

BROWN UNIVERSITY
DEPARTMENT OF SOCIOLOGY
CENTER FOR ENVIRONMENTAL STUDIES
&
DEPARTMENT OF COMMUNITY HEALTH, SCHOOL OF MEDICINE

Spring 2006

SOC 187-1: Environmental Sociology: An Environmental Justice Approach
ES 172: The Science and Political Economy of Environmental Health and Social Justice

Wednesdays, 3:00-5:20

Location TBA

Instructors: Phil Brown (Department of Sociology & Center for Environmental Studies)
Rachel Morello-Frosch (Department of Community Health & Center for Environmental Studies)

TA: Laura Senier, MPH, MA (Department of Sociology): laura_senier@brown.edu

Office Hours: Professor Brown: Tues 2-4 or by appointment
Professor Morello-Frosch: Wednesday, 9-11 or by appointment
Laura Senier: Wed. 10-12 or by appointment

Office Location: Morello-Frosch: Center for Environmental Studies, 135 Angell Street, Room 207
Brown: Department of Sociology, 201 Maxcy Hall
Senier: Department of Sociology, 403 Maxcy Hall

Phone: Morello-Frosch: 401-863-9429
Brown: 401-863-2633

E-mail: phil_brown@brown.edu
rmf@brown.edu
laura_senier@brown.edu

Course Website: <https://webct.brown.edu>

Writing Fellows: Rachel Judge, rachel_judge@brown.edu
Suzanne Smith, suzanne_smith@brown.edu

Description and Purpose

For nearly two decades, civil rights leaders, academics, and policy-makers have contended that biases within environmental policy-making and the regulatory process, combined with discriminatory market forces, have created a disproportionate prevalence of hazardous pollution among the poor and communities of color. Underlying these claims of environmental discrimination is the belief that pollution may play an important, yet poorly understood, role in the complex pattern of disparate health status among the poor and people of color in the United States. In seeking to redress health disparities and inequalities in exposures to toxics, the environmental justice movement has shifted the political framework of US environmentalism by offering new insights into the junctures of political economy, social justice, discrimination, environmental degradation, and public health. The movement has also sparked contentious debates among researchers, policy-makers, activists and industry as to whether environmental discrimination actually exists and why or whether it is simply the result of other structural forces. These debates

have fueled a surge of academic and scientific inquiry into the question of environmental inequality in the United States

This course seeks to engage students to develop quantitative and qualitative analytical approaches for understanding the origins and persistence of environmental inequality. We will examine the regulatory, institutional, structural, political, and economic forces that underlie patterns of race and class-based discrimination and their implications for human health impacts among diverse communities. The course will explore competing theoretical, historical, and legal frameworks for understanding the intersection of race/racism and class formation in the United States and their relationship to current patterns of disparities in community environmental health. Empirical evidence will also be examined regarding: distributions of environmental quality and health; access to resources to influence and resist siting decisions and industrial development; and the broader political-economy of decision-making regarding environmental and health issues. Subject areas will include: siting of locally unwanted land uses; disparate impact of environmental hazards on human health among the poor and people of color; conflicts in urban planning and regional development; workplace health and safety; the disparate impact of Hurricane Katrina; and concepts of international environmental justice in the context of global warming debates and the international trade of wastes.

This course will be designed as a seminar aimed toward advanced undergraduates and graduate students who will be expected to participate actively and help facilitate discussions on complex theoretical, data and policy issues presented in the readings and current case studies. The first hour generally will entail a lecture and we will discuss the readings during the second hour. The course will also include a few guest lecturers. In addition to attending class, students will be expected to attend some outside lectures from visiting scholars doing research and activism on a variety of environmental justice issues. The dates and times for these lectures will be announced.

Course Objectives

This course is multidisciplinary in nature and will develop the written, verbal and critical thinking skills of upper-level undergraduates and graduate students. The primary audience will be Environmental Studies, Sociology, and Community Health students, although the course will be open to students from other disciplines. By the end of the course students will be expected to have achieved the following learning objectives:

- Understand theoretical and historical frameworks on race, racism and class formation in the United States and apply them to the field of environmental justice research;
- Apply basic concepts in environmental health for understanding disparities in community susceptibility to environmental hazards;
- Analyze and critique quantitative and qualitative studies on environmental racism;
- Develop multidisciplinary approaches for addressing policy challenges related to environmental justice;
- Understand the how the intersection of institutional discrimination with socioeconomic and political forces can lead to disparities in spatial distributions of environmental hazards.

Course Requirements

In addition to keeping up with the readings and taking turns facilitating weekly discussions, students will be expected to:

- Write occasional reaction papers to guest lectures and readings (2 pages). Reactions should include critiques, disagreements, questions, concerns, and new thoughts on the most important aspects of the lecture and readings and how these connect to their work, research, or the discussions we've been having in class.
- Complete a short reflective assignment (3 pages) defining environmental injustice and describing how their racial, socio-economic, and geographic background influenced their exposure to environmental harm and/or access to environmental benefits.
- With one or two partners, present the readings (by *critiquing and analyzing*—NOT summarizing) and facilitate 1-2 seminar discussions that cover the readings and other materials during the term. You will meet with one of the instructors prior to class (**THE LATEST IS WEDNESDAY MORNING BEFORE NOON**) to go over your proposed facilitation/presentation plan and your ideas for how you will lead class discussion for that week.
- Weekly oral reactions to readings. Each week EVERYONE will be expected to share with the class your thoughts, critiques and reactions to the readings. Since this class will have a seminar format, it is critical that everyone come to class prepared to discuss that week's readings and to help carry the conversation.

Term Projects:

Students will also develop a term project consisting of either:

1) A traditional term paper on a current issue in the field of environmental justice such as methodological questions in research and data analysis, or a critique of policy tools to adequately address environmental justice concerns of diverse communities. The paper should be about 20-25 pages.

2) Students may also develop a community service learning / research project to support a local community-based environmental justice campaign. Students choosing this option will be expected to write a background research paper (See Description below of Part I of term project). The second portion of the term assignment will consist of the product produced in consultation with the instructors and the community-based organization students are working with. Where appropriate, students may be asked to write up the results of their service work for Part II of their assignment.

3) A web-based project that provides a detailed analysis and a useful resource list related to an environmental justice policy issue or local campaign. Such projects could include an examination of environmental discrimination and public health; transportation equity; land use issue or Brownfields redevelopment and environmental justice.

Students are encouraged to do service learning projects if they are interested.

All term projects will be developed in consultation with the instructors. Students will develop a prospectus for their term project to be reviewed by a writing fellow and the instructors. Term projects will be completed in four phases:

- Prospectus: A 2-3 page proposal with references for your proposed term project;
- Part I—Analysis of the environmental justice issues you will be addressing either through a traditional term paper or a service learning project;

- **Part II**—Includes revisions to Part I. For a research paper you will then also add an analysis of your proposed policy, organizing, or regulatory solutions to the issue you wrote about in Part I. If you are doing a service learning project, you will do a short write-up about your project and the product you produce for the organization you are working with will constitute the final portion of your project.
- **Poster presentation** on your term project to share and solicit feedback from the class.

Drafts of the written assignments (except the reaction paper and reflective essays) will first be reviewed and critiqued by a writing fellow. Everyone must participate in the writing fellows program.

Assignment Schedule

REACTION PAPERS:

Due dates for reaction papers are noted in the reading schedule. *Please check these dates ahead of time.* Reactions to guest lectures will be the week following the lecture. Reaction papers are just that-- reactions (not summaries). As a result these papers are not graded, but you must do them thoughtfully or they will not be counted. *You may drop one reaction paper during the semester.*

Due dates for reaction papers are as follows:

- Paper #1: Wednesday Feb. 15th
- Paper#2: Wednesday, March 8th
- Paper#3: Wednesday March 15th
- Paper#4: Wednesday April 19th
- Paper#5: Wednesday April 26th

REFLECTION ESSAY:

A 2-3-page reflection paper defining environmental injustice and describing how your racial, socio-economic, and geographic background influenced your exposure to environmental harm and/or access to environmental benefits, **due Wednesday, February 8th.**

TERM PROJECTS:

Prospectus: A 2-page proposal of your term project prospectus with attached bibliography (8-10 references) **Due Friday, February 17th.** *Please turn in 3 copies to Dr. Brown's box in Maxcy Hall (one for the writing fellows and one for each professor).*

Term Paper Part I: <i>Due date for draft to Writing Fellows:</i>	Friday, March 17th
<i>Fellows turn back comments:</i>	Friday, March 24th
<i>Due date of final draft of Part I for Professors:</i>	Wednesday, April 5th

Final Term Paper or Service Learning Product: Part I (revised) & integrated with Part II:
Due date for Instructors:: Wednesday, May 10th

Please note: If you want to do an *optional* review with a writing fellow for the final paper, you must turn in a draft to them by *Wednesday, April 26th.*

POSTER PRESENTATION: Wednesday, May 3rd during class. Please note: This will be our final class and attendance is mandatory.

Required Readings and How to Get Them

Assigned readings include:

- 1) Course reader which is available for purchase from Allegra Printing located on the corner of Thayer and Waterman.
- 2) Course readings available on the internet or on the course website;
- 3) Books: available at the Brown Bookstore or another source of your choice.

Steve Lerner (2005): *Diamond: A Struggle for Environmental Justice in Louisiana's Chemical Corridor*.

Agyeman, Julian (2005): *Sustainable Communities and the Challenge of Environmental Justice*.

Corburn, Jason (2005): *Street Science: Community Knowledge and Environmental Health Justice*.

Evaluation

Course grades will be based on the following:

- 10% - Class participation and discussion facilitation
- 15% - Reaction papers (*these are counted not graded*) & Reflection Essay (*which is graded*)
- 10% - Prospectus
- 15% - Project presentation
- 50% - Term Project
 - Part I: 20%
 - Part II: 30%

Grading Policies & Course Ethics: As a general policy, late assignments will not be accepted. If we accept them under exceptional circumstances, credit will be decreased by at least half a grade for each day they are late (e.g. A to A-, B- to C). Also, we do not grade on a curve. Final grades for this class are based on the following GPA: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7). For final course grades: An A/A- = A; B+/B/B- = B; C+/C/C- = C.

A note about plagiarism: Students should be aware that plagiarism will not be tolerated in this class. Plagiarism entails appropriation of passages, words and phrases without credit, appropriation of both main and supporting ideas without credit, and paraphrasing without credit. Plagiarism also includes submitting a paper written by someone else. Ethical research requires that you properly document the sources you use. Even when you do not quote directly from another work, if reading that source contributed to the ideas presented in your paper, you should give the authors proper credit. If you have questions about how to cite your sources appropriately, please speak to the professors and refer to the citation resource that is available on the course website.

Reading Schedule

(R) Indicates Course Reader

(WS) Indicates url or document is available from course website

(B) Indicates assigned book.

Week 1, January 25th: Introduction to the Class

[RMF & PB]

Please skim the following online:

(WS) Cone, Marla, “Dozens of Words for Snow, None for Pollution.” *Mother Jones*, January/February 2005. Available at:

http://www.motherjones.com/news/feature/2005/01/12_402.html.

(WS) Capiello, Dina, “In Harm’s Way: Troubled Neighbors.” *Houston Chronicle*, January 15, 2005. Available at: <http://www.chron.com/cs/CDA/ssistory.mpl/topstory/2989507>

(WS) Times-Picayune, “Unwelcome Neighbors – Civil Rights and the Environment,” Special Series available at: <http://www.nolalive.com/speced/unwelcome/>

Week 2, February 1st : Race, Poverty, Environment, and Social Justice– A History of Struggle in the South (~310 pages) [RMF]

(WS) Principles of Environmental Justice, Adopted at the People of Color Conference on Environmental Justice, Washington, D.C. 1991. Available at: <http://www.ejrc.cau.edu/princej.html>

(R) Bullard, RD. (1993) Anatomy of environmental racism and the environmental justice movement, in Bullard, RD & Chavis, B eds. *Confronting Environmental Racism: Voices from the Grassroots*. South End Press, 15-39.

Steve Lerner (2005): *Diamond: A Struggle for Environmental Justice in Louisiana’s Chemical Corridor*, MIT Press.

Suggested Reading:

Markowitz, Gerald and Rosner, David (2002): “Chapter 9: A Hazy Mixture: Science, Civil Rights, Pollution, and Politics.” *Deceit and Denial: The Deadly Politics of Industrial Pollution*, University of California Press, Berkeley pp. 263-286.

Di Chiro, G (1996) “Nature as Community: The Convergence of Environment and Social Justice.” In: *Uncommon Ground: Rethinking the Human Place in Nature*, Norton, New York, pp. 298-320

Week 3, February 8th: How Race and Class are Lived in America: What’s Environment Got To Do With It? (~110 pages)

*** *Guest Lecture: Brian Mayer*

****Reflective essay is due.*

(R) Brown, Michael and Martin Carnoy, Elliott Currie, Troy Duster, David Oppenheimer, Marjorie Shultz, and David Wellman (2003). “Chapter 1: Of Fish and Water: Perspectives on Racism and Privilege.” In: *White-washing Race: The Myth of a Color-Blind Society*. University of California Press, Berkeley, CA pp. 34-65.

(R) Moore, Donald, Anand Pandian, Jake Kosek (2003) Introduction the Cultural Politics of Race and Nature: Terrains of Power and Practice. In: *Race, Nature and the Politics of Difference*, Duke University Press. Pp 1-49.

(R) Cronon, William (1996): "The Trouble With Wilderness or Getting Back to the Wrong Nature: In: *Uncommon Ground: Rethinking the Human Place in Nature*, Norton, New York, pp. 69-90.

(WS) *The New York Times*, "How Race is lived in America," Skim through this article series which is available at: <http://www.nytimes.com/library/national/race/index.html>

(WS) Visit <http://www.classism.org/>

(WS) *New York Times* series on class: "Class Matters" (May 2005): Skim through this material online: Available at: <http://www.nytimes.com/pages/national/class/index.html>

Suggested Reading:

Bobo, Lawrence, "Racial Attitudes and Relations at the Close of the Twentieth Century," in N. Smelser, W.J. Wilson, and F. Mitchell (eds.) *America Becoming – Racial Trends and their Consequences*, Washington, D.C.: National Research Council, pp.: 264-301, 2001.

Blackwell, Angela, Stewart Kwoh, and Manuel Pastor, *Searching for the Uncommon Common Ground – New Dimensions of Race in America*, New York: Norton, 2002.

Massey, Douglas and Nancy Denton (1993). "Chapter 4: The Continuing Causes of Segregation" *American Apartheid: Segregation and the Making of the Underclass*, Harvard University Press 83-115.

Lawrence, C. (1987). "The Id, the Ego, and Equal Protection: Reckoning with Unconscious Racism." In *Critical Race Theory*, Kimberlè Crenshaw, Neil Gotanda, Gary Peller and Kendall Thomas, eds, New York Press, New York. Pp. 235-257.

Lani Guinier (2002) *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy*, Harvard University Press.

Lani Guinier (1994) *The Tyranny of the Majority: Fundamental Fairness in Representative Democracy*. Free Press

A. Leon Higginbotham, Jr (November 29,1991). "An Open Letter to Justice Clarence Thomas from a Federal Judicial Colleague." In: *Race-ing Justice, En-gendering Power*. Toni Morrison, ed. 1992, Pantheon Books, New York. Pp. 3-39.

William Julius Wilson (1996) *The Truly Disadvantaged*, Vintage Books, New York.

West, Cornell (1994) *Race Matters*, New York: Vintage Books.

Week 4, February 15th: Racism, Social Class and Environmental Health Inequalities (~65 pages) (~60 pages) [RMF]

****Reaction Paper to Mayer lecture is due.*

****Prospectus for Term Project is due on Friday, Feb. 17th.*

(R) Institute of Medicine (1999) Establishing a baseline. Chapter Two from: Institute of Medicine. *Environmental Justice: Research, Education, and Health Policy Needs*. National Academy Press: Washington DC. pp: 11 - 21.

(WS) Morello-Frosch RA, Pastor M, Sadd J: "Integrating Environmental Justice and the Precautionary Principle in Research and Policy-Making: The Case of Ambient Air Toxics Exposures and Health Risks among School Children in Los Angeles." *Annals of the American Academy of Political and Social Science*, 2002, 584: 47-68. Available on course website.

(WS) Gee G and Payne-Sturges D (2004): "Environmental Health Disparities: A Framework Integrating Psychosocial and Environmental Concepts," *Environmental Health Perspectives*. 112: 1645-1653. Available on course website.

(R) Brown, Phil, Brian Mayer, Stephen Zavestoski, Theo Luebke, Joshua Mandelbaum, Sabrina McCormick (2003) The Health Politics of Asthma: Environmental Justice and Collective Illness Experience in the U.S., *Social Science and Medicine*, 57: 453-464.

(WS) Geronimus A. (2000). "To Mitigate, Resist, or Undo: Addressing Structural Influences on the Health of Urban Populations." *American Journal of Public Health* 90(6): 867-872. Available at: <http://www.ajph.org/cgi/reprint/90/6/867.pdf>

Suggested Reading:

Williams, David and Chiquita Collins (2002) "Chapter 21: Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health." *Race, Ethnicity and Health*, Jossey-Bass, 369-390.

(WS) Prakash, Swati "Breathe at Your Own Risk: Dirty Diesels, Environmental Health and Justice." Resource Paper Series, Second National People of Color Environmental Leadership Summit – Summit II. Available at: <http://www.ejrc.cau.edu/summit2/AtYourOwnRisk.pdf>

Rhodes, Edwardo Lao, "The Measurement of Environmental Injustice: Some Rules for Engagement," Chapter 8 in *Environmental Justice in America – A New Paradigm*, Indiana University Press, pp.: 118-136, 2003.

LaVeist, Thomas (2002) "Chapter 5: Segregation, Poverty and Empowerment: Health Consequences for African Americans." *Race, Ethnicity and Health*, Jossey-Bass, 76-96.

Oliver, Melvin and Thomas Shapiro (1995): *Black Wealth, White Wealth*, Routledge, New York. pp. 127-170.

Conley, Dalton (1999) *Being Black, Living in the Red: Race, Wealth and Social Policy in America* pp. 1-24

Krieger, N., D. Rowley, et al. (1993). "Racism, Sexism, and Social Class: Implications for Studies of Health, Disease, and Well-Being." *American Journal of Preventive Medicine* 9(6): 82-122.

Economic Policy Institute. *The State of Working America, 2004/2005*, Washington, D.C.: Economic Policy Institute.,.

Wilson, William Julius (1996) *When Work Disappears: The World of the New Urban Poor*, Vintage Books.

Gans, Herbert (1990): "Deconstructing the Underclass: The Term's Dangers as a Planning Concept." *APA Journal: Summer*, 271-277.

Week 5, February 22nd: Theorizing Environmental Justice (~90 pages) [PB]

(WS) Pellow, David (2000), "Environmental Inequality Formation: Toward a Theory of Environmental Injustice," *The American Behavioral Scientist*, 43 (4): 581-601. Available on course website.

(WS) Morello-Frosch RA: "The Political Economy of Environmental Discrimination." *Environment and Planning C, Government and Policy*, 2002, 20:477-496. Available on course website

(WS) Friedman, David, "The Environmental Racism Hoax," American Enterprise Institute, 2003, available at: http://www.taemag.com/issues/articleid.17116/article_detail.asp

(R) Rawls, John, "Justice as Fairness," (ed.) *John Rawls – Collected Papers*, Cambridge: Harvard University Press, 1999, pp.: 47-72.

(WS) Conley, Dalton: (2002) "Forty Acres and a Mule: What if America Pays Reparations?" *Contexts* 1(3): 13-30. Available on the course website.

Suggested Reading:

Pulido, L. (2000) Rethinking environmental racism: White privilege and urban development in Southern California. *Annals of the Association of American Geographers* 90(1): 12-40.

Harvey, David, "The Environment of Justice." *Justice and the Geography of Difference*, Blackwell, pp.: 366-402, 1996.

Taylor, Dorceta, "The Rise of the Environmental Justice Paradigm," *The American Behavioral Scientist*, vol 43, no. 4, pp: 508-580, January 2000. Available at: http://saturn.bids.ac.uk/cgi-bin/ds_deliver/1/u/d/ISIS/9235187.1/sage/j201/2000/00000043/00000004/art00005/3EF1E81A21BA5FDF1075481474F3AAE81A94C899DC.pdf?link=http://www.ingenta.com/de/ingenta%3Bid=tysb6649cxgv.circus&format=.pdf

Gelobter, Michel, "Toward a Model of 'Environmental Discrimination,'" in Bryant and Mohai (eds.), *Race and the Incidence of Environmental Hazards*, Boulder: Westview Press, pp.: 64-81, 1992.

Rawls, John, "Distributive Justice in S. Freeman (ed.) *John Rawls – Collected Papers*, Cambridge: Harvard University Press, 1999, pp.: 130-152.

Been, Vicki, "What's Fairness Got to do With It? Environmental Justice and the Siting of Locally Undesirable Land Uses" *Cornell Law Review* 78: 1001-1085.

Foreman, C. (1998): *The Promise and Peril of Environmental Justice*, Brookings Institution Press, Washington, DC, pp. 18-27, 64-88.

Week 6, March 1st : Citizens, Science and Data Judo: EJ and Contested Knowledge (~220 pages)

Guest Lecture: Rebecca Gasior Altman (Department of Sociology)

(B) Corburn, Jason (2005): *Street Science: Community Knowledge and Environmental Health Justice*, MIT Press.

Suggested Reading:

Israel B, Eng E, Schultz AJ, Parker EA (2005): *Methods in Community-based Participatory Research for Health*, Jossey Bass.

Brugge, D and Hynes, HP (2005): *Community Research in Environmental Health: Studies in Science, Advocacy, and Ethics*. Ashgate Press.

Morello-Frosch R, Pastor M, Sadd J, Porras C, Prichard M (2005). "Citizens, Science, and Data Judo: Leveraging Community-based Participatory Research to Build a Regional Collaborative for Environmental Justice in Southern California." In *Methods for Conducting Community-Based Participatory Research in Public Health*. Barbara Israel, Eugenia Eng, Amy Shultz, Edith Parker, eds. University of Michigan, Jossey-Bass Press.

Week 7, March 8th: 'Just Sustainability': Case Studies of Activism and Advocacy (~190 pages)

Guest Lecture: Julian Agyeman (Tufts University)

****Reaction Paper to Altman lecture is due.*

(WS) Sze, Julie (2004) "Asian American Activism for Environmental Justice," *Peace Review* 16(2): 149–156. Available on course website.

(B) Agyeman, Julian (2005): *Sustainable Communities and the Challenge of Environmental Justice*. NYU Press.

Suggested Reading:

William Shutkin: *The Land That Could Be: Environmentalism and Democracy in the Twenty-First Century*

Week 8, March 15th: Rural EJ Struggles: Agriculture and the American Southwest (~150 pages) [RMF]

****Reaction paper to Agyeman lecture is due.*

****Draft of Part I Term Paper is Due to Writing Fellows on Friday, March 17th*

(R) Laura Pulido 1996: Chapter 3: The Pesticide Campaign of the UFW Organizing Committee, 1965-71 in *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*, University of Arizona Press, p. 57-124.

(R) Valerie Kuletz (1998): Chapters 5-6, *The Tainted Desert: Environmental and Social Ruin in the American West*, Routledge Press, pp. 123-177.

(R) Pulido, Laura (1998) "Ecological Legitimacy and Cultural Essentialism: Hispano Grazing in Northern New Mexico." In *Chicano Culture, Ecology, Politics: Subversive Kin*, ed. Devon Peña, University of Arizona Press, pp. 121-140.

Suggested Reading:

(WS) International Indian Treaty Council, "Mercury Contamination and Community Health in Northern California," San Francisco CA, 2003, available at: www.treatycouncil.org/MercuryReportLoRez1.pdf

(WS) U.S. Commission on Civil Rights, *A Quiet Crisis: Federal Funding and Unmet Needs in Indian Country*, July 2003, Washington, D.C., Chapter 3, pp.: 34-49, available at: www.usccr.gov/pubs/na0703/na0731.pdf

Marentes, Carlos, "Farm Workers Fight against Environmental Racism and Neo-liberalism," *Synthesis/Regeneration* 33, Winter 2004, available at: <http://www.greens.org/s-r/33/33-06.html>

(WS) Peña, Devon (October 23, 2002): "Environmental Justice and Sustainable Agriculture: Linking Ecological and Social Sides of Sustainability." Resource Paper Series, Second National People of Color Environmental Leadership Summit – Summit II, 41 pages. Available at: <http://www.ejrc.cau.edu/summit2/SustainableAg.pdf>

Cole, Luke and Foster, Sheila (2001): Chapter 6 "In Defense of Mother Earth: The Indigenous Environmental Network" *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*, pp. 134-150.

Week 9, March 22nd: Hurricane Katrina and 'Human-made' Disasters: Lessons for Environmental Justice (~ 100 pages)

****Guest Speaker: To be announced*

(WS) Please read the articles on the following website: Social Science Research Council: "Understanding Katrina: Perspectives from the Social Sciences." Available at: <http://understandingkatrina.ssrc.org/>

(WS) Boyce, J (2000): "Let Them Eat Risk? Wealth, Rights, and Disaster Vulnerability". Political Economy Research Institute, University of Massachusetts, Amherst. Available on course website.

March 29th: Spring Break – NO CLASS

Week 10, April 5th: The Political Economy of Waste, Recycling and Pollution (~110 pages)
[PB]

**** *Final Draft of Part I Term Paper is due.*

(R) Pellow, David (2002): Chapters 5-6, *Garbage Wars*, MIT Press, pp. 102-160.

(WS) Alastair Iles (2004), "Mapping Environmental Justice in Technology Flows: Computer Waste Impacts in Asia," *Global Environmental Politics*, vol. 4, no. 4, 76-107. Available on the course website

(R) Field, R. (1997). "Risk and Justice: Capitalist Production and the Environment." *Capitalism, Nature, Socialism* 8(2): 69-94.

(WS) Basel Action Network & Silicon Valley Toxics Coalition (February 2002): *Exporting Harm: the Hi-Tech Trashing of Asia* 55 pages. Please skim this report at: <http://www.svtc.org/cleancc/pubs/technotrash.pdf>

Suggested Reading:

O'Connor, James (1994) "Chapter 8: Is Sustainable Capitalism Possible?" In: *Is Capitalism Sustainable? Political Economy and the Politics of Ecology*, ed Martin O'Connor, Guilford Press, New York pp. 152-175.

(WS) Jennifer Clapp: "Seeping Through the Regulatory Cracks: The International Transfer of Toxic Waste." SAIS Review 22(1): 140-155. Available at: http://1471.revproxy.brown.edu/journals/sais_review/v022/22.1clapp.pdf

Week 11, April 12th: Government Regulation and Legal Strategies (~90 pages)

Guest Lecture: Steven Fischbach, Rhode Island Legal Aid and lead plaintiff attorney in the Springfield School Litigation in Rhode Island

(WS) Mitchell, T (2001): "From Reconstruction to Deconstruction: Undermining Black Land Ownership, Political Independence, and Communities through Partition Sales of Tenancies in Common." *Northwestern University Law Review*, 95(2): 505-580. Available on course website.

(R) Lavelle, M., Coyle, M.A. (1993) "Unequal protection: The racial divide in environmental law." In: *Toxic Struggles: the Theory and Practice of Environmental Justice*. Hofrichter, R. (ed.) Philadelphia, PA: New Society Publishers, 136-43.

(WS) Executive Order 12898 – Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, February 11, 1994, available at: http://www.epa.gov/compliance/resources/policies/ej/exec_order_12898.pdf

(R) Lowry, Alma (Winter 2002) "Environmental Justice Advocacy after Sandoval." *Guild Practitioner*, Vol 59 (1):37-43.

(WS) *Recommendations of the California Environmental Protection Agency (Cal/EPA) Advisory Committee on Environmental Justice to the Cal/EPA Interagency Working Group on Environmental Justice, 2003 58 pages*. Please skim this document at: <http://www.calepa.ca.gov/EnvJustice/Documents/2003/FinalReport.pdf>

(WS) Lewis, Sanford and Diane Henkels, "Good Neighbor Agreements – A Tool for Environmental and Social Justice," Please skim this at: <http://www.cpn.org/topics/environment/goodneighbor.html>

Suggested Reading:

Cole, Luke and Foster, Sheila (2001): Chapter 5 "The Process of Struggle: Grassroots Resistance and the Structure of Environmental Decision-Making." *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*, pp. 103-133.

(WS) Office of Inspector General, *EPA Needs to Consistently Implement the Intent of the Executive Order on Environmental Justice*, Report No. 2004-P-00007, Washington, D.C., March 1, 2004, available at: http://www.epa.gov/compliance/resources/publications/ej/ej_annual_project_reports.html

(WS) USEPA, "Agency Response to Recommendations Provided in the OIG Evaluation Report entitled, 'EPA Needs to Consistently Implement the Intent of the Executive Order on Environmental Justice,'" Washington, D.C., June 7, 2004, available at: http://www.epa.gov/compliance/resources/publications/ej/ej_annual_project_reports.html

(WS) Deehon Ferris (October 23, 2002) "Promoting Community Building Through Collaborative Environmental Justice Legal Strategies and Funding Approaches." Resource Paper Series, Second National People of Color Environmental Leadership Summit – Summit II. Available at: <http://www.ejrc.cau.edu/summit2/EJLegal.pdf>

(WS) Mank, Bradford (April 2002) "South Camden Citizens in Action Versus New Jersey Department of Environmental Protection: Will Section 1983 Save Title VI Disparate Impact Suits?" *Environmental Law Reporter* Volume XXXII, p. 10454 (60 Pages)

(WS) California Air Resources Board (December 2001) "Policies and Actions for Environmental Justice." Available at: http://arbis.arb.ca.gov/ch/ejpolicies_121301.pdf

Week 12, April 19th: International Environmental Justice and Occupational Health (~60 pages)

Guest Lecture: Laura Senier (Department of Sociology)

*** Reaction paper to Fischbach lecture is due.

(R) Kuletz, V (2002) "The Movement for Environmental Justice in the Pacific Islands," in *The Environmental Justice Reader*, Joni Adamson, Mei Mei Evans and Rachel Stein, eds. University of Arizona Press, pp. 125-144.

(R) Pellow, David and Lisa Sun-Hee Park (2003) Chapter 5: The Political Economy of Work and Health in Silicon Valley. *Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High Tech Global Economy*, New York University Press, pp. 85-111.

(R) Bonacich, Edna and Richard Appelbaum (2000) "Chapter 1: Introduction: *The Return of the Sweatshop.*" *Behind the Label: Inequality in the Los Angeles Apparel Industry*, University of California Press, Berkeley, pp. 1-26.

(WS) Soriano, Jen "Globalization and the Maquiladoras" *Mother Jones Magazine* November 24, 1999, available on-line : <http://www.motherjones.com/wto/soriano1.html>

Suggested Reading:

Peña, Devon (1997) Chapter 4: "Like Turtles on the Line" *The Terror of the Machine: Technology, Work, Gender and Ecology on the U.S.-Mexico Border*, University of Arizona Press, pp. 103-133.

(WS) Adeola, Francis, "Cross-national Environmental Injustice and Human Rights Issues: A review of Evidence in the Developing World," *The American Behavioral Scientist*, vol 43, no. 4, pp: 686-706, January 2000. Available at: http://saturn.bids.ac.uk/cgi-bin/ds_deliver/1/u/d/ISIS/9235377.1/sage/j201/2000/00000043/00000004/art00011/1438AEB8234B2459107548190511B5966004C56C3F.pdf?link=http://www.ingenta.com/de/ingenta%3Bid=22ur0qn5yldn1.circus&format=.pdf

Agyeman, Julian, Robert Bullard and Bob Evans (2003): *Just Sustainabilities: Development in an Unequal World*. MIT Press.

Miller, A., Brown, P. (2000) "A Fair Climate for All." Climate Change Issue Brief, Redefining Progress, November 2000, 1-5.

Levenstein, Charles and John Wooding, "Dying for a Living – Workers, Production, and the Environment," Chapter 2 in D. Faber (ed.), *The Struggle for Ecological Democracy: Environmental Justice Movements in the United States*, New York: The Guilford Press, pp.: 60-81, 1998

(WS) Nieves, Evelyn, "To Work and Die in Juarez." *Mother Jones Magazine*, May/June 2002, available on-line: <http://www.motherjones.com/magazine/MJ02/juarez.html>

(WS) Bryce, Robert, "Toxic Trade Imbalance" Is NAFTA Turning the 2000 Mile Long Border Into a Toxic Waste Dump? *Mother Jones Magazine* January/February, 2001: Available online at: http://www.motherjones.com/mother_jones/JF01/toxic.html

Week 13, April 26th: Looking Forward: Future Research and Organizing Strategies for Environmental Justice (~50 pages) [PB & RMF]

***Optional draft of Part II of Term Project due to Writing Fellows on Wednesday, April 26th for those who want additional feedback on their work.

***Reaction paper to Senier Lecture is due.

(B) Pulido, Laura (1996) "Chapter 5: Politics, Identity and the Future of Environmentalism." *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*, University of Arizona Press, pp. 191-212.

(WS) Jenice L. View (October 23, 2002) “Just Transition Alliance Frontline Workers and Fenceline Communities United for Justice.” Resource Paper Series, Second National People of Color Environmental Leadership Summit – Summit II, 7 pages. Available at: <http://www.ejrc.cau.edu/summit2/JustTransition.pdf>

(WS) Morello-Frosch R., Pastor, M., Porras, C., Sadd, J. (2002) Environmental Justice and Regional Inequality in Southern California: Implications for Future Research, *Environmental Health Perspectives*, 110(Supplement 2): 148-154. Available on the Course Website

(WS) Sze J and Prakash S (2004) Human Genetics, Environment, and Communities of Color: Ethical and Social Implications. *Environmental Health Perspectives* 112: 740-745. Available on course website.

(WS) Robert Gough (October 23, 2002) “Indigenous Peoples and Renewable Energy: Thinking Locally, Acting Globally—A Modest Native Proposal for Climate Justice from the Northern Great Plains.” Resource Paper Series, Second National People of Color Environmental Leadership Summit – Summit II, 16 pages. Available at: <http://www.ejrc.cau.edu/summit2/IndigenousClimateJustice.pdf>

Suggested Reading:

Henig RM “The Genome in Black and White (and Gray),” *New York Times Magazine*, October 10, 2004.

Pastor, Manuel (2001) “Common Ground at Ground Zero? “The New Economy and the New Organizing in Los Angeles.” *Antipode* 33(2): 260-289.

McKibben, Bill, *Enough: Staying Human in an Engineered Age*, New York: Henry Holt and Company, pp.: 1-65, 2003.

O'Rourke, Dara and Gregg Macey (2003), "Community Environmental Policing: Assessing New Strategies of Public Participation in Environmental Regulation," *Journal of Policy Analysis and Management*.

Szasz, Andrew, “The Toxics Movement: From NIMBYism to Radical Environmental Populism,” Chapter 4 in *Ecopopulism – Toxic Waste and the Movement for Environmental Justice*, Minneapolis: University of Minnesota Press, pp.: 69-99, 1994.

(WS) “Environmental Justice Conference Draws over 1200 delegates.” Available at the Environmental Justice Resource Center Website: <http://www.ejrc.cau.edu/SummitIIdelegatenews.html>

Bullard, Robert, Glen Johnson eds (1997). *Just Transportation: Dismantling Race and Class Barriers to Mobility*, New Society Publishers.

Romm, Jeff, “The Coincidental Order of Environmental Injustice,” in Mutz, Bryner, and Kenney (eds.) *Justice and Natural Resources*, Washington, D.C.: Island Press, pp.: 117-137, 2002.

Hynes, Patricia, “The Chelsea River: Democratizing Access to Nature in a World of Cities,” in J. Boyce and B. Shelley (eds.) *Natural Assets: Democratizing Environmental Ownership*, Washington, D.C.: Island Press, pp.: 277-297, 2003.

Mission Anti-Displacement Coalition (MAC), “The Hidden Costs of the New Economy: A Study of the Northeast Mission Industrial Zone,” San Francisco CA, 2001, http://www.medasf.org/reports/NEMIZ_Report.pdf

Week 14, May 3rd: Class Poster Presentations

*****Final Term Papers are due Wednesday, May 10th.**