Students will be given the opportunity to "virtually" visit a site of environmental injustice, using archival resources. Over one class unit on environmental injustices at the border, students will be introduced to sister (U.S./ Mexico) border towns divided by the New River. The New River is a severely polluted waterway that flows north across the United States/ Mexican border, through the city of Calexico, and continues to the Salton Sea, some 60 miles away. Some scientists have referred to this River as the most polluted waterway in North America. The pollution from Mexico is most notably from trash, metals (from industries that have expanded with NAFTA), raw sewage and agriculture run-off. From the United States, the pollution is from agriculture, pesticides, and urban runoff.

(Week 1) **Cognitive Mapping** (Lynch) (2 minute presentations)
Introduction to the region in a manner that allows students to assemble maps, images, and ethnographic accounts together in order to describe the border cities along the New River. Students will learn about the border, landmarks (factories), paths and intersections between Mexicali and Calexico. Internet based archival materials produced by scientists, reporters and residence (readings, podcast, photos, ethnographic accounts) that detail the smells; sights and sounds will be discussed. Students are to present a particular fact or bias from the archival material to class.

(Week 2) **Thick Mapping/ Spatial Ethnography** (mapping exercise)
Based upon the archives and lectures concerning life along the New River, create a map of the territory on one side of the border. Complete the assigned worksheet that asks you to list related sensory information (sounds, smells, taste, textures) along the river. Lastly, research one ethnographic "story" from the archives and list the descriptive statements made about the location.
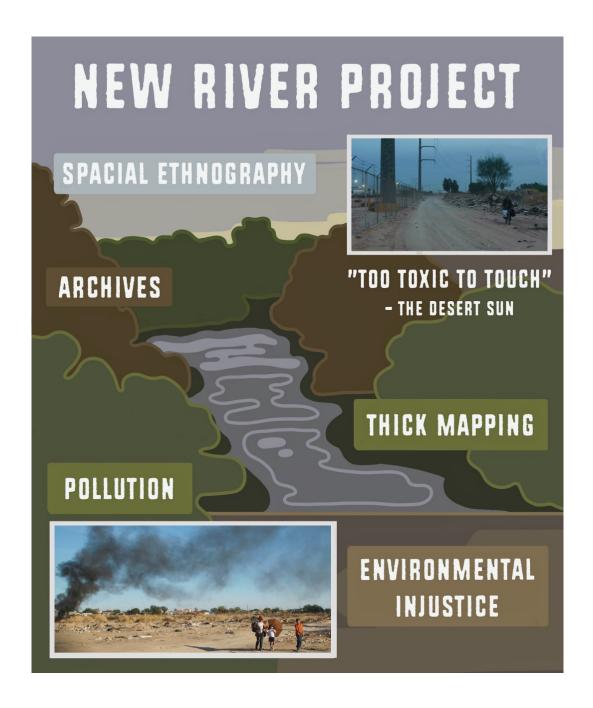
Students will then be put into groups of 4 to discuss their initial maps. The sensory information listed on the worksheets will then be added to their maps using a legend defined by the group. Next, students will discuss their chosen ethnographic "story" with the group, indicate where the observation took place on the map and list words, phrases, as well as your own feelings about what you have learned. Determine if the first-hand accounts exemplify acts of environmental injustice and discuss what it would be like if you were to personally experience the same inequities.

Students will be asked to write a 1 page critical analysis of the project and to discuss any biases that they found in the archive that translated to environmental injustices recorded on their map. This work will be submitted with their individual maps.

(Week 3) Collective map experience: **Spatial Ethnography** (group project)
By breaking down individual maps into grids, each group member will be assigned the task of recording the group's sensory data (smell, touch, sight, hear) and "stories" for their area. Group members will utilize the same legend as defined in the original maps. Each student is expected to identify the environmental injustices discussed. By putting the grids together (using a mapping program inserted into Canvas), the group will get one collective picture.

As a group, students will write a brief (1 page) review of the environmental injustices identified on their collective map and to discuss how the "stories" together, offer a deeper understanding of what is occurring to the people of the region. This written exercise will be submitted with the collective map. Projects will be presented to the entire class.

My overall project goals include: (1) cognitive mapping (Lynch) of the physical environment and an introduction to life ways for inhabitants of the two border cities, (2) analysis of archives and related ethnographic "stories," (3) assignment utilizing thick mapping techniques, (4) layering work to create a group sensory project (spatial ethnography), (5) critical assessment of biases in the archives, (6) understanding of environmental injustices at the border.