

GGE 244: Environmental Justice – Fall 2010

3:00-3:50 p.m. Monday, Wednesday, and Friday, Advanced Sci and Tech Hall 133

Prof. Stentor Danielson

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Office hours: Official office hours are 9-noon on Tuesdays, 1-2:30 on Wednesdays, and 2-3 on Thursdays. My door is generally always open when I am in the office, and I welcome students anytime I'm in.

About this class

Human interactions with the natural environment always pose questions of justice. How should environmental harms be distributed? What rights do indigenous people have over their traditional lands? What is a fair allocation of responsibility for responding to global environmental problems? Should decisions about the environment be made by experts, or democratically? What should be the relationship between the environmental movement and other political and social justice movements? This class will explore a variety of such questions and train you to think critically about them.

Outcomes

By the end of this course, a successful student will be able to:

- Explain why contention arises around a variety of salient environmental justice conflicts.
- Identify important issues of environmental justice raised by events in the world.
- Apply theories of justice to a variety of situations, and recognize and critique others' use of such theories.
- Make a well-reasoned case for what a just outcome of an environmental situation would be.

This course addresses the following departmental outcomes:

- Each graduate will demonstrate an understanding of features and patterns of the human environment. (4.2)
- Each graduate will demonstrate an understanding of the major processes such as settlement, migration, trade, technological development, diffusion, and landscape transformation that shape cultural patterns. (4.8)
- Each graduate shall develop the ability to respect and integrate diverse worldviews in problem-solving frameworks. (1.5)
- Each graduate will deliver oral presentations, demonstrating the ability to effectively communicate discipline-specific concepts. (1.1)
- Each graduate will write scholarly papers using acceptable format and organization with proper citations to appropriate literature. (1.2)
- Each graduate will demonstrate professionalism and integrity in his/her academic conduct. (1.4)
- Each graduate will demonstrate the ability to develop valid research questions and hypotheses. (2.1)
- Each graduate will demonstrate the ability to apply proper techniques for data acquisition and interpretation in a problem-solving context. (2.2)
- Each graduate will develop the ability to make informed, scientifically-based decisions

regarding environmental issues. (2.4)

And the following university-wide outcomes:

- Communication: Communicate effectively in speech and in writing, using appropriate information sources, presentation formats, and technologies. (1)
- Critical Thinking and Problem Solving: Locate, analyze, synthesize, and evaluate information and ideas from multiple perspectives--mathematical, scientific, and humanistic. Apply this information literacy to contemporary challenges. (2)
- Values and Ethics: Demonstrate an understanding of how the values of personal integrity, cooperative action, and respect for diversity influence one's own behavior and the individual and group behavior of others. (3)
- Social Awareness and Civic Responsibility: Use knowledge of evolving human institutions and of diverse cultural and historical perspectives to interact effectively in a variety of social and political contexts. (4)
- Global Interdependence: Act with an understanding of the cultural, socio-economic, and biological interdependence of planetary life. (5)
- Personal Development: Demonstrate intellectual curiosity, as well as a commitment to wellness, and to emotional and spiritual growth. (6)
- Professional Proficiency: Apply knowledge and skills to meet professional competencies within a specific discipline. (8)

Assignments

General assignments policies

All written assignments must be handed in at the beginning of class on the day they're due. Assignments will be docked 3.33% (one +/- grade, e.g. from a B+ to a B) for each 24 hours or part thereof they are late, unless a documented unforeseeable excuse is provided. Since you have the entire semester's schedule now, please plan your time so as to complete all assignments early, so that you are prepared if something unexpected happens. Written assignments may be printed double-sided or on old paper (i.e. paper that has had something else printed on the other side). Late assignments may be dropped off at my office or submitted by email in .doc, .docx, or .odt (OpenOffice.org -- a free program equivalent to MS Office) format. But be aware that the assignment does not count as handed in until I can read it (so the clock keeps ticking if your file is corrupted, or isn't attached to the email, etc.).

Word limits are meant to give you a sense of how comprehensive the paper ought to be, not as strict rules. If you have something important to say, say it. If you don't, don't waste your time (and mine) by padding the word count.

All information you acquire from sources other than your own creativity must be appropriately cited. An appropriate citation requires both an in-text reference immediately following the material in question, and a complete description of the source (including author, date, title, and publication information – a URL alone is insufficient) in the Works Cited. I prefer APA style (see the library website for details), but any complete and consistent citation format is acceptable. I expect students to exercise critical judgment in evaluating sources, both from the internet and from the library. Learning about environmental justice will require you to critically engage with sources that have strong political agendas, and both blanket dismissal of sources as “biased” and uncritical acceptance of them will be ruinous. If you have any questions about sources or citations, please talk to me before the due date – I would rather have you ask and do it right than lose points for doing it wrong.

1. Current events papers: Due weekly throughout the semester

Environmental justice is not just an academic issue -- it's something that plays out every day in countless places around the world. As a college student, you should be reading a newspaper or news magazine several times a week. If you aren't already, this class will be a good time to start! *The New York Times*, the *Los Angeles Times*, and the *Pittsburgh Post Gazette* are all good papers that often report on environmental justice issues. More specialized sources (such as *National Geographic*) are also acceptable, but the stories you use should have been reported in general-audience publications, not just in advocacy sources.

Between Week 3 and Week 10, you will be required to hand in five current events papers. For these papers, you will have to identify one news story about an instance of environmental justice or injustice. This story *does not* need to have anything to do with the specific topic of the week's readings – *any* example of environmental justice is suitable. Your paper should then discuss:

- What is the issue being reported?
- Why is this an example of environmental injustice/justice?
- What ought to be done to make the situation more just?

In grading your paper, I will be looking for both *creativity* and *clarity* in answering those three questions. Papers should be approximately 700 words long. This is not many words, so *please* do not waste space with lots of general background information on the issue you're writing about, or generalities about the importance of environmental justice. Each paper should include the complete citation of the story (including either a URL or a photocopy of the story itself). You are not permitted to hand in more than one paper per week, so you can't wait until Week 10 and then try to crank out all five. The deadline for a week's current events papers is the beginning of class on Friday.

2. Major paper: Progress reports due March 5 and April 9, oral presentation due April 26-30, final paper due May 3

This assignment is meant to give you experience analyzing an environmental justice issue in greater detail. Numerous progress checks will be made throughout the semester to ensure that you are making good progress. At the end of the class, each person will make a 7-minute oral presentation of their research.

Your major paper is your chance to dig deep into one environmental justice issue, and to develop a more coherent theory of justice. The paper should cover the same three basic questions as the Current Events assignments (though obviously in much more depth):

- What is the issue you are dealing with?
- Why is this an example of environmental injustice/justice?
- What ought to be done to make the situation more just?

During Week 4 (Feb. 8-12), all students must make an appointment to discuss their paper idea with the professor. Before the meeting, please skim over the reading packet for the remainder of the class to get ideas. You need not have a detailed topic worked out in advance, but if you come to the meeting completely unprepared, it will not be a productive use of your time or mine. You are not limited to the topics covered in this class, but you must be able to justify why the topic you choose is relevant to environmental justice. Most papers will be "case studies" – for example, of the controversy over uranium mining on the Navajo reservation or of the impact of the Green Revolution on farmers in India.

On March 5 and again on April 9, you must submit a "progress report." These progress reports will not be graded on content, so don't be afraid to turn in unpolished ideas or prose. However, 5% of your final class grade will be based on turning them in on time. The progress reports are meant to keep you from putting off your paper until the last minute, and to allow me to give you feedback on the development of your ideas before grading time arrives. The first progress report should contain, at minimum, a list of possible sources and a summary of the direction you plan to go with your argument. The second progress report should contain, at minimum, a more developed list of sources and a full outline of your argument, as well as two pages of actual writing.

During Week 14 (April 26-30), each student will make a 7-minute presentation on their research. In most cases this will be a traditional oral presentation, but if you have an idea for an alternative, creative way of presenting your research to the class, I'm happy to talk about it. Remember that you only have 7 minutes – so it is important to focus in on the most important aspects of your research and be concise. Questions asked of student presenters will help your classmates to improve their final written paper. If you want to use audiovisual technology (such as PowerPoint), that is fine – but delays for technical difficulties will be counted against your 7 minutes, so make sure you come to class early and test your equipment.

Written papers are due on the last day of classes, May 3. Your paper should be 6000-10,000 words long – but remember that saying everything necessary to make your point without adding extraneous information is more important than stretching or squishing to fit the word count.

The final page of this syllabus contains the rubric that I will use to grade your oral presentations and final paper.

5. Final exam: May 7

The final exam will be held from 1 to 3 p.m. on Friday, May 7. It will be a combination of short answer and short essay questions covering all reading and class discussion material from the semester.

Grading

The final grade for this class will consist of:

- 25% Current events papers (5% each)
- 5% Major paper progress report #1
- 5% Major paper progress report #2
- 25% Major paper written final paper
- 20% Major paper oral presentation
- 20% Final exam

Attendance and Preparation

Environmental justice is a complex subject, and no manageable set of readings can cover all of the information that I think is important to highlight on each topic. I expect all students to attend every class, because class lectures and discussions will be key to learning the material. While attendance is not factored into your grade, priority for outside-of-class help (such as office hours) will be given to those students who attend class regularly. You should come prepared to talk about the readings. I will frequently pose problems for you to investigate between classes. While these problems are not factored into your grade, I expect you to put in substantial time working on them so that we can have a productive class when we reconvene.

I assume that all members of this class are adults who have chosen to take this class because you are interested in learning about environmental justice. Therefore, behavior that is disruptive to your own learning or that of others will not be tolerated, and you will be asked to leave. Such behavior includes: eating, smoking, sleeping, working on work for other classes or personal business, talking about topics other than environmental justice, and the use of non-approved electronic devices (iPods, laptops, cell phones, etc. – all cell phones must be *turned off* when you enter the class and remain off until you leave).

Special Needs

Your ability to master the class material should not be hindered by anything other than your own effort. If you have a disability, health issue, outside responsibility, or other concern that may affect your ability to succeed in this class, do not hesitate to contact me or the university's Office for Students with Disabilities (738-4877, linda.quidone@sru.edu, 122 Bailey Library), and we will work together to find an accommodation for you.

Changes

While I do not expect much to change about this syllabus, I reserve the right to make changes and will notify students of them in class and/or by email.

Readings

There is one book for this class, plus a collection of shorter readings. The book is available through the campus bookstore, or from an online seller such as powells.com or amazon.com.

Washington, S. H., P. C. Rosier, and H. Goodall eds. 2006. *Echoes from the poisoned well: global memories of environmental injustice*. Lanham, MD: Lexington Books.

Readings not found in the book are available through the library's electronic reserve system, as well as a few online. You are expected to have thoughtfully read each week's readings by the beginning of the week. Many weeks have fairly large reading loads, so plan ahead and don't wait until the weekend before to start reading.

One good strategy for thoughtful reading is called the "yes, no, hmm" method. That is, after finishing the article you should come up with at least one important thing you think the author got right ("yes"), one thing the author got wrong ("no"), and one thing the author said that prompted you to think more deeply and go beyond the text ("hmm"). I expect all students to participate in class discussions, so thinking about the reading in this way will ensure that you have something to contribute.

I reserve the right to add graded response papers or quizzes to the class if it becomes apparent from class discussions that a substantial number of students are not doing the reading, or not doing it thoughtfully.

Blackboard

I will use the Blackboard system to distribute assignments, and to send messages about the class. Students should make sure that they are able to log in to the class's Blackboard site as well as the electronic reserves for this class on the library website. It is your responsibility to contact ITS or the library if you have a problem. You are also responsible for checking your SRU email account daily, as I will be sending class emails through Blackboard to those addresses.

Academic Honesty

Cheating (any method for getting the correct answers other than knowing the material yourself) and plagiarism (representing others' work as your own) will not be tolerated, and I will be alert for signs of both. In your papers, any idea that you take from any person other than yourself must be properly cited, and any words or phrases that you take from others must be clearly marked as quotations. You may discuss ideas with your classmates, or get help proofreading, but all of the writing must be your own. On the first instance of cheating or plagiarism, you will receive a zero for that assignment. On the second instance, you will receive a zero for the course. Review the section in your Student Handbook on Academic Honesty for a more detailed explanation of the university's procedures for handling cheating and plagiarism.

Schedule of Topics and Readings

Note: Readings marked [B] are from the book, Echoes from the poisoned well. Readings marked [E] are on the library's E-Reserve system. Readings marked [O] can be found online at the URL at the end of the citation.

Week 1, January 20-22: Introduction

Why should we worry about environmental justice? How did the environmental justice issue get on the agenda?

[B] Gibbs, L. 2006. Citizen activism for environmental health: the growth of a powerful new grassroots health movement. In *Echoes from the poisoned well*, 3-16.

[O] Foreman, C. H. 2000. Environmental justice and risk assessment: the uneasy relationship. *Human and Ecological Risk Assessment* 6 (4):549-554. <http://tinyurl.com/ygv5tty>

Week 2, January 25-29: What is justice?

How do we decide what counts as justice and injustice? What major theories have addressed this issue?

[E] Thompson, Paul B. 1996. Pragmatism and policy: the case of water. In *Environmental pragmatism*, ed. Andrew Light and Eric Katz, 187-208. London: Routledge.

[O] Young, Iris Marion 2004. Responsibility and structural injustice. <http://tinyurl.com/yb7h2w4>

[O] First National People of Color Environmental Leadership Summit. 1991. Principles of Environmental Justice. <http://www.ejnet.org/ej/principles.html>

Handout: Philosophers on justice

Week 3, February 1-5: Decision-making

What procedures should be followed to make decisions that raise environmental justice concerns?

What tactics should be used by people who feel they are victims of environmental injustice?

[E] Renn, O., Webler, T., & Kastenholz, H. 1998. Procedural and substantive fairness in landfill siting: a Swiss case study. In R. Löfstedt and L. Frewer (Eds.), *The Earthscan reader in risk and modern society* (pp. 253-270). London: Earthscan Publications.

[E] McCarthy, J. 2001. States of nature and environmental enclosures in the American West. In *Violent environments*, eds. N. Peluso and M. Watts, 117-145. Ithaca: Cornell University Press.

[E] Hibbard, Michael, and Jeremy Madsen. 2003. Environmental resistance to place-based collaboration in the U.S. West. *Society and Natural Resources* 16, no. 8:

703-718.

- [O] Levine, Peter, and Rose Marie Nierras. 2007. Activists' views of deliberation. *Journal of Public Deliberation* 3, no. 1: 4. <http://tinyurl.com/yd2th2a>

Week 4, February 8-12: Environmental racism: The experiences and the movement

How are inequalities in people's environments created? What is the experience of environmental inequality like? How do people subjected to environmental inequality respond?

- [B] Washington, S. H. 2006. Wadin' in the water: African American migrant struggles for environmental equality in Cleveland, Ohio, 1928-1970. In *Echoes from the poisoned well*, 127-142.
- [B] Goodall, H. 2006. Main streets and riverbanks: the politics of place in an Australian river town. In *Echoes from the poisoned well*, 255-270.
- [O] Bolin, B., S. Grineski, and T. W. Collins. 2005. The geography of despair: environmental racism and the making of South Phoenix, Arizona, USA. *Human Ecology Review* 12 (2):156-168. <http://tinyurl.com/yjfyep5>
- [E] Pulido, Laura. 2000. Rethinking environmental racism: white privilege and urban development. *Annals of the Association of American Geographers* 90 (1): 12-40.

Week 5, February 15-19: Environmental racism: The evidence and the research

What is the evidence that environmental inequalities are pervasive? How should we measure environmental inequalities? How should we explain the results?

- [O] Bullard, R. D., P. Mohai, R. Saha, and B. Wright. 2007. Executive summary. *Toxic wastes and race at twenty: 1987-2007: grassroots struggles to dismantle environmental racism in the United States.*, pp. x-xv. Cleveland: United Church of Christ Justice and Witness Ministries . <http://tinyurl.com/kqpdhy>
- [E] Been, V., and F. Gupta. 1997. Coming to the nuisance or going to the barrios? A longitudinal analysis of environmental justice claims. *Ecology Law Quarterly* 21:1
- [E] Davidson, P. 2003. Risky business? Relying on empirical studies to assess environmental justice. In *Our backyard: a quest for environmental justice*, eds. G. R. Visiglio and D. M. Whitelaw, 83-103. Lanham, MD: Rowman and Littlefield.

Week 6, February 22-26: Indigenous people: Environmental inequality

What kind of environmental inequalities do indigenous people face? How is their situation unique?

- [B] Goodall, H. 2006. Indigenous peoples, colonialism, and memories of environmental injustice. In *Echoes from the poisoned well*, 73-95.
- [B] Katona, J. 2006. The Mirar fight for Jabiluka: uranium mining and indigenous Australians. In *Echoes from the poisoned well*, 285-298.
- [O] Jefferies, S. M. 2007. Environmental justice and the Skull Valley Goshute Indians' proposal to store nuclear waste. *Journal of Land, Resources, and Environmental Law* 27 (2):409-429. <http://tinyurl.com/yg519f7>

Week 7, March 1-5: Indigenous people: Other forms of knowledge

How should indigenous ways of understanding the environment be incorporated into environmental policy? What counts as truly indigenous culture – and who gets to decide?

- [B] Kuokkanen, R., and M. K. Bulmer. 2006. Suttésája: from a sacred Sami site and natural spring to a water bottling plant? In *Echoes from the poisoned well*, 209-224.
- [E] Kendrick, A. 2003. Caribou co-management in Canada: fostering multiple ways of

knowing. In F. Berkes, J. Colding, & C. Folke (Eds.), *Navigating social-ecological systems: building resilience for complexity and change* (pp. 241-267). Cambridge: Cambridge University Press.

- [O] Huntington, Henry P., Sarah F. Trainor, David C. Natcher, Orville H. Huntington, La'ona DeWilde, and F. Stuart Chapin III. 2006. The significance of context in community-based research: understanding discussions about wildfire in Huslia, Alaska. *Ecology and Society* 11, no. 1: 40. <http://tinyurl.com/yfewpe5>

Final paper progress report #1 due March 5

Spring Break March 8-12 – No Class

Week 8, March 15-19: Gender

Do environmental concerns affect people differently on the basis of their gender? What role does gender play in environmental justice activism?

- [B] Unger, N. C. 2006. Gendered approaches to environmental justice: an historical sampling. In *Echoes from the poisoned well*, 17-34.
- [E] Rocheleau, Dianne, Laurie Ross, and Julio Morrobel. 1996. From forest gardens to tree farms: women, men, and timber in Zambrana-Chacuey, Dominican Republic. In *Feminist political ecology: global issues and local experiences*, ed. D. Rocheleau, B. Thomas-Slayer, and E. Wangari, 224-250. London: Routledge.
- [E] Sandilands, C. 1993. On "green" consumerism: environmental privatization and "family values". *Canadian Women's Studies* 13 (3): 45.

Week 9, March 22-26: Humans and animals

Are human rights and animal rights in competition, or complementary? Do our current ways of using and conserving animal life create environmental injustices for people?

- [E] Ilea, R. C. 2009. Intensive livestock farming: global trends, increased environmental concerns, and ethical solutions. *Journal of Agricultural and Environmental Ethics*, 22, 153-167.
- [E] Naughton-Treves, L. 1997. Farming the forest edge: vulnerable places and people around Kibale National Park, Uganda. *Geographical Review*, 87(1), 27-46.
- Short articles on Makah whaling controversy:*
- [O] Johnson, Keith A. The Makah manifesto. *The Seattle Times*, Sunday August 23. <http://tinyurl.com/y9dxdfn>
- [O] Sea Shepherd Conservation Society. 2009. Makah tribe – fighting to kill more whales. <http://tinyurl.com/y9u4o8u>
- [E] Russell, Dick. 1999. Tribal tradition and the spirit of the trust. *The Amicus Journal* 21 (1): 29-32.
- [O] Wagner, Eric. 2009. Savage disobedience: a renegade whaler rocks the boat in the Makah struggle for cultural identity. *Orion Magazine*, November/December. <http://tinyurl.com/y87xcek>

Week 10, March 29-April 2: Wilderness

Is preserving wilderness an important goal of environmental justice? How might our approach to wilderness create injustices?

- [B] Taylor, S. W. 2006. Citizens against wilderness: Environmentalism and the politics of marginalization in the Great Smoky Mountains. In *Echoes from the poisoned well*, 157-169.
- [E] DeLuca, K. M. 2007. A wilderness environmentalism manifesto: contesting the

infinite self-absorption of humans. In *Environmental justice and environmentalism: the social justice challenge to the environmental movement*, eds. R. Sandler and P. C. Pezzullo, 27-55. Cambridge, MA: MIT Press.

[E] Guha, R. 1989. Radical American environmentalism and wilderness preservation: a Third World critique. *Environmental Ethics*, 11(1), 71-83.

Last opportunity to hand in Current Events paper April 2

Week 11, April 5-9: Environmental justice between nations

What constitutes justice in international relations? What is a fair way of distributing the costs of dealing with global environmental issues?

[E] O'Brien, K. L., and R. M. Leichenko. 2003. Winners and losers in the context of global change. *Annals of the Association of American Geographers* 93 (1):89-103.

[O] Ruiz-Marrero, C. 2005. Carbon trading or climate justice? <http://tinyurl.com/yfls8yx>

[E] Agarwal, A., S. Narain, and A. Sharma. 2002. The global commons and environmental justice -- climate change. In *Environmental justice: discourses in international political economy*, eds. J. Byrne, L. Glover, and C. Martinez, 171-199. New Brunswick, NJ: Transaction Publishers.

Final paper progress report #2 due April 9

Week 12, April 12: Communities seeking change

How can communities empower themselves when they face environmental injustices? How can outsiders help?

[E] Di Chiro, Giovanna. 2002. Sustaining the "urban forest" and creating landscapes of hope: an interview with Cinder Hypki and Bryant "Spoon" Smith. In *The environmental justice reader: politics, poetics, and pedagogy*, eds. J. Adamson, M. Evans, and R. Stein, 284-307. Tucson: University of Arizona Press.

No class April 14-16 for AAG meeting

Week 13, April 19-23: Development

How has international development created environmental injustices? How might a more just alternative be created?

[B] Thompson, G. 2006. "Aiee, our fields will be destroyed": dubious science and peasant environmental practices in Madziwa, Zimbabwe. In *Echoes from the poisoned well*, 355-369.

[B] Steyn, P. 2006. Shell International, the Ogoni people, and environmental injustice in the Niger Delta, Nigeria. In *Echoes from the poisoned well*, 371-387.

[E] Bebbington, Anthony. 1996. Movements, modernizations, and markets: indigenous organizations and agrarian strategies in Ecuador. In *Liberation ecologies: environment, development, social movements*, ed. R. Peet and M. Watts, 86-109. London: Routledge.

Week 14, April 26-30: Oral presentations

There are no assigned readings for this week. Class will consist of oral presentations and discussion of class members' major research projects.

Final Exam: 1-3 p.m. May 7

Final paper and presentation grading rubric:

Item	A	B	C	D	F
Relevance 20%	Gives a complete, thoughtful, and integrated answer to all questions in the assignment	Addresses all questions, but gives insufficient depth to some, fails to link them together	Addresses all questions in a perfunctory way, omits some questions or adds irrelevant digressions	Veers significantly from the assigned topic	Essay is on a completely irrelevant topic
Use of concepts 20%	Demonstrates complete mastery of key cultural geography ideas	Makes good use of relevant ideas from cultural geography	Is able to use cultural geography ideas, but may miss relevant ones or use them in a shallow or somewhat mistaken way	Significant misuse of cultural geography ideas	Absence of relevant cultural geography ideas, or pervasive failure to understand them
Use of information and sources 20%	All arguments fully supported by information that is relevant and obtained from reliable sources	Adequate use of information and sources relevant to the argument	Signs of inattention to source quality, some information presented irrelevant or missing but necessary	Failure to distinguish reliable and unreliable sources, “kitchen sink” approach to research results	Large gaps in research and irrelevant digressions, use of manifestly unreliable sources
Citations 10%	All information cited in a clear and consistent manner	Citations may be partially incomplete	Significant inconsistencies in citation style, important points not cited	Pervasive failure to cite sources or to cite them in an understandable way	Citations absent or impossible to follow
Grammar and writing/speaking 10%	Impeccable grammar and writing style that is enjoyable to read and appropriate to the subject matter	Generally consistent grammar and an easy to understand writing style	Significant grammar mistakes and writing style that is stilted or inappropriate	Rampant grammar mistakes and awkward writing that make it difficult to follow the argument	Pervasive grammar mistakes and clear lack of care about the readability of the text
Insight 20%	Raises new ideas that enter new ground in cultural geography and/or strongly stimulate my own thinking	Reaches deep and substantive conclusions that go beyond the class material	Draws conclusions consistent with the class material, or further insights which are significantly flawed	Contains original ideas that are shallow or clearly incorrect	Lacks any original ideas