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Fall 9-1-2008

### EVST 477S.01: Environmental Justice Issues and Solutions

Robin K. Saha

*University of Montana, Missoula*, [robin.saha@umontana.edu](mailto:robin.saha@umontana.edu)

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EVST 477S (U/G)  
**ENVIRONMENTAL JUSTICE ISSUES AND SOLUTIONS / SERVICE LEARNING**  
CRN 73000 / MW 12:40 - 2:00 / JRH 204  
Fall 2007

**Dr. Robin Saha**

Office: JRH 018 (basement)  
Hours: Mon. 3:00-4:00 pm, Tues. 1:30-3:30 pm, and by appt.  
Email: [robin.saha@umontana.edu](mailto:robin.saha@umontana.edu)  
Phone: 243-6285

**Course Description**

This course is open to graduate students and upper division undergraduates. It explores *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 by examining various case examples, including those in Montana as well as hurricane Katrina. The class also explores the unique causes and consequences of environmental injustice in "Indian Country".

In the second part of the course, we will use our understanding of the causes to consider environmental justice solutions. We will look at strategies and tools that environmental justice groups are using to empower themselves and work toward a more just and sustainable society. We will also critique efforts of environmental justice organizations, government, industry, and traditional environmental organizations. Over the course of the term, students will research and analyze an environmental justice issue, topic, or case, or conduct a service learning project in collaboration with a grassroots community organization.

This course has received a new-initiated Service Learning designation, which means all students will have an opportunity (i.e., are required) to volunteer for an environmental justice group. The service learning experience and a related service learning project option help integrate and deepen understanding and appreciation of course content.

**Course Objectives**

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.
- access and utilize demographic and pollution data.

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

## Requirements

In addition to regular attendance, all students are required to:

- conduct 15 hours of service learning volunteering for a campus or community environmental justice organization (students participating in service learning projects are exempted).
- attend day-long field trip to the National Summit of Mining Communities in Butte, MT, on Wednesday, Sept. 10.
- be prepared to discuss the assigned readings, i.e., share thoughts, critiques, reactions, and questions about the readings.
- write several short reaction papers about assigned readings, lectures, discussions, and guest speakers.
- write a social history reflection essay on their own racial, socioeconomic, and geographic background as it has impacted environmental harms and benefits they have experienced.
- in consultation with the instructor, develop a term paper throughout the term that involves research and analysis of a relevant environmental justice topic, issue or case. Alternately, students may conduct a group service learning project in conjunction with a community organization.

Graduate Students Increment: Graduate students are assigned additional reading, required to complete twice as many reaction papers on the readings, and present to the class a reading commentary and analysis once during the term. They also submit longer term papers that demonstrate more thorough research and in-depth analysis. Graduate students working on group service learning projects will also be expected to function in a leadership capacity.

## Class

The class format will be a mix of lecture, discussion, short films, guest speakers, small group activities and student presentations. On September 10, we will take a field trip to the National Summit of Mining Communities, where we'll attend a presentation by the Opportunity Citizens Protection Association (OCPA), a grassroots citizens group fighting for environmental justice. There also will be trainings held in a computer classroom on obtaining and using demographic

data and information on pollution sources and toxic chemicals. Some class time will be provided to work on term papers/projects, and the last few classes will be devoted to final presentations of term papers/projects (see below).

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 (grzmail) account. Although efforts will be made to limit emails, occasionally it is necessary to communicate with the class. Thus, it is instructive to regularly check your griz account for this class.

A Note about Obtaining Assistance: If you or your team needs assistance outside of class, please come see me during office hours (or by appointment only if meeting during office hours is not possible). I pride myself on being readily available.

## **Description of Assignments**

***Service Learning Volunteering:*** All students are required to volunteer a minimum of 15 hours for a campus or community environmental justice organization such as Students for Social and Economic Justice (SESJ), Community Action and Justice in the Americas (CAJA), Woman's Voices for the Earth (WVE) or the Opportunity Citizens Protection Association (OCPA). Opportunities will be provided in class to meet leaders and staff of these groups, which will have program and project activities to plug you in to. Volunteer hours should be logged along with a description of services provided and a note from the sponsoring organization. Six hours should be completed by Oct. 6, and all 15 hours by Nov. 12. Final reports must include an essay that relates the service learning experience to the course content and themes.

***Reaction Papers:*** *Undergraduate students* submit a total of three (3) reaction papers on the assigned readings, and *graduate students*, submit six (6). Reactions can include thoughtful critiques, concerns, agreements, disagreements, questions, and new or original thoughts. The reaction papers will be evaluated with a ✓+, ✓, or ✓-, based on the originality, thoughtfulness and analytic insight they convey, for example, the degree to which they identify themes and concepts in the reading, compare and contrast them, question underlying assumptions, and provide justification for your arguments. Although unsubstantiated opinions are discouraged, it is appropriate to raise critical questions and express doubts. In referring to specific points in a specific reading, please refer to page numbers and use direct quotes if it is necessary for clarity. Reaction papers should be 2-4 double-spaced pages.

***Social History Reflection Essay:*** Students will write an essay in which they reflect on their own racial, ethnic, socioeconomic, and geographic (and perhaps gender) background and the way that it influenced their likely exposure to environmental harms and their access to and enjoyment of environmental amenities or benefits. A training session will be offered on accessing and presenting demographic data in your essay. There is no page minimum, but please try to keep essays less than 6 double-spaced pages – a complete life history is not sought. This assignment will be graded with a traditional letter grade.

***In-Class Reading Commentary:*** Once during the term, *graduate students* will present an in-class commentary on the assigned readings for that day. Commentaries should very briefly summarize the main points of the readings but mainly provide analysis and critique that can facilitate class discussion. Although a variety of approaches are possible, presenters might identify the strengths and weakness of the readings, for example, what main arguments or claims they found useful, effective, or ineffective and why. Commentaries should also attempt to link the readings for the day to each other by identifying common themes and otherwise

comparing and contrasting them. Finally, please try to connect the readings to previous topics and cases in the course. Your presentation should explain how and why you think the readings improve our understanding of environmental justice. Plan on giving a 15-20 minute presentation and being prepared to engage the class afterwards. Consider preparing handouts or involving the class in an activity, posing questions and leading a short discussion. Please ask the instructor if you would like assistance in planning an activity or if you would like additional resources to prepare (use of outside resources is strongly encouraged).

**Term Paper/Project:** Students will also develop a term paper or project. This assignment should have both research and analysis components. There are two approaches you can take: (1) a tradition term paper in which you research, analyze, or critique a current environmental justice case, issue, topic, or an approach to addressing EJ problems, such as grassroots community organizing, good neighborhood agreements, clean production/green chemistry, co-management, traditional ecological knowledge, tribal intellectual property rights, community-based research, citizen science, the precautionary principle, disparate impact assessments, community mapping, corporate responsibility, environmental human rights, climate justice, EJ networks, sustainable economic development, etc.; or (2) a service learning project in which you work in a group to assist an EJ community or population of concern on a current campaign of theirs. The instructor will provide ideas for service projects and guidance during the development of the project. It is expected that the class service learning requirement will lead to projects that will fulfill this course requirement. In fact, that is encouraged.

Term papers and projects will be developed in four phases in consultation with the instructor and outside organization for service learning projects. "Deliverables" for each phase (for term papers and group projects) are described below.

**PHASE 1 Term Paper/Project Proposal:** A 2-3 page proposal with at least five references should describe the topic, issue, or case to be researched, the purposes or objectives of the research, relevance to the course, and perhaps your personal interest in the topic. Also explain how you intend to accomplish your objectives. For service projects, identify the end-product or activities envisioned, explain how you plan to develop the project, and provide some justification or a statement of need.

**PHASE 2 Environmental Justice Analysis:** An environmental justice analysis of the issue or topic you will be addressing in your term paper or project. Success requires conducting background research and using environmental justice concepts, frameworks, and explanations taught in the class. A variety of sources should be utilized and referenced. For group service learning project, each person should conduct their own research and submit their own analysis, though haring of resources is encouraged.

**PHASE 3 Presentation:** Individuals and groups will present their term papers/projects to the class and get feedback.

**PHASE 4 Final Term Paper/Project Report:** Include revisions to your Phase 2 EJ analysis and incorporate feedback from your presentation. Terms papers should suggest policy, organizing, or other solutions to the issue or problem, and include a feasibility analysis. Service learning project reports should include a description of the project, the actual product developed, or an explanation of the outcome of your efforts. Term papers should be approximately 10-15 pages for undergraduates and 20-25 pages for graduates, not including references and appendices. Service learning reports should be 10-50 pages, depending on the nature of the product developed and outcome achieved.

## Schedule of Assignments

Assignments are due at the beginning of class. Reaction papers may cover readings assigned for the due date and should focus primarily on readings covered since the last reaction paper was due.

<u>Assignment</u>	<u>Due Dates</u>
In-class Reading Commentaries (graduate students)	As assigned
Reaction Paper 1	Wed. 8/27
Reaction Paper 2	Mon. 9/8
Reaction Paper 3	Wed. 9/17
Social History Reflection Essays	Mon. 9/29
Service Learning Progress Reports	Mon. 10/6
Reaction Paper 4	Wed. 10/8
Term Paper/Project Proposals (Phase 1)	Mon. 10/13
Reaction Paper 5	Mon. 10/27
Environmental Justice Analyses (Phase 2)	Mon. 11/3
Reaction Paper 6	Wed. 11/5
Service Learning Final Reports	Wed. 11/12
Term Paper/Project Presentations (Phase 3)	Mon. 12/1 & Wed. 12/3
Term Paper/Project Reports (Phase 4)	Fri. 12/5

## Requirements Grading and Evaluation

It is expected that all assignment will be turned in on time. 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 your class participation, reaction papers, reflection paper, service learning assignment and the term paper/project. For graduate students, the reading commentary presentation will be incorporated into their class participation grade.

<u>Assignment/Grade Component</u>	<u>Pts (ttl. 1000)</u>	<u>% of Grade</u>
Class participation	150	15%
Social History Reflection papers	150	15%
Service Learning Assignment	150	15%
Term paper/project proposal (Phase 1)	100	10%
Environmental justice analysis (Phase 2)	100	10%
Term paper/project presentation (Phase 3)	100	10%
Term paper or term project report (Phase 4)	250	25%



## Attendance Policy

Regular attendance is a requirement and a significant part of your participation grade. Attendance will be taken each day in class. Students who have 5 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 is disruptive to the learning environment and may also result in a grade reduction. Please come to class on time!

Field Trip Attendance: All students are expected to attend the all day field trip to the *National Summit of Mining Communities* on Wednesday, Sept. 10 (see: <http://www.miningsummit.com/>). Please try to make the necessary arrangements with other instructors, employers, spouses, partners, etc. If you still cannot go on the field trip, please let the instructor know in advance so an acceptable alternative can be arranged. A second field trip to the *National Bison Range* is tentatively planned for the week of October 13 or October 27.

## 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 2008-09 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.

## Readings

We will read an update of the landmark environmental justice report *Toxic Wastes and Race in the United States*. The influential new report sponsored by the United Church of Christ (UCC) and co-authored by prominent environmental justice scholars Robert Bullard, Paul Mohai, Robin Saha, and Beverly Wright. The report is titled *Toxic Waste and Race at Twenty: Grassroots Struggles to Dismantle Environmental Racism*. Hard copies will be provided for students and chapters assigned will also be posted on E-Res. An electronic copy of the full report can be downloaded from: <http://www.ejrc.cau.edu/TWARTFinal.htm>.

All other readings will be put on Electronic Reserve (E-Res) through the Mansfield Library website (see: <http://eres.lib.umt.edu/eres/default.aspx>). The course password will be announced in class. Reading assignments are listed in the course schedule below. Note that graduate students are assigned extra readings some 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.

## Course Schedule

INTRODUCTION TO ENVIRONMENTAL JUSTICE
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### **MON. 8/25 – COURSE INTRODUCTION**

### **WED. 8/27 – INTRODUCTION TO ENVIRONMENTAL JUSTICE**

#### **Reaction Paper #1 Due**

Di Chiro, Giovanna, 1996. "Nature and Community: The Convergence of Environment and Social Justice" Pp. 298-320 in *Uncommon Ground: Rethinking the Human Place in Nature*, William Cronon, ed. New York: W.W. Norton.

*Toxic Wastes and Race at Twenty* – Introduction

- GRAD** Čapek, Stella M. 1993. "The 'Environmental Justice' Frame: A Conceptual Discussion and An Application." *Social Problems* 40(1): 5-23.

### **MON. 9/1 – LABOR DAY – NO CLASS**

### **WED. 9/3 – ENVIRONMENTAL JUSTICE MOVEMENT**

*Toxic Wastes and Race at Twenty* – Chapter 1 (Environmental Justice in the Twenty-First Century)

*Toxic Wastes and Race at Twenty* – Chapter 2 (Environmental Justice Timeline/Milestones 1987-2007).

Aguilar, Orson. 2005. "Why I am Not An Environmentalist." *Pacific News Service* (May 16).

Brown, Andrienne Maree. 2005. "Rainbow Warrior: Dramatizing the 'Death' of Environmentalism Doesn't Help Urban People of Color, or Anyone Else." *Grist Magazine* (Mar. 15).

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

### **MON. 9/8 – SPOTLIGHT ON SOME PROMINENT EJ CASES**

#### **Reaction Paper #2 Due**

*Toxic Wastes and Race at Twenty* – Chapter 7 (The "Poster Child" for Environmental Racism in 2007: Dickson County, Tennessee).

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

Cole and Foster. 2001. "Buttonwillow: Resistance and Disillusionment in Rural California" (pp. 80-102).

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

### **Wed. 9/10 – FIELD TRIP TO NATIONAL SUMMIT OF MINING COMMUNITIES, BUTTE, MT**

McQuillan, Jessie. 2005. "Knocking Opportunity." *Missoula Independent*. 16(43) (Oct. 6).



Breslin, Sean, Jessica Mayrer and Alex Sakariassen. 2008. "Toxic Turmoil." *Missoulian*. (Feb. 25) <http://www.missoulian.com/articles/2008/02/25/news/mtregional/znews06.txt>

<b>ENVIRONMENTAL JUSTICE ISSUES</b>
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**MON. 9/15 – RACE AND CLASS IN AMERICA**

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

McIntosh, Peggy. 1988. "White Privilege: Unpacking the Invisible Knapsack." [excerpt from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies." Author. Wellesley, MA: Wellesley College Center for Research on Women]. Accessed 8/26/05  
<http://www.cwru.edu/president/aaction/>.

Young, Iris Marion. 1990. "Five Faces of Oppression." Pp. 39-65 in *Justice and the Politics of Difference*. Author. Princeton, NJ: Princeton University Press.

**WED. 9/17 – RACE AND CLASS IN AMERICA CONTINUED**

**Reaction Paper #3 Due**

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

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

Leondar-Wright, Betsy. 2005. "Reality Check: Who Has How Much Money." Pp. 3-4 in *Class Matters*.

**GRAD** Collins, Chuck and Felice Yeskel. 2000. "The Picture: Growing Economic Insecurity and Inequality." Pp. 39-67 in *Economic Apartheid in America*. Authors. New York: The New York Press.

**MON. 9/22 – DEMOGRAPHIC DATA TRAINING**

Class meets in computer classroom, location to be announced

**WED. 9/24 – JANITORS FOR JUSTICE / JUSTICE FOR JANITORS**

Gottlieb, Robert. 2001. "Janitors and Justice: Industry Restructuring, Chemical Exposures, and Redefining Work." Pp. 145-180 in *Environmentalism Unbound: Exploring New Pathways for Change*. Author. Cambridge, MA: The MIT Press.

Donohue, Adele, Rachel Kalenberg, and Shannon Kuhn. 2008. "Executive Summary." Safe and Effective Cleaning Products: A Step Forward at the University of Montana. Environmental Studies Program, University of Montana, Missoula.

**MON. 9/29 – ASSESSING DISPARATE IMPACTS, PART 1**

**Social History Reflection Essay Due**

*Toxic Wastes and Race at Twenty* – Chapter 3 (Racial and Socioeconomic Disparities in the Distribution of Environmental Hazards: Assessing the Evidence Twenty Years after Toxic Wastes and Race).

**WED. 10/1 – ASSESSING DISPARATE IMPACTS, PART 2**

*Toxic Wastes and Race at Twenty* – Chapter 4 (A Current Appraisal of Toxic Wastes and Race in the United States – 2007).

**MON. 10/6 – HURRICANE KATRINA /**

**Service Learning Progress Report Due**

*Toxic Wastes and Race at Twenty* – Chapter 6 (Wrong Complexion for Protection: Will the 'Mother of All Toxic Cleanups' Be Fair?)

Optional Readings (please skim)

Drye, Willie. 2005. "Hurricane Katrina: The Essential Timeline." *National Geographic News* [Sept. 14].

Handwerk, Brian. 2005. "Eye of the Storm: Hurricane Katrina Fast Facts." *National Geographic News* [Sept. 6].

Featherstone, Liza. 2005. "Race to the Bottom: Slow Katrina Evacuation Fits Pattern of Injustice During Crises." *Grist Magazine* [Sept. 8].

**WED. 10/8 – CLIMATE JUSTICE, GLOBAL WARMING AND HUMAN RIGHTS**

**Reaction Paper #4 Due**

Karliner, Joshua. 2005. "Hurricane Katrina and Climate Justice." *CorpWatch* [Sept. 12].

The California Environmental Justice Movement's Declaration Against the Use of Carbon Trading Schemes to Address Climate Change

Bali Principles of Climate Justice

Delhi Climate Justice Declaration

Climate Justice Now! The Durban Declaration on Carbon Trading

Dorsey, Michael. 2007. *Green Market Hustlers*. Washington D.C.: Foreign Policy in Focus.

**GRAD** Ikeme, Jekwu. 2003. "Equity, Environmental Justice and Sustainability: Incomplete Approaches in Climate Change Politics." *Global Environmental Change* 13: 195-206.

**MON. 10/13 – EJ AND NATIVE AMERICANS – HISTORY AND THE FEDERAL TRUST RELATIONSHIP**

**Phase 1: Term Paper/Project Proposals Due**

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.

Whitty, Julia. 2005 (Sept./Oct.). "Accounting Coup." *Mother Jones* 30(5): 56-86.

**GRAD** Krakoff, Sarah. 2002. "Tribal Sovereignty and Environmental Justice." Pp. 161-183 in *Justice and Natural Resources: Concepts, Strategies, and Applications*. Kathryn M. Mutz, Gary C. Bryner, and Douglas S. Kenney, eds. Washington DC: Island Press.

**WED. 10/15 – EJ AND NATIVE AMERICANS – INTERNAL COLONIALISM, TRIBAL SOVEREIGNTY, HOUSING AND HUMAN RIGHTS**

Gedicks, Al. 1985. "Multinational Corporations and Internal Colonialism in the Advanced Capitalist Countries: The New Resource Wars." *Political Power and Social Theory* 5:169-205.

McQuillan, Jessie. 2006. "Rotten Deal." *Missoula Independent*. 2006; 17(14) (April 4).

Hill-Hart, Robin Saha, and Michael Lattanzio. 2008. "Glacier Homes – A Correctable Public Health and Human Rights Tragedy." Environmental and Social Justice White Paper, University of Montana, Missoula.

- GRAD** National American Indian Housing Council (NAIHC). 2004. *Home Not Sweet: The Effect of Poor Housing Conditions on Native Americans and Their Children*. (A White Paper by NAIHC Chairman, Chester Carl). Washington DC: Author.

**WED. 10/22 – OPEN DAY – TOPIC TO BE ANNOUNCED**

<b>EJ SOLUTIONS</b>
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**MON. 10/27 – VALUING TRADITIONAL AND INDIGENOUS KNOWLEDGE / CO-MANAGEMENT / INDIGENOUS RIGHTS**

**Reaction Paper #5 Due**

Dustin, Daniel L., Leo H. McAvoy, and Arthur N. Frakt. 2002. "Cross-Cultural Claims on Devils Tower National Monument: A Case Study." *Leisure Science* 24:79-88.

Robbins, Jim. 2007. "Sharing of Bison Range Management Breaks Down." *New York Times* [Feb. 13].

Devlin, Bruce. 2008 "National Bison Range: CSKT, FWS Sign Pact." *Missoulian* (Aug. 24).

- GRAD** (read one) Ross, Anne and Kathleen Pickering. 2002. "The Politics of Reintegrating Australian Aboriginal and American Indian Knowledge into Resource Management: The Dynamics of Resource Appropriation and Cultural Revival." *Human Ecology* 30(2): 187-214.

Lane, Marcus B. 2001. "Affirming New Directions in Planning Theory: Comanagement of Protected Areas." *Society and Natural Resources* 14: 657-671.

Simpson, Leanne R. 2004. "Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge." *American Indian Quarterly* 28(3/4):373-84.

**WED. 10/29 – CITIZEN SCIENCE AND POPULAR EPIDEMIOLOGY**

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

- GRAD** Corburn, Jason. 2005. "Street Science: Characterizing Local Knowledge." Pp.47-77 in *Street Science*.

Clapp, Richard W. 2002. "Popular Epidemiology in Three Contaminated Communities." *ANNALS of the American Academy of Political and Social Science* 584(1):35-46.

**Mon. 11/3 – ENVIRONMENTAL DATA PRACTICUM**

**Phase 2: Environmental Justice Analysis Due**

Special training on accessing data on pollution sources: class meets in computer classroom (location to be announced)

**WED. 11/5 – CLEAN PRODUCTION, GREEN JOBS & CORPORATE ACCOUNTABILITY**

**Reaction Paper #6 Due**

Faber, Daniel. 2007. "A More 'Productive' Environmental Justice Politics: Movement Alliance in Massachusetts for Clean Production and Regional Equity: Pp. 135-164 in *Environmental Justice and Environmentalism*.

**MON. 11/10 – ENVIRONMENTAL JUSTICE POLICY**

Toxic Wastes and Race at Twenty – Chapter 8 (Conclusions and Recommendations).

**GRAD** Targ, Nicholas. 2005. "The States' Comprehensive Approach to Environmental Justice." Pp. 171-84 in *Power, Justice, and the Environment*.

**WED. 11/12 – PROJECT DAY**

**Service Learning Final Reports Due**

**MON. 11/17 – COLLABORATION AND COALITION-BUILDING**

Cable, Sherri, Tamara Mix, and Donald Hastings. 2005. "Mission Impossible: Environmental Justice Activists' Collaboration with Professional Environmentalists and with Academics." Pp. 55-76 in *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, David Naguib Pellow and Robert J. Brulle, eds. Cambridge, MA: The MIT Press.

Charles Lee. 2005. "Collaborative Models to Achieve Environmental Justice and Healthy Communities." Pp. 219-242 in *Power, Justice, and the Environment*.

**GRAD** Gould, Kenneth, Tammy L. Lewis, and J. Timmons Roberts. 2004. "Blue-Green Coalitions: (read one) Constraints and Possibilities in the Post 9-11 Political Environment." *Journal of World Systems Research* X(1)(Winter): 91-116.

Leondar-Wright, Betsy. 2005. "Steps Toward Building Alliances." Pp. 131-147 in *Class Matters: Cross-Class Alliance Building for Middle-Class Activists*.

**WED. 11/19 – MULTI-RACIAL, MULTI-ETHNIC AND CROSS-CLASS ORGANIZING**

Moberg, Mark. 2001. "Co-Opting Justice: Transformation of a Multiracial Environmental Coalition in Southern Alabama." *Human Organization* 60(2): 166-177.

**GRAD** Checker, Melissa A. 2002. "'It's in the Air': Redefining the Environment as a New Metaphor for Old Social Justice Struggles." *Human Organization* 61(1): 94-105.

**MON. 11/24 – PROJECT DAY**

**WED. 11/26 NO CLASS – THANKSGIVING BREAK**

<b>STUDENT PRESENTATIONS &amp; COURSE WRAP-UP</b>
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***MON. 12/1    PHASE 3: TERM PAPER / PROJECT PRESENTATIONS***

***WED. 12/3    PHASE 3: TERM PAPER / PROJECT PRESENTATIONS***

***FRI. 12/5     PHASE 4: TERM PAPERS / PROJECT REPORTS DUE***

***THURS. 12/11 COURSE WRAP-UP (CLASS MEETS 1:10 – 3:00 PM)***