



SOS 310: Equity, Justice and Sustainability

Spring B, March 14 – April 29, 2022
Location: Online/ iCourse
Prerequisites: PUP 190 or SOS 111 with C or better; SOS110 with C or better.

Instructor

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School of Sustainability
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Office Hours: By appointment (via Zoom)

Course description

Equity, Justice and Sustainability is designed to introduce undergraduate sustainability students to the social justice aspects of sustainability science and practice. Sustainability problems are a special class of problems arising from a complex set of issues spread across time, space and institutional scales. These problems can threaten underlying social, economic and ecological systems which are highly interdependent. Western conceptions of justice – the attempt to answer the question, “what is owed to whom” – is integral to virtually *all* sustainability problems. Most clearly, perhaps, is the question of intergenerational justice: how many future generations should be considered in questions of conservation, and what goods, if any, should be preserved for future generations? How are the costs of solutions to be spread within a generation? What is a *fair* distribution? What is a *fair* process? Is justice fairness?

Students will explore such questions through the study of both philosophical theory and practice. After covering the main competing theories of justice, we will learn about the emerging sustainability science and debates that concern the tensions between sustainability and justice. We then turn to specific challenge areas, which will apply concepts of justice and sustainability to specific areas, such as intergenerational justice, justice for non-human species, urban justice, energy justice, and climate justice.

Syllabus Disclaimer

All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes. Please check your ASU email and the Announcements on the course site often.

Course Delivery and Access

Students will participate in this course through Canvas. Course content will be delivered in Canvas through video lectures and assessments. Course content and assignments will be accessed online in Canvas, which can be accessed by my.asu.edu ([Links to an external site](#)).

Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at +1-(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

Communicating with the Instructor

The instructor can be contacted via email or Canvas. Private Zoom appointments will be made on a case-by-case basis.

Submitting Assignments

All time frames used in class follow Arizona Mountain Standard Time (MST). Arizona does not observe daylight saving time (DST) from March through November; therefore, the time in Arizona will not align with other places that are on MST for half the year. Use a [Time Converter](#) to ensure you account for the difference in Time Zones. If you are located in time zone other than Arizona MST, go to your account on the Global Canvas Navigation bar (black background) and edit your settings to reflect your actual time zone. This will adjust the due dates and times in your courses (here is [more information](#) about this).

Assignments and assessments will not be due on observed holidays; however, due to the accelerated nature of online courses, students should not count on taking time off from studying and working on coursework due to holidays.

Attendance and Absences

Please follow the appropriate university policies to request absences or accommodations related to [ACD 304–04 Accommodation for Religious Practices \(Links to an external site.\)](#) and [ACD 304–02 Missed Classes Due to University-Sanctioned Activities \(Links to an external site.\)](#).

Late or Missed Assignments Policy

All late papers and assignments will be docked 5% of the total points of that assignment per day. Exceptions can be made in emergencies, so please contact the instructor beforehand in that case.

Course Evaluations

Students are expected to complete the course evaluation. Feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available and students can access it through myASU as well. See [Student FAQs \(Links to an external site.\)](#) for more information.

Course structure

This course is divided into two parts. The first half will take the class through basic materials on justice theory and the tensions between social justice and sustainability. The second half of the course will take students through focus areas where we will apply the theories and debates we cover in the first half to specific issues and cases.

Learning Outcomes

After taking this class, students will be able to:

- Have a fundamental understanding of Western philosophical approaches to justice
- Be able to craft a clear argument about why a state of affairs is just or unjust
- Be able to apply core ideas of justice to sustainability situations
- Discuss the major justice and sustainability problems inherent to energy systems and climate change.
- Identify common strategies for attempting to improve justice outcomes and processes within sustainability contexts.

Course Reading Materials

Required Articles and Multimedia

All articles and book chapters used for this course are available on the course Canvas site. Required readings are listed for each module in the course schedule at the end of this syllabus.

Students are expected to do all assigned readings as these materials will serve as the basis for class discussions, lectures and assignments.

Assignments

Discussions (5)

Throughout the semester you will be required to post your response to a discussion board question or prompt (at least 100 words in length) and respond to a post made by another student enrolled in this course (at least 50 words in length). These are 'discussion board assignments.' There will be five such assignments and they will be worth 10% of your final grade (2% each).

Short Answers (3):

Short Answer questions will cover key issues from the assigned readings. These questions will be designed to test your basic understanding of a specific reading and, more importantly, to get you to do the readings. Throughout the semester there will be three short answer questions. Your answers should be no less than 100 words and no more than 250 words. Each short answer is worth 5% of your final grade. Late short answers will lose 5% each day they are late.

Response Papers (4)

Throughout the semester, students will write four response papers, each of which should be no less than 800 words and no more than 1,000 words. The first paper will be in response to Nozick's theory of justice and the second will be in response to Singer's piece on our moral obligations to those in famine situations. The third response paper will be on the Makah whaling controversy and the fourth will be on climate justice. Each response paper is worth 10% of your final grade. Late papers will lose 5% each day they are late.

Draft Paper:

Information that explains how to write a proper research paper will be posted on Canvas. Please look for this information and ask the instructor if you have any questions. Each student is required to submit a draft double-spaced 10-page draft paper (use 12 font, Times New Roman, standard margination) before submitting their final paper. This draft is worth 10% of your final grade. **If you do not submit a draft paper, then your final paper will not be graded.** Therefore, it is extremely important that you submit a draft paper in this course. The main purpose of writing and submitting a draft paper is to get valuable feedback from the instructor before submitting the final version. In the end, this process will significantly improve the quality of your work. Please submit your draft paper by the due date. Late submissions will be docked 5% per day.

Final Papers:

Each student is required to write one final *double-spaced 10-page paper* (use 12 font, Times New Roman, standard margination). Your paper should be highly polished and well-argued. Like all assignments for this course, final papers are to be submitted via Canvas. Please include your name, student number, the date, and a bibliography. Final papers are worth 25% of your final grade. Late papers will be docked 5% per day.

Course Grading

Grades and Grading Scale

Assignment of letter grades is based on a percentage of points earned.

Discussions (5)	10% (2% each)
Short Answers (3)	15% (5% each)
Response Papers (4)	40% (10% each)
Draft Paper	10%
Final Paper	25%
Total	100%

The letter grade will correspond with the following percentages achieved.

A-	90-91.9%	A	92-97.9%	A+	>98%
B-	80-81.9%	B	82-87.9%	B+	88-89.9%
D	60-69.9%	C	70-77.9%	C+	78-79.9%

Add/Drop Deadline

Course withdrawal deadline is April 1, 2022 (the last day to drop without College approval).

Technical Support Contact Information

If you are experiencing technical issues, contact the ASU Help Desk using the following information: Email: helpdesk@asu.edu , Phone: 480-965-6500, option 1. For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/>.

Accommodations for Students with Disabilities

ASU's Disability Resource Center (DRC) is the entity that provides services to students with disabilities. If you desire accommodation for this course, contact DRC at <http://www.asu.edu/studentaffairs/ed/drc> to establish your eligibility and make sure they can provide you with the services you will need for this course. Students with disabilities must meet the same standards, deadlines, etc. as any other student in the course.

Academic Integrity

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Students should consult their instructors to seek clarification on what constitutes ethical behavior in and out of the classroom. There are several penalties including dismissal from the degree program for unethical behavior. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during any Academic Evaluation or assignment; provides inappropriate aid to another person in connection with any Academic Evaluation or assignment; engages in Plagiarism; uses materials from the

Internet or any other source without full and appropriate attribution; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending; falsifies or misrepresents hours or activities in relationship to an internship, externship, field experience, workshop or service learning experience; or attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.asu.edu/academicintegrity>.

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MODULE	DATES	READINGS	ASSIGNMENTS
MODULE 1 Foundations of Justice: 1	March 14– March 21	<p>Solomon, R. and M. Murphy. 2000. Introduction In: Solomon, R. and M. Murphy. 2000. <i>What is Justice? Classic and Contemporary Readings, Second Edition</i>. Oxford University Press: New York (3–7)</p> <p>Plato. The Republic (Excerpts). In Perry, J., M. Bratman, and J.M. Fischer. 2013. <i>Introduction to Philosophy: Classical and Contemporary Readings</i> (6th Ed.). Oxford University Press: New York (639-75).</p> <p>Rawls, John. 2000. The Original Position. In <i>What is Justice?: classic and contemporary readings</i>, eds. R. C. Solomon and Murphy, 100–106. New York: Oxford University Press.</p> <p>Nozick, R. 2000. Entitlement Theory. In <i>What is Justice?: classic and contemporary readings</i>, eds. R. C. Solomon and Murphy, 301-309. New York: Oxford University Press.</p> <p>Robeyns, I., "The Capability Approach", <i>The Stanford Encyclopedia of Philosophy</i> (Summer 2011 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/sum2011/entries/capability-approach/>.</p>	<p><i>Short Answer 1</i> DUE March 15</p> <p><i>Discussion 1</i> DUE March 16</p> <p><i>Response Paper 1</i> DUE March 21</p>
MODULE 2 Foundations of Justice: 2	March 22 – March 29	<p>Pogge, T. (2005). "Real World Justice." <i>The Journal of Ethics</i>, 9: 29-53.</p> <p>O'Neill, O. (2000). "Bounds of Justice", Cambridge University Press. <i>Chapter 10: Distant Strangers, moral standing and porous boundaries pp. 186-20</i></p> <p>O'Neill, O. Kantian Approaches to Some Famine Problems. In Perry, J., M. Bratman, and J.M. Fischer. 2013. <i>Introduction to Philosophy: Classical and Contemporary Readings</i> (6th Ed.). Oxford University Press: New York (pg. 538-44).</p> <p>Miller, D. (2005). "Against Global Egalitarianism." <i>The Journal of Ethics</i> 9: 55-79.</p> <p>Singer, P. (1972). "Famine, Affluence, and Morality." <i>Philosophy & Public Affairs</i> 1(3): 229-243.</p>	<p><i>Discussion 2</i> DUE March 24</p> <p><i>Response Paper 2</i> DUE March 29</p>

<p>MODULE 3 Justice and Sustainability</p>	<p>March 30 – April 6</p>	<p>Klinsky, S. and A. Golub (2015) unpublished manuscript.</p> <p>Gibson, R. B., and S. Hassan. 2005. <i>Sustainability assessment : criteria and processes</i>. London, UK ; Sterling, VA: Earthscan. Chapter 5 http://www.loc.gov/catdir/toc/ecip0515/2005018172.html.</p> <p>Walker, G. 2011. Chapter 3: Making Claims: Justice, Evidence and Process in Environmental justice. Abingdon, Oxon; N.Y.: Routledge</p> <p>Cole, L. W., and S. R. Foster. 2001. Buttonwillow: Resistance and Disillusion in Rural California. In <i>From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement</i>. NYU Press.</p>	<p><i>Short Answer 2</i> DUE March 31</p> <p><i>Discussion 3</i> DUE April 2</p> <p><i>DRAFT PAPER</i> DUE April 6</p>
<p>MODULE 4 Inter-generational and Inter-species Justice</p>	<p>April 7 – April 14</p>	<p>Beckerman, W. 2011. The Boundary of Society: The Boundary in Time. In <i>Economics as Applied Ethics: Value Judgements in Welfare Economics</i>. Palgrave Macmillan. New York, 178-193.</p> <p>Taylor, P. 1981. The Ethics of Respect for Nature. <i>Environmental Ethics</i>, Vol. 3, 197-218.</p> <p>Singer, P. 1989. "All Animals Are Equal". In Tom Regan and Peter Singer (eds.) <i>Animal Rights and Human Obligations</i>. Oxford University Press: New York, 215-226.</p> <p>SEHN. 2008. Models for Protecting Future Generations. http://www.sehn.org/pdf/Models_for_Protecting_the_Environment_for_Future_Generations.pdf (last accessed 17 February 2016).</p> <p>Hsiao, E. 2012. Whanganui River Agreement: Indigenous Rights and Rights of Nature. <i>Environmental Policy & Law</i> 42 (6):371–375.</p>	<p><i>Short Answer 3</i> DUE April 9</p> <p><i>Discussion 4</i> DUE April 11</p> <p><i>Response Paper 3</i> DUE April 14</p>

<p>MODULE 5 <u>Urban Justice</u></p>	<p>April 15 – April 22</p>	<p>Bolin, R., Grineski, S. and Collins, T., 2005, Geography of despair: Environmental racism and the making of South Phoenix, Arizona, USA. <i>Human Ecology Review</i>, Vol. 12, No. 2, 156-168. PDF</p> <p>Environmental Justice Principles http://www.ejnet.org/ej/principles.html</p> <p>Golub, A., and K. Martens. 2014. Using principles of justice to assess the modal equity of regional transportation plans. <i>Journal of Transport Geography</i> 41: 10–20.</p>	<p><i>Discussion 5</i> DUE April 20</p>
<p>MODULE 6 <u>Energy and Climate Justice</u></p>	<p>April 23 – April 29</p>	<p>Rao, N. D., and P. Baer. 2012. “Decent Living” Emissions: A Conceptual Framework. <i>Sustainability</i> 4 (4): 656–681.</p> <p>Sovacool, B. K., and M. H. Dworkin. 2015. Energy justice: Conceptual insights and practical applications. <i>Applied Energy</i> 142: 435–444.</p> <p>Gardiner, S. M. 2006. A Perfect Moral Storm: Climate Change, Intergenerational Ethics and the Problem of Moral Corruption. <i>Environmental Values</i> 15 (3):397–413.</p> <p>Paavola, J., and W. N. Adger. 2006. Fair adaptation to climate change. <i>Ecological Economics</i> 56 (4): 594–609.</p>	<p><i>Response Paper 4</i> DUE April 25</p> <p><i>FINAL PAPER</i> DUE April 29</p>