
SUSTAIN 2IS3 – INTERSECTIONALITY AND SUSTAINABLE DEVELOPMENT

Fall 2022

(September 6, 2022 – December 8, 2022)

Class: Tuesdays 4:30-6:30PM

Location: In-Person, MDCL 1010

Tutorial: Thursdays 4:30-5:20PM

Location: In-Person, BSB 104

Instructor: Dr. Kelsey Leonard, leonardk@mcmaster.ca

Office: Zoom

Office Hours: By appointment. Please schedule by booking a time on my Calendly:

<https://calendly.com/kelseytleonard/sustain-2is3-office-hours>

Teaching Assistant: Alison Laurie, lauria1@mcmaster.ca

Office: Zoom

Office Hours: By appointment. Please schedule via email.

COURSE OVERVIEW

Calendar Description

Explores complex dimensions of sustainability through a lens of intersectionality — how our individual identities shape our life experiences — with a focus on environmental injustices. Includes interdisciplinary teamwork, simulated case studies and UN Sustainable Development Goals

Course Overview

The concepts discussed in this course are equally relevant to all forms of marginalization amongst which poverty status, gender, religion, race and ethnicity, sexual orientation, caste and social class, varying abilities and cognitive differences, literacy and level of instruction, etc. all shape our understanding of intersectionality and sustainability. Historically, intersectionality has been studied and advanced by feminist scholars particularly women of colour. The term ‘intersectionality’ was in 1989 by professor Kimberlé Crenshaw to describe how race, class, gender, and other individual characteristics “intersect” with one another and overlap. For these reasons, some of the readings will discuss women of colour’s experiences more exclusively, but the discussions in class will address a wider range of identities and their importance in sustainability as we work to “leave no one behind” in the broader sustainable development agenda.

This course will enable students to develop essential skills to examine sustainability through the lens of intersectionality while advancing real life applications for solutions to some of the planet’s most pressing justice challenges. Some of these injustices centre around topics such as but not limited to the climate crisis, food insecurity, environmental racism, gender inequality, water insecurity, and ocean exploitation.

Through various case studies, students will gain a deeper understanding of a range of social processes influencing sustainability and justice movements. Utilizing the Sustainable Development Goals students will develop solutions to pressing injustices facing our global society.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Demonstrate an understanding of sustainability as complex interconnections between economics, culture, and the environment, and explain the significance of intersectionality in the context of sustainability.
- Develop a skillset to think critically and thoughtfully about the theoretical concepts for discussing development from an intersectional perspective.
- Apply a critical understanding of the intersectionality of identities and sustainability with concepts including power relations, environmentalism, politics, global health, class, race, religion, social movements, colonialism, economic development, and peace and justice movements.
- Reflect on a variety of sustainable development justice movements and their connection to intersectionality.

COURSE STRUCTURE

SUSTAIN 2IS3 will include readings and learning resources, facilitated class discussions, and written assignments, which are aimed to assist students in mastering the course material and enhance their experiential learning.

ONLINE COMMUNICATION PLATFORMS

This course uses Avenue to Learn to post assignments, rubrics, readings, and other notices. It is important to visit Avenue to Learn regularly to be kept informed of any new information. Most course assignments will be submitted via Avenue to Learn (<http://avenue.mcmaster.ca/>).

Classes will take place using Zoom.

Additional non-course-specific information, including events and opportunities, will be shared using MacSustain social media platforms, specifically [Facebook](#) and [Instagram](#).

REQUIRED READINGS, INSTRUCTIONAL VIDEOS, AND LEARNING RESOURCES

Consistent with the goals of the Sustainable Future Program, all readings, instructional videos, and learning resources are available via open access and can be found on Avenue to Learn. There is no required textbook for this course.

COURSE DESCRIPTION AND PROCESS

EVALUATION

Please note that detailed guidelines and marking rubrics for each assignment can be found on Avenue to Learn.

Weekly Reflections 20%

Following class each week, students will reflect on course readings and/or lectures.

Students will be given a reflection prompt and guidance following each class. The reflections are casual and should not take more than ~30 minutes to complete.

Mapping Water Assignment 15%

Students will explore the meaning of water by venturing out into their community to explore the waterscape closest to them. Water justice depends on understanding our individual and collective relationship to water. Mapping affords a powerful lens through which to understand our current hydro-imagination of borders, boundaries, and intersectional identities. More detailed assignment information will be provided in lecture.

Film Review 15%

Students will submit a reflective writing assignment on one film watched during the term. Students will explore real-life implications of sustainable development and intersectionality and reflect on opportunities for achieving distributive, procedural, and recognition justice. More detailed assignment information will be provided in lecture.

Term Reflection 15%

Students are encouraged to utilize their weekly self-reflections or a personal journal to reflect on their experiences and learning. Students are then encouraged to pull from these personal reflections to prepare a final term reflection of academic quality. Students are encouraged to reflect on the challenges they faced, things that worked well, what they could have done differently, and how they can continue their learning.



- **Format:** Word format.
- **Word Limit:** 2,000 words (Flexible. Do not feel pressured to reach 2000 or constrained to keep within it)
- **Sources:** Minimum of three sources, at least one from class/readings.
- **Rubric:** Evaluation for the final reflection will be provided on course site.





Final Project - Podcast Pitch 35%



For this assignment students will be pitching an idea for a potential podcast. Students will compile a 3-5 minute audio recording designed to “sell” the class on their idea. The pitch should introduce us to their vision for the podcast: What will the podcast be about? What kind of audience might it appeal to? What are some similar podcasts to it out there? What will it sound like? How will they record it and how often? While students need to provide some basic outline of the project, they should also do so creatively by using sound to bring their pitch to life. It should include their voice, background music or soundtracks, as well as sound effects and other editing choices. The Podcast should address one of the course themes on Intersectionality, Sustainability, Justice, and the SDGs. The project will be divided across three assignments: proposal, audio, and poster presentation. Detailed instructions for each assignment will be provided on A2L.

TENTATIVE SCHEDULE

CONTENT OUTLINE BY TOPIC (COURSE SCHEDULE)

Week	Unit/Topic	Readings/Activities (TBD)
September 6, 2022	Introduction + Intersectionality	<ul style="list-style-type: none"> Course Introduction; Review of Syllabus
September 8, 2022	Tutorial	Weekly Reflection Writing 101
September 13, 2022	Sustainable Development + Environmental Justice 	<p>Readings</p> <ul style="list-style-type: none"> Menton, M., Larrea, C., Latorre, S., Martinez-Alier, J., Peck, M., Temper, L., & Walter, M. (2020). Environmental justice and the SDGs: from synergies to gaps and contradictions. <i>Sustainability Science</i>, 15(6), 1621-1636. <i>The Intersectional Environmentalist</i> by Leah Thomas, Chapter 1
September 15, 2022	Tutorial	How to Find A Podcast
September 20, 2022	Sustainable Development + Environmental Racism 	<p>Readings</p> <ul style="list-style-type: none"> Waldron, I. (2018). Re-thinking waste: mapping racial geographies of violence on the colonial landscape. <i>Environmental Sociology</i>, 4(1), 36-53. <p>Assignments</p> <ul style="list-style-type: none"> ORID Reflection #1 Due
September 22, 2022	Tutorial	Thinking of podcast topics and ideas
September 27, 2022	Sustainable Development + Water Justice 	<ul style="list-style-type: none"> Screening of <i>There's Something in the Water</i> (2019) <p>Readings</p> <ul style="list-style-type: none"> Sultana, F. (2018). Water justice: why it matters and how to achieve it. <i>Water International</i>, 43(4), 483-493.
September 29, 2022	Tutorial	Structuring Your Podcast + How to Write A Film Review
October 4, 2022	Sustainable Development + Gender Justice 	<p>Readings</p> <ul style="list-style-type: none"> Matthyse, L. (2020). Achieving gender equality by 2030: Transgender equality in relation to Sustainable Development Goal 5. <i>Agenda</i>, 34(1), 124-132. <p>Assignments</p> <ul style="list-style-type: none"> ORID Reflection #2 Due
October 6, 2022	Tutorial	Catering to a Target Audience

<p>October 18, 2022</p>	<p>Sustainable Development + the Ocean Justice</p> 	<p>Readings</p> <ul style="list-style-type: none"> Bennett, N. J., Blythe, J., White, C. S., & Campero, C. (2021). Blue growth and blue justice: Ten risks and solutions for the ocean economy. <i>Marine Policy</i>, 125, 104387.
<p>October 20, 2022</p>	<p>Tutorial</p>	<p>Pitching your podcast + Titles & Taglines</p> <ul style="list-style-type: none"> Assignments <ul style="list-style-type: none"> Film Review Assignment Due by 11:59PM
<p>October 25, 2022</p>	<p>Sustainable Development + Food Justice</p> 	<p>Readings</p> <ul style="list-style-type: none"> Gilbert, J. L., & Williams, R. A. (2020). Pathways to reparations: land and healing through food justice. <i>Human Geography</i>, 13(3), 228-241. Sachs, C., & Patel-Campillo, A. (2014). Feminist food justice: Crafting a new vision. <i>Feminist Studies</i>, 40(2), 396-410.
<p>October 27, 2022</p>	<p>Tutorial</p>	<p>Drafting the Proposal</p>
<p>November 1, 2022</p>	<p>Sustainable Development + Climate Justice</p> 	<p>Readings</p> <ul style="list-style-type: none"> Kaijser, A., & Kronsell, A. (2014). Climate change through the lens of intersectionality. <i>Environmental politics</i>, 23(3), 417-433. Schlosberg, D., & Collins, L. B. (2014). From environmental to climate justice: climate change and the discourse of environmental justice. <i>Wiley Interdisciplinary Reviews: Climate Change</i>, 5(3), 359-374. Sultana, F. (2022). The unbearable heaviness of climate coloniality. <i>Political Geography</i>, 102638. <p>Assignments</p> <ul style="list-style-type: none"> ORID Reflection #3 Due
<p>November 3, 2022</p>	<p>Tutorial</p>	<p>Writing a Podcast Script</p>
<p>November 8, 2022</p>	<p>Sustainable Development + Energy Justice</p> 	<p>Readings</p> <ul style="list-style-type: none"> Villavicencio Calzadilla, P., & Mauger, R. (2018). The UN's new sustainable development agenda and renewable energy: the challenge to reach SDG7 while achieving energy justice. <i>Journal of Energy & Natural Resources Law</i>, 36(2), 233-254.
<p>November 10, 2022</p>	<p>Tutorial</p>	<p>Podcast Audio and Editing</p> <p>Assignments</p> <ul style="list-style-type: none"> Podcast Pitch Proposal Due by 11:59PM

<p>November 15, 2022</p>	<p>Sustainable Development + Disability Justice</p> 	<p>Readings</p> <ul style="list-style-type: none"> • Kosanic, A., Petzold, J., Martín-López, B., & Razanajatovo, M. (2022). An inclusive future: disabled populations in the context of climate and environmental change. <i>Current Opinion in Environmental Sustainability</i>, 55, 101159. • Jampel, C. (2018). Intersections of disability justice, racial justice and environmental justice. <i>Environmental Sociology</i>, 4(1), 122-135.
<p>November 17, 2022</p>	<p>Tutorial</p>	<p>Presenting Your Podcast Pitch</p>
<p>November 22, 2022</p>	<p>Sustainable Development + Air Pollution Justice</p> 	<p>Readings</p> <ul style="list-style-type: none"> • Jennings, V., Reid, C.E. & Fuller, C.H. Green infrastructure can limit but not solve air pollution injustice. <i>Nat Commun</i> 12, 4681 (2021). https://doi.org/10.1038/s41467-021-24892-1. <p>Assignments</p> <ul style="list-style-type: none"> • ORID Reflection #4 Due
<p>November 24, 2022</p>	<p>Tutorial</p>	<p>Crafting your Term Reflection</p>
<p>November 29, 2022</p>	<p>Podcast Pitch Presentations</p>	<p>Podcast Pitch Presentations</p> <p>Assignment</p> <ul style="list-style-type: none"> • Podcast Pitch Poster Presentation Due by 4pm
<p>December 1, 2022</p>	<p>Tutorial</p>	<p>Working Workshop for Final Projects</p> <p>Assignments</p> <ul style="list-style-type: none"> • Podcast Pitch Audio Due by 11:59PM
<p>December 6, 2022</p>	<p>Podcast Pitch Presentations</p>	<p>Podcast Pitch Presentations</p>
<p>Final Term Reflection Due Thursday, December 8, 2022 by 5PM</p>		

COURSE-SPECIFIC POLICIES

Class Attendance & Participation

Students are expected to attend each class, be on time and stay for the full duration. Additionally, students are expected to be fully present, which includes removing all potential distractions, demonstrating respect for their own learning and the experience of those around them, and participating in activities and discussions.

Assignment Submission Guidelines

Format: To ensure the instructor can include detailed feedback and comments, assignments should be submitted in Word format via Avenue to Learn, unless otherwise stated.

Style: Using APA citation style is preferred, but consistency is of utmost importance. See [OWL](#) for support.

Late Assignments: To support universal design, and eliminate the need for an MSAF, a three-day grace period is included for each assignment. Three days following the original due date, late marks will be applied. Late assignments will be penalized 15% each day, including Saturdays. Assignments will be accepted to a maximum of six days following the original due date, after which the assignment will receive a grade of zero.

If a student chooses to submit an MSAFs, as per the University's policy, it should reference the original due date, not the date by which late marks begin to apply.

Course Modifications

The instructor and university reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Communications

It is the student's responsibility to:

- Maintain current contact information with the University, including address, phone numbers, and emergency contact information.
- Use the University provided e-mail address or maintain a valid forwarding e-mail address.
- Regularly check the official University communications channels. Official University communications are considered received if sent by postal mail, by fax, or by e-mail to the student's designated primary e-mail account via their "@mcmaster.ca" alias.

Names and Pronouns

If you go by a different name or pronoun than the one under which you are officially enrolled, please inform me. You may also use Zoom rename feature to incorporate your name and pronouns throughout live lecture environments. Students are expected to respectfully refer to each other by preferred names and pronouns.

POLICIES

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to

turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodations of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Protection of Privacy Act (FIPPA)

The Freedom of Information and Protection of Privacy Act (FIPPA) applies to universities. Instructors should take care to protect student names, student numbers, grades and all other personal information at all times. For example, the submission and return of assignments and the posting of grades must be done in a manner that ensures confidentiality - see <http://www.mcmaster.ca/univsec/fippa/fippa.cfm>

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Academic Accommodations for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by the instructor for the purpose of authorized distribution. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, Twitter, TikTok etc., is strictly prohibited.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.