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ENST 595.03: ST: Environmental Justice: Issues & Solution

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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. 103
Fall 2018

Instructor

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Course Description

In this co-convened undergraduate (489) 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 Tuesday, October 9, to Superfund sites in Butte and Anaconda. 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 Assignments¹

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/>).

Flint Water Crisis Case Study Analysis: For this assignment, students will analyze the Flint Michigan water crisis using an EJ lens, the assigned book (*The Poisoned City*) and other course materials, 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, evidence and explanations. Case study analyses should be no more than five pages for undergraduates and no more than seven pages for graduate students. This assignment is due Thurs., September 27.

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 accessing Census data and using EJ Screen. You will be asked to combine that information with your

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

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 Thursday, November 8.

Take-Home Final Exam (UNDERGRADUATES ONLY)²: Undergraduate students will have a take-home final exam that will be handed out two to 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 be able 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 may be a limited set of readings on a special case that you will be expected to use. You may be asked to demonstrate the ability to apply EJ concepts, assessment methods, 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 of the final exam is not to exceed 12 pages. Students may be asked to contribute questions for the final exam throughout the semester. The Final exams is due Friday, December 14.

Term Papers/Case Studies and Presentations (GRADUATE STUDENTS 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; climate justice; 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

² In place of the final exam, I may offer optional EJ applied research projects that groups of students can participate in throughout the semester, which will require meeting outside of class. Project topics will be distributed during the week of September 24th or sooner.

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 20-25 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.

In order to carry out their research, graduate students are encouraged to participate in workshops offered as part of the [Mansfield Library Workshop Series](#) (especially the workshop on literature reviews).

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. Graduate student work is expected to demonstrate relatively more thorough research and in-depth analysis and insight especially regarding applying environmental justice concepts and theoretical explanations cover in this class.

Extra Credit

A few extra credit opportunities – typically service learning – 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>
EJ Movement Homework (all)	Thurs. 9/6
Flint Case Study Analysis (all)	Friday 9/28
Field Trip Reaction Paper (all)	Thurs. 10/11
Graduate Term Paper/Case Study <u>Proposals</u>	Thurs. 10/18
Social History Reflection Essays (undergrads)	Thurs. 11/8
Term Paper/Case Study <u>Drafts</u> (graduate)	Tues. 11/20
Term Paper/Case Study <u>Peer Reviews</u> (graduate)	Thurs. 11/29
Peer Review <u>Responses</u> (graduate)	Tues. 12/4
Graduate Term Paper/Case Study <u>Presentations</u>	Thurs. 12/6 and Mon. 12/10
Graduate Term Papers/Case Studies (written)	Wed. 12/12

Assignment

Take Home Final Exam (undergrads)

Due Date

Wed. 12/12

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 pre-arrange getting an extension before the due date.

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

Undergraduates

<u>Assignment/Grade Component</u>	<u>Pts.</u>
Class Participation	150
Flint Case Study Analysis	250
Field Trip Reaction Paper	100
Social History Essay	200
Final Exam	300

Graduate Students

<u>Assignment/Grade Component</u>	<u>Pts.</u>
Class Participation	100
Flint Case Study Analysis	100
Field Trip Reaction Paper	50
Term Paper/Case Study Proposal	100
Term Paper/Case Study Rough Draft	200
Term Paper/Case Study Presentation	100
Term Paper/Case Study Paper	300

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.

Policy Regarding Use of Electronic Devices in Class

Laptop computers, tablets and phones can be used only for course-related purposes and tasks approved by the instructor, such as accessing readings or taking notes. Students observed using computers or other electronic devices for unapproved purposes such as checking email will receive a C for their class participation grade and may be asked to refrain from using electronic devices for the duration of the semester. Students' cell phones should be turned off and stored during class. Failure to do so will also adversely affect your class participation grade.

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://www.umt.edu/dss/>.

Readings

We will have one assigned book available at the UM Bookstore (or through online vendors):

Clark, Anna. 2018. *The Poisoned City: Flint's Water and the American Urban Tragedy*. New York, NY: Metropolitan Books.

We will be reading various articles, book chapters, reports and such, which most of which will be available for downloading and printing through the ENST 489/595 Moodle course webpage. See: <https://moodle.umt.edu/>. Some readings will be accessible directly online.

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

TUES. 8/28 – COURSE INTRODUCTION

THURS. 8/30 – 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 Agyeman, Julian, David Schlosberg, Luke Craven, and Caitlin Matthews. 2016. Trends and Directions in Environmental Justice: From Inequity to Everyday Life, Community, and Just Sustainabilities. *Annual Review of Environment and Resources* 41: 321-330.

TUES. 9/4 – HISTORICAL PERSPECTIVES ON THE ENVIRONMENTAL JUSTICE MOVEMENT

Bryant, Bunyan and Elaine Hockman. 2007. “A Brief Comparison of the Civil Rights Movement and the Environmental Justice Movement.” In *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, edited by David Naguib Pellow and Robert J. Brulle, 23-36. Cambridge, MA: The MIT Press.

Aguilar, Orson. 2005. “[Why I Am Not an Environmentalist.](#)” *SFGATE* May 19.

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 **[Read Preface and Executive Summary (p. 9-15) and sections of chapter 4 as assigned in class by last name]**

GRAD Perez, Alejandro. C., Bernadette Grafton, Paul Mohai, Rebecca Hardin, Katy Hintzen, & Sara Orvis. 2015. "Evolution of the Environmental Justice Movement: Activism, Formalization and Differentiation." *Environmental Research Letters* 10(10): 105002.

THURS. 9/6 – EJ MOVEMENT ACTIVISM

EJ Movement Homework Due

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

TUES. 9/11 – DIMENSIONS OF ENVIRONMENTAL JUSTICE

Course Handout: Dimensions of Environmental Justice

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.

Lerner, Steven. 2010. "Tallevast, Florida: Rural Residents Live atop Groundwater Contaminated by High-Tech Weapons Company." In *Sacrifice Zones: The Front Lines of Toxic Chemical Exposure in the United States*, 119-136. Cambridge, MA: The MIT Press.

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

THURS. 9/13 – ANALYZING ENVIRONMENTAL INJUSTICES – CASE STUDY APPROACHES

Read one of the following cases as assigned in class 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. "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. "Fallon, Nevada: Largest U.S. Pediatric Leukemia Cluster near Naval Air Station and Tungsten Smelter." In *Sacrifice Zones*, 267-295.

TUES. 9/18 – FLINT WATER CRISIS

The Poisoned City **[REQUIRED BOOK – READ PART I, P. 1-77]**

THURS. 9/20 – FLINT WATER CRISIS (CONT.)

The Poisoned City **[REQUIRED BOOK – READ PART II, P. 79-149]**

TUES. 9/25 – FLINT WATER CRISIS (CONT.)

The Poisoned City **[REQUIRED BOOK – READ PART III, P. 153-215]**

THURS. 9/27 – TOPIC TO BE ANNOUNCED

Flint Case Study Analysis Due Friday 9/29 at 5 PM

TUES. 10/2 – LEGACIES OF TOXIC CONTAMINATION IN BUTTE AND ANACONDA

Edelstein, Michael. 2007. "Lifescape Change: Cognitive Adjustment to Toxic Exposure." In *Contaminated Communities: Coping with Residential Toxic Exposure, 2nd Ed.*, 65-118. Cambridge, MA: Westview Press.

Leech, Brian. 2011. "Boom, Bust, and the Berkeley Pit: How Insiders and Outsiders Viewed the Mining Landscape of Butte, Montana." *IA. The Journal of the Society for Industrial Archeology* 37(1/2): 153-170.

THURS. 10/4 – RECLAMATION, REMEDIATION, AND RESTORATION IN BUTTE AND ANACONDA

Guest Speaker(s) TBA

Butte-Silverbow Health Department Residential Metals Program. 2014. [2013 Construction Completion Report: January 1st 2013 through December 31st 2013](#). Environmental Health Division. [READ p. 1-15; SKIM the rest]

Saks, Nora. 2018. "The Last First Mile: A Radio Documentary of Butte's Fight to Restore the First mile of Historic Silver Bow Creek." *Montana Public Radio* May 21 [LISTEN to 30-minute radio documentary]

Dunlap, Susan. 2018. "[Federal, State Officials Take First Step in Anaconda Health Study](#)." *Montana Standard* May 10.

Additional materials may be assigned.

TUES. 10/9 – ALL DAY FIELD TRIP TO BUTTE AND ANACONDA

Readings /materials to be assigned.

THURS. 10/11 – FIELD TRIP DEBRIEFING

Field trip reaction paper due (submit through Moodle)

TUES. 10/16 – NO CLASS

THURS. 10/18 – RACE AND CLASS IN AMERICA

Graduate 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.

Bernd, Candice. 2017. "[Climate Refugees in Toxic Immigrant Jails Are Victims of Environmental Racism](#)." *Prison Legal News* Nov. 6.

Campos, Paul F. 2017. "[White Economic Privilege is Alive and Well](#)." *New York Times* July 29.

Wan, William and Sarah Kaplan. 2017. "[Why Are People Still Racist? What Science Says about America's Race Problem](#)." *Washington Post* Aug. 14.

Runyowa, Simba. 2015. "[Microaggressions Matter](#)." *The Atlantic* Sept. 18.

Nordell, Jessica. 2017. "[Is This How Discrimination Ends?](#)" *The Atlantic* May 7.

TUES. 10/23 – 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.

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

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

TUES. 10/30 – EJ SCREEN WORKSHOP – – MEET IN SOCIAL SCIENCE BLDG., ROOM 258

THURS. 11/1 – CLIMATE (IN)JUSTICE

Schlosberg, D., & Collins, L. B. 2014. From Environmental to Climate Justice: Climate Change and the Discourse of Environmental justice. *Wiley Interdisciplinary Reviews: Climate Change* 5(3): 359-374.

García-López, G.A., 2018. The Multiple Layers of Environmental Injustice in Contexts of (Un) natural Disasters: The Case of Puerto Rico Post-Hurricane Maria. *Environmental Justice* 11(3): 101-108.

Mazur, Laurie. 2016. [Cap-and-trade? Not So Great If You Are Black or Brown](#). *Grist on-line* Sept. 16.

GRAD 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.

TUES. 11/6 – NO CLASS - ELECTION DAY

THURS. 11/8 – FOOD JUSTICE

Social history reflection essays due

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

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.

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.

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

GRAD 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.

TUES. 11/13 – WOMEN, WOMEN'S HEALTH AND ENVIRONMENTAL JUSTICE

Bell, Karen. 2016. "[Bread and Roses: A Gender Perspective on Environmental Justice and Public Health](#)." *International Journal of Environmental Research and Public Health* 13(10): 1005.

Zota, Ami R. and Bhavana Shamasunder. 2017. "[The Environmental Injustice of Beauty: Framing Chemical Exposures from Beauty Products as a Health Disparities Concern.](#)" *American Journal of Obstetrics & Gynecology* In Press.

Gan, Vicky. 2015. "[The Fight to Rid Black Women's Hair Salons of Toxic Chemicals.](#)" *The Atlantic* Nov. 3.

Oliver, Dana. 2015. "[It's Not Just Nail Salons. Hairstylists Face Serious Health Problems, Too](#)" *Huffington Post* May 22. [Also view short video]

THURS. 11/15 – ENVIRONMENTAL JUSTICE POLICY SOLUTIONS – FOCUS ON TOXICS REFORM AND THE PRECAUTIONARY PRINCIPLE

Guest Speaker: Jamie McConnell, Director of Programs and Policy, Women's Voices for the Earth

Myers, Nancy. 2002. "The Precautionary Principle Puts Values First." *Bulletin of Science, Technology & Society* 22(3): 210-219.

Women's Voices for the Earth. 2017. "[Bill Would Give Californians Right to Know What's in Cleaning Products.](#)" Press Release, Feb. 8.

Rosenhall, Laurel. 2017. "[In California Battles over Product Labels, Industry Usually Win.](#)" *Los Angeles Daily News* June 3.

TUES. 11/20 – EJ SOLUTION: CLEAN PRODUCTION, ZERO WASTE AND CORPORATE ENVIRONMENTAL RESPONSIBILITY

Grad student term paper/case study drafts due

Readings to be assigned

THURS. 11/22 – THANKSGIVING – NO CLASS!

TUES. 11/27 – EJ POLICY SOLUTIONS: INCORPORATING EJ INTO ENVIRONMENTAL REVIEWS AND LAND USE PLANNING

Archambault, Dave. 2017. "Third Declaration of Dave Archambault II." In *Standing Rock Sioux Tribe and Cheyenne River Sioux Tribe v. U.S. Army Corps of Engineers and Dakota Access, LLC*. (Case 1:16-cv-01534-JEB and Consolidated Case Nos. 16-cv-1796 and 17-cv-267), July 31.

Saha, R. and Mohai P. 2018 (Feb. 26). An Environmental Justice Analysis of Dakota Access Pipeline Routes. Report for Earthjustice for *Standing Rock Sioux Tribe v. U.S. Army Corps of Engineers* (Case No. 1:16-cv-1534-JEB and Consolidated Case Nos. 16-cv-1796 and 17-cv-267).

Recommended

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

GRAD

Rechtshaffen, Clifford, Eileen Gauna, and Catherine A. O'Neil. 2009. "Land Use Planning, Environmental Review, and Information Disclosure Laws." In *Environmental Justice: Law, Policy & Regulation 2nd ed.* Authors, 355-388. Durham, NC: Caroline Academy Press. [Read Pp. 366-383]

THURS. 11/29 – COLLABORATION AND COMMUNITY-ENGAGED RESEARCH

Grad student term paper/case study peer reviews due

Wilson, Sacoby, Aaron Aber, Lindsey Wright and Vivek Ravichandran. 2018. "A Review of Community-engaged Research Approaches Used To Inform Policy Choices and Eliminate Disparities." In *The*

Routledge Handbook of Environmental Justice, edited by Ryan Holifield, Jayajit Chakroborty and Gordon Walker, 283-308. Routledge.

GRAD 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.

TUES. 12/4 – FINAL EXAM IN-CLASS WORK DAY

THURS. 12/6 – GRAD STUDENT PRESENTATION(S)

MON. 12/10 – 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 Wed. 12/12

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.