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Fall 9-1-2016

### ENST 489S.01: Environmental Justice Issues and Solutions

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**ENST 489/595 – Environmental Justice Issues and Solutions**  
Tu/Th 3:30 - 4:50 PM / PAYNE FAMILY NATIVE AMERICAN CENTER, RM. 105  
Fall 2016

**Instructor**

Dr. Robin Saha

Office: Jeannette Rankin Hall, Rm. 018 (basement)

Office Hours: Wed. 10:30 am - Noon, Thurs. 12:30-2:00 pm, or by appt.

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**Course Description**

In this co-convened undergraduate (489S) and graduate (595) course, we explore *how* and *why* environmental risks, such as exposure to toxic chemicals - and benefits, such as access to natural resources, environmental amenities, and environmental protection - are inequitably distributed among various segments of society. The premise of this course is that socially, economically, and environmentally sustainable societies at the local, national, and global levels cannot be achieved unless the underlying causes of environmental and social inequity are understood and addressed.

Thus, in the first part of the course we look at the historical, sociocultural, political, and economic processes by which environmental inequities by race, socioeconomic status, and gender are believed to have arisen and continue to persist. We do so largely by examining various case examples and different manifestations of environmental injustice, including those facing indigenous peoples.

In the latter part of the course, we will use our understanding of the causes to consider environmental justice solutions. We will focus on governmental and industry responses to environmental justice issues. We will look at strategies and tools that disproportionately affected communities and their allies are using to empower themselves and work toward a more just, fair and sustainable society. We also will critique efforts of environmental justice organizations, government, industry, and yes, even universities and traditional environmental organizations. We will also explore our own places and roles in the movement and within segments of society seeking broader social justice and social change.

**Course Objectives and Learning Outcomes**

This course seeks to develop students' understanding of myriad causes of environmental inequality and apply those understandings to critique existing solutions to environmental inequality and propose new solutions.

By the end of the course students will:

- be able to identify examples of environmental injustice in various contexts.
- understand and apply various environmental justice concepts;
- understand key analytic issues regarding evidence of environmental injustice;
- understand the range of explanations for environmental inequality;
- understand the unique aspects of environmental justices that relate to Native Americans;
- have a better understanding of their own social background and environmental influences, places within the environmental justice movement and desirable roles in social change;

- understand and appreciate the role of grassroots environmental justice groups in societal responses to environmental injustice, including the role of local EJ groups;
- be able to assess the effectiveness of existing approaches for addressing environmental injustice;
- be able to propose appropriate solutions that individuals, communities, government, industry, and the environmental community can use to address environmental justice problems; and
- conduct environmental justice analyses that demonstrate an in-depth understanding of a particular environmental justice case, topic, or issue .

## Class

The class format will be a mix of lecture, discussion, short films, guest speakers, small group activities and student presentations. There also will be two days of training held in a computer classroom covering how to obtain and use demographic data and information on pollution sources and toxic chemicals. The last several classes will be devoted to graduate student term paper presentations.

A Note on Email Communication: In accordance with privacy laws the University requires me to communicate with students about academic matters through students' University email (UMConnect) account. Although efforts will be made to limit emails, occasionally it is necessary to communicate with the class. Thus, please regularly check your UM email account for this class.

A Note about Obtaining Assistance: If you need assistance outside of class understanding course materials or with assignments, please come see me during office hours (or by appointment if meeting during office hours is not possible). I pride myself on be readily available for extra help.

## Field Trip

There will be a full-day field trip on Thursday, October 6, to the Flathead Indian Reservation, which is home to the Confederated Salish Kootenai Tribes. Further detailed will be provided in class. All students are expected to attend the field trip and should make necessary arrangements with their other instructors, employers, families, etc.

## Description of Main Assignments<sup>1</sup>

All assignments should be typed, double-spaced and use 11 or 12 point font and one-inch or one-and-a-quarter inch page margins. Unless otherwise instructed, all assignments should be submitted through the [Moodle](#) course webpage (use your UM NetID Login at <http://umonline.umt.edu/>).

**Mini Case Study Analysis:** For this assignment, students will analyze the case assigned for Tuesday, Sept. 13, using various environmental justice concepts (distributive, procedural, corrective, social and ecological justice). In doing so, you will be asked to describe what forms of environmental injustice you think are evident in the case and explain why, for example, by providing specific examples or evidence. Mini case study analyses should be no more than four pages for undergraduates and no more than six pages for graduate students. This assignment is due Thurs., September 22.

**Social History Reflection Essay (UNDERGRADUATES ONLY):** For this assignment, you will be asked to use definitions of social class and concepts of race and ethnicity presented in the class, as well as Census and environmental data from EPA's [EJ Screen](#) on the neighborhood or community you grew up in, to develop a social and environmental history of your life. We will have special workshops to train you up on

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<sup>1</sup> Other assignments not described below include an EJ Movement Homework and a Field Trip Reaction Paper.

accessing Census data and using EJ Screen. You will be asked to combine that information with your personal reflections about how your background and experience of the place where you grew up shaped your outlook on life, your awareness of and interactions with diverse others, and your experiences of and attitudes toward the environment. Essays should be about 5-6 pages without figures and tables. Essays are due Tuesday, November 1.

***Take-Home Final Exam (UNDERGRADUATES ONLY):*** Undergraduate students will have a take-home final exam that will be handed out at least three weeks before it is due. It will consist of several essay questions covering a wide range of topics covered in the class. You are expected to use and synthesize information from various sources, including course readings, lectures, the field trip, your social history essay, and guest speakers, as well critically analyze various EJ cases that we covered in the class. There will be a limited set of readings on a special case that you will be expected to use. You will be asked to demonstrate the ability to apply EJ concepts and explanations to the case (much like the mini case study assignment). You will also be asked to critique EJ solutions, offer well-justified solutions to specific EJ problems. There will also be opportunity to explore and express your own views and ideas about environmental justice, social justice and sustainability. Total length is not to exceed 15 pages. Students may be asked to contribute questions for the final exam throughout the semester. Final exams are due the last day of class, Wed., Dec. 14.

***Term Papers/Case Studies and Presentations (GRADUATE STUDENT ONLY):*** Graduate students will do a traditional term paper by researching, analyzing, and/or critiquing a current environmental justice case (referred to as a case study below), issue, topic, or an approach to addressing EJ problems. Topics might include grassroots community organizing; cross-class or cross-cultural alliance building; other types of collaboratives such as good neighborhood agreements and federal/state-tribal co-management; indigenous rights; traditional ecological knowledge; biopiracy and tribal intellectual property rights; EJ policies; toxics reform; community-based research; citizen science or popular epidemiology; clean production/green chemistry; corporate social and environmental responsibility; shareholder activism; the precautionary principle; environmental human rights; EJ networks; collaboration; sustainable economic development; etc..

Graduate term papers and case studies should have both research and analysis components and a discussion of EJ solutions. They will be developed in consultation with the instructor and require a number of separate assignments including a: (1) Proposal; (2) Draft; (3) Peer Review; (4) Review Response; (5) Final Term Paper or Case Study; and (6) In-Class Presentation. These separate assignments are described below though specific guidelines will also be handed out and posted on Moodle. See below for a schedule of these assignments.

- (1) Proposals. An approximately five-page proposal with at least 15 references should describe the case, topic, or issue to be researched, provide important background, explain how and why the case, topic or issue concerns environmental (in)justice, summarize information already gathered, and describe further research and analysis to be conducted, including some of the main information sources to be used. Case study proposals should include a list of stakeholders to potentially interview and draft interview questions. In addition, for research paper proposals, please describe the main research questions and purposes or objectives of the research; provide an outline and brief description of main topics and subtopics to be discussed; and describe your interest in the topic. You may be asked to informally present your topic/proposal to the class.
- (2) Drafts: Rough drafts should include a brief introduction to the topic, a statement of the research question and/or the purpose and goals of the research, appropriate background, an in-depth EJ analysis, an appropriately formatted and complete reference list, and a short description of

additional work to be done. It is expected that draft will demonstrate significant progress in researching and analyzing the topic, issue or case.

- (3) Peer Reviews: Each graduate student will read and offer a constructive written review of another student's draft term paper or draft case study.
- (4) Review Responses: In true collegial form, you will give a written response to your reviewer.
- (5) Final Terms Papers & Case Studies: Include revisions to your draft that incorporate feedback from the instructor, your peer reviewer, and any additional information obtained. Terms papers and case studies should suggest policy, organizing, or other solutions to the issue or problem, and include a feasibility analysis, that is, a discussion of the practicality of achieving various solutions, including necessary steps, potential obstacles and way of overcoming them. Graduate student term papers and case studies should be about 25 pages, not including references and appendices.
- (6) In-Class Presentations: Presentations are scheduled for the last several class sessions including one during Finals Week. Presentation guidelines and a schedule for presentations will be handout out in class.

**Class Facilitation (GRADUATE STUDENT ONLY)**: For this assignment you are asked to facilitate class in the latter part of the semester. Class facilitation should be about 45 minutes to one hour and include the following two components:

- (1) Present on the Assigned and Outside Readings. Briefly summarize the main points of the readings, provide analysis and critique that can prepare the class for discussion or the activity, introduce and discuss additional sources on the topic. Although a variety of approaches are possible, you might identify the strengths and weakness of the readings, for example, what main arguments or claims you found useful, effective, or ineffective and why, and offer additional sources to bolster your argument or enhance understanding of the topic. Reading commentaries should also attempt to link the readings for the day to each other by identifying common themes and otherwise comparing and contrasting them. Your presentation should explain how and why you think the readings and additional sources you identify improve our understanding of a particular environmental justice topic.
- (2) Lead Discussion or an Activity. Engage with the class in some way on the topic. Consider preparing handouts or involving the class in an activity, posing questions and leading a discussion or small group activity, a role play perhaps. Please ask the instructor if you would like assistance in planning an activity or if you would like additional resources to help you prepare.

To plan for this assignment, please submit your top three choices of topics by Tuesday, September 20. Choose from among the topics listed in the syllabus on or after Tuesday, November 1, or propose a topic not already listed that interests you but is also not what you expect will be the topic of your term paper. I will make my best effort to give you your top choice. I can provide additional reference materials on the topic if requested (and may do so on my own), and can work individually with you as you prepare for this assignment. No less than two weeks your assigned day to facilitate class, please submit a class facilitation plan that identifies and describes the outside sources you will use to supplement the assigned readings and that describes the planned activity. Please also plan on meeting with me before the class session to go over you facilitation plan.

**Note on the Graduate Students Increment**: In addition to doing a term paper (instead of a take-home final exam), graduate students are required to meet several times for discussions outside of class, and lead part of a class period once during the term (see Class Facilitation above). Graduate student work is expected to demonstrate relatively more thorough research and in-depth analysis and insight.

## Extra Credit

A few extra credit – typically service learning – opportunities that relate directly to the course will be provided. To receive extra credit students must submit a short paper describing the activities performed or event attended and relating it to the course content.

## Schedule of Assignments

Assignments are due before class on the due date listed below.

<u>Assignment</u>	<u>Due Date</u>
Class Facilitation (graduate students)	As arranged
EJ Movement Homework (all)	Tues. 9/6
Grad Student Class Facilitation Preferences	Tues. 9/20
EJ Mini Case Study Analysis (all)	Thurs. 9/22
Field Trip Reaction Paper (all)	Tues. 10/11
Graduate Term Paper/Case Study <u>Proposals</u>	Tues. 10/18
Social History Reflection Essays (undergrads)	Tues. 11/1
Graduate Term Paper/Case Study <u>Drafts</u>	Thurs. 11/10
Term Paper/Case Study <u>Reviews</u> (graduate)	Thurs. 11/17
Review <u>Responses</u> (graduate)	Tues. 11/22
Graduate Term Paper/Case Study <u>Presentations</u>	12/6, 12/8, and 12/14, as arranged
Graduate Term Papers/Case Studies (written)	Wed. 12/14
Take Home Final (undergrads)	Wed. 12/14

## Grading and Evaluation

It is expected that all assignments will be turned in on time. The instructor reserves the right to not accept late assignments. If accepted, deductions will be made for all assignments turned in late unless you make pre-arrangements before the due date.

Course grades will be based on a total of 1000 possible points allocated as indicated below.

<b>Undergraduates</b>		<b>Graduate Students</b>	
<u>Assignment/Grade Component</u>	<u>Pts.</u>	<u>Assignment/Grade Component</u>	<u>Pts.</u>
Class Participation	100	Class Participation	100
EJ Mini Case Study	100	Class Facilitation	75
Field Trip Reaction Paper	100	EJ Mini Case Study	50
Social History Essay	300	Field Trip Reaction Paper	50
Final Exam	400	Term Paper/Case Study Proposal	100
		Rough Draft	200
		Draft Feedback	50
		Feedback Response	25
		Term Paper/Case Study Presentation	100
		Term Paper/Case Study (written)	250

## Attendance Policy

Regular attendance is a requirement and a significant part of your participation grade. Attendance will be taken each day in class; and it is your responsibility to sign the attendance sheet. Students who have five or more unexcused absences throughout the term may receive up to a full letter grade reduction in their course grade. Excused absences will be given on a case-by-case basis. Students wishing to have an excused absence generally must notify the instructor in advance of a class that they will miss or provide an acceptable reason such as illness or death in the family and may be required to provide verification. Repeated lateness to class and/or early departure from class is disruptive to the learning environment and may also result in a grade reduction.

Please regularly come to class on time (and don't leave early too)! Also, please do not miss class to work on an assignment.

## Academic Dishonesty and Plagiarism

Plagiarism is a serious violation of academic integrity. All work and ideas submitted are expected to be your own or must be fully and accurately attributed to verifiable sources. The *Academic Policies and Procedures in the University Catalog* states: "Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion." If you have any doubts about plagiarism and citing of others' work or ideas, especially web sources, please consult the instructor.

## Students with Disabilities

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <http://life.umt.edu/dss>.

## Readings

Although there are no required texts for the course, we will be reading various articles, book chapters, reports and such. All readings will be available for downloading and printing through the ENST 489 Moodle course webpage. See: <https://moodle.umt.edu/>. Please note that printouts of some case study materials (readings) should be brought to class as indicated in the Class Schedule. Reading assignments are listed in the course schedule below.

Note that graduate students are assigned extra readings most days as indicated in left margin by the following notation: **GRAD**.

Some adjustments to the course schedule may be needed to suit the needs of the class. These are announced in class. Students who are late, miss class, or leave early are responsible for finding out about any changes from other students or me.

## Course Schedule

<b>INTRODUCTION TO ENVIRONMENTAL JUSTICE</b>
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**TUES. 8/30 – COURSE INTRODUCTION**

**THURS. 9/1 – INTRODUCTION TO ENVIRONMENTAL JUSTICE**

Bullard, Robert D. 2005. "Environmental Justice in the Twenty-First Century." In *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*, edited by author, 19-42. San Francisco, CA: Sierra Club Books.

**GRAD** Taylor, Dorceta. 1997. "American Environmentalism: The Role of Race, Class, and Gender." *Race, Gender & Class* 5(1): 16-62.

**TUES. 9/6 – INTRODUCTION TO THE ENVIRONMENTAL JUSTICE MOVEMENT**

**EJ Movement Homework Due**

Lerner, Steven. 2010. "Forward", "Preface" and "Introduction." In *Sacrifice Zones: The Front Lines of Toxic Chemical Exposure in the United States*, ix-xiv, 1-15. Cambridge, MA: The MIT Press.

**Read selected pages from Chapter 4 as assigned in class:**

Bullard, Robert D., Glenn S. Johnson, Denae W. King and Angel Torres. 2014. *Environmental Justice Accomplishments and Milestones 1964-2014: A Report Prepared in Commemoration of the Twentieth Anniversary of the Environmental Justice Executive Order 12898*. Barbara Jordan-Mickey Leland School of Public Affairs, Texas Southern University, Houston, TX.

**GRAD** Berry, Gregory R. 2003. "Organizing against Multinational Corporate Power in Cancer Alley: The Activist Community as Primary Stakeholder." *Organization & Environment* 16(1): 3-33.

**THURS. 9/8 – ENVIRONMENTAL JUSTICE MOVEMENT GRASSROOTS ACTIVISM**

Krauss, Celene. 1993. "Blue-Collar Women and Toxic-Waste Protests: The Process of Politicization." In *Toxic Struggles: The Theory and Practice of Environmental Justice*, edited by Richard Hofrichter, 107-117. Philadelphia, PA: New Society.

Roberts, J. Timmons and Melissa M Toffolon-Weiss. 2001. "The Nation's First Environmental Justice Judgment: The LES Uranium Enrichment Facility." In *Chronicles from the Environmental Justice Frontline*, 63-100. New York, NY: Cambridge University Press.

**GRAD** Prindeville, Diane-Michele, 2003. "For the People: American Indian and Hispanic Women in New Mexico's Environmental Justice Movement." In *Our Backyard: A Quest for Environmental Justice*, edited by Gerald R. Visgilio and Diana M Whitelaw, 139-157. Lanham, MD: Rowman and Littlefield.

Mix, Tamara L. 2011. "Rallying the People: Building Local Grassroots Environmental Justice Coalitions and Enhancing Social Capital." *Sociological Inquiry* 81(2): 174-194.

**TUES. 9/13 – SPOTLIGHT ON EJ CASES**

**Everybody read:**

Cole, Luke and Sheila Foster. 2001. "We Speak for Ourselves: The Struggle for Kettleman City." In *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*, 1-9. New York: New York University Press.

**Read one of the following cases as announced and bring printout to class:**

Bullard, Robert D. 2012. "The Nightmare on Eno Road: Poisoned Water and Toxic Racism in Dickson, Tennessee." In *The Wrong Complexion for Protection: How the Government Response to Disaster Endangers African American Communities*, by author and Beverly Wright, 126-155. New York, NY: New York University Press.



Lerner, Steven. 2010. "Addyston, Ohio: The Plastics Plant Next Store." In *Sacrifice Zones*, 157-176.

Lerner, Steven. 2010. "Fallon, Nevada: Largest U.S. Pediatric Leukemia Cluster near Naval Air Station and Tungsten Smelter." In *Sacrifice Zones*, 267-295.

Lerner, Steven. 2010. "Ocala, Florida: Community Blanketed by 'Black Snow' from Neighboring Charcoal Factory." In *Sacrifice Zones*, 19-40.

Lerner, Steven. 2010. "Port Arthur, Texas: Public Housing Residents Breathe Contaminated Air from Nearby Refineries and Chemical Plant." In *Sacrifice Zones*, 73-98.

Lerner, Steven. 2010. "St. Lawrence Island, Alaska: Yupik Eskimos Face Contaminated Water and Traditional Food Supplies near Former U.S. Military Base." In *Sacrifice Zones*, 219-246.

Lerner, Steven. 2010. "Tallevast, Florida: Rural Residents Live Atop Groundwater Contaminated by High-Tech Weapons Company." In *Sacrifice Zones*, 119-136.

**GRAD** Kuehn, Robert. 2000. "A Taxonomy of Environmental Justice." *Environmental Law Reporter* 30: 10681-10703.

#### **THURS. 9/15 – EJ CASES (CONT.)**

**Please bring a hardcopy of your assigned case from 9/13 to class**

<b>ENVIRONMENTAL JUSTICE ISSUES</b>
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#### **TUES. 9/20 – FOOD JUSTICE**

##### **Grad student class facilitation preferences due**

Gottlieb, Robert. 2009. "Where We Live, Work and Play ... and Eat: Expanding the Environmental Justice Agenda." *Environmental Justice* 2(1): 7-8.

Williams, Orrin. 2005. "Food and Justice: The Critical Link to Healthy Communities." In *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, edited by David Naguab Pellow and Robert J. Brulle, 117-130. Cambridge, MA: The MIT Press.

LaDuke, Winona. 2005. "Wild Rice." In *Recovering the Sacred: The Power of Naming and Charming*, 167-190. Cambridge, MA: Sound End Press.

**GRAD** Adamson, Joni. 2011. "Medicine Food: Critical Environmental Justice Studies, Native North American Literature, and the Movement for Food Sovereignty." *Environmental Justice* 4(4): 213-219.

Donham, Kelley J., Steven Wing, David Osterberg, Jan L. Flora, Carol Hodne, Kendall M. Thu, and Peter S. Thorne. 2012. "Community Health and Socioeconomic Issues Surrounding Concentrated Animal Feeding Operations." *Environmental Health Perspectives* 115(2): 317-320.

#### **THURS. 9/22 – FOOD JUSTICE GUEST SPEAKER – MALIK YAKINI**

##### **EJ Mini case study analysis due**

Felton, Ryan. 2015. "[The Educator and Activist: Malik Yakini](#)." *Detroit Metro Times* (June 10).

#### **TUES. 9/27 – EJ AND NATIVE AMERICANS**

Johnson, Benjamin Heber. 2001. "The Dark Side of Environmentalism." [Book Review of *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*, by Mark David Spence] *Reviews in American History* 29(June): 215-221.

Taylor, Dorceta E. 2014. "Internal Colonialism: Native American Communities in the West." In *Toxic Communities: Environmental Racism, Industrial Pollution and Residential Mobility*, 47-68. New York, NY: New York University Press.

Weymouth, Adam. 2014. "When Global Warming Kills Your God." *The Atlantic* (June 3). Available at: <http://www.theatlantic.com/features/archive/2014/06/when-global-warming-kills-your-god/372015/>.

## GRAD

Krakoff, Sarah. 2002. "Tribal Sovereignty and Environmental Justice." In *Justice and Natural Resources: Concepts, Strategies, and Applications*, edited by Kathryn M. Mutz, Gary C. Bryner, and Douglas S. Kenney, 161-183. Washington D.C.: Island Press.

### **Grads also read one of the following:**

Ranco, Darren Catherine A. O'Neill, Jamie Donatuto, and Barbara L. Harper. 2011. "Environmental Justice, American Indians and the Cultural Dilemma: Developing Environmental Management for Tribal Health and Well-Being." *Environmental Justice* 4(4): 221-230.

Young, Phyllis. 2001. "Beyond the Water Line." In *Defending Mother Earth: Native American Perspectives on Environmental Justice*, edited by Jace Weaver, 85-98. Maryknoll, NY: Orbis Books.

## **THURS. 9/29 – ASSERTING TRIBAL SOVEREIGNTY - THE SÉLIŠ KSANKA QL'ISPÉ (FORMERLY KNOWN AS THE KERR) DAM CASE**

Tabish, Dillon. 2014. "[Power Struggle.](#)" *Flathead Beacon* (Aug. 20).

Devlin, Vince. 2015. "[Flathead Reservation Dam Tour Draws PSC Chairman and 7 Legislators, Including Keenan.](#)" *Missoulian* (Oct. 28).

Smith, Thompson. 2008. "A Brief History of Kerr Dam and the Flathead Reservation." [Excerpt] In *čłqétkw̓ ntɣw̓étkʷs / a-kinmituk -- The Lower Flathead River, Flathead Indian Reservation, Montana: A Cultural, Historical, and Scientific Resource*. Pablo, MT: SKC Tribal History Project.

## **TUES. 10/4 – NATIONAL BISON RANGE CASE STUDY**

Saha, Robin and Jennifer Hill-Hart. 2015. "Federal-Tribal Comanagement of the National Bison Range: The Challenge of Advancing Indigenous Rights Through Collaborative Natural Resource Management in Montana." In *Mapping Indigenous Presence: North Scandinavian and North American Perspectives*, edited by Kathryn W. Shanley and Bjørg Evjen, 143-188. University of Arizona Press.

Fries, Ralph. 2016. "[Guest Opinion: Keep Bison Range under Public Management.](#)" *Billings Gazette* (July 16).

Finley, Vernon. 2016. "[Guest Opinion: Tribes Ready to Resume Bison Management.](#)" *Billings Gazette* (Aug. 11).

## **THURS. 10/6 – FIELD TRIP TO THE FLATHEAD INDIAN RESERVATION**

Salish-Pend O'Reille Culture Committee. "The Hellgate Treaty: A Brief History." From *A Brief History of the Salish and Pend O'Reille Tribes*. Confederated Salish & Kootenai Tribes, Pablo, MT.

Salish-Pend O'Reille Culture Committee. 2012. "The Flathead Allotment Act and the 'Opening' of the Reservation." Confederated Salish & Kootenai Tribes, Pablo, MT

Various materials on the reconstruction of US Highway 93

Krahe, Diane L. 2001. "A Sovereign Prescription for Preservation: The Mission Mountains Tribal Wilderness." In *Trusteeship in Change: Toward Tribal Autonomy in Resource Management*, edited by Richmond L. Clow and Imre Sutton, 195-221. Boulder, CO: University of Colorado Press

**GRAD** Williams, Jason. 2004. "Beyond Mere Ownership: How the Confederated Salish Kootenai Tribes Used Regulatory Control of Natural Resources to Build a Viable Homeland." *Public Land & Resources Law Review* 24: 121-137.

#### **TUES. 10/11 – EXPLANATIONS OF ENVIRONMENTAL INJUSTICE**

##### **Field trip reaction paper due**

Lerner, Steven. 2010. "Conclusion." In *Sacrifice Zones*, 297-314. **[READ p. 297-302 only]**

Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. "Environmental Justice." *Annual Review of Environment and Resources* 34: 405-430. **[READ p. 413-418, Sections 4 & 5]**

##### **Last name beginning A-E, read:**

Levenstein, Charles and John Wooding. 1999. "Dying for a Living: Workers, Production, and the Environment." In *The Struggle for Ecological Democracy: Environmental Justice Movements in the United States*, edited by Daniel Faber, 60-79. New York: The Guilford Press.

##### **Last name beginning F-KE, read:**

Bath, C. Richard, Janet M. Tanski, and Roberto E. Villarreal. 1998. "The Failure to Provide Basic Services to the *Colonias* of El Paso County: A Case of Environmental Racism?" In *Environmental Injustices, Political Struggles: Race, Class and the Environment*, edited by David E. Camacho, 126-137. Durham, NC: Duke University Press.

##### **Last name beginning KI-SA, read:**

Bullard, Robert D. 2005. "Neighborhoods 'Zoned' for Garbage." In *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*, edited by Author, 43-61. San Francisco, CA: Sierra Club Books.

##### **Last name beginning SC-Z, read:**

Cole, Luke W. and Sheila Foster. 2001. "The Political Economy of Environmental Racism: Chester Residents Concerned for Quality of Life." In *From the Ground Up*, 34-53.

#### **THURS. 10/13 – ASSESSING DISPARATE IMPACTS AND THE EVIDENCE OF ENVIRONMENTAL INJUSTICE**

Mohai, Paul. 2007. "Racial and Socioeconomic Disparities in the Distribution of Environmental Hazards: Assessing the Evidence Twenty Years after Toxic Wastes and Race." In *Toxic Wastes and Race at Twenty*, 38-48.

Saha, Robin. 2007. "A Current Appraisal of Toxic Wastes and Race in the United States – 2007." In *Toxic Wastes and Race at Twenty*, 49-83.

**GRAD** Saha, Robin and Paul Mohai. 2005. "Historical Context and Hazardous Waste Facility Siting: Understand Temporal Trends in Michigan." *Social Problems* 52(4): 618-48.

#### **TUES. 10/18 – RACE AND CLASS IN AMERICA**

##### **Grad student term paper/case study proposals due**

Sklar, Holly. 1998. "Imagine a Country." In *Race, Class and Gender in the United States: An Integrated Study*, edited by Paula S. Rothenberg, 192-201. New York: St. Martin's Press.

Rachel's Environment and Health News. February 28, 2002. "The Environmental Movement – Part 5: White Privilege Divides the Movement." #745. Environmental Research Foundation.

Rothenberg, Paula S. 1998. "The Social Construction of Difference: Race, Class, Gender, and Sexuality." In *Race, Class and Gender in the United States*, 7-12.

**GRAD** Omi, Michael and Howard Winant. 1998. "Racial Formations." In *Race, Class and Gender in the United States*, 13-22.

**THURS. 10/20 – RACE AND CLASS IN AMERICA (CONT.)**

Leondar-Wright, Betsy. 2005. "Working Definitions." In *Class Matters: Cross-Class Alliance Building for Middle-Class Activists*, 1-2. Gabriola Island, Canada: New Society Publishers.

Leondar-Wright, Betsy. 2005. "Are There Class Cultures?" In *Class Matters*, 16-23.

**TUES. 10/25 – CENSUS DATA GATHERING WORKSHOP – MEET IN SOCIAL SCIENCE BLDG., ROOM 258**

**THURS. 10/27 – EJ SCREEN WORKSHOP – MEET IN SOCIAL SCIENCE BLDG., ROOM 258**

EJ SOLUTIONS
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**TUES. 11/1 – CLIMATE AND ENERGY (IN)JUSTICE**

**Social history reflection essays due**

LaDuke, Winona. 2006. "Indigenous Power: The New Energy Economy." *Race, Poverty & Environment* (Summer): 6-10.

Wright, Beverly. 2012. "Recovery and Reconstruction in Post-Katrina New Orleans: A Time for Healing and Renewal." In *The Wrong Complexion for Protection*, 73-99.

**GRAD** Dasheno, Walter. 2012. Testimony on Current and Future Impacts of Climate Change on the Intermountain West, including Drought, Wildfire Frequency and Severity, and Ecosystems, Before the Senate Energy and Natural Resources Committee Santa Fe, New Mexico, August 17, 2012.

**THURS. 11/3 – WATER (IN)JUSTICE**

Vanderwarker, Amy 2012. "Water and Environmental Justice." In *A Twenty-first Century U.S. Water Policy*, by Juliet Christian-Smith and Peter H. Gleick, 52-89. New York, NY: Oxford University Press.

**GRAD** Cronin, Amanda, and David M. Ostergren. 2007. "Tribal Watershed Management: Culture, Science, Capacity, and Collaboration." *American Indian Quarterly* 31(Winter): 87-109.

Royster, Judith V. 2006. "Indian Water and the Federal Trust: Some Proposals for Federal Action." *Natural Resources Journal* 46: 375-398.

**Tues. 11/8 – ELECTION DAY – NO CLASS**

**THURS. 11/10 – The Flint Michigan Water Crisis**

**Grad student term paper/case study drafts due**

Readings to be assigned

**TUES. 11/15 – ENVIRONMENTAL JUSTICE POLICY SOLUTIONS**

Holifield, Ryan. 2012. "The Elusive Environmental Justice Area: Three Waves of Policy in the U.S. Environmental Protection Agency." *Environmental Justice* 5(6); 293-297.

Additional readings to be assigned

**THURS. 11/17 – CLEAN PRODUCTION, GREEN CHEMISTRY AND CORPORATE ENVIRONMENTAL RESPONSIBILITY**

**Grad Student Term Paper/Case Study Reviews Due**

Readings to be assigned

**TUES. 11/22 – COLLABORATION, COMMUNITY-BASED PARTICIPATORY RESEARCH AND CITIZEN SCIENCE**

**Grad student term paper/case study review responses due**

Terrell, Julien A., Edith M. Williams, Christine M. Murekeyisoni, Robert Watkins, and Laurene Tumiel Berhalter. 2008. "The Community-Driven Approach to Environmental Exposures: How a Community-Based Participatory Research Program Analyzing Impacts of Environmental Exposure on Lupus Led to a Toxic Site Cleanup." *Environmental Justice* 1(2): 87-92.

Corburn, Jason. 2005. "Local Knowledge in Environmental Health Policy." In *Street Science: Community Knowledge and Environmental Health Justice*, 25-45. Cambridge, MA: The MIT Press.

**GRAD** Leondar-Wright, Betsy. 2005. "Steps Toward Building Alliances." In *Class Matters*, 131-147.

Cable, Sherri, Tamara Mix, and Donald Hastings. 2005. "Mission Impossible: Environmental Justice Activists' Collaboration with Professional Environmentalists and with Academics." In *Power, Justice, and the Environment*, 55-76.

**THURS. 11/24 – THANKSGIVING – NO CLASS!**

**TUES. 11/29 – INCORPORATING EJ INTO ENVIRONMENTAL ASSESSMENTS/REVIEWS AND LAND USE PLANNING**

Suagee, Dean B. 2007. "NEPA in Indian Country: Compliance Requirement to Decision-Making Tool." Pp. 225-252 in *Natural Resources and Environmental Justice. Justice and Natural Resources: Concepts, Strategies, and Applications*. Kathryn M. Mutz, Gary C. Bryner, and Douglas S. Kenney, eds. Washington DC: Island Press.

Pearsall, Hamill and Joseph Pierce. 2010. "Urban Sustainability and Environmental Justice: Evaluating the Linkages in Public Planning/Policy Discourse." *The International Journal of Justice and Sustainability* 15(6): 569-580.

**GRAD** Rechtshcaffen, Clifford, Eileen Gauna, and Catherine A. O'Neil. 2009. "Land Use Planning, Environmental Review, and Information Disclosure Laws." Pp. 355-388 in *Environmental Justice: Law, Policy & Regulation 2<sup>nd</sup> ed.* Authors. Durham, NC: Caroline Academy Press. **[Read Pp. 356-383]**

**THURS. 12/1 – FINAL EXAM IN-CLASS WORK DAY**

**PRESENTATIONS & COURSE WRAP-UP**

**TUES. 12/6 – GRAD STUDENT PRESENTATION(S)**

**THURS. 12/8 – GRAD STUDENT PRESENTATION(S)**

**TUES. 12/13 – FINAL EXAM READING/STUDY DAY**

**WED. 12/14 – FINALS WEEK CLASS MEETING / COURSE WRAP-UP (CLASS MEETS 3:20 – 5:20 PM)**

**Undergrad final exam and grad student term papers/case studies due**

**SCHEDULE OF ASSIGNMENTS**

<u>Assignment</u>	<u>Due Date</u>
Class Facilitation (graduate students)	As arranged
EJ Movement Homework (all)	Tues. 9/6
Grad Student Class Facilitation Preferences	Tues. 9/20
EJ Mini Case Study Analysis (all)	Thurs. 9/22
Field Trip Reaction Papers (all)	Tues. 10/11
Graduate Term Paper/Case Study <u>Proposals</u>	Tues. 10/18
Social History Reflection Essays (undergrads)	Tues. 11/1
Graduate Term Paper/Case Study <u>Drafts</u>	Thurs. 11/10
Graduate Term Paper/Case Study <u>Reviews</u>	Thurs. 11/17
Review <u>Responses</u> (graduate)	Tues. 11/22
Graduate Term Paper/Case Study <u>Presentations</u>	12/6, 12/8, and 12/14, as arranged
Case Study Reports/Term Papers (written)	Wed. 12/14
Take Home Final (undergrads)	Wed. 12/14

***First National People of Color Environmental Leadership Summit***  
***Principles of Environmental Justice***  
***(1991)***

We, the People of Color, are gathered together at this First National People of Color Environmental Leadership Summit, to begin to build a national movement of all peoples of color to fight the destruction of our lands and communities, do hereby reestablish our spiritual interdependence to the sacredness of our Mother Earth; we respect and celebrate each of our cultures, languages and beliefs about the natural world and our roles in healing ourselves; to insure environmental justice; to promote economic alternatives which would contribute to the development of environmentally safe livelihoods; and to secure our political, economic and cultural liberation that has been denied for over 500 years of colonization and oppression, resulting in the poisoning of our communities and land and the genocide of our peoples, do affirm and adopt these Principles of Environmental Justice.

1. Environmental justice affirms the sacredness of Mother Earth, ecological unity and the interdependence of all species, and the right to be free from ecological destruction.
2. Environmental justice demands that public policy be based on mutual respect and justice for all peoples, free from any form of discrimination or bias.
3. Environmental justice mandates the right to ethical, balanced and responsible uses of land and renewable resources in the interest of a sustainable planet for humans and other living things.
4. Environmental justice calls for universal protection from extraction, production and disposal of toxic/hazardous wastes and poisons that threaten the fundamental right to clean air, land, water and food.
5. Environmental justice affirms the fundamental right to political, economic, cultural and environmental self-determination to all peoples.
6. Environmental justice demands the cessation of the production of all toxins, hazardous wastes, and radioactive substances, and that all past and current producers be held strictly accountable to the people for detoxification and the containment at the point of production.
7. Environmental justice demands the right to participate as equal partners at every level of decision-making including needs assessment, planning, implementation, enforcement and evaluation.
8. Environmental justice affirms the right of all workers to a safe and healthy work environment, without being forced to choose between an unsafe livelihood and unemployment. It also affirms the right of those who work at home to be free from environmental hazards.
9. Environmental justice protects the rights of victims of environmental justice to receive full compensation and reparations for damages as well as quality health care.
10. Environmental justice considers governmental acts of environmental injustice a violation of international law, the Universal Declaration on Human Rights, and the United Nations Convention on Genocide.
11. Environmental justice recognizes the special legal relationship of Native Americans to the US government through treaties, agreements, compacts, and covenants affirming their sovereignty and self-determination.
12. Environmental justice affirms the need for an urban and rural ecology to clean up and rebuild our cities and rural areas in balance with nature, honoring the cultural integrity of all our communities, and providing fair access for all to the full range of resources.
13. Environmental justice calls for the strict enforcement of principles of informed consent, and a halt to the testing of experimental reproductive and medical procedures and vaccinations on people of color.
14. Environmental justice opposes the destructive operations of multi-national corporations.
15. Environmental justice opposes military occupations, repression and exploitation of lands, peoples and cultures.
16. Environmental justice calls for the education of present and future generations which emphasizes social and environmental issues, based on our experiences and an appreciation of our diverse cultural perspectives.
17. Environmental justice requires that we, as individuals, make personal and consumer choices to consume as little of Mother Earth's resources and to produce as little waste as possible; and make the conscious decision to challenge and reprioritize our lifestyles to insure the health of the natural world for present and future generations.