



**CRC 149: Community Development Perspectives on Environmental Justice**  
**Mondays and Wednesdays 10:00am-11:50am**  
1150 Hart Hall

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Office Hours: Mondays 2:00-5:00 (sign-ups on the door)

—or by appointment

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Environmental justice refers simultaneously to a vibrant and growing academic research field, a system of social movements aimed at addressing various environmental and social inequalities, and public policies crafted to ameliorate conditions of environmental and social injustice. Over the last 30 years, environmental justice movements have grown from combating environmental racism in the United States to an influential global phenomenon on environmental inequality organized across multiple spatial scales, issue foci, and populations. Environmental justice research has also undergone spectacular growth and diffusion in the last three decades. The field now draws on and enriches many different academic disciplines including geography, urban planning, public health, law, ethnic studies, and public policy. This course explores the histories, policies, and innovations associated environmental justice movements in the United States and around the world.

**Course Objectives:**

- Introduce concepts and themes fundamental to understanding the topic of environmental justice;
- Introduce a wide range of methodological frameworks and approaches in environmental justice studies
- Promote critical thinking about dynamics of race, class, gender, and other factors in shaping environmental, social and political history and contemporary conflicts.
- Develop writing and other important skills, such as discussion facilitation and public presentation.

**Specific course topics will include:**

- Environmental justice case studies from California and elsewhere focused on contamination of air, water, land, food, and other resources
- Public policy and social movement responses to environmental injustices
- The roles of science and scientists in environmental justice conflicts
- Connections between environmental justice and community development theories, policies and practices.

## **Assignments**

### **1. Class participation. (10% of final grade.)**

Learning is an interactive process so active participation class is a requirement. Active participation is not limited to speaking however, and also includes engaged listening, reflection and small group interactions. My hope is that this class can become a supportive and intellectually adventurous community of learning and teaching. Quality of class participation includes being consistently present for class, engaging in class discussions and activities, class presentations, and significant contributions/ leadership in the group projects.

### **2. Short Essays (5) (15% of final grade)**

Students are to submit short commentaries (1 page double spaced) about the readings and class lectures and discussions. These commentaries should demonstrate familiarity with the readings, critically assess the strengths and weaknesses of the arguments, and describe your reaction and thoughts. Also, please comment on the lectures and discussions from class meetings that week.

### **3. In-class mid-term (25% of final grade)**

One week prior to the mid-term, you will be given 5-6 essay topics to prepare. For the mid-term, I will select 3 for you to write responses in class. Questions will focus on the readings, and ask you to apply perspectives from the readings to the issues and topics of the course.

### **4. Final Project (50% of final grade) – See below for details.**

### **5. Extra Credit Events (2 points each—up to 4 points)**

Throughout the quarter there will be several EJ-related events that students can attend for extra credit. Some will be shared by the professor. Students can also propose to attend other relevant events. To receive full credit, students must submit a reflection paper (1 page double-spaced) essay about the event. What EJ issues were discussed; How it related to the themes of the class; what new insights about EJ did it provide; other impressions/ insights.

## **Readings.**

Class readings form the backbone of the course, providing the structure on which our class discussions and your out-of-class assignments will be developed. Therefore, you are expected to have read all the assigned readings for each class, and come prepared to engage in a thoughtful discussion on them. Most class sessions will begin with a short period of discussion to synthesize the key points, concepts, and terms from the readings, and to develop questions to guide the full class discussion. Active participation in discussing the readings will be an important contribution to the participation grade.

- Course texts are on the course Canvas organized for each week.
- Many week reading sections also include links to relevant websites. Please browse these and pick out readings, projects, resources, or links that are most relevant to your interests.

## Class/Community Standards

### 1. Late assignment policy

- No late assignments will be accepted without prior written approval from the instructor. In other words, you will not receive credit for an assignment if you turn it in late.
- No extensions without a medical certificate or other similar documentation.

### 2. Classroom climate

- **Come to class prepared.** I expect everyone to come to class familiar with the reading assignments associated with lecture. Please bring the assigned readings with you to class – either printed out or on a computer/tablet. Please also always bring the syllabus, class schedule, paper, and something to write with. To facilitate active learning, class will often include small and larger group activities aimed at identifying and clarifying questions and concepts that are confusing, difficult, or unclear. You and your classmates benefit most from these experiences when you are already familiar with the main ideas from the readings. You do not have to understand it all; you should in fact come to class ready to share at least two questions you have about the readings (chances are that many others will have the same or similar ones).
- **In-class Technology Policy:** Except in cases of emergency, phones should not be in sight or used in class. Laptops, tablets, and other electronic devices should be used only in conjunction with exercises directly related to class activity.
- **Community expectations.** This class is a learning community, and will function best if we all agree and abide by principles of reciprocity, fairness and compassion, and collaboration. We will set mutual agreements in the first class session, but these will include:
  - **Pro-active approach to microaggressions:** Microaggressions are forms of systemic everyday symbolic violence, such as daily, intentional or unintentional, verbal, behavioral, and environmental indignities. They can be layered assaults that include insults or judgments related to race, ethnicity, citizenship, gender, sexual orientation, age, type of college (4-year vs. transfer student), immigration status, language, disability, socioeconomic status, and religion. Microaggressions found in classrooms and other educational settings can have a psychological, academic, and physical toll on those who experience them. In order to foster a safe learning environment for all those participating in CRD 164, please:
    - Be conscientious about creating space where all feel safe, supported, and encouraged to ask questions and participate. Keep in mind this sometimes means stepping back so that others can step forward.
    - Respect: Give undivided attention to the person who is speaking (professor, classmates, guests, field research experts).
    - Nonjudgmental approach—We can disagree with another person's point of view without putting that person down.
    - Openness: Avoid assigning intentions, beliefs, or motives to others.
    - Be conscientious about things that are said and done in the classroom that may be considered a microaggression.
    - Recognize and respond to microaggressions when they occur. This

includes either speaking to the individual outside of class, stopping the behavior, or requesting to have a class dialogue about the issue.

- Do not assume that all are familiar with U.S. or others cultures.
- Do not make assumption about gender, race, ethnic background, religion, etc. when presenting material, asking for opinions, or making a commentary.
- Always feel free to seek assistance or advice from on-campus resources, such as the Student Disability Center, the Student Recruitment & Retention Center, CAPS, and the LGBTQIA Resource Center.

\* *Information on microaggressions adapted from* Quan, Tracy. 2014. "The Toll of Microaggressions on Academic Performance." *The CETL Blog*. June 13.  
<http://cetlblog.ucdavis.edu/microaggressions-and-performance>.

### 3. Communication

- Please send questions/ concerns/ requests about the class to both the professor – Jonathan London ([ijklondon@ucdavis.edu](mailto:ijklondon@ucdavis.edu)) and TA – Tianna Bruno ([tmbruno@ucdavis.edu](mailto:tmbruno@ucdavis.edu))
- One of us will respond to emails about the class (always include "CRD 149" in your subject line) within 24 hours of your email, Monday through Friday.
- We will only occasionally open or respond to emails after 5pm on Fridays, or on Saturdays and Sundays.

### 4. Accommodations:

- We will make needed accommodations that can help you deal with disability issues or any other issue that could be an obstacle to you getting the most out of the class. Please let me know as early as possible in the quarter to tell me what accommodations you will need.
- Please consult the Student Disability Center <https://sdc.ucdavis.edu/> for assistance in setting up an accommodation plan for you.

### 5. Student Code of Conduct

- All should be familiar with the Student Code of Academic Conduct: <http://sja.ucdavis.edu/cac.html>.
- Please review this carefully and ask me if you have any questions. Remember that I am obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation.

### 6. Using your own written material from other courses

In addition to the well-known problems of plagiarism and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes. However, it is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

- You inform both instructors beforehand.
- You clearly identify the portions where you quote yourself (or have collaborated with others)
- You provide a copy of the work you have submitted / will be submitting in the other class

to the instructor.

- To ensure that you receive good grades, make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
- If you have any doubts about the extent to which you can use already written materials, please speak with the instructor or the TA prior to making any submission.

#### 7. Specific Group Project Rules

- You will be given an individual contract that stipulates the expectations for participating in the group project component of this course.

#### 8. Student Support:

- Please consider using the assistance from the Student Academic Success Center to help with writing strategies, editing, grammar, formatting and other issues.  
<http://success.ucdavis.edu/academic/writing.html>.
- Confidential and professional support for social, emotional, and psychological issues can be accessed through the Student Health and Counseling Service:  
<https://shcs.ucdavis.edu/counseling-services>
- The UC Davis Center for Advocacy, Resources & Education (CARE): Advocacy Office for Sexual and Gender-based Violence and Sexual Misconduct): <http://care.ucdavis.edu/>
- The Pantry is a student-run resource that provides free food and personal items for students.  
<http://thepantry.ucdavis.edu/>
- AB 540 and Undocumented Student Center: <http://undocumented.ucdavis.edu/>

## Final Project: “Portraits of Environmental Justice Social Movements”

Students will work in teams of 6-8 to develop a portrait of an environmental justice social movement. (Students will be assigned to one of these groups based on a poll of top three choices with the goal of having every student assigned to the first or second choice but with the possibility of some students joining their third-choice topic.)

- Indigenous EJ
- Pesticides
- Air Quality
- Water Quality
- Food Justice
- Solid/ Toxic/ Hazardous Waste
- Occupational Health
- Transportation
- Military-related
- Climate Justice
- Urban planning/ design
- Special populations (youth, elders, differently-abled)
- Other: by permission

Each student in each group will prepare a **5-page (double-spaced)** contribution to the group project. Depending on the size of the group, each section will include 1 or 2 members. In the case of a two-member section, the students will collaborate, but each will be responsible for a total of 5 pages of text.

Project components will include the following questions.

- Theory (1 person)
  - What are the key theories from the class readings and other related pieces that help define the terms, frame the debates, situate the project in the broader scholarship of environmental justice studies? What are the approaches to key themes such as race, class, gender, sexuality, the state, capital etc. that will be used in the project papers?
- Science (1-2 people)
  - This include reviewing the relevant scientific literature on the topic of the project. For example, what studies have shown about the toxicity of the particular contaminants, what debates there are between different perspectives, what methodologies have been used to study this issue. In addition, what are the roles of scientists in addressing EJ issues and collaborating with EJ and/or public agency actors?
- Key social movement organizations (1-2 people)
  - What are the organizations involved in the movement? When, how and by whom were they founded? What communities/ populations do they represent? What is their mission, their strategies, types of staff and board, financial resources, involvement in coalitions/ networks?

- Key public policy actors (1-2 people)
  - What are the local, regional, state, national, international public that are involved in regulating the relevant environmental issues? What are the relevant laws, policies and regulations that inform the EJ issues? How have they interacted with the scientists and EJ social movement organization on these issues?
- Key historical campaigns/ victories/ defeats (2 people)
  - What are specific examples of EJ organizations' activities to address key EJ issues? What were the historical factors that led up to this campaign? What EJ issues were addressed and which populations and places were affected by these issues? Which organizations were playing leadership roles? How did the different organizations collaborate/ conflict with each other? What kinds of strategies and tactics were used? What were the outcomes of the struggle? How well did these meet the goals of the EJ organizations? Why did these outcomes take place? What are lessons learned for future EJ struggles?

Any of the above sections section can use photographs, video, and other visuals to make the project come alive. However, page length does not include these elements (that is, each student should still produce 5 pages of text).

In addition to the authorship of these topical sections, there will be two roles that the group will allocate to three of its members. The members who take on one of these three roles will write a shorter version (3-pages) of one of the topical sections

- Introduction (1-page)
  - Describe the topic of the project, the main sections of the project, and the key findings. This is the “road map” of the full project.
- Compiling References, Editing and Formatting the full project for posting on a course website.
  - All students are responsible for creating a list of their references using the APA Style. Include full bibliographic information for academic publications, websites, videos, media articles, data sets, and interviews. (The idea is that anyone should be able to trace your references to their source.) The Project Editor will compile all of these sources into one comprehensive reference list.
  - Editing/ Formatting: All students will copy editing in conformance to a class “style guide” (to be supplied by teaching team) The Project Editor will make additional edits for transitions between sections, ensure consistency with style guide, and proper placement of visuals etc.
  - Appendices will be contributed by the students for their own sections (as appropriate). The Project Editor will ensure that these properly labeled, with full source information, and formatted in a consistent style.
- Formatting and posting to a class website. ***More details to follow.***

**Rubric: (50 points)**

- Complete: Covers key components of assignment (10 points)
- Quality of writing: Grammar/ spelling/ format/ structure (5 points)
- Depth/ Insightful Analysis (10 points)
- Integrate course readings/ lectures (10 points)
- Extend sources outside of course materials (10 points)
- Overall quality of the project -allocated collectively to all group members- (5 points)



Date	Theme	Reading	In Class activities	Assignment (Due on Canvas at 11:59pm)
Week 1 Mon April 3	Class overview	None		
Wed April 5	Research Skills	Tianna Bruno: Market Environmental Justice?	Social Science Research Library Presentation  Tianna Bruno Environmental Justice Research	Course pre-survey
Week 2 Mon April 10	Surveying the Field	<ul style="list-style-type: none"> <li>• Cole, L. W., &amp; Foster, S. R. 2001. <i>From the Ground up: Environmental Racism and the Rise of the Environmental Justice Movement</i>. Pages: 1-33</li> <li>• Rechtschaffen et al. 2009. Environmental Justice: Law, Policy &amp; Regulation. pp 22-28</li> <li>• Sze and London, "Environmental Justice at the Cross Roads." <i>Sociology Compass</i>.</li> </ul>	EJ auto-biographies small group share  Buttonwillow protest: <a href="https://www.youtube.com/watch?v=cKYO8mH9CT4">https://www.youtube.com/watch?v=cKYO8mH9CT4</a>	
Wed April 12	Foundations of EJ Theory: Race, Class, Space, Inequality 1	<ul style="list-style-type: none"> <li>• Pellow, "Environmental Inequality Formation: Toward a Theory of Environmental Injustice," <i>The American Behavioral Scientist</i>, vol. 43, no. 4, pp: 581-601, 2000.</li> <li>• Finney, Carolyn. <i>Black faces, white spaces: Reimagining the relationship of African Americans to the great outdoors</i>. Pp. xi-xviii; 21-31; 92-115; 141-142; 148-150.</li> </ul>		Reading Prompt # 1

<p><u>Week 3</u> Mon April 17</p>	<p>Foundations of EJ Theory: Race, Class, Space, Inequality 2</p>	<ul style="list-style-type: none"> <li>• Pulido, L. 1996. A Critical Review of the Methodology of Environmental Racism Research. <i>Antipode</i> 28(2): 142-159.</li> <li>• Pulido, Laura. "Rethinking environmental racism: White privilege and urban development in Southern California." <i>Annals of the Association of American Geographers</i> 90.1 (2000): 12-40.</li> <li>• Anderton, D.L., Anderson, A.B., Oakes, J.M. et al. <i>Demography</i> (1994) 31: 229.</li> </ul>	<p>Small group debates: Race/ Class/ Market? Other?</p>	
<p>Wed April 19</p>	<p>Capital and EJ</p>	<ul style="list-style-type: none"> <li>• Faber, Daniel, <i>Capitalizing on Environmental Injustice</i>. Chapters 1&amp;2 (pp. 1-66.)</li> <li>• Clegg, Roger: Is your pollution politically correct and racially balanced? <a href="https://tinyurl.com/l3bpft7">https://tinyurl.com/l3bpft7</a></li> </ul>		
<p><u>Week 4</u> Mon April 24</p>	<p>EJ and the State</p>	<ul style="list-style-type: none"> <li>• Rechtschaffen et al. 2009. 328-333</li> <li>• Harrison, Jill Lindsey. "Coopted environmental justice? Activists' roles in shaping EJ policy implementation." <i>Environmental Sociology</i> 1.4 (2015): 241-255.</li> </ul> <p>Debates over US EPA's EJ Program: Washington Post: <a href="https://tinyurl.com/kpt5f98">https://tinyurl.com/kpt5f98</a> National Review: <a href="https://tinyurl.com/lkw449l">https://tinyurl.com/lkw449l</a></p>	<ul style="list-style-type: none"> <li>○ CalEPA: Office of Environmental Health Hazard Assessment 2014. <i>California Enviroscreen 3.0</i> <a href="http://oehha.ca.gov/ej/pdf/CES20FinalReportUpdateOct2014.pdf">http://oehha.ca.gov/ej/pdf/CES20FinalReportUpdateOct2014.pdf</a></li> </ul>	

Wed April 26	EJ Gender and Sexuality	<ul style="list-style-type: none"> <li>• Berila, B. 2004. Toxic Bodies?: ACT up's disruption of the heteronormative landscape of the nation. In <i>New perspectives on environmental justice: Gender, sexuality, and activism</i></li> <li>• Buckingham, S., &amp; Rakibe, K. 2009. Gendered geographies of environmental injustice. <i>Antipode</i> 41(4): 659-683.</li> <li>• Di Chiro, Giovanna. "Polluted politics? Confronting toxic discourse, sex panic, and eco-normativity." <i>Queer ecologies: Sex, nature, politics, desire</i> (2010): 199-230.</li> </ul>		Reading Prompt # 2
<u>Week 5</u> Mon May 1	EJ and Youth	<ul style="list-style-type: none"> <li>• Quiroz-Martinez, Wu and Zimmerman, <i>ReGeneration: Young People and Environmental Justice</i>.</li> <li>• Youth United for Community Action <a href="http://youthunited.net/our-work/">http://youthunited.net/our-work/</a></li> </ul>		
Wed May 3	Globalizing EJ	<p>Pellow, D. N. 2007. <i>Resisting global toxics: Transnational movements for environmental justice</i>. MIT Press. Pages TBA</p> <p>Nixon, Rob. <i>Slow Violence and the Environmentalism of the Poor</i>. Harvard University Press, 2011. Pp. ix-44; 283-291</p>		Reading Prompt # 3
<u>Week 6</u> Mon May 8	EJ and Climate Justice	<ul style="list-style-type: none"> <li>• London et al. Racing climate change: Collaboration and conflict in California's global climate change policy arena. <i>Global Environmental Change</i>.</li> <li>• Bulkeley, Harriet, Gareth AS Edwards, and Sara Fuller. "Contesting climate justice in the city" <i>Global Environmental Change</i> 25 (2014): 31-40.</li> </ul>	Disruption: <a href="http://watchdisruption.com/">http://watchdisruption.com/</a>	

Wed May 10		<b>In Class Mid-term</b>  → <b>Bring a Blue Book to Class</b>		
<u>Week 7</u>  Mon May 15	EJ and Science	<ul style="list-style-type: none"> <li>• Jatkar, Shrayas and Jonathan London 2013. From Testimony to Transformation</li> <li>• Balazs, Carolina L., and Rachel Morello-Frosch. "The three Rs: how community-based participatory research strengthens the rigor, relevance, and reach of science." <i>Environmental Justice</i> 6.1 (2013): 9-16.</li> </ul>	Guest Lecture: Shrayas Jatkar, Coalition for Clean Air	
Wed May 17	Indigenous People and EJ	<ul style="list-style-type: none"> <li>• Traci Brynne Voyles: 2015 <i>Wastelanding: Legacies of Uranium Mining in Navajo Country</i>. Pp: vii-26; 225-236</li> <li>• Corporate Perspectives on DAPL: <a href="https://daplpipelinefacts.com/">https://daplpipelinefacts.com/</a></li> <li>• Journalist Perspectives on DAPL: <a href="https://tinyurl.com/gur9qnk">https://tinyurl.com/gur9qnk</a></li> </ul>	"Mni Wiconi: The Stand at Standing Rock" <a href="https://tinyurl.com/mt33dre">https://tinyurl.com/mt33dre</a>	
<u>Week 8</u>  Mon May 22	Flint: Water and EJ	<ul style="list-style-type: none"> <li>• Ranganathan, M. 2016. Thinking with Flint: Racial Liberalism and the Roots of an American Water Tragedy, <i>Capitalism Nature Socialism</i>, 1-17.</li> </ul>	Flint: It Isn't Over: <a href="https://tinyurl.com/je8lubbx">https://tinyurl.com/je8lubbx</a>	
Wed May 24	EJ in the Central Valley	<ul style="list-style-type: none"> <li>• Cole &amp; Foster, <i>From the Ground Up</i>: pp: 80-102</li> <li>• Pulido, Laura, and Devon Peña. "Environmentalism and positionality: The early pesticide campaign of the United Farm Workers' 1965-71." <i>Race, Gender &amp; Class</i> (1998): 33-50.</li> <li>• London, J., Huang, G., Zagofsky, T. 2011. <i>Land of Risk/ Land of Opportunity: Cumulative environmental vulnerability in</i></li> </ul>	Video documentaries: Univision: <a href="https://tinyurl.com/n63kknng">https://tinyurl.com/n63kknng</a>  Waste Management: <a href="https://tinyurl.com/m8zweuj">https://tinyurl.com/m8zweuj</a>	Reading Prompt # 4

		<p><i>California's San Joaquin Valley.</i></p> <p>Invisible 5  <a href="http://www.invisible5.org/?page=kettlemancity">http://www.invisible5.org/?page=kettlemancity</a></p>	•	
<p><u>Week 9</u>            May 29</p>	<p>New Directions            in EJ</p>	<ul style="list-style-type: none"> <li>• Anguelovski, I. 2013. New Directions in Urban Environmental Justice Rebuilding Community, Addressing Trauma, and Remaking Place. <i>Journal of Planning Education and Research</i> 33(2): 160-175.</li> <li>• Schlossberg, D. 2013. Theorising Environmental Justice: The Expanding Sphere of a Discourse. <i>Environmental Politics</i> 22(1): 37-55.</li> <li>• David N. Pellow 2016. TOWARD A CRITICAL ENVIRONMENTAL JUSTICE STUDIES: Black Lives Matter As An Environmental Justice Challenge. <i>Du Bois Review</i>, 13:2 (2016) 221– 236.</li> </ul>		
<p>Wed            May 31</p>	<p>EJ and Fiction</p>	<ul style="list-style-type: none"> <li>• Brown and Imarisha Eds. Octavia's Brood: Science Fiction Stories from Social Justice Movement. Pp: 1-14; 23-31; 215-223; 259-277.</li> <li>• <a href="http://octaviasbrood.com/index.php?page=brood-voices">http://octaviasbrood.com/index.php?page=brood-voices</a></li> <li>• <a href="https://soundcloud.com/bitch-media/what-can-social-justice-activists-learn-from-science-fiction">https://soundcloud.com/bitch-media/what-can-social-justice-activists-learn-from-science-fiction</a></li> </ul>	<p>Imagine your own environmentally just world</p>	<p>Reading Prompt # 5</p>
<p><u>Week 10</u>            Mon            June 5</p>		<p>Synthesis</p> <p>In Class Work Time</p>		

Wed June 7		Final Presentations I		
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<u>Week</u> <b>11:</b> <b>June 13</b> <b>1:00-</b> <b>3:00</b>		Final Presentations II <b>→ NOTE DAY/ TIME (Assigned Finals Slot)</b>		
June 14 4:59PM		<b>Final Papers Due on Canvas</b> <b>(NO LATE PAPERS ALLOWED WITHOUT</b> <b>MEDICAL/ OTHER OFFICIAL</b> <b>DOCUMENTATION)</b>		