

# **Supplemental Material for Chapter #40**

## ***Introducing the Conflicting Meanings of “Justice” Using a Candy-distribution Exercise***

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## Supplemental Material A: Key ideas and questions for teaching justice

	Description of concept	Discussion Questions for Activity
Distributive Justice	Distributive justice refers to the outcome of a decision-making process.	What was the outcome of the two activities (sharing of candy, amenities and disamenities)? Was this fair and just? Why or why not?  How many pieces of candy, amenities and disamenities did each student receive?
Distributive Justice: Equality	An equality approach to distributive justice refers to an outcome in which each individual receives the SAME outcome.	Did you attempt to share the candy, amenities and/or disamenities equally? Why or why not?
Distributive Justice: Equity	An equity approach to distributive justice refers to an outcome in which each individual receives outcomes related to their needs or starting conditions.	Did you consider each person's particular needs or desires when you shared the candy? For example, what if one of you hasn't eaten yet today? Should s/he have access to more candy than someone who's eaten more recently?
Distributive Justice: Vulnerability	Vulnerability to harm includes exposure to risk (in this case, the environmental hazard) and coping capacity (e.g. in the case of the candy, allergies or underlying health concerns).	Did you ask if anyone was allergic to the candy? Or if anyone had underlying health concerns that might exacerbate the impact of living near an environmental hazard? Or if everyone has health insurance to combat any health impacts resulting from proximity to an environmental hazard?
Procedural Justice	Procedural justice, which focuses on the process of decision-making instead of, or in addition to, the outcomes of those decisions. In the U.S., democratic decision-making is a commonly held ethic of procedural justice.	Did anyone feel that his or her voice wasn't heard in the decision-making process? Did they vote on your decision? If so, does a democratic approach yield the most just outcome? Did you come to a consensus? How did you ensure that all perspectives were considered in this decision-making process?
Productive Justice	Author Daniel Faber (2007) suggests that it is worth considering issues of productive justice, that is, not producing environmental hazards in the first place	Did anyone reject the prompt provided by the instructor (i.e. that students must share ALL the candy, amenities and disamenities)? Why do we need to share environmental hazards in the first place? Can we instead consider a society in which we do not produce these things? Why can't everyone live near a park?
Structural Considerations	Environmental justice scholars have identified a number of structural factors – including white privilege, neoliberalism, capitalism and institutionalized racism – that contribute to distributive and procedural environmental injustice.	Who set “the rules” of these class activities? How did these rules constrain your individual or collective ability to share the candy, amenities and/or disamenities in the way you'd like?

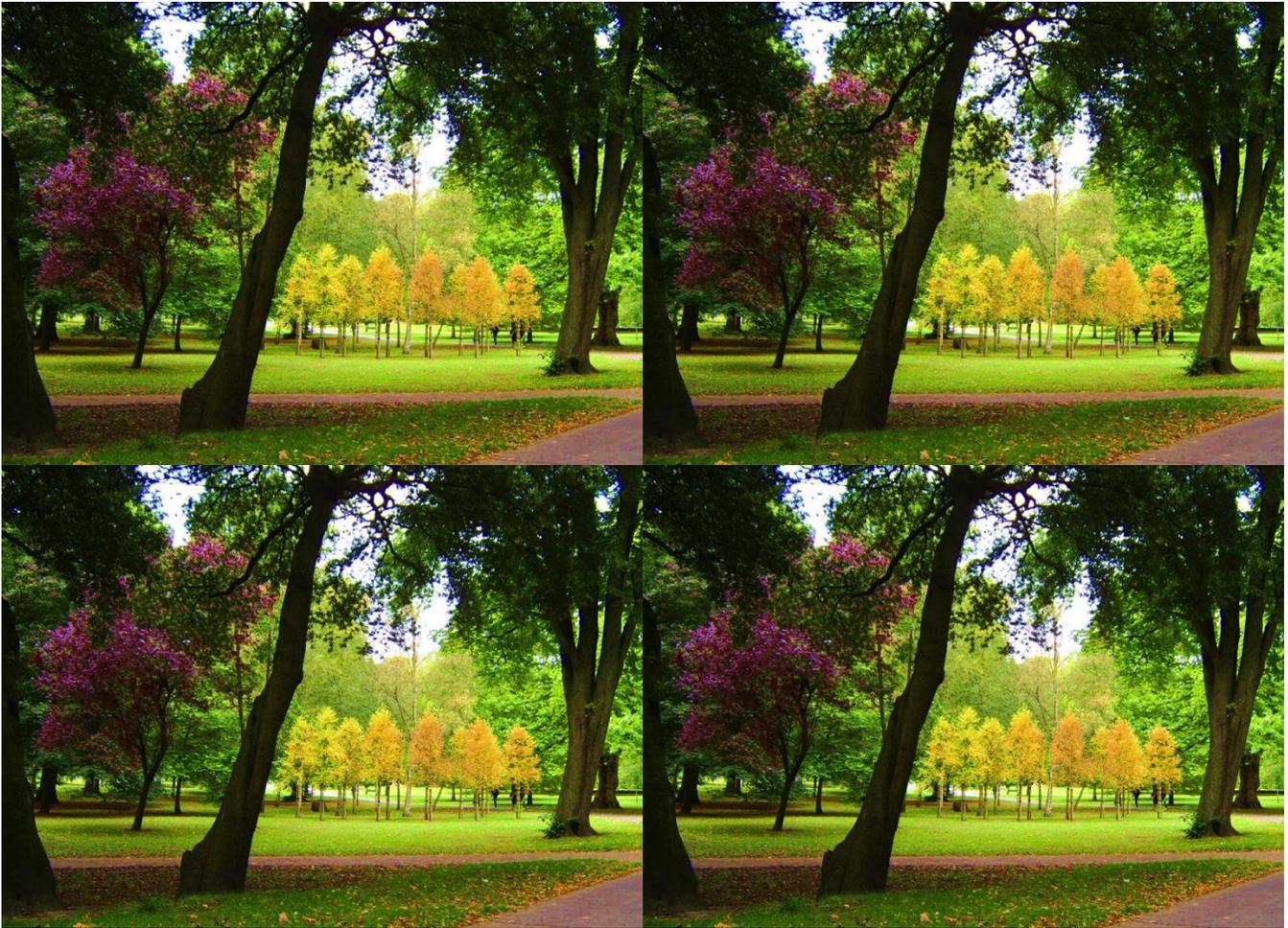
Faber, D. (2007). A More “Productive” Environmental Justice Politics: Movement Alliances in Massachusetts for Clean Production and Regional Equity. *Environmental Justice and Environmentalism: The Social Justice Challenge to the Environmental Movement*, 135–64.

## Supplemental Material B: *Environmental Amenities and Disamenities Cards*

Print enough copies for one-half to three-quarters of the students to have a card depicting a smokestack and one-quarter to one-half of the students to have a card depicting a park. Make sure to include different numbers of smokestack and park cards. Cut the sheets into cards; they may be printed on cardstock and/or laminated for reuse.



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