

Summary of Meeting Notes

Cross-Institutional Gathering on Regional Networking for Community-Based Environmental Justice Teaching and Research

Hosted by [CommUniverCity](#) consortium at San Jose State University, [Haas Center for Public Service](#) at Stanford University and [Environmental Justice & Common Good Initiative](#) at Santa Clara University

April 3, 2020 Virtual Meeting Room

Goals:

Our overall goal is to connect and collaborate on community-based environmental justice teaching and research. This meeting focused on the Protect Juristac campaign as presented by Chairman Valentin Lopez. Discussions centered on how real-time environmental justice campaigns may intersect with teaching and research. The goal was to identify and prioritize tools for developing and sharing curriculum that could be shared within and across institutions and ways of integrating EJ into classes and courses where EJ is not the ostensible focus.

Overview:

The April 3rd cross-institutional gathering on regional networking for community-based environmental justice teaching and research was co-organized by collaborators from the [Environmental Justice & Common Good Initiative](#) at Santa Clara University, San Jose State University and Stanford University's Haas Center for Public Service. Originally planned as an in-person meeting, the gathering was converted into an online workshop with about 60 participants from 11 universities, including Santa Clara University, Stanford University, San José State University, UC Berkeley, UC Santa Cruz, UC Davis, University of San Francisco, Mission College, San Diego State University, Saint Mary's College, UC Riverside, the City of San Jose and the Community Water Center, a powerful, community-driven environmental justice organization in California. A focal topic of the gathering was a workshop by Valentin Lopez, Chairman of the [Amah Mutsun Tribal Band](#), and Michelle Glowa (California Institute of Integral Studies Anthropology and Social Change) on the role of real-time campaigns in environmental justice teaching and research. This meeting built on the May 2nd and 3rd 2019 conference on Environmental Justice and the Common Good at Santa Clara University, and the July 17th 2019 cross-institutional gathering at Stanford University.

Invited speakers:

Valentin Lopez has been the Chairman of the Amah Mutsun Tribal Band since 2003 and a Native American Advisor to the University of California, Office of the President on issues related to repatriation. He is also a Native American Advisor to the National Alliance on Mental Illness (NAMI) and the Phoebe Hearst Museum of Anthropology. Valentin is actively involved in efforts to restore tribal indigenous knowledge and ensure Native American history is accurately told.

Michelle Glowa is a volunteer with the Amah Mutsun Tribal Band and the Campaign to Protect Juristac. She is also an Assistant Professor of Anthropology and Social Science at the California Institute of Integral Studies.

I. Workshop Summary:

After an introduction by Carolina Prado, assistant professor of environmental studies at San Jose State University, Chairman Lopez shared updates on the campaign [to protect Juristac](#), historically tribal lands in southern Santa Clara County under siege by the potential granting of a mining permit.

[Chairman Valentin Lopez's presentation](#)

To further the Protect Juristac campaign, Chairman Lopez recommended

- Research specialists to comment on the draft of the Environmental Impact Report (EIR) for the proposed mining project and to be release by Santa Clara County Planning Department in late Summer of 2020;
- To find ways to further share the [Protect Juristac petition](#);
- To encourage organizations, elected officials or businesses to write letters to the County of Santa Clara in opposition to the proposed mining project.
- If you would like to participate in giving detailed comments to the Draft Environmental Impact Report using your academic expertise please fill out this form:

https://docs.google.com/forms/d/e/1FAIpQLScKsRFktGW5a9En-JPbf27Cf81gvt-GFIP_LPslL9v2OgsGnA/viewform?usp=sf_link

Resources shared included:

- Juristac website: <http://www.protectjuristac.org/>
facebook: <https://www.facebook.com/protectjuristac/>
 - Classroom activities coming soon to the website
- Institutions can write letters of support:
<http://www.protectjuristac.org/statements-of-support/>
- To reach out to the campaign please email: info@protectjuristac.org or Michelle Glowa mglowa@ciis.edu.
- Other useful information: Green Foothills: <https://www.greenfoothills.org>
- This is a case-based resource that includes cases written by Native American Community members and scholars <http://nativecases.evergreen.edu/>
- Debt Acquisition Company of America <https://daca4.com/>.
- Howard Justus: <https://www.linkedin.com/in/howard-justus-a713a85/>

II. Summary of Ideas from Breakout Groups

The gathering inspired participants to expand regional networking on environmental justice, and share teaching and research expertise. A summary of Ideas from Breakout Groups and Discussions include:

Connecting and networking:

- Valentin and Michelle are interested in keeping in touch with the group. We can organize ourselves in a systematic way with a central point of contact so we can best support the tribe when draft EIR released. (volunteer welcome!)
- Others are reaching out to find out how to construct their own land acknowledgments. These need to be developed in collaboration with tribal leaders.
- Working with tribes up in Clear Lake, we have learned that we need to recognize how indigenous groups aren't homogenous. We have learned that going in, we need to recognize that you are part of institutions that are extractive, and just listen. Is there a way to work together? What is it that you want out of that relationship? Thinking about connecting to the campaign in relation to a bigger relationship. What do tribes really want?

Disciplinary expertise for environmental justice:

- Designing a strategy to comment on the EIR:
 - We need training on how to read/interpret an EIA from various disciplinary standpoints
 - Can we organize with section-specific comments to be ready when draft EIR comes out (approximately end of summer with 75 days for public comment)

Expertise for outreach, including in times of need for mandatory social distancing:

- Encourage virtual town halls for us to gather and show support for public meetings
- virtual-engagement. Through Twitter, connected to “jasper-ridge biological reserve virtual tour” and in that tour, started with history of land, settlement, linked to nativelands.ca
- We do a lot of civic engagement, focused on the state legislature, it’s bicameral, and can start bills with the senate. Could be an ally with tribes in supporting this process. More laws may be needed to get this land back to its people. Were able to reinstate credentials of dance teachers, which were absent for 47 years.
- Help develop materials that can be used by communities or support them in other ways: posters, fact sheets, newspaper articles.

Teaching in the context of real-time campaigns:

- Op Eds are a good idea as student assignments to get them working on campaigns this term
- Value of real time campaigns - theory of change in many CEL courses it is simplistic, and conflict averse. The benefit of real time campaigns - it helps students understand that conflict is involved. It’s not mutual benefit, it’s reparations
- How, in this work, do we not appropriate, and not co-opt? We don’t want to burden organizers, how are we consultative and respectful of who owns this process of social change?
- Ensure that students are properly trained on how to work on community-based participatory research (CBPR) or participatory action research (PAR) collaborative projects with community organizations. If you have a gathering scheduled for students, recommendation is to have a portion designed around activism and how students can get involved in their communities (e.g. aiding real-time campaigns). You could have an activity where you have students

develop outreach pitches and learn how to tailor that pitch to different stakeholders (e.g. community organizations, members of the community, government officials, etc.). I would also devise strategies to tailor lessons like this for students in middle and high school.

- Using case studies, role play so that students can get immersed. Harvard case studies -- hydro power in Santaes, a fictional case study around disputed environmental impact review. Students take on different roles in the classroom. Students get engaged via different sets of information. A participant wrote a case study with a role play component around water access in Lagos Nigeria. Planningcasestudies.org has background materials. The Harvard case studies come from their Program on Negotiation, free here: <https://www.pon.harvard.edu/store/> The International Planning Case Studies project sponsored by Michigan is at <https://planningcasestudies.org/> The Michigan cases are free!
- We've also been discussing a powerful article, "Decolonizing Community Care in Response to COVID-19" by a group of indigenous authors (the NDN Collective) responding to the COVID-19 crisis with memories of pandemics and practical strategies for collective care. <https://ndncollective.org/indigenizing-and-decolonizing-community-care-in-response-to-covid-19>
- Important to involve local campaigns that are in driving distance from your school
 - toxic tour in Richmond with CBE
- Evergreen State College has a Native Cases Institute, which is a great resource, that includes cases written by Native American community members and scholars <http://nativecases.evergreen.edu/>
- Include policy pieces, students writing policy pieces, attending hearings, and writing letters to the editor. Focus on understanding historical and cultural context of issue
- Include case studies and examples, Plus letting students do a project in the course. Setting up meetings with elected officials. Fundraiser for the project. Plugging into campaigns.
- Teaching on civic engagement. Organizing constituent meetings with elected officials. Learning that you can ask for this.
- The use of real world examples: Ecology and connectivity with large animals, environmental law class. Doing research that contributed to umbrella goals. Areas with levers on the project.
- We badly address Indigenous rights. What are examples of what it might look like for the tribes to have rights?
- In your teaching, make your goals transparent/explicit: is your goal to raise awareness, support connections, financially support groups, collect petitions

- How would we incorporate real-time campaigns in your discipline?
- Investigate the hydrology of the site.
 - Teach students on effective responses to a DEIR
 - Develop an exercise uncovering poetry and poets from Tribes
 - More primer needed to build relationship before engaging students in work
 - Exploration of EJ groups already engaged in similar work or on the issue
- K-12: California Global Education Project at San Diego State, <https://cgep.sdsu.edu/>, promotes EJ as part of their global education in San Diego for educators working with PK-12 students. They offer EJ literacy and how to involve the topic in the curriculum. Teachers are able to identify EJ and social Justice Issues but it does require a different step to introduce the topic in the curriculum. Working across the state in how to understand environmental literacy and to get the teaching beyond the environmental science class that some students take. Resources to teachers: Reflect where our standard can match the challenges of groups, be fleshed out and provide new classroom development for teachers, prepare them to talk about these issues with their students so as to be content-specific. Community based projects: talk about water quality, air quality, mass transportation, working to learn from these leaders and incorporate those needs into new projects. Varies between the grade and age of the students.
- A resource from Shelly Brooks on k-12 resources on env. Education and justice <https://chssp.ucdavis.edu/coronavirus-support/homeschool>
- Statewide office of educators in the state compiling resources for the teachers, noticing a lot of the parents are the ones doing most of the work. Weekly updates, filming short videos, along with resources.
- SJSU Office of Sustainability works with partners, communication and connect social partners with faculty members.
- Another example is connecting students groups to integrate undocumented student voices on campuses - a bit harder now under the current conditions.
- Create more public forums and to invite speakers into the campus community, might draw on an audience that is wider than campus with online.
- CBPAR research in food justice issues Everett program for technology, a year-long sequence of courses designed to do a project plan in collaboration with their community partner. Some projects are international during summer months, overlapping with the pandemic, some of the projects have been canceled and had to go remotely.
- Resources in and recording all lectures, including student content and requires students to watch videos instead of reading. Breakout structures have been helpful to connect students into smaller groups.

- Community engagement learning: work with faculty who want to include community engagement in their coursework
- Develop capacity for community oral history projects. Humanities-based community-engaged learning and research. Define mutual expectations of all participants. Preserving culture that goes with the place, like ethnographic study of Juristac. Develop guidelines for EJ oral histories

Build strategies for real engagement in an online environment.

- For it to really be effective, community partners would need to be there real time. We need to acknowledge the opportunity cost of their participation and see if funding can be associated with their collaboration. Also having the ability to provide financial support for folks being invited to speak, or when folks are visiting the site of an organization, ·Question if generating filmed content remotely authentically engaging with communities?
- Problem of EJ campaigns not being able to do effective organizing. Can't show up for protests. But local-level land use approval processes are continuing. Example of oil and gas sitings. Under sheltering in place, public hearings are taking place by zoom.
- How to continue engagement after a visit/speech that is more consistent: Project-based courses
- working to get grants for projects/organizations
- Can folks who are doing remote teaching do small activities/pieces of curriculum to share with k-12 students?
- In order to build more social contact with various students, practice skills of environmental justice, environmental education, social justice education.
- Talking with community leaders around technology support, Zoom app, learning about what are the issues that people are facing, what needs, etc.; Address the challenge of inequities revealed (for students, advocates, community partners) by reliance on technology and the assumption that all have adequate access
- Community needs to be invested, and the work needs to be work that is important to the community, so that the university is understanding community needs and supporting them, instead of the other way around
- Thriving Neighbors program- Community, faculty, students get together to understand issues through programs/projects. Not just gathering information on issues, but creating a blueprint to create some plans for how to address these. Measuring air quality in the schools, asthma more prevalent, so the community

members decided that they wanted to learn how to measure air quality and see what was going on.

- Need to advocate for institutional support for academics to engage with communities in a synchronous way
- Spread helpful information. In our newsletter today, one resource we put in is about how to make masks for people that are not able to purchase them. Practical solutions are helpful and keep us moving forward.
- This is an opportunity that we need to take advantage of but how can we elevate the attention for communities that have been suffering under EJ issues. Thinking about Valentin's message about deep roots, looking about how decision are made, are they made to emerge from this pandemic with better practices and understanding to look at the long term and help us to look at for that just one generation.
- The challenge is that we need to keep the social distancing from the community but it means physically, not socially, and looking at the long term is how we engage with the community
- Issues in the pandemic: Money for rent, kids are home and parents are unable to homeschool the kids. Make garden education kits for families, with bilingual instructions, along with bilingual videos. Prepare students, inspire them to continue working in the environmental field and participate in the green economy.
- Work with community members, involve them with attending hearings, bringing resources to marginalized communities
- Reminder App. working with leaders & moms. Send out newsletters, check in. Look for resources that are applicable. Legalization. Virtual tutoring program. Connect with University Students. Zoom calls with community leaders. Provide safe space to destress. Send out newsletters listing resources. Remind that staff are available, students can work remotely. Continuing fellowships when work can be done remotely. Zoom meetings with partners. Students working with community partners remotely. Supporting organizations & clients through participation. Keeping workshops that were scheduled as online meetings.
- Are there visuals already created for the campaign? Thinking about social media strategies, could this be something that a design department could assist with? Or are there ideas/strategies for how to use existing visual material in an instagram/facebook initiative in concert with the environmental review process?

III. Proposals for Progress:

- Creating an organized response to the comment period on the EIR. Organizing our colleagues from different disciplinary perspectives, and student's assignments building the networks now to be ready to review and to comment on the EIR when it comes out by the end of the summer 2020. 75 days period for comment for fall. We can share assignments for public comments.
- Training for faculty and grad students on how to read an Environmental impact report from an interdisciplinary standpoint.
- Virtual public hearing. Share announcements in those links to keep organizing going and directing students to the campaign
- Groups at individual universities to support Juristac
- Gathering resources on EJ real time campaigns in the Bay Area and sharing with participants to add and to use in their curriculum for teaching
- Op-Ed writing workshop to get students to write about Juristac or other campaigns.
- There is a working group in the Juristac campaign for k-12 activities or curriculum ideas related to this topic, connecting teachers and students with the campaign and to support teaching
- Web Page and google group info for people interested in getting involved in the network, not tied to universities only
- Supporting global solidarity campaigns with electronics workers in production and e-waste recycling to improve their occupational safety and health, and human rights (see <https://icrt.co/>)
- Continue short live workshops and asynchronous opportunities to learn, connect, take action, which are more valuable and feasible than full-day events. Students need fun, non-academic ways to connect too. Want to continue with larger face-to-face events when we can reconvene again. Keep the online events going after shelter-in-place ends to make it more convenient for us to get together in the farflung, traffic-choked Bay Area. And keep using asynchronous events to help us collaborate across campuses.
- Need to seek external funding to support this networking soon because of budget crunches at universities. Demonstrate that we have built a community. Need a fundraising committee to pursue this now.
- Are there visuals already created for the campaign? Thinking about social media strategies, could this be something that a design department could assist with? Or are there ideas/strategies for how to use existing visual material in an instagram/facebook initiative in concert with the environmental review process?

For the record: Questions from workshop participants for Chairman Lopez:

1. What is currently most needed in the campaign?
2. What resources can universities provide to support the campaign: research linked to action, mobilizing faculty and students, etc.?
3. Do you see a specific role for researchers, teachers, and or students to support the campaign?
4. In the future, could there also be an opportunity for comments on the EIR document?
5. Are there any sympathetic ears in the board of supervisors? Who should we send letters to?
6. What is more effective-multiple personal letters or one institutional letter?
7. Does the Juristac campaign include coalition work between certain environmental groups and the tribe, or other EJ groups?
8. How many of them have already written a letter in support of protecting Juristac? I volunteered to draft one for SJSU. For those organizations that have already drafted a letter of support, can we all sign on to a common letter?
9. We here at USF write one in Fall 2018 if I remember correctly
10. Does the tribe currently have access to the site or adjacent areas?
11. Could museums and others support your proposal for what you want to do with the land?
12. Who has offered to buy it at its current value? A land trust?
13. What, if any support has been given by the Open Space Authority?
14. Could organizations such as the Peninsula Open Space Trust (POST) or the Nature Conservancy be of assistance in land acquisition?
15. Who would be the point of contact if a researcher is interested in advocating on behalf of Juristac's conversion to a tribal park? More specifically, who could researchers contact if they'd like to learn more about the Amah Mutsun stewardship practices that ought to be re-implemented (through right relationship-building)?
16. Is there a title history of the property that would show its transfer/theft from the tribe and then its passage into other hands to today? It's a story that we all know in its broad

strokes but I wonder if telling that story new could help us consider again the force of the tribal claim?