

Sonoma Environmental Education Collaborative
Diversity, Equity, & Inclusion Resources
January 2017

Annotated Bibliography

- Agyeman, Julian. "Mainstreaming Diversity: From Paradigm to Practice?" *Place-Based Education Evaluation Collaboration*. Peecworks, Aug. 2006. Web 12 Dec. 2016.
Environmental education research in Massachusetts's rapidly diversifying urban centers focusing on underserved audiences like immigrants from Latin America, Caribbean, and Asia. Mass Audubon and other organizations seek to attract these diverse populations to sanctuaries in order to "mainstream diversity" to address much needed change in the environmental field. This is a canon author with other relevant research in this area.
- Barr Foundation. (2006). *Understanding cultural competency in experiential environmental education programs: A report from the cultural competency assessment project*. Boston: Author. http://www.peecworks.org/PEEC/PEEC_Research/S0179ABF3-0179AC32
The report evaluates the cultural competency of three environmental education programs in Boston as case studies to support students to connect with their environment and community. It explores how people's quality of life is directly linked to the health of the natural and built environment.
- Bay Area Open Space Council, and Pacific Forest and Watershed Lands Stewardship Council. "Increasing Access for Bay Area's Youth." *The Phi Delta Kappan Connection*, vol. 92, no. 8, 2011, pp. 1-20, [openspacecouncil.org/wp-content/uploads/2015/06/Park-Connections.pdf](http://www.openspacecouncil.org/wp-content/uploads/2015/06/Park-Connections.pdf). Accessed 3 Dec. 2016.
A regional report addressing access barriers to and recommendations for increased outdoor experiences for young people, especially youth living in low-income communities and communities of color. It provides a broad survey of the wide range of physical, social, cultural, and economic factors that affect youth access to Bay Area open space parks. The empirical data provided from the research stands as a tool for stakeholders to communicate the barriers faced, generate funding to support improved access, and to build relevant programs.
- Bonta, M., DeFalco, T., & Taylor-Smith, C. (2015). *Diversity and the conservation movement*. http://dev.naaee.net/sites/default/files/eepro/resource/files/diversity_module.9.22.15.pdf. Accessed 6 Jan. 2016.
This document produced by National Audubon in partnership with the North American Association for Environmental Education (NAAEE), U.S. Fish & Wildlife Service, EE Capacity, and TogetherGreen to move towards a more inclusive, equitable approach to conservation that is relevant to diverse populations. It examines the past, present, and future opportunities to work towards diversifying the environmental movement; offers tools and case studies on how to put strategies into practice; and defines terminology. It is considered a diversity module for NAAEE.

Cheng, Dr. Shu-Ju Ada, editor. *Teaching Resources on Race, Racism, and White Supremacy*. Scribd, 2006.

A resource book for teachers, administrators, and activists about racism, white supremacy, and white privilege. It includes course curriculum examples, suggested readings, and activities. Over 190 pages filled with ample resources to help address these issues in the classroom, in the workplace, and at home.

Cronin, W. (1996). *Uncommon ground: Rethinking the human place in nature*. W. W Norton & Company, Inc. New York, N.Y.

A reassessment of the environmentalist agenda, which is “conceptually and politically wrongheaded,” by addressing the environmentalist aim of legislation and how it should not exclude humans from nature because we are inextricably tied to it.

Cuevas, Irma L. (2016). *Heritage in the Outdoors: Creating a cultural bridge between the Latino community and parks*. Master’s thesis, Sonoma State University.

A Sonoma County case study and literature review examining Latino perceptions of nature and the role of Latino cultural heritage in experiencing the outdoors for the purpose of increasing diversity and inclusivity among park users, participation in programming, and community support. The results of the study indicate that Latinos’ experience of nature do not align with the dominant environmental narrative nature excluding humans.

Facing the Future: People and the Planet. (2006). *Engaging students through global issues: Activity based lessons and action projects*. Seattle, WA: Facing the Future: People and the Planet. Accessed 6 Jan. 2016.

This is a unique sustainability activity and curriculum guide that fuses environmental and social issues that are relevant locally and globally.

Galvan, Alma, Lisa LaRocque, and Gus Medina. “It’s Tough to Be Inclusive.” (n.d.): *NAAEE*. 14 Dec. 2015. (<https://naaee.org/eepr/resources/its-tough-be-inclusive>).

Discusses inclusivity not as a topic, but a “transformation in understanding and approaches to a diverse work.” The short article poses questions to the reader to self-assess their motivation, knowledge, skills, and needs in order to embrace inclusivity.

Larson, Lincoln R., et al. *Effects of Environmental Education Program on the Environmental Orientations of Children from Different Gender, Age, and Ethnic Groups*. Vol. 28, *Journal of Park and Recreation Administration*, 2010. 3 vols.

A summary of effects of environmental education on children of different ethnicities. Programs’ success and limitations are discussed and results are revealed in regards to eco-affinity, eco-awareness, and environmental knowledge of certain ethnic groups.

Lozar Glenn, Joanne M. “Making EE Relevant for Culturally Diverse Groups.” *Still Developing the Toolbox*. Originally published in EETAP, pp. 1-13.

This article discusses how the environmental education field is working to become more inclusive by offering programs that are more relevant to culturally diverse groups. Some

examples include: place-based programming, outreach to priority audiences, and getting to the whole community involved.

McIntosh, P. *White privilege: Unpacking the invisible knapsack*.

<http://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>

Accessed 6 Jan. 2016.

Over twenty-five years since its original publication, this canon article discusses white privilege and the interwoven hierarchies of oppression. Specific examples or “conditions” of white privilege are outlined.

Oladipo, Jennifer. "Global Warming is Colorblind." *Orion*.

A brief reflection written by an African American woman about first-hand experiences reflecting the lack of inclusion in the mainstream environmental movement. She stresses the environment should not only be a white lifestyle, but something that all people must be involved in to bring about real, measurable change.

Roberts, N., Chavez, D., Lara B., & Sheffield E. (2009). *Serving culturally diverse visitors to forests in California: A resource guide*. <http://atfiles.org/files/pdf/Cultural-Diverse-Forest.pdf>

A guide that examines demographic trends and reasons why specific ethnic minorities do not visit forest lands and parks, in addition to recommending practical communication, facilities and services, partnerships, and outreach tactics for serving culturally diverse visitors.

Spokane Task Force on Race Relations. (2003). *Diversity research action packet*. Spokane, WA: The Spokane Task Force on Race Relations.

A compilation of articles, stories, definitions, surveys, action plans, and organizational resources that address issues pertaining to race, diversity, and privilege. Good reference for the development of both organizational and individual competencies around racism and tolerance with tangible strategies.

Taylor, Dorceta E. (2015). The green insiders' club. *Green 2.0*.

<http://www.diversegreen.org/the-challenge/>

A report examining the state of diversity in environmental organizations across sectors. Data reveals the “green ceiling” in environmental organizations reflecting that lack of diversity in staffing despite growing populations of people of color in the U.S.; issues of unconscious bias and discrimination; and lack of effort to address diversity.

The Annie E. Casey Foundation. (2014). *Race equity and inclusion action guide*.

<http://www.aecf.org/resources/race-equity-and-inclusion-action-guide/>

Outlines steps for creating an organizational culture that is guided by an equity lens including engagement, research, evaluation, strategies, resources, and policy.

Website Resources

California Association for Environmental & Outdoor Education

<https://aeoe.org/reference/inclusivity-and-diversity/diversity-related-publications/inclusivity-diversity-publications>

A variety of general resources related to diversity, equity, inclusion, and cultural competency, including specific outdoor education related documents. Several directories on this site like environmental justice groups and environmental organizations led by people of color.

Center for the Study of Social Policy <http://www.cssp.org/about/racial-equity-agenda>

This is a national social service oriented organization with a racial equity agenda. The glossary of terms and staff core competencies to achieve racial equity are particularly useful.

SEED (Seeking Educational Equity & Diversity) – www.nationalseedproject.org

A peer-led professional development training program that creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity. Various resources for engaging in conversation around acknowledging systems of oppression, power, and privilege.

Sierra Club <https://sites.google.com/site/sierraclubdei/>

A myriad of resources including Sierra Club's "Multi-Year Diversity, Equity & Inclusion Organizational Plan", video, webinars, allyship, environmental justice, and more.

The Avarna Group – <https://theavarnagroup.com>

The organization aims for equity, inclusion, diversity connecting people and the environment striving for social and environmental justice. Training and resources available.

Youth Outside <http://www.youthoutside.org/resources/>

Cultural Relevancy in the Outdoor Field

http://www.youthoutside.org/assets/uploads/generalupload/Cultural_Relevancy_in_the_Outdoor_Field.pdf

Report from 2014 Oakland convening about cultural relevancy, where actionable outcomes emerged from a strategic discussion with 25 representatives from 20 organizations across the Bay Area.

Guide to Cultural Relevancy

http://www.youthoutside.org/assets/uploads/general-upload/Guide-to-Cultural-Relevancy_Youth-Outside-2015-2016.pdf

This guide is a starting point for analyzing cultural relevancy within individual organizations, through the lens of three major areas (organizational culture, staff development, and program delivery), in order to bring about much needed structural and institutional change in order to engage and maintain a more diverse population of participants and staff in the outdoor fields.