

Dr. Sarah D. Wald
443 PLC
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Office Hours: Th 1:30-3:30pm, 6-7pm
Sign Up for Office Hours: <https://goo.gl/ZUocxh>

ENVS 410/510:
Diversity Initiatives on Public Lands

T/TH 4-5:50pm, COL 142
Spring 2018

This course examines the racial equity, diversity, and inclusion (EDI) efforts of federal land agencies such as the National Park Service and United States Forest Service, mainstream conservation organizations such as The Sierra Club and The Wilderness Society, outdoor recreation-oriented companies like REI and Patagonia, and newer grassroots organizations like Outdoor Afro and Latino Outdoors. It aims to prepare students to engage more thoughtfully with the Equity, Diversity, and Inclusion efforts they are likely to encounter in the agencies and advocacy organizations with which they may work. Students should leave the course with increased understanding of the equity and social justice issues that exist in public lands management and public lands advocacy organizations as well as knowledge of some of the ways agencies and organizations are attempting to address these issues. Moreover, students will explore what equitable engagement with public lands might look like. We will ask, what would it look like to manage public lands for environmental justice? As a core part of this course, students will have the opportunity to work directly with a community organization in the early stages of its own equity process. This work with a community partner will expose students to the messy intersections of theory and praxis.

Learning Objectives:

- Define Equity, Diversity, and Inclusion
- Explain why and how public lands agencies and public lands advocacy organizations are attempting to address issues of Equity, Diversity, and Inclusion
- Discuss some of the challenges and barriers to Equity, Diversity, and Inclusion that public lands agencies and public lands advocacy organizations face, including those created by the racial history of public lands and outdoor recreation
- Apply an environmental justice lens to Equity, Diversity, and Inclusion issues on public lands

Important Dates:

- Environmental Justice, Race, and Public Lands, May 9th- 11th, 2018
- Undergraduate Research Symposium, May 17th, 2018 (4-5:15pm and 5:30-7:30pm)

Required Texts

- Carolyn Finney, *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*.
 - Available at the UO bookstore. Ebook available at UO libraries.
- All other readings available on the Canvas site for the course.

Undergraduate Student Grading

Participation: 10%

Weekly Assignments: 40%

Classroom Community Connection Project: 50%

- Work plan - 5%
- Abstract – 5%
- Unannotated Bibliography – 5%
- Annotated Bibliography – 10%
- Undergraduate Research Symposium Poster – 10%
- Final Product – 10%
- Reflection – 5%

Details

- Attendance (Required)
 - Attendance is required for this course. You may miss two classes without penalty; thereafter final grades will be lowered one-third letter grade for each absence. For example, with three absences, a B would become a B-. With four absences, a B would become a C+.
- Participation, 10%
 - To receive an A, you should attend every (or almost every) class, arrive on time, bring a copy of the readings, contribute thoughtfully to the discussion, and actively participate in group and individual activities. Contributing thoughtfully means that you pose questions and provide answers that reflect your careful reading of the material, including directly referencing passages in the reading. In responding to your peers' observations, questions, and interpretations, you engage with the substance of their ideas and model respectful disagreement. In your questions, comments, and critiques, you show a willingness to take intellectual risks. You remain focused and fully engage with any work (including group work) assigned during class. Your contributions develop bridges between different class sessions, contributing to a conversation that spans the quarter.
- Weekly Assignment
 - Each week there will be a short assignment related to the week's reading assignment. Most of these assignments will ask you to draw connections between the reading in the

class and your final project. These assignments will be graded on a scale of 0-4. These assignments are due to Canvas before Thursday's class.

- **Community Campus Connections**

This is a project-based class. Rather than a final paper or an exam you will complete a project for our community partner, Bark (www.bark-out.org). This will provide hands-on experience in Equity, Diversity, and Inclusion work. Projects will be group-based but most work will be completed and graded individually. Each student will present their draft product at the Undergraduate Research Symposium on May 17th. You can find more information on the Undergraduate Research Symposium here:

<https://undergradsymposium.uoregon.edu/prepare-your-presentation> Final products will be due the last day of class.

- **Extra Credit:** There are extra credit opportunities available for this course. To receive extra credit, you will need to attend an extra credit event and then write 300-500 words about the event. Your write-up should summarize the event and also discuss its relation to class themes. You may complete up to two extra credit events. Each extra credit event is worth 2 points. There are 100 points in the class. Extra credit must be turned in on Canvas by the last class period.

Graduate Student Grading

Participation: 10%

Writing Assignments: 20%

Classroom Community Connection Project: 35%

- Work plan - 5%
- Unannotated Bibliography – 5%
- Annotated Bibliography – 10%
- Final Product – 10%
- Reflection – 5%

Final Project: 35%

Details

- Attendance (Required)
 - Attendance is required for this course. You may miss two classes without penalty; thereafter final grades will be lowered one-third letter grade for each absence. For example, with three absences, a B would become a B-. With four absences, a B would become a C+.
- Participation, 10%
 - To receive an A, you should attend every (or almost every) class, arrive on time, bring a copy of the readings, contribute thoughtfully to the discussion, and actively participate in group and individual activities. Contributing thoughtfully means that you pose questions and provide answers that reflect your careful reading of the material, including directly referencing passages in the reading. In responding to your peers' observations, questions, and interpretations, you engage with the substance of their ideas and model respectful

disagreement. In your questions, comments, and critiques, you show a willingness to take intellectual risks. You remain focused and fully engage with any work (including group work) assigned during class. Your contributions develop bridges between different class sessions, contributing to a conversation that spans the quarter.

- Weekly Assignment
 - Graduate students need to complete 5 of the 10 weekly assignments. Each week there will be a short assignment related to the reading assignment. Most of these assignments will ask you to draw connections between the reading in the class and your final project. These assignments will be graded on a scale of 0-4.
- Community Campus Connections
 - This is a project-based class. Rather than a final paper or an exam you will complete a project for our community partner, Bark (www.bark-out.org). This will provide hands-on experience in Equity, Diversity, and Inclusion work. Projects will be group-based but most of the work will be completed and graded individually.
- Final Project
 - Each graduate student will meet with Professor Wald to determine an appropriate final project for the class. Professor Wald should approve your project by the end of the second week of the quarter. Final projects are due during the final period for this class -- 12:30pm Tuesday, June 12, 2018.

Course Reading Schedule

Week One

T, 4/3: Introduction

Th, 4/5: Green 2.0: The Challenge and the Work

Read: Dorceta E. Taylor, “The Challenge: The Green Insiders Club,” **pages 1-7**; Maya A. Beasley, “Beyond Diversity: A Road Map to Building an Inclusive Organization.”

Week Two

T, 4/10: Frameworks

Read: Presidential Memorandum, “Promoting Diversity and Inclusion in Our National Parks, National Forests, and Other Public Lands and Waters” (January 12, 2017); The Avarna Group, “Toolkit on Implementing the Presidential Memorandum on Promoting Diversity and Inclusion in Our National Parks, National Forests, and Other Public Lands.”

Th, 4/12: Settler Colonialism and Conservation

Read: Introduction from Mark Spence’s *Dispossessing the Wilderness: Indian Removal and the Making of National Parks*; Greenpeace USA, “Indigenous Peoples Policy.”

<https://www.greenpeace.org/usa/about/greenpeace-usa-indigenous-peoples-policy/>

Watch: Robin Wall Kimmemmer, “Expanding the Circle of Citizenship for Public Lands.”

<https://www.youtube.com/watch?v=HtBarogsj5E&feature=youtu.be>

Work plan due to Canvas before class

Guest Speaker Kim Marks

Saturday, 4/14: Extra Credit Event, Coalition against Environmental Racism Conference. See

<https://www.facebook.com/events/355105524933055/>

Week Three

T, 4/17: Race and the Great Outdoors, Pt 1

Read: Carolyn Finney, Introduction and Chapter 1, *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*.

ASURE Presentation in Class

Th, 4/19: Accessibility

Read: Sarah Jaquette Ray, “Maimed away from Mother Earth”: The Disabled Body in Environmental Thought and Literature,” *The Ecological Other*.

Discussion with J.C. Sibara

Presentation by Mark Davidson

Friday, 4/20: Extra Credit Event, J.C. Sibara lecture “After the A-Bomb: U.S. Imperialism and Media Representations of Disabled Survivors of Atomic Slow Violence,” 12pm-1:30pm, Browsing Room, Knight Library.

Week Four

T, 4/24: Race and the Great Outdoors, Pt 2

Read: Carolyn Finney, Chapters 2-3, *Black Faces, White Spaces*.

Draft Abstracts Due to Canvas before class

Th, 4/26: Race and the Great Outdoors, Pt 3

Read: Carolyn Finney, Chapter 4, *Black Faces, White Spaces*.

Week Five

Monday, 4/30 @ 12pm: **Undergraduate Students: Symposium Abstracts Due to Portal and Canvas**

<https://orgsync.com/165879/forms/284263>

T, 5/1: Race and the Great Outdoors, Pt 4

Carolyn Finney, Chapters 5-6, *Black Faces, White Spaces*.

ASURE Presentation in Class on Poster Making

Th, 5/3: Social Science Perspectives on Recreation Diversity, Pt 1

Read: Nina S. Roberts, Deborah J. Chavez, Benjamin M. Lara, and Emily A. Sheffield, “Serving Culturally Diverse Visitors to Forests in California: A Resources Guide,” *General Technical Report PSW-GTR-22* (2009).

Week Six

T, 5/8: Bark Visit

Th, 5/10: Environmental Justice, Race, and Public Lands Symposium

No Class Today. No Reading this week. Instead, you should attend 3 of the 8 sessions between May 9th-May 11th. Attending more than 3 sessions will count as an extra credit event.

<https://blogs.uoregon.edu/ejrpl/>

Week Seven

5/15: Social Science Perspectives on Recreation Diversity, Pt 2

Read: David Scott, “Economic Inequality, Poverty, and Park and Recreation Delivery,” *Journal of Park and Recreation Administration* 31.4 (2013): 1-11; Cassandra Johnson Gaither, Nina S. Roberts, and Kristin L. Hanula, “Visitor Diversity through the Recreation Manager Lens: Comparing Forest Service Regions 8 (US South) and 5 (California),” *General Technical Report SRS-205:1-22* (2015).

5/16: POSTER DELIVERY: All posters will be delivered on Wednesday, May 16 between 5:00pm and 7:00pm in the EMU Ballroom Lobby, and installed by Symposium committee members that night to allow for judging throughout the day on Thursday.

5/17: Undergraduate Research Symposium <https://undergradsymposium.uoregon.edu/>

4:00pm-5:15pm Oral Session 2, Crater Lake South

5:30pm-7:30pm Poster Session (Ballroom and Gumwood)

Week Eight

T, 5/22: Social Science Perspectives on Recreation Diversity, Pt 3

USDA, “A Sense of Place”; Robert C. Burns, Elizabeth Covelli, and Alan Graefe, “Outdoor Recreation and Nontraditional Users: Results of Focus Group Interviews with Racial and Ethnic Minorities”; Deborah J. Chavez, “Serving the Needs of Latino Recreation Visitors to Urban-Proximate Natural Resource Recreation Areas.”

Th, 5/24: Labor on Public Lands

Emily Green, “Timber's fallen: A three-part investigative series on Oregon's reforestation workers,” *Street Roots*, <http://news.streetroots.org/2016/02/18/timbers-fallen-three-part-investigative-series-oregons-reforestation-workers>; Heidi L. Ballard and Lynn Huntsinger, “Sala Harvester Local Ecological

Knowledge, Harvest Practices and Understory management on the Olympic Peninsula, Washington,” *Human Ecology* 23: 529-547 (2006).

Week Nine

T, 5/29: Lisa Park and David Pellow, excerpts from *The Slums of Aspen*

Th, 5/31: Jake Kosek, “Racial Degradation and Environmental Anxieties,” *Understories: The Political Life of Forests in Northern New Mexico*

Week Ten

T, 6/5: Managing Mt. Hood National Forest for Environmental Justice

Susan Charnley, Elisabeth Grinspoon, Heidi Huber-Stearns, Eric White, Delilah Jaworski, Lee Cerveny, “Chapter 10: Environmental Justice, Low Income and Minority Populations, and Forest Management in the Northwest Forest Plan Area.”

Th, 6/7: Class Conclusion

Class Work Plan

	Classroom Community Connections Work Schedule and Deadlines
Week One	
T, 4/3	Introduce Projects
Th, 4/5	Assign Groups Start Work Plan
Week Two	
4/10	Create Work Plan
4/12	Finalize Work Plan Work on Unannotated Bibliography Work Plan due
Week Three	
4/17	ASURE Presentation on Abstracts Work on Unannotated Bibliography
4/19	Unannotated Bibliography Due Work on Abstract Start reading for Bibliography
Week Four	
4/24	Abstract Draft Due Work on Bibliography
4/26	Work on Bibliography
Week Five	
5/1	Abstract Final Due (4/30)

	ASURE Presentation on Posters Work on Bibliography
5/3	Work on Bibliography Poster Preparation
Week Six	
5/8	Annotated Bibliography Due Poster Preparation
5/10	Poster Preparation
Week Seven	
5/15	Posters Due (Posters Due 5/16)
5/17	Research Symposium
Week Eight	
5/22	Revise and expand
5/24	Revise and expand
Week Nine	
5/29	Revise and expand
5/31	Revise and expand
Week Ten	
6/5	Finish up work
6/7	Final Product Due Reflection Due

SUPPORT FOR STUDENTS

Accessible Education: The University of Oregon is working to create inclusive learning environments. Please consult with the Prof. Wald and/or the GE in charge of your section if aspects of the instruction or course design results in barriers to your participation. Students are also encouraged to contact the Accessible Education Center (AEC) 541-346-1155; <http://aec.uoregon.edu/>. AEC helps provide services including sign language interpreting, computer-based note-taking, classroom relocation, exam modifications, and alternative text conversion. Please request that the Accessible Education Center send Prof. Wald a letter outlining your approved accommodations.

Preferred First Name: The University of Oregon has a preferred first name policy. According to this policy, a student or employee's preferred first name will be used in university communications and reporting except where the use of the legal name is required for university purposes. If you have reasons to believe your preferred first name may not be listed correctly in the roster or you do not feel comfortable taking advantage of UO's preferred first name policy, please communicate the name you wish to use to Prof. Wald and your GE. The preferred first name policy can be accessed here: <http://policies.uoregon.edu/node/216>

Responding to Bias: You have the right to learn, work, and live in an environment free of discrimination and hate. UO has gathered resources for students, faculty, and staff to report bias incidents or find support following bias incidents here: <https://respect.uoregon.edu/>

Safe Ride: (541) 346-7433 extension 2. Safe Ride provides free, inclusive, and accessible alternatives to traveling alone at night for UO students, faculty, and staff. It is a schedule-ahead service. Safe Ride is a feminist, ‘for-the-students/by-the-students’ organization and operate out of the Women’s Center in EMU 12F. Safe Ride’s spring hours are Sunday-Thursday, 7pm –midnight, Friday and Saturday, 7pm-2am. For more information: <http://pages.uoregon.edu/saferide/>

Sexual Assault Support Services: 541-346-SAFE is 24/7 hotline is staffed by confidential, trained counselors. For confidential help, Students may also contact University Health Services (<http://healthcenter.uoregon.edu/>) or Sexual Assault Support Services (<http://sass-lane.org/>) for confidential help

Teaching and Learning Center: You are encouraged to take advantage of the resources offered by the Teaching and Learning Center. They offer individual and small group tutoring, writing assistance, and a variety of other support programs. <http://tlc.uoregon.edu>, 541-346-3226, 68 PLC

COURSE POLICIES/EXPECTATIONS

Academic Integrity: Students are expected to adhere to University of Oregon’s standards of academic integrity. All work should be your own, and all sources should be appropriately acknowledged.

Violations of academic integrity include plagiarism, duplicate submission, cheating on examinations, and false citations. Please do not hesitate to speak to me if you have any questions about use of sources or citations. Please read the Academic Misconduct Code in full. It can be accessed at:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>

Inclement Weather: In the event of inclement weather, the UO home webpage (<http://www.uoregon.edu/>) will include a banner at the top of the page displaying information about delay, cancellation, or closure decisions for the Eugene campus. Additionally, the UO Alerts blog will be updated with the latest updates and bulletins. Local television and radio stations will also broadcast delay and cancellation information. Classes will not be held if cancelled by the university. Additionally, members of the campus community are expected to use their best judgment in assessing the risk of coming to campus and returning home, based on individual circumstances. **Those who believe the road conditions from home are dangerous are urged and even expected to stay there to prevent injury.**

Class Communication: The primary means of communication outside of class in this course will be through your UO email account and Canvas. Please check your UO email account and Canvas regularly. Prof. Wald is more readily available through email than phone call. Generally, you can expect an email response from Prof. Wald within two business days. If Prof. Wald has not responded to email in 2 days, please email again.