-type: none"> PDF Available here: link to article Ronayne, Kathleen. 2021. "Explainer: California Proposes Limits On Community Drilling." <i>Associated Press</i> (October 22). Available at: <ul style="list-style-type: none"> https://apnews.com/article/business-environment-and-nature-california-environment-gavin-newsom-162502701a9fa6641b1ebab309cf6213 (https://apnews.com/article/business-environment-and-nature-california-environment-gavin-newsom-162502701a9fa6641b1ebab309cf6213) Center on Race, Poverty, and the Environment. 2021. "Press Release: Kern County Sued Over Fast-tracking of Tens of Thousands of New Oil Wells." Available online: https://crpe-ej.org/wp-content/uploads/2021/03/Kern-County-Sued-Over-Fast-tracking-of-Tens-of-Thousands-of-New-Oil-Wells-1.pdf (https://crpe-ej.org/wp-content/uploads/2021/03/Kern-County-Sued-Over-Fast-tracking-of-Tens-of-Thousands-of-New-Oil-Wells-1.pdf) 	In-Class: Exploring the <i>EJ Atlas</i> Project
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Date	Topic	Reading	Notes
		Session 15:	
3/14	Environmental Justice Struggles: Global and Comparative Examples (1)	<ul style="list-style-type: none"> Bhavnani et al. (2019) <i>Climate Futures</i>, Ch. 18-21 (pp. 155-189). <p>*As a team, you have the option to complete an SEQ for <u>one chapter</u> from Part 4 (“The Quest for Climate Justice Across the World”) of Bhavnani et al., <i>Climate Futures</i>.</p>	
		Session 16:	
3/16	Environmental Justice Struggles: Global and Comparative Examples (2)	<ul style="list-style-type: none"> Bhavnani et al. (2019) <i>Climate Futures</i>, Ch. 22-26 (pp. 190-231). <p>*As a team, you have the option to complete an SEQ for <u>one chapter</u> from Part 4 (“The Quest for Climate Justice Across the World”) of Bhavnani et al., <i>Climate Futures</i>.</p>	

***** SPRING BREAK: Week of March 21-25 *****

Module 8: EJ Struggles and Environmental Policy in California

3/28	Climate and Environment “from the Streets”	<ul style="list-style-type: none"> Mendez, Michael. 2020. “Seeing Carbon Reductionism and Climate Change from the Streets.” Ch. 1, <i>Climate Change from the Streets: How Conflict and Collaboration Strengthen the Environmental Justice Movement</i>. New Haven, CT: Yale, pp. 1-32. 	In-Class: Exploring Cal-Adapt: https://nxterra.orfaleacenter.ucsb.edu/topic-cal-adapt-in-the-california-classroom/ (https://nxterra.orfaleacenter.ucsb.edu/topic-cal-adapt-in-the-california-classroom/)
		<ul style="list-style-type: none"> Mendez, Michael. 2020. <i>Climate Change from the Streets: How Conflict and Collaboration Strengthen the Environmental Justice Movement</i>. <p>First, read <u>two</u> of the following chapters:</p>	
3/30	Environmental Justice and Policy Formation: California in Focus	<ul style="list-style-type: none"> Ch. 2, “Climate Embodiment” (pp. 33-57) Ch. 3, “Contentious Capitol Climates” (pp. 58-90) Ch. 4, “Changing the Climate from the Streets of Oakland” (pp. 91-114) Ch. 5, “Cap and Trade-Offs (pp. 115-146). Ch. 6, “Climate Beyond Borders” (pp. 147-184). <p><u>And</u> read Ch. 7, “California Complexity and Possibility” (pp. 185-202), and the short “Afterword” (pp. 203-206).</p> <p>*As a team, you have the option to complete an SEQ for <u>one chapter</u> from Ch. 2-6</p>	

Module 9: Global Climate Movement: Strategies and Tactics

Date	Topic	Reading	Notes
4/4	Session 19: <i>The Climate Movement: Evaluating and Debating Tactics (1)</i>	<ul style="list-style-type: none"> Malm, Andreas (2021) <i>How to Blow Up a Pipeline</i>. New York: Verso. (Ch. 1). *As a team, you have the option to complete an SEQ for <u>one chapter</u> from Ch. 1-4.	
4/6	Session 20: <i>The Climate Movement: Evaluating and Debating Tactics (2)</i>	<ul style="list-style-type: none"> Malm, Andreas (2021) <i>How to Blow Up a Pipeline</i>. New York: Verso. (Ch. 2-4). *As a team, you have the option to complete an SEQ for <u>one chapter</u> from Ch. 1-4.	

Module 10: Reporting Out

4/11	Session 21: <i>Reporting Out (1)</i>	[no reading] Student Team Reports: Groups # - # (Schedule of presentations TBA)	*Assignment: Part 2 In-Class Presentations
4/13	Session 22: <i>Reporting Out (2)</i>	[no reading] Student Team Reports: Groups # - # (Schedule of presentations TBA)	

PART 3: ACTIONS

Module 11: Applying Tools of Sociological Practice

4/18	Session 23: <i>Workshops (1)</i>	[No reading] Team-based workshops with Instructor (format and schedule TBA)	
4/20	Session 24: <i>Workshops (2)</i>	[No reading] Team-based workshops with Instructor (format and schedule TBA)	

Module 12: Environmental Activism and Policy in Local/Regional Perspective

4/25	Session 25: <i>Environmental Activism and Policy in Local/Regional Perspective (1)</i>	Short reading and/or guest presentation (TBA)	
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Date	Topic	Reading	Notes
		Session 26: <i>Environmental Activism and Policy in Local/Regional Perspective (2)</i>	
4/27		Short reading and/or guest presentation (TBA)	
Module 13: Student Presentations			
		Session 27: [no reading]	
5/2	<i>Action Project Presentations (1)</i>	Final Group Presentations (Schedule of Groups TBA)	*Assignment: Part 3 In-Class Final Presentations
		Session 28: [no reading]	
5/4	<i>Action Project Presentations (2)</i>	Final Group Presentations (Schedule of Groups TBA)	
Module 14: Course Conclusions: What is To Be Done?			
		Session 29: <i>Embracing and Extending the Social and Ecological Imagination</i>	
5/9		Expect 1/2 of this session to feature a workshop of your Intervention Essay assignment	
		*Last Day of Instruction	
		Session 30 <i>Flex Day</i>	
5/11		[used for catch-up in the event of cancellation/disruption or an all-class/community networking event]	*Assignment Due: Complete Personal Reflection Journal Due Friday 5/13
Finals Week			
5/17	No Final Exam	*No Class Meetings During Finals Week Assignment, "Intervention Essay: What is to be Done?", Due Monday, 5/16.	

Sociology 482 (Environmental Justice and Policy) Action Resources

Sonoma State University, Spring 2022 (Dr. Zeke Baker, last updated: January 10, 2022)

Sonoma County Climate Activist Network

- SoCoCAN Website: <https://www.sonomacountycan.org/> [\(https://www.sonomacountycan.org/\)](https://www.sonomacountycan.org/)
- Social Media:
 - Facebook: <https://www.facebook.com/SonomaCountyCAN> [.\(https://www.facebook.com/SonomaCountyCAN\)](https://www.facebook.com/SonomaCountyCAN)
 - Twitter: <https://twitter.com/SonomaCAN> [.\(https://twitter.com/SonomaCAN\)](https://twitter.com/SonomaCAN)

- Email Listserv (recommended) Join instructions:
 - Introduce yourself and send a respectful email to climateactivists-sc+subscribe@googlegroups.com (<http://climateactivists-sc+subscribe@googlegroups.com/>) if you would like to join.
- Quarterly Meetings: Late January 2022, April/May 2022 (Date and Location/Link TBA)

National and Global Climate Movement (with Local Chapters)

Citizens Climate Lobby

- Context: aims to price carbon through non-partisan coalition building in Congress through grassroots, chapter-based, legislative-oriented activism.
- National Organization Website: <https://citizensclimatelobby.org/> (<https://citizensclimatelobby.org/>)
- Introductory video (2min):
<https://www.youtube.com/watch?v=9oyguP4nLv0> (<https://www.youtube.com/watch?v=9oyguP4nLv0>)



<https://www.youtube.com/watch?v=9oyguP4nLv0>

- Citizens Climate Lobby Higher Education: <https://citizensclimatehighered.org> (<https://citizensclimatehighered.org/campus-leaders>)
 - Campus Leaders Program: <https://citizensclimatehighered.org/campus-leaders> (<https://citizensclimatehighered.org/campus-leaders>)
 - Higher Education Allies: <https://citizensclimatehighered.org/higher-ed-allies> (<https://citizensclimatehighered.org/higher-ed-allies>)
 - Internships: <https://citizensclimatehighered.org/chapter-interns> (<https://citizensclimatehighered.org/chapter-interns>)
- Sonoma County (Santa Rosa) Chapter:
 - Website and Join Information: https://citizensclimatelobby.org/chapters/CA_Santa_Rosa/ (https://citizensclimatelobby.org/chapters/CA_Santa_Rosa/)
 - Social Media: <https://www.facebook.com/CCLSantaRosa> (<https://www.facebook.com/CCLSantaRosa>)

Extinction Rebellion

- Context: A leading, international direct action social movement organization in recent years, Extinction Rebellion is “a global nonviolent movement to compel the world to address the climate and ecological emergency.”
- Website: <https://rebellion.global/> (<https://rebellion.global/>)
- San Francisco Bay Area Chapter: <https://extinctionrebellionsfbay.org/> (<https://extinctionrebellionsfbay.org/>)
- Social Media (SF Bay Area): <https://www.facebook.com/ExtinctionRebellionSF/> (<https://www.facebook.com/ExtinctionRebellionSF/>)

350.org

- Context: international environmental organization focused around grassroots activism and pressure toward a “just transition” away from fossil energy
- Website: <https://350.org/> (<https://350.org/>)
- Bay Area Chapter: <https://350bayarea.org/> (<https://350bayarea.org/>)
- Sonoma County campaigns and actions: <https://350sonoma.org/> (<https://350sonoma.org/>)

The Climate Mobilization

- <https://www.theclimatemobilization.org/>

Drawdown

- Context: regional “community-driven campaign to dramatically reduce greenhouse gas (GHG) emissions, prepare for climate change impacts, and meaningfully address and integrate equity.”
- Drawdown Marin website: <https://www.marincounty.org/depts/cd/divisions/sustainability/climate-and-adaptation/drawdown-marin> (<https://www.marincounty.org/depts/cd/divisions/sustainability/climate-and-adaptation/drawdown-marin>)
 - Drawdown Marin Strategic Plan (2020). Link: [available here](#) (<https://www.marincounty.org/-/media/files/departments/cd/planning/sustainability/climate-and-adaptation/drawdown-marin/strategic-plan/drawdownmarinstrategicplan120820.pdf?la=en>).
 - Launch Video (2017):
[available here](#) (<https://www.youtube.com/watch?v=4emCh7qucbl>)



<https://www.youtube.com/watch?v=4emCh7qucbl>

- Events, Meetings, and Workshops: <https://www.marincounty.org/depts/cd/divisions/sustainability/climate-and-adaptation/drawdown-marin/events> [_ \(https://www.marincounty.org/depts/cd/divisions/sustainability/climate-and-adaptation/drawdown-marin/events\)](https://www.marincounty.org/depts/cd/divisions/sustainability/climate-and-adaptation/drawdown-marin/events)

Sunrise Movement

- Context: Sunrise Movement is a leading, youth-led social movement organization that is particularly invested in a Green New Deal in the United States. In their words, “Sunrise is a youth-led movement to stop climate change and create millions of good jobs in the process.”
- Sunrise Movement (Bay Area Chapter): <https://sunrisebayarea.org/> [_ \(https://sunrisebayarea.org/\)](https://sunrisebayarea.org/)
 - To Attend a ‘Welcome Call’: <https://www.mobilize.us/sunrisemovement/event/354486/> [_ \(https://www.mobilize.us/sunrisemovement/event/354486/\)](https://www.mobilize.us/sunrisemovement/event/354486/)

Local and Regional Environment and Development-Related Initiatives

Fossil Fuel Infrastructure Opposition

- CONGAS: Coalition Opposing New Gas Stations
- Website: <http://con-gas.org/> [_ \(http://con-gas.org/\)](http://con-gas.org/)
- Meetings: CONGAS meets monthly online. To attend a meeting, reach out, introduce yourself, and state your intentions to join a meeting: contact@gmail.com [_ \(mailto:congas.contact@gmail.com\)](mailto:congas.contact@gmail.com)

Regional Climate Protection Authority (RCPA)

- Sonoma County RCPA: <https://rcpa.ca.gov/> [_ \(https://rcpa.ca.gov/\)](https://rcpa.ca.gov/)
- RCPA: Meetings and Events: <https://scta.ca.gov/meetings-and-events/> [_ \(https://scta.ca.gov/meetings-and-events/\)](https://scta.ca.gov/meetings-and-events/)
- Social Media: <https://www.facebook.com/SonomaRCPA/> [_ \(https://www.facebook.com/SonomaRCPA/\)](https://www.facebook.com/SonomaRCPA/)

Transportation Policy & Planning

- Sonoma County Transportation Authority (SCTA): <https://scta.ca.gov/> [_ \(https://scta.ca.gov/\)](https://scta.ca.gov/)
- Context: Sonoma County Transportation Authority & Regional Climate Protection Authority. “Moving Forward 2050” (Sonoma County Draft Comprehensive Transportation Plan) (September 2021). Link: <https://scta.ca.gov/planning/comprehensive-transportation-plan/> [_ \(https://scta.ca.gov/planning/comprehensive-transportation-plan/\)](https://scta.ca.gov/planning/comprehensive-transportation-plan/)
- Current projects and long-term planning: <https://scta.ca.gov/projects/> [_ \(https://scta.ca.gov/projects/\)](https://scta.ca.gov/projects/); <https://scta.ca.gov/planning/> [_ \(https://scta.ca.gov/planning/\)](https://scta.ca.gov/planning/)

Local Government Climate Action Committees

- Santa Rosa Climate Action Subcommittee:
 - Website: <https://srcity.org/3107/Climate-Action-Subcommittee> [_ \(https://srcity.org/3107/Climate-Action-Subcommittee\)](https://srcity.org/3107/Climate-Action-Subcommittee)
 - Meetings: 2nd Wednesday of each month (unless otherwise noted) in Council Chambers, City Hall, 100 Santa Rosa Ave, Santa Rosa, CA. *presently online only.*
 - Context: Santa Rosa Climate Emergency Resolution: <https://srcity.org/DocumentCenter/View/28039/Climate-Emergency-Resolution> [_ \(https://srcity.org/DocumentCenter/View/28039/Climate-Emergency-Resolution\)](https://srcity.org/DocumentCenter/View/28039/Climate-Emergency-Resolution)

Zero Waste Northbay Coalition

- Website: <https://zerowastenorthbay.org/> [_ \(https://zerowastenorthbay.org/\)](https://zerowastenorthbay.org/)
- Social Media: <https://www.facebook.com/zerowastesnorthbaycoalition> [_ \(https://www.facebook.com/zerowastesnorthbaycoalition\)](https://www.facebook.com/zerowastesnorthbaycoalition)
- Contact for activities and ongoing campaigns: leslie@l2environmental.com [_ \(mailto:leslie@l2environmental.com\)](mailto:leslie@l2environmental.com)

Fossil Fuel Divestment in Higher Education in California

CSU and the divestment movement

- Movement to decarbonize CalPERS (employee pension system): [Link here](https://www.calfac.org/greener-investments-calpers-to-consider-divesting-from-fossil-fuels-after-activist-advocacy/?link_id=17&can_id=02e0f54e71365dbcd23992bd6bd02be0&source=email-cfa-headlines-rally-for-a-fair-contract-faculty-p pressures-csu-back-to-bargaining-table-uc-aft-wins-historic-contract&email_referrer=email_1360387&email_subject=cfa-headlines-rally-for-a-fair-contract-faculty-p pressures-csu-back-to-bargaining-table-uc-aft-wins-historic-contract) [_ \(https://www.calfac.org/greener-investments-calpers-to-consider-divesting-from-fossil-fuels-after-activist-advocacy/?link_id=17&can_id=02e0f54e71365dbcd23992bd6bd02be0&source=email-cfa-headlines-rally-for-a-fair-contract-faculty-p pressures-csu-back-to-bargaining-table-uc-aft-wins-historic-contract&email_referrer=email_1360387&email_subject=cfa-headlines-rally-for-a-fair-contract-faculty-p pressures-csu-back-to-bargaining-table-uc-aft-wins-historic-contract\)](https://www.calfac.org/greener-investments-calpers-to-consider-divesting-from-fossil-fuels-after-activist-advocacy/?link_id=17&can_id=02e0f54e71365dbcd23992bd6bd02be0&source=email-cfa-headlines-rally-for-a-fair-contract-faculty-p pressures-csu-back-to-bargaining-table-uc-aft-wins-historic-contract&email_referrer=email_1360387&email_subject=cfa-headlines-rally-for-a-fair-contract-faculty-p pressures-csu-back-to-bargaining-table-uc-aft-wins-historic-contract).
- Fossil Free California: <https://fossilfreeca.org/> [_ \(https://fossilfreeca.org/\)](https://fossilfreeca.org/)
- Information on divestment campaigns and news: <https://divested.betterfutureproject.org/start-a-campaign> [_ \(https://divested.betterfutureproject.org/start-a-campaign\)](https://divested.betterfutureproject.org/start-a-campaign)
- Recent press: Zappelli, Stephanie. 2021. <https://calmatters.org/education/higher-education/college-beat-higher-education/2021/10/cal-state-divest-fossil-fuels/> [_ \(https://calmatters.org/education/higher-education/college-beat-higher-education/2021/10/cal-state-divest-fossil-fuels/\)](https://calmatters.org/education/higher-education/college-beat-higher-education/2021/10/cal-state-divest-fossil-fuels/)

SSU Environmental Pledges and Plans:

- SSU President's Sustainability Commitment:
 - <https://news.sonoma.edu/article/sonoma-state-university-sign-landmark-commitment-sustainability> [_ \(https://news.sonoma.edu/article/sonoma-state-university-sign-landmark-commitment-sustainability\)](https://news.sonoma.edu/article/sonoma-state-university-sign-landmark-commitment-sustainability)
- SSU Climate Leadership Commitment:

- <https://sustainablenessu.sonoma.edu/our-commitment/presidents-climate-leadership-commitment#:~:text=We%20committed%20to%3A,complex%20environmental%20and%20social%20challenges> (<https://sustainablenessu.sonoma.edu/our-commitment/presidents-climate-leadership-commitment#:~:text=We%20committed%20to%3A,complex%20environmental%20and%20social%20challenges>)
- UC Carbon Neutrality by 2025:
 - Context: In 2013, [President Janet Napolitano announced the Carbon Neutrality Initiative](http://www.universityofcalifornia.edu/press-room/president-napolitano-proposes-tuition-freeze-new-systemwide-initiatives) (<http://www.universityofcalifornia.edu/press-room/president-napolitano-proposes-tuition-freeze-new-systemwide-initiatives>), which commits UC to net zero greenhouse gas emissions (from buildings and vehicle fleet) by 2025.
 - Carbon Neutrality Initiative: <https://www.ucop.edu/carbon-neutrality-initiative/> (<https://www.ucop.edu/carbon-neutrality-initiative/>)

Comprehensive Directories: Regional and National Environmental/Climate Organizations

- For an exhaustive Bay Area Environmental/Climate Organization Directory, see: <https://www.bayareaclimateactionmap.org/directory/> (<https://www.bayareaclimateactionmap.org/directory/>).
- For a list of active, national-level environmental/climate justice organizations, see links below:
 - [Asian-Pacific Environmental Network](https://apen4ej.org/) (<https://apen4ej.org/>) (APEN)
 - [California Progressive Alliance](https://californiaprogressivealliance.org/) (<https://californiaprogressivealliance.org/>)
 - [Citizens Climate Lobby](https://citizensclimatelobby.org/about-ccl/) (<https://citizensclimatelobby.org/about-ccl/>)
 - [Climate Justice Alliance](https://climatejusticealliance.org/) (<https://climatejusticealliance.org/>)
 - [Climate Reality Project](https://www.climateactproject.org/) (<https://www.climateactproject.org/>)
 - [Deep Green Resistance](https://deepgreenresistance.org/en/) (<https://deepgreenresistance.org/en/>)
 - [Earth First](https://earthfirstjournal.org/) (<https://earthfirstjournal.org/>)
 - [Earth in Brackets](http://www.earthinbrackets.org/) (<http://www.earthinbrackets.org/>)
 - [Empowerment Institute / Cool Block Project](https://www.empowermentinstitute.net/) (<https://www.empowermentinstitute.net/>)
 - [Food and Water Watch](https://www.foodandwaterwatch.org/) (<https://www.foodandwaterwatch.org/>)
 - [Great Transition Initiative](https://www.greattransition.org/) (<https://www.greattransition.org/>)
 - [Idle No More](http://www.idlenomore.ca/) (<http://www.idlenomore.ca/>)
 - [Liberty Tree Foundation / the Global Climate Convergence](https://www.libertytreefoundation.org/) (<https://www.libertytreefoundation.org/>)
 - [Peaceful Uprising](http://www.peacefuluprising.org/) (<http://www.peacefuluprising.org/>)
 - [Post-Carbon Institute / publisher of Resilience.org](https://www.postcarbon.org/) (<https://www.postcarbon.org/>)
 - [Power Shift](http://powershift.org/) (<http://powershift.org/>)
 - [Rising Tide](https://risingtidenorthamerica.org/) (<https://risingtidenorthamerica.org/>)
 - [Sierra Club](https://www.sierraclub.org/home) (<https://www.sierraclub.org/home>)
 - [Sunrise Movement](https://www.sunrisemovement.org/) (<https://www.sunrisemovement.org/>)
 - [Symbiosis Revolution](https://www.symbiosis-revolution.org/) (<https://www.symbiosis-revolution.org/>)
 - [System Change Not Climate Change](https://systemchangenotclimatechange.org/) (<https://systemchangenotclimatechange.org/>)
 - [The Climate Justice Project](http://www.climatejusticeproject.org/) (<http://www.climatejusticeproject.org/>)
 - [The Climate Mobilization](https://www.theclimatemobilization.org/) (<https://www.theclimatemobilization.org/>)
 - [Transition Towns US](http://www.transitionus.org/) (<http://www.transitionus.org/>)
 - [The Next System Project](https://thenextsystem.org/) (<https://thenextsystem.org/>)
 - [The Wildfire Project](https://www.wildfireproject.org/) (<https://www.wildfireproject.org/>)
 - [UC Fossil Free](https://www.facebook.com/FossilFreeUC/) (<https://www.facebook.com/FossilFreeUC/>)
 - [Zero Hour](http://thisiszerohour.org/) (<http://thisiszerohour.org/>)