

Environmental Justice, Advocacy, and Urban Regeneration

ENVI-EURO-3005 (3 credits)

Portugal: Sustainability and Environmental Justice

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

In this seminar, environmental justice is used in a broad sense to refer to the distribution and access to green spaces and green infrastructure and the social relations of production and power that shape a fair and equitable access and distribution. Variables such as race, class or territorial location impact environmental in/justice and people's access to resources including green spaces, forests, clean air, water, health, and other resources. While the 1976 Portuguese Constitution recognized the "right to a healthy and ecologically balanced living environment" and the "duty to defend it", it is only once the "Framework Act on the Environment" was passed in 1987 that environmental public policy became an important item on the agenda of policy makers. Students will analyze the policies and politics underlying inequitable environmental policies and the resistance movements built to fight such injustices in the areas of waste management, industry, energy, biodiversity, urban regeneration, and territorial management in general. The focus is on environmental injustices ensuing socioeconomic and health impacts. Students will also learn about major cases of environmental conflicts in Portugal and southern Spain during educational excursions. The seminar draws on theoretical and empirical frameworks from a plurality of disciplines including environmental studies, environmental science, urban planning, public health, cultural geography, social and environmental psychology, and sociology to interrogate environmental policies and practices and examine their impacts on environmental degradation and the well-being of communities.

Learning Outcomes

Upon completion of the course, students will be able to:

- Explain the concept of environmental justice and underlying forces that lead to inequitable environmental policies;
- Name adverse environmental impacts on human health and sustainability;
- Gain country-specific knowledge about cases of environmental conflicts and local efforts to uphold environmental justice;
- Conduct participatory methods to evaluate environmental impacts on delimited neighborhoods in Lisbon;

- Synthesize the debate about environmental justice, urban regeneration, territorial cohesion and sustainability in Portugal in the form of a critical paper.

Language of Instruction

This seminar is conducted in English, but students will be exposed to vocabulary related to seminar content through in-country expert lectures and field visits in a wide range of venues.

Instructional Methods

This course is delivered in five modules as described below. The methodological approach will be integrative, participatory, and experiential, and will aim to help the student develop a theoretical and empirical understanding of environmental in/justice, urban regeneration and territorial cohesion in Portugal and their impact on social sustainability, health equity, and the well-being of city and rural dwellers. The modules include field visits and meetings with different stakeholders.

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Texts' Analysis (40%)

Students choose two texts from the list of their course readings from Modules 1 and 2 and engage with the main arguments in the texts. The texts' analysis should demonstrate the student's capacity to synthesize arguments, integrate data collected through class lectures and field visits, and provide critical insights into how issues dealt with in the two texts could be approached from an environmental justice, advocacy, and urban regeneration perspective, as discussed in class. The paper should be 3-5 pages long and should also demonstrate the student's familiarity with sustainability, environmental in/injustice, and urban regeneration frameworks and methods.

2) Group Oral Presentation (30%)

Students will be required to present orally and creatively at the end of the thematic seminar highlighting the most relevant and important issues discussed during the modules 4 and 5 and on the different excursions. Students choose one issue discussed in modules 4 and/or 5 and elaborate on how course lectures, readings, and field visits have helped (or not) map viable approaches to the issue at hand. Students are also encouraged to provide their own insights and recommendations for how the issue could better be resolved.

3) Participatory Method Report (20%)

Working on this assignment will be a cumulative process ending in an individual maximum 6000 characters with spaces paper. Students use observation and conduct interviews with local population and policy/city planners to map environmental impacts on delimited neighborhoods in the metropolitan area of Lisbon and report the results.

4) Participation (10%)

This includes active involvement in lectures, readings, discussions, and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Assessment

Text Analysis – 40%

Group Oral Presentation – 30%

Participatory Method Report – 20%

Attendance and Participation – 10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence must be notified in advance when possible and be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be

marked as absent for habitually using them for something other than classroom activities.

- **Course Communication:** Course documents and assignments will be posted. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- **Content Considerations:** Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, flag content and activities that are especially graphic or intense may be shared. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with the academic director and/or seek help from counseling services.
- **Classroom recording policy:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: “The Right to Nature” and Neoliberalism

This module introduces key issues in the debate about environmental justice in a dominant neoliberal context. Students will investigate the power relations between policy-making, neoliberalism, capitalism, and the “right to nature” and “right to the city” movements.

Sessions and class discussions in this module explore:

- Neoliberal environmental in/justice and policy-making;
- Biodiversity, food security, and socio-economic development;
- Neoliberalism and responsible tourism;
- Environmental justice and inclusion and equity.

Required Readings:

- Apostolopoulou, E. and Cortes-Vazquez, J. (2018). Neoliberalism and environmental movements around the World after the 2008 financial crash: Defending the right to nature. In Apostolopoulou, Elia and Cortes-Vazquez, Jose A. (Eds.). *The Right to Nature: Social Movements, Environmental Justice and Neoliberal Natures*. New York: Routledge.
- 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. *Sustainability Science*, 15(6), 1621-1636.
- Schlosberg, D., & Collins, L. B. (2014). From environmental to climate justice: climate change and the discourse of environmental justice. *Wiley Interdisciplinary Reviews: Climate Change*, 5(3), 359-374.

Recommended Readings:

- Escobar, A. (1998). Whose knowledge, whose nature? Biodiversity, conservation, and the political ecology of social movements. *Journal of political ecology*, 5(1), 53-82.
- Fuentes-George, K. (2013). Neoliberalism, Environmental Justice, and the Convention on Biological Diversity: How Problematizing the Commodification of Nature Affects Regime Effectiveness. *Global Environmental Politics*, 13:4, pp. 144-163.
- McGurty, E. M. (1997). From NIMBY to civil rights: The origins of the environmental justice movement. *Environmental History*, 301-323.
- Temper, L., Del Bene, D., & Martinez-Alier, J. (2015). Mapping the frontiers and front lines of global environmental justice: the EJAtlas. *Journal of Political Ecology*, 22(1), 255-278.

Module 2: Environmental Conflicts and Advocacy

This module provides a historical and analytical overview of environmental conflicts in Portugal. Environmental conflict areas include fisheries, mining, energy, pollution, and rural-urban conflicts over natural resources management. The aim is to develop understanding of the political, social, and economic struggles that shape environmental conflicts and mechanisms of environmental conflict resolutions.

Sessions and class discussions in this module explore:

- Environmental advocacy and conflict resolution;
- Mega development projects and environmental conflicts;
- Resource management and environmental conflicts in rural Portugal;
- Environmental awareness and advocacy in Portuguese media.

Required Readings:

- Batel, S. A brief excursion into the many scales and voices of renewable energy colonialism. In *Routledge Handbook of Energy Democracy* (pp. 119-132). Routledge.
- Brockington, D., & Wilkie, D. (2015). Protected areas and poverty. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 370(1681), 20140271.
- Mouro, C., Santos, T., & Castro, P. (2018). Past-present discontinuity in ecological change and marine governance: An integrated narrative approach to artisanal fishing. *Marine Policy*, 97, 163-169.
- Silva, L., & Sareen, S. (2021). Solar photovoltaic energy infrastructures, land use and sociocultural context in Portugal. *Local Environment*, 26(3), 347-363.

Recommended Reading:

- Barca, S., & Delicado, A. (2016). Anti-nuclear mobilisation and environmentalism in Europe: A view from Portugal (1976-1986). *Environment and History*, 22(4), 497-520.
- Batel, S., & Pataco, L. (2020). Portuguese media representations of nuclear facilities in Almaraz, Spain: beyond borders and risk perception (Representaciones en los medios portugueses de las plantas nucleares en Almaraz, España: más allá de las fronteras y la percepción del riesgo). *PsyEcology*, 11(1), 104-115.
- Carvalho, A., Pinto-Coelho, Z., & Seixas, E. (2019). Listening to the public—enacting power: citizen access, standing and influence in public participation discourses. *Journal of environmental policy & planning*, 21(5), 563-576.
- Delicado, A., Figueiredo, E., & Silva, L. (2016). Community perceptions of renewable energies in Portugal: Impacts on environment, landscape and local development. *Energy Research & Social Science*, 13, 84-93.
- Figueiredo, E. (2004). Struggling for Rural Environment: Conflicts between desires and needs in Portuguese rural areas. WORKSHOP 3—Natural Resources Management and Farm Functions in Landscape Construction Available: http://ifsa.boku.ac.at/cms/fileadmin/Proceeding2004/2004_WS3_04_Figueiredo.pdf

Module 3: Using Participatory Methods for Urban Regeneration in Lisbon

This module takes Lisbon as a case study for using participatory methods to foster urban regeneration in an inclusive, bottom-up way. Marvila and the project ROCK will be used as an example and a field study will be undertaken.

Sessions and class discussions in this module explore:

- Participatory methodologies for urban regeneration – how to conduct them and use their results;
- Degraded neighborhoods and urban regeneration;
- Citizenship and urban sustainability;
- Land use and management in Lisbon.

Excursion example:

Marvila - Site visit to Marvila, a Lisbon neighborhood, to learn about the Marvila urban regeneration project.

Required Readings:

- Crowley, D., Marat-Mendes, T., Falanga, R., Henfrey, T., & Penha-Lopes, G. (2021). Towards a necessary regenerative urban planning. Insights from community-led initiatives for ecocity transformation. *Cidades. Comunidades e Territórios*, (Sp21).
- Falanga, R., & Nunes, M. C. (2021). Tackling urban disparities through participatory culture-led urban regeneration. Insights from Lisbon. *Land Use Policy*, 108, 105478.

Recommended Reading:

- Mangen, S. P. (2004). *Social Exclusion and Inner-City Europe: Regulating Urban Regeneration*. New York: Palgrave.

Module 4: Urban Regeneration, Development, and Displacement

This module explores the development, displacement, and environmental enhancement nexus. The focus is on “forced environmental migration” and displacement due to urban planning policies. With its long coastline, Portugal is at risk of an increase in sea-level due to climate change. At the same time, aggressive gentrification in metropolitan cities such as Lisbon has led to the displacement of population from many neighborhoods.

Sessions and class discussions in this module explore:

- Austerity measures and urban environmental conflicts;
- Urban planning and impact on economic development;
- Climate change and forced environmental migration;
- Impact of refugees on urban regeneration.

Required Readings:

- Sequera, J., & Nofre, J. (2020). Touristification, transnational gentrification and urban change in Lisbon: The neighbourhood of Alfama. *Urban Studies*, 57(15), 3169-3189.
- Vieira, Inês. (2012). The Portuguese Press Portrait of ‘Environmental Refugees.’ *International Journal of Humanities and Social Sciences*, 6:4.
- Ramos M..C.P., Ramos N., Moreira A.I..R. (2016). Climate Change and Forced Environmental Migration Vulnerability of the Portuguese Coastline. In: Leal Filho W., Azeiteiro U., Alves F. (eds.) *Climate Change and Health: Climate Change Management*. Cham: Springer

Recommended Readings:

- Anguelovski, I., Connolly, J. J., Garcia-Lamarca, M., Cole, H., & Pearsall, H. (2019). New scholarly pathways on green gentrification: What does the urban ‘green turn’ mean and where is it going?. *Progress in human geography*, 43(6), 1064-1086.
- Macaísta Malheiros, J. and Vala, F. (2004). Immigration and city change: The Lisbon metropolis at the turn of the twentieth century. *Journal of Ethnic and Migration Studies*, 30:6, pp.1065-1086.

- Seixas, J., Tulumello, S., Corvelo, S. and Drago, A. (2015). Potentials and restrictions on the changing dynamics of the political spaces in Lisbon. In J. Knieling and F. Othengrafen (eds.). *Cities in Crisis – Socio-spatial Impacts of the Economic Crisis in Southern European Cities*, Routledge, London.
- Hoffmann, E., Barros, H., & Ribeiro, A. I. (2017). Socioeconomic inequalities in green space quality and accessibility—Evidence from a Southern European city. *International journal of environmental research and public health*, 14(8), 916.

Module 5: Environmental In/Justice and Health Equity

This module aims to accomplish two main objectives. First, students will learn about two theoretical frameworks that address environmental /justice under the health inequalities perspective. The second aim is to students will learn about the Portuguese health system and innovation initiatives in the field of healthcare

Sessions and class discussions in this module explore:

- Environmental justice and health disparities;
- Environmental justice and health and well-being.
- Assessing physical environmental quality
- Innovation in healthcare in Portugal;

Required Readings:

- Phelan, J. C., Link, B. G., & Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: theory, evidence, and policy implications. *Journal of health and social behavior*, 51 Suppl, S28–S40.
- van der Vliet, N., Staatsen, B., Kruize, H., Morris, G., Costongs, C., Bell, R., Marques, S., Taylor, T., Quiroga, S., Martinez Juarez, P., Máca, V., Ščasný, M., Zvěřinová, I., Tozija, F., Gjorgjev, D., Espnes, G. A., & Schuit, J. (2018). The INHERIT Model: A Tool to Jointly Improve Health, Environmental Sustainability and Health Equity through Behavior and Lifestyle Change. *International journal of environmental research and public health*, 15(7), 1435.
- Whitehead, M. & Dahlgren, G. (2007) Concepts and principles for tackling social inequities in health: Leveling up part 1. *Studies on social and economic determinants of population health*, No 2. WHO Regional Office for Europe, Copenhagen.

Recommended Readings:

- Abrantes, A. & Simões, J. (2018). Thinking Ahead: Portugal's Health in 2017. *Portuguese Journal of Public Health*.
- Campos-Matos, I., Russo, G. & Perelman, J. (2016). Connecting the dots on health inequalities – a systematic review on the social determinants of health in Portugal. *International Journal for Equity in Health*, 15(26), 1-10.
- Craveiro, D. (2017). The role of personal social networks on health inequalities across European regions. *Health and Place*, 45, 24–31.
- Crisp, N. (2015). The future for health in Portugal—everyone has a role to play. *Health Systems and Reform*, 1(2), 98–106.

OECD/European Observatory on Health Systems and Policies (2019). *Portugal: Country Health Profile 2019, State of Health in the EU*. OECD Publishing: Brussels.

Ribeiro, A., De Fátima de Pina, M., & Mitchell, R. (2015). Development of a measure of multiple physical environmental deprivation. After United Kingdom and New Zealand, Portugal. *European Journal of Public Health*, 25(4), 610–617.