

## **Environmental Justice Teaching Resource (EJTR)**

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### Progress Report

#### Project summary

Conduct an initial review and assessment of current college-level pedagogy in Environmental Justice (EJ), comprising four activities:

1. Develop a database of 30-50 carefully-selected, publicly-available, online syllabi for undergraduate EJ courses from a set of institutions reflecting diversity in selectivity, student population, geographic location, setting, and religious affiliation.
2. Analyze EJ syllabi for common practices and outstanding innovative teaching approaches, including definitions of EJ, course objectives, course, concept sequencing, global/local balance, required activities and assignments, and assessment. Special attention will be given to Jesuit EJ education.
3. Assess what works well and what can be problematic in teaching EJ, through consultations with a national subset of faculty teaching EJ courses.
4. Create an annotated bibliography of selected course resources to serve as a long-term CEJS resource for faculty at SU and beyond.

#### Progress to date and current activity

As planned, through the released time afforded by the CEJS grant for Fall Quarter 2013, I was able to compile an initial database of 42 undergraduate courses that have EJ or close variants in the title and which are available online for linking to the CEJS website. I am continuing to seek additional syllabi. Data are being maintained in Excel files that include, to date, these variables and numbers of syllabi:

- University designation:
  - Historically Black college/university (HBCU) ..... 2
  - Jesuit..... 7
  - Catholic, non-Jesuit..... 2
  - Carnegie category (non-Catholic, non-HBCU):
    - Bac/A&S..... 5
    - Master's-L, M, S ..... 6
    - RU/H..... 4
    - RU/VH..... 16
- Setting: Urban/suburban/rural, region
- Character: Public/private, size of undergraduate student population
- Department in which EJ course is offered

I was also able to make substantial progress on a comprehensive bibliography of all readings assigned in all courses, to date comprising 158 articles and 20 textbooks. I anticipate that this bibliography will continue to grow from here.

In Winter Quarter, I am now sifting through all syllabi to categorize and compile student assignments, including their format and content and the weights given to each in courses. Formats include traditional assessments such as papers (8 types), discussions, presentations (5 types), in-class exercises, exams, journals, service-learning, class participation, extracurricular events, annotated bibliographies, and book reviews. Less traditional assignments include writing op-ed pieces and fictional narratives, debates, and creating movies.

#### Future plans

Spring Quarter will involve intensive work in three areas; some of this work may need to extend into summer, but I am hoping to wrap up the research by the end of June 2014. The first is developing annotations for the most-used EJ readings, summarizing articles' content, the context in which the article was assigned, and common uses of the readings. Secondly, I will be synthesizing descriptions and assessments of selected EJ class assignments in terms of their particular value in an EJ context. Finally, I will be conducting interviews with a selected small subgroup of EJ faculty, to share their collective wisdom with other faculty.

#### Dissemination of results

As proposed, the primary vehicle for dissemination will be the CEJS website. After all research is complete, I am planning to write an article for *Environmental Justice* or a pedagogical journal.