

Edited 11/3/19

Interpreting Environmental Justice

MSTD A509, section #36214
Mondays, 3:00-5:40, Fall, 2019
Cavanaugh Hall, Room 431

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Welcome to "Interpreting Environmental Justice." This syllabus is your road map for the course. It lays out our weekly topics readings, and assignments, and directs you to other relevant resources. It also spells out the course's learning objectives, expectations, requirements, and evaluation criteria. Keep in mind that as a project-focused class working with community partners, the preliminary schedule may be revised. There will also be times when you will need to meet outside of

our class time, either to work in teams or to meet with community groups.

COURSE DESCRIPTION:

We have a unique and remarkable opportunity not only to delve into the history of environmental justice and explore contemporary issues for affected communities in Indianapolis and beyond, but also to opportunities to engage public audiences in meaningful conversations.

We are part of a national effort to support dialogue about environmental (in)justice and climate justice being coordinated by the Humanities Action Lab: <http://humanitiesactionlab.org/> and your work will help to shape the conversation in Indianapolis.

Climates of Inequality will address histories of climate and environmental justice by sharing stories and strategies from the communities who bear the greatest impact while contributing the least to environmental degradation. By exploring the roots of climate and environmental justice, this project seeks to center frontline communities, raise awareness, build political efficacy, and develop mechanisms for accountability. (HAL website)

In this class you will work in partnership with Kheprw Institute and other local organizations to develop public programs to accompany "Climates of Inequality: Stories of Environmental

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Justice" (<https://www.humanitiesactionlab.org/climatesofinequality>), a travelling exhibit that will be in Indianapolis, January – February 2020, at the IMCPL Central Library. You will also work in a team to develop a companion exhibit focusing on Indianapolis or content for a digital platform for public audiences to engage with the history of toxic sites online. You will also have opportunities to connect with peers and professionals through optional experiences such as presenting a poster at AMMs (October 2 – 5) and participating in the HAL convening in Newark (October 30-November 1). The course is intended to help you advance your knowledge of and skills in interpretive planning and public humanities in museums, libraries, and other cultural organizations, and to build skills and experience in community collaboration and social justice oriented museum work.

I look forward to working with you to create meaningful experiences that engage people in one of the most important issues facing us today.



COURSE OBJECTIVES:

After the successful completion of this course, students will be able to. . .

- Increase knowledge about issues associated with environmental justice, particularly its history in Indianapolis, its consequences for affected communities, and the advocacy work of local organizations.
- Use the practices, tools, and practices of civically engaged museum studies and public history to create an effective interpretive programming in support the HAL Climates of Inequality project goals.
- Demonstrate the skills and knowledge required to work in team-based interpretive planning projects.
- Demonstrate the skills and knowledge for community-based collaboration and project management.
- Demonstrate self-reflective critical practice for socially engaged museum work.

IUPUI’s principles of graduate and professional learning (<http://graduate.iupui.edu/faculty-staff/policies.shtml>):

The course supports graduate principles of learning:

- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively to others in the field and to the general public
- Behaving in an ethical way both professionally and personally

In addition, **civic engagement** is a key value of the IUPUI Museum Studies program, and will be emphasized as we develop programs that are relevant to communities. This value is not only critical to the success of the “Climates of Inequality: Stories of Environmental Justice” programs, but to your future work in the museum field. Museum professionals must research and synthesize a great deal of information, use both intellectual rigor and creativity to design experiences that meet audience needs and achieve desired outcomes. To realize their highest mission, museums must not only be accessible and relevant, but to collaborate with community members in everything from governance to co-curation of exhibits.

REQUIREMENTS

Participation: Students will be expected to complete the assigned readings prior to class in order to participate fully in class discussion and to be active contributors to discussions and group work. Students are expected to complete all assignments.

Assignments:	DUE DATE	POINTS
EJ-SJ Worksheet	9/9/19	5
HAL Pre-course survey	9/9/19	NG
Complete CITI training and COI disclosure	9/9/19	NG
Zotero Tutorial (optional)	nd	NG
Assessment of compiled resources	9/16/19	10
Public Program (35 pts. total)		
“Articulating the ideas”	10/7/19	5
Preliminary program plan	10/28/19	5
Program marketing plan	11/04/19	5
Final program plan	11/11/19	20
Team project (40 pts total – same grade for each in group)		
Work plan	9/23/19	5
Interim Report	11/4/19	5
Final deliverable	12/16/19	30
Individual documentation and reflection	12/16/19	10
HAL Post-course survey	12/16/19	NG
	TOTAL POINTS	100

GRADING:

Graduate students must earn a B- or better for credit toward the Museum Studies MA or Graduate Certificate. Letter grades will be assigned in the following manner:

93-100 = A	80-82 = B-	68-69 = D+
90-92 = A-	78-79 = C+	63-67 = D
88-89 = B+	73-77 = C	60-62 = D-
83-87 = B	70-72 = C-	0-59 = F

RESOURCES:

Readings: There are no books to purchase for this class. All readings are available in on line, either posted to Canvas or available on the web. If you find a broken link or cannot find a reading, please notify me as soon as possible. When a whole website is assigned as reading, assume the goal is familiarity with the organization – What is it? What do they do? How is it relevant for your project? Etc. There may also be directions to read specific documents or pay attention to particular pages. Many of these sites are portals into a variety of important online sources for your benchmarking, environmental scans, and topic research.

Research: This course is part of a larger project and there are rich resources already collected for you to use. In addition to the assigned readings, there is an extensive library of materials on Canvas, in Box, and on Notion (see below) related to environmental justice in general and to its history in Indianapolis in particular. There is also research compiled and conducted by the previous HAL IUUI classes and by Liz Kryder-Reid. This library is not exhaustive, but is a good place to start in your research about issues relevant to your program plans and public humanities projects. As you locate additional relevant sources, please add them to the Zotero bibliography as a common repository.

Resources and organizations (see also environmental scan list):

Leah Humphrey: (lhumphrey@kheprw.org) is our Kheprw Institute contact for the project.

Tim Faris, the artist whose work is the focus of the Fall Creek photography exhibit, now lives in Michigan and works at the Saginaw Art Museum). He is interested in staying connected to the project. Email: timothyfaris@gmail.com

IU Box: We have a Box folder “HAL3_Migration_EnvJustice_Climate” with materials compiled by students and faculty in previous HAL projects. It is available for you to upload and download files. <https://iu.app.box.com/folder/46692387394>

Google docs: collaborative work such as the environmental scan will be compiled in a Google spreadsheet. Other collaborative documents and resources may be developed by the class as the projects develop. HAL also has documents on Google (links shared as needed).

Zotero: We will use Zotero to build a collaborative bibliography through the group site: <https://www.zotero.org/groups/2224576/indyeihistory> You should have received an invitation to join the group, and you are encouraged to add to it throughout the semester.

HAL: As part of a national initiative you have access to the examples and research of students in 19 other universities, and also the possibility to connect directly with those students. HAL also has an online platform “Notion” which offers both a repository of resources and a way to connect with other project members. <https://www.notion.so/Humanities-Action-Lab-Initiative-on-Climate-Environmental-Justice-338292152e5141a2b625b37a15bf2a30>

Budget: We have a modest budget for interpretive programming, thanks to the School of Liberal Arts Public Scholars fund. Dr. Kryder-Reid will continue to seek additional funds and in-kind support through community partners. Details will be discussed in class. Note that the full interpretive program plans need to include a budget for any costs of the program.

You!: This project is a chance to apply knowledge and skills you have already developed. We will talk about what you are bringing to the project during on our first class meeting. Please be generous in sharing your skills, knowledge, experience, and networks with the rest of the class as we work together to develop meaningful programming. As you will find in your future museum careers, your role will sometimes (perhaps even often) be as a convener, facilitator, synthesizer, or translator. In other words, you are not necessarily the expert on the topic, but you will work with experts and key stakeholders to understand the critical issues, synthesis information and ideas, and develop compelling experiences for public audiences.

SCHEDULE AND READINGS: The following schedule is a framework to support your learning and your applied research. Part of the learning process will be to help develop the project management – the timelines, deliverables, resources, etc. to successful produce the final products. *The schedule is, therefore, tentative and the specific resources, readings, and speakers will be added in response to the plans that you develop.* Unless otherwise indicated, we meet in CA 431. As noted, this class requires meeting with community partners outside of class time, both as indicated on the schedule and other times to be announced in class. See Box folder for additional compiled resources and Canvas for examples of work from prior classes.

<p>Aug. 26</p>	<p>Wk 1 Introduction to class, course, topic, resources, HAL project, KI, and each other; public humanities & interpretive planning skills inventory; the frameworks, principles, and emotional cost of community-engaged social justice work.</p> <p>To spur discussion on environmental justice and storytelling: NRDC “What Is Environmental Justice?” https://www.nrdc.org/stories/what-is-environmental-justice</p> <p>Lead paint podcast: https://www.wnycstudios.org/story/lead-paint-hundred-years-ago-still-poisoning-kids-us (full story recommended at The Stakes: https://www.wnycstudios.org/story/the-stakes-people-vs-dutch-boy-lead and the accompanying graphic)</p>
<p>Sept 2</p>	<p>LABOR DAY – No class</p>
<p>Sept 9</p>	<p>Wk 2 Environmental Justice and community-engaged, critical museum practice; conversation with Margie Weinstein @ 3:45 via Zoom to talk about HAL mission and “Climates of Inequality” goals</p> <p>DUE: EJ-SJ worksheet</p> <p>DUE: Complete CITI training and COI disclosure (required for human subject research that will be publicly shared).</p> <p>DUE: HAL pre-course survey (submit on Canvas or in hard copy in class)</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSewRHmRN34ZWZNQeW4E4uHnCAyz8GZZGuQck6nQ4kCmclQzsg/viewform</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • HAL – Thematic Brief, Climate Justice (file on Canvas) • Erickson, <i>Environmental Justice as Social Work Practice</i>, Ch. 1 “Environmental Justice and Social Work Practice” and Ch. 5. “Understanding Yourself and the Natural Environment” • Nick Longo, <i>Why Community Matters</i>, Chapters 1-3, 6. <i>The chapters situate power and authority relations in community engagement within the context of education's and educators' roles within societies that espouse democratic ideals.</i> <p><u>Websites:</u></p> <ul style="list-style-type: none"> • Climate Heritage Network http://climateheritage.org/ • Coalition of Museums for Climate Justice (review site for general familiarity with the mission, partners, and activities and read “Case Studies” (esp. the section “Informing & Mobilizing the Public”) for benchmarking and inspiration. Perhaps submit our projects as a case study? https://coalitionofmuseumsforclimatejustice.wordpress.com/ • International Coalition of Sites of Conscience: http://www.sitesofconscience.org/ (explore member sites and initiatives related to environment and climate justice – use search terms “environ”.) ex. The Rafael Cintrón Ortiz Latino Cultural Center (LCC) Environmental and Climate Justice Dialogue Initiative.

<p>Sept. 16</p>	<p>Wk 3: WORKING SESSION 1. Getting up to speed: Designing our partnership with KI; What do we have to work with? How do we want to work? Designing our collaborative work path and project management plan. Planning for AMM poster development, HAL Convening, companion exhibit, and toxic tour DUE: Assessment of compiled project resources</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Dinnie Muslihat, “7 Popular Project Management Methodologies and What They’re Best Suited For” https://zenkit.com/en/blog/7-popular-project-management-methodologies-and-what-theyre-best-suited-for/ • Kheprw Institute: http://kheprw.org/our-story/ • Toxic Tour Environmental Scan, Biblio., & Benchmarking • Companion Exhibit Proposals https://iu.app.box.com/folder/78692760148 • Potential Partners (Googlesheets): https://docs.google.com/spreadsheets/d/1D9FHsfXXtGNIBTmW_sXJvxgHL9v6D5Ls/edit#gid=1735178667
<p>Sept. 23</p>	<p>Wk 4 Interpretive planning 101 – Big goals & little details: audience-centered approaches; story telling with Emily Hopkins [tentative] <i>dialogue-centered approaches; assessing criteria for best practices; outcomes-based program design and evaluation</i> DUE: Group project work plan</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • SOI- An Engagement Toolkit for Presenting Partners • Anderson - Visioning Facilitator’s Guide • Bormann – Designing the Arc of Dialogue • AAM Ed. Com – <i>Excellence in Practice : Museum Education Principles and Standards</i> (2005) • National Association for Interpretation (NAI) – Standards and Practices for Interpretive Methods (2009) • Mary Kay Cunningham, selections from <i>The Interpreters Training Manual for Museums</i>. See esp. pp.145-153 on the Interpretive Program Worksheet. • Shaping Outcomes: http://shapingoutcomes.org/ • The Scrub: https://www.facebook.com/groups/1746304388767953/

<p>Sept. 30</p>	<p>Wk 5: Meeting your audience where they are: venue logistics, & marketing with Susan Davis and Erin Kelly MEET: IMCLP Central Library (40 E. St. Clair St.)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Spirit & Place, “Knock it Out of the Park!: Intentional Event Design and Implementation” • SLA marketing resources • http://www.indypl.org/ - see events page for examples of the kinds of programming the library offers.
<p>Oct. 7</p>	<p>Wk 6: Connecting to community: What does climate resilience look like and other stories of community activism and advocacy? Conversation at KI; recording? Toxic tour development? [Tentative location] DUE: Program plan - “Articulating the idea”</p>
<p>Oct. 14</p>	<p>Wk 7: Connecting to community: citizen science and Indianapolis’ enduring EJ issues; Conversation with Gabe Filippelli</p> <p><u>Readings: (additional readings TBA)</u></p> <ul style="list-style-type: none"> • Gabriel M. Filippelli , Jessica Adamic, Deborah Nichols, John Shukle, and Emeline Frix, “Mapping the Urban Lead Exposome: A Detailed Analysis of Soil Metal Concentrations at the Household Scale Using Citizen Science” <i>International Journal of Environmental Research and Public Health</i> 2018, 15, 1531;http://dx.doi.org/10.3390/ijerph15071531 • Environmental Justice at CitSci2019 Return to Blog https://www.citizenscience.org/2019/04/18/environmental-justice-at-citsci2019/
<p>Oct 21</p>	<p>FALL BREAK - Enjoy!</p>
<p>Oct. 28</p>	<p>Wk 8: Working Session 2: Fine tuning HAL presentation; Program planning DUE: Preliminary Program Plan DUE: In-class presentations of preliminary proposals</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • http://www.indypl.org/ - see events page for examples of the kinds of programming the library offers.
<p>Nov. 4</p>	<p>Wk 9: Community conversation at Kheprw Institute DUE: Team Project Interim Report</p>

Nov. 11	Wk 10 Program presentations (<i>guests will be invited to offer comments</i>) DUE: Final Program Plan (may revise and resubmit to include details yet to be confirmed)
Nov. 18	Wk 11 Team project work- <ul style="list-style-type: none"> Exhibit team meeting at Central Library with Tony Radford (TRadford@indypl.org) and Dallas Sims (dsims@indypl.org) Toxic tour team doing site visits; consultation
Nov. 25	Wk 12 Team project work- <ul style="list-style-type: none"> Team time in CA431 or elsewhere (consultations as needed)
Dec. 2	Wk 13 Team project work- photography exhibit installation @ Central Library
Dec. 9	Wk 14 Group project presentations <ul style="list-style-type: none"> Tim Faris Exhibit opening celebration Sneak peak of toxic tour
Dec. 16	Wk 15 Conclusion: The costs and benefits of doing critical museum work DUE: Individual documentation and reflective essay DUE: Team project final deliverable DUE: HAL Post-course survey Readings: <ul style="list-style-type: none"> Please complete the HAL post-course evaluation: https://docs.google.com/forms/d/e/1FAIpQLSdbQcXYa8yFLP9ewkB1mE_WfoWW6FDMFSF53CrdnHAp3uFCg/viewform
Jan. 5-6	Climates of Inequality exhibit installation – Jan 5-6 @ Central Library
Jan 9	<i>Climates of Inequality/ Legacies of Environmental (In)Justice in Indianapolis</i> exhibit public opening (Jan. 9,) Program schedule TBA
Feb 17	Deinstallation date

Assignments:

Notes about Assignments

- Directions:** See directions on Canvas assignment page for details about each individual assignment. Details regarding the group project deliverables may be found in the project guidelines. If you need more guidance, don't hesitate to ask for it, but please be aware this is experiential learning -- i.e. it's OK if you don't know ahead of time how to do the assignment, you'll build your skills, knowledge, and confidence as you go!
- Format:** I do not generally specify page length or formatting guidelines for assignments. As you move into the professional world, you won't get those kinds of detailed specifications (except with grants!). Instead, you need to communicate in as concise and compelling a way as possible. Document design is part of that skill, so consider how you can use visual communication (graphics) and other visualized data (charts and tables) effectively. All references should be cited with a standard style (APA, Chicago, MLA, etc.). I don't care what you use, as long as it is consistent. n you are logged in to the IUPUI system, you have access to the excellent electronic version of CMS. http://www.chicagomanualofstyle.org/tools_citationguide.html Unless otherwise specified, all

work should be typed, double spaced, with 1 inch margins in legible 12 pt. font. Please name the file beginning with your **LAST NAME** (ex. "Jones_A509_assign2"). To you it may be enough that it is "program proposal" but I'll be getting all of those assignments! There are no page limits for any of the assignments. Take the space you need. Any page lengths recommendations are guidelines.

3. **Submitting your work:** All assignments should be submitted to the Assignment page on Canvas as a Word or text rich document (i.e. NOT a pdf). Please keep documents in Word so that I can comment on them. Submitting written work: Unless otherwise specified, all work should be typed, double spaced, with 1 inch margins in legible 12 pt. font. Submit your work via the assignment page on Canvas as a Word or text rich document (i.e. NOT a pdf since I use the Word review functions to make comments). If you are late or if Canvas is down, the back-up option is to submit assignments as an attachment to my email (ekryderr@iupui.edu). If you do use the message attachment route, please only submit one assignment per message so I can file it appropriately. Be sure your name is on the document itself (not just the file name) and that you save a copy.
4. **Due dates** for all of the individual assignments and team project deliverables are listed in multiple places on Canvas and in the syllabus. If you see any inconsistencies among these listings, please let me know. I've done my best to proof, but mistakes happen! The Canvas assignments submissions are date stamped and close after the due date. If you miss that deadline without a previously arranged extension, points may be deducted from the assignment (generally 10% per week). If for some reason you can't access Canvas, submit assignments as an attachment to an email (ekryderr@iupui.edu).
5. **Required assignments:** All assignment must be completed for a passing grade.
6. **Indv. vs. Team Points:** 60% of your grade is based on individual work and 40% on the group project. Those 40 group points for the project deliverables are applied to everyone in the group. Your combined efforts will make everyone's boat float higher.

POLICIES: (See also supplemental syllabus on Canvas)

Attendance and late work

Attendance is required and will be taken at class meetings. This project-focused class is based on experiential learning and active participation. What you put into the class will determine what you get out of it. If you must miss class for illness, personal crisis, or professional commitment, please notify me as soon as possible to make arrangements for missed work. More than 3 absences will severely affect your grade. Late work will be penalized unless prior arrangements are made for an extension..

Cheating and plagiarism

Students who cheat or plagiarize will receive a zero for the work in question and will be reported to the Dean. According to the *Code of Student Rights, Responsibilities, and Conduct* "Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment... Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own." For comprehensive information on IUPUI's policy on cheating and plagiarism consult *Code of Student Rights, Responsibilities, and Conduct* available on-line at <http://www.iupui.edu/code/> .

Classroom courtesy and professionalism

Please arrive on time and turn off cell phones and pagers prior to the beginning of class. It is expected that everyone in the class contribute fully and listen respectfully during discussions. When we meet in community locations, you are in public, professional settings, and you are representing both IUPUI and yourselves. Please dress and act accordingly. We often meet in non-public areas so arriving late may mean that you are not able to join the group. You may have water in sealed containers (ex. water bottles) in CA431, but food and other drinks are not allowed in order to protect the objects stored there. Please dispose of any food wrappers or waste in trash cans outside of the room.

Campus resources

- ◆ If you have learning problems that might require special accommodation for completion of class assignments, please notify me of these matters within the first two class periods. I'll make every effort to make things work for you. You may wish to contact Adaptive Educational Services (AES), Email: aes@iupui.edu. Staff there can provide a range of assistance. <http://www.iupui.edu/~divrsity/aes/>
- ◆ If you have a problem you don't know how to solve, the Student Advocate Office may be of help. They will answer your questions, direct you to the appropriate departments and people, familiarize you with university policies and procedures, and give you guidance as you look at ways to solve problems and make choices. The Student Advocate Office is located in UC002 and can be contacted by phone at 278-7594 or email at stuadvoc@iupui.edu. For more information, see the Student Advocate website at: <http://www.life.iupui.edu/advocate/>
- ◆ This is a large university and there are lots of policies, rules, etc. I recommend the "Registrar's Home Page" as a useful source of information and suggest you bookmark <http://registrar.iupui.edu>. Please also note that as of August 14, 2006, IUPUI became a smoke free campus. For more information see: <http://www.iupui.edu/~nosmoke/>. For information regarding drop/add policies and dates see: <http://registrar.iupui.edu/drop.html>
- ◆ See also links in "Campus Course Policies" http://registrar.iupui.edu/course_policies.html and the syllabus supplement on Canvas

Incompletes

I will be very reluctant to give a grade of Incomplete (I). I approve Incompletes only for students who have successfully completed most (min.75%) of the course work and who have been prevented by significant and unanticipated circumstances from finishing all of their assignments. If you are concerned about falling behind or missing an upcoming deadline, please contact or meet with me as soon as possible. Note: *all assignments must be completed for a passing grade.*

Travel

We may meet at off-campus locations including the IMCPL Central Library and community partner sites. Transportation arrangements are the responsibility of students. Please be generous in offering rides to those who may need them.