

# **ENVS 147: Environmental Inequality & Justice**

Summer Session 1, 2018  
Tuesday, Thursday 6:00-9:30  
ISB 221

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## **Course Overview:**

This course explores the linked concepts of environmental inequality, environmental racism, and environmental justice by studying how environmental “goods” (e.g. access to a healthy environment and vital resources) and “bads” (e.g. exposures to toxins, disasters, and other hazards) are unevenly distributed among different social groups (e.g. races and classes) over space and time. We begin with an introduction to the history and core concerns of the environmental justice movement as it emerged and expanded in the U.S. during the late 20<sup>th</sup> century. We then examine how the creation of environmental (and social) inequalities has been, and remains, a central component of the development of modern society and its political economic systems—and we consider the values, institutions, and power dynamics that underlie this trajectory. Drawing on the critical approach of political ecology, we then explore these processes in greater detail through case studies of environmental inequality and racism and associated struggles for justice in a range of specific geographic contexts and socio-environmental systems.

Among its core objectives, the course is designed to enable participants to:

- Understand and evaluate the history and principles of the modern environmental justice movement, as well as theories regarding the production of environmental inequalities and environmental racism.
- Analyze critically the diverse forces that contribute to systemic environmental inequalities as well as specific cases of environmental inequality and environmental (in)justice at the local and global scale.
- Undertake and effectively present analytical research into the drivers and outcomes of environmental inequality and struggles for environmental justice.

**Course Materials:**

All required readings will be available on Canvas. They are listed in the syllabus in the order that I suggest reading them. Additional recommended materials (optional) will be available in a separate folder on Canvas.

**Course Requirements and Grading:****Attendance and participation (30%):**

Attendance and participation are required and vital to the success of the course. You will receive 3 points per session for attending and participating. A specific requirement for participation is the sharing of a contemporary environmental justice issue you find interesting and relevant to our discussions at least once during the 5-week class. The attendance/participation component of your grade may be reduced through violations of the electronic device policy (see below for details). Please let me know about any absences beforehand when possible.

**Readings and weekly responses (30%):**

Please read assigned materials prior to the class meeting in which they will be discussed! **All students will be required to respond critically to each day's readings in a short (1/2-1 page) analysis that will be posted to the Discussions thread on the course's Canvas site by 12:00 p.m. of the day of class.** Please take time to review the responses of your peers after the posting deadline.

The purpose of these responses is to promote careful and thoughtful reading and to provide a base for our class discussions. Accordingly, please DO NOT merely summarize the readings but rather consider and engage with their arguments, pose clarifying or analytical questions, and/or discuss the content in relation to other readings and ideas you have encountered in the course and elsewhere in your academic and personal experiences. These responses should be written clearly, and corrected for grammar and spelling errors. Well-written and thoughtful analytical responses will be worth 3 points. Failure to engage substantively and analytically with the readings or to take care with grammar and spelling will reduce the response grade to 2, 1 or 0 points.

**Mid-term Exam (10%):**

The midterm, to be held on July 10, will test your understanding of the material from the first part of the course. Additional information will be provided.

**Research project (30%), including proposal meeting, outline, presentation, and final paper:**

Each student will undertake a research project during the class that will culminate with a paper of ~7-10 pages to be turned in on the final day of class. The topic is flexible, but MUST engage with key concepts from the course and be influenced by what you have learned through our readings and discussions. Each student will be required to meet with the professor and/or TA to discuss their topic and receive approval. As part of this assignment, each student will be required to submit a summary, outline, and bibliography for your paper during Week 4. Further details will be provided.

**Extra credit:**

Opportunities for extra credit will be available only under special circumstances to be evaluated by the professor (e.g. an unavoidable absence). Please come talk to me if relevant.

**NOTE:** All assignments (including weekly responses) should be carefully composed and proofread prior to being turned in for evaluation. For assistance with your writing please see us in office hours or schedule writing support through UCSC Learning Support Services at <https://lss.ucsc.edu/programs/summer-support/index.html> or 459-4333.

**The final course grade will be based on the following:**

• Class attendance and participation	30%
• Readings and responses	30
• Midterm Exam	10
• Research Project (including all components)	<u>30</u>

**TOTAL:** **100%**

**Important Course and University Policies:**

Academic integrity and freedom of thought and opinion are fundamental to learning: we may disagree but our discussions must always be respectful and collegial. Creative inquiry is vital and encouraged: all questions are welcome. Your feedback, critical or otherwise, is appreciated at any time during the course.

**Electronic Devices:**

Please refrain from using cell phones and sending messages or browsing the internet on computers during class time. This is disrespectful and distracting. If you are seen using phones or computers for such purposes you may lose a portion or all of your participation grade for the day with or without prior notice. Thank you in advance for your cooperation.

**DRC Accommodations:**

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations, or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or [drc@ucsc.edu](mailto:drc@ucsc.edu).

**Academic Dishonesty:**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the [Division of Undergraduate Education](#).

### **Statement on Title IX:**

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors. The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the [online reporting link](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at [titleix.ucsc.edu](http://titleix.ucsc.edu). The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

### **Important Deadlines:**

Deadline to add a course is Thursday, June 28.

Deadline to drop a course is Monday, July 2.

Deadline to change grade option is Friday, July 6.

Deadline to withdraw is Friday, July 13.

For further details see: <https://summer.ucsc.edu/fundamentals/academic-calendar.html>.

## Course Schedule

(subject to change with advance notice; version on Canvas will be updated)

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### Part 1: Foundations and key concepts of environmental justice

#### Week 1

**Tuesday, 26 June:** Introduction to the course, key concepts, and analytical approaches

- Review of the syllabus (Handout)
- Fill out and turn in the student information sheet (Handout)
- Discussion of perceptions and definitions of justice and environmental justice

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**Thursday, 28 June:** Foundations of the environmental justice movement in the U.S.

#### Readings:

- Cole and Foster, 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York University Press. Preface, Introduction, Chapter 1.
- Geiser and Waneck, 1983. PCB's and Warren County. *Science for the People*.
- Bullard et al. 2007. *Toxic Wastes and Race at Twenty 1987-2007*. United Church of Christ. Read Introduction, Chapters 1, 2 & Conclusions and Recommendations; skim the rest of the report.
- Di Chiro, 1996. *Nature as Community: The Convergence of Environment and Social Justice*. In Cronon, W. (ed.) *Uncommon Ground*. New York: Norton & Company.

#### Additional Resources:

- General Accounting Office of the United States. 1983. *Siting of Hazardous Waste Landfills and their Correlation with Racial and Economic Status of Surrounding Communities*.
  - United Church of Christ, 1987. *Toxic Waste and Race in the United States*, Executive Summary.
  - Clinton, W. 1994. Executive Order 12898: Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations.
  - Southwest Organizing Project, 1990. Letter to the Big 10 Conservation Groups Expressing EJ Concerns.
  - Cerrell Associates, Inc. 1984. *Political Difficulties Facing Waste-to-Energy Conversion Plant Siting* ("Cerrell Report"). Retrieved from: <http://www.ejnet.org/ej/cerrell.pdf>.
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**Week 2**

*Come see us in office hours to discuss research project topics!*

**Tuesday, 3 July:** Thinking structurally: Environmental inequalities and racism in urban contexts of the U.S.

**Readings:**

- Pulido, L. 2000. Rethinking Environmental Racism: White Privilege and Urban Development in Southern California. *Annals of the Association of American Geographers* 90:1 12-40.
- BondGraham, D. 2007. The New Orleans that Race Built: Racism, Disaster, and Urban Spatial Relationships. *Souls*. 9:1 4-18.
- Bullard, R. and Wright, B. 2009. Race, Place, and Environment in Post-Katrina New Orleans. Boulder, Co: Westview Press.
- Review SSRC website “Understanding Katrina” at <http://understandingkatrina.ssrc.org/>, particularly the contributions by Neil Smith, Julie Sze, and Susan Cutter.
- In-class viewing of Act I of Spike Lee’s documentary *When the Levees Broke*.

## Additional Resources:

- Szasz, A. and Meuser, M. 2000. Unintended, Inexorable: The Production of Environmental Inequalities in Santa Clara County, California. *American Behavioral Scientist* 43:4 pp. 602-632.

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**Thursday, 5 July:** Environmental inequalities in historical perspective: socio-environmental (re)production and capitalism

**Readings:**

- Marx, K. 1967 [1867]. Capital, Volume 1. New York: Penguin. Chapters 26 (The Secret of Primitive Accumulation) and 27 (The Expropriation of the Agricultural Population from the Land) p. 873-895.
- Polanyi, K. 2001 [1944]. The Great Transformation. Boston: Beacon Press. Chapters 3-6.

## Additional Resources:

- O’Connor, James. 1998. Capitalism, nature, socialism: a theoretical introduction. *Capitalism Nature Socialism* 1:1 p. 11-38.
- David Harvey, 2003, *The New Imperialism*, see especially chapter 4 (Accumulation by dispossession). London: Oxford University Press (not on Canvas).

## Part 2: Political ecologies of environmental inequality and justice

### Week 3

*Come see us in office hours to discuss research project topics!*

**Tuesday, 10 July:** Colonization and California indigenous history

**\*\*MIDTERM during first half of class\*\***

Guest Lecture: Rick Flores, Research Associate of the Amah Mutsun Land Trust and Horticulturalist and Steward at the UCSC Arboretum.

#### Readings:

- Lopez, V. 2014. Healing from Historical Trauma: The Journey of the Amah Mutsun. *News from Native California* 28:2 p. 65-69.
- Review the Amah Mutsun Tribal Band's website: <http://amahmutsun.org/>.
- Review the Amah Mutsun Land Trust website: <https://www.amahmutsunlandtrust.org/>.
- In class viewing of the film *Beyond Recognition*.

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**Thursday, 12 July:** Agriculture and environmental justice

#### Readings:

- Moses, M. 1989. Pesticide-Related Health Problems and Farmworkers. *AAOHN Journal*, 37:3 p. 115-130.
- Perkins, T. and Sze, J. 2011. Images from the Central Valley. *Boom* 1 p. 70-80.
- Harrison, J. 2008. Abandoned bodies and spaces of sacrifice: Pesticide drift activism and the contestation of neoliberal environmental politics in California. *Geoforum* 39 p. 1197-1214.
- Progressio, 2010. Drop by drop: Understanding the impacts of the UK's water footprint through a case study of Peruvian asparagus. Read the executive summary and skim the rest of the report.

#### Additional Resources:

- Calvert, G. et al. 2008. Acute Pesticide Poisoning among Agricultural Workers in the United States, 1998-2005. *American Journal of Industrial Medicine* 51 p. 883-898.
- Guthman, J. 2008. Neoliberalism and the making of food politics in California. *Geoforum* 39 p. 1171-1183.
- Harrison, J. 2011. *Pesticide Drift and the Pursuit of Environmental Justice*. M.I.T. Press (not on Canvas).
- USDA, 2014. *Pesticide Use in U.S. Agriculture: 21 Selected Crops, 1960-2008*.

- U.S. Department of Labor, 2016. Findings from the National Agricultural Workers Survey (NAWS) 2013-14: A Demographic and Employment Profile of United States Farmworkers.

#### Week 4

*Research project outlines and short presentations on Thursday!*

**Tuesday, 17 July:** Food justice (Guest Lecture by Erica Zurawski)

#### Readings:

- Alkon, Alison H. & Agyeman, Julian. (2011). *Cultivating Food Justice: Race, Class, and Sustainability*. The MIT Press.  
--“Introduction: The Food Movement as Polyculture,” pp. 1-20.  
--“Chapter 9: Environmental and Food Justice: Toward Local, Slow, and Deep Food Systems,” pp. 197-219.
- Williams-Forsen, P. & Wilkerson, A. (2011). Intersectionality and Food Studies, *Food, Culture & Society*, 14(1), pp. 7--28.
- Whyte, K.P. 2017, *Food Sovereignty, Justice and Indigenous Peoples: An Essay on Settler Colonialism and Collective Continuance*. Oxford Handbook on Food Ethics. Edited by A. Barnhill, T. Doggett, and A. Egan. Oxford University Press.

#### Additional Resources:

- Brones, Anna. (2018, May 15). Food apartheid: the root of the problem with America’s groceries. *The Guardian*. Retrieved from <https://www.theguardian.com/society/2018/may/15/food-apartheid-food-deserts-racism-inequality-america-karen-washington-interview> .
- Guthman, 2008, “Bringing good food to others: Investigating the subjects of alternative food practice” *Cultural Geographies*.
- Holt-Giménez, E. (2015). Racism and capitalism: Dual challenges for the food movement. *Journal of Agriculture, Food Systems, and Community Development*, 5(2), 23–25. <http://dx.doi.org/10.5304/jafscd.2015.052.014>
- hooks, b. (1992). *Eating the Other: Desire and Resistance, Black Looks, Race and Representation*, Boston: South End Press.
- Malcom X. (1963, November 13). “Message to the Grassroots.” Retrieved from <https://rcha.rutgers.edu/images/2016-2017/1960s/Documents/12.-RCHA-2016-The-Culture-of-the-Sixties-Malcolm-X-Message-to-the-Grass-Roots-condensed-1963.pdf>. (Recording of speech can be accessed here: <https://www.youtube.com/watch?v=a59Kwp35Z80>).

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**Thursday, 19 July:** \*\*Student presentations on research projects\*\*

Final paper outlines and bibliographies due.

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**Week 5**

*Final papers due on Thursday!*

**Tuesday, 24 July:** Environmental Justice in the Energy and Extractive Sectors

**Readings:**

- Earthworks and Oxfam America, 2004. Dirty Metals: Mining, Communities, and the Environment.
- Bebbington, A. 2009. The New Extraction: Rewriting the Political Ecology of the Andes. *NACLA Report on the Americas* 42:5, p. 12-20.
- McKibben, B. 2016. A Pipeline Fight and America's Dark Past. *The New Yorker*, September 6, 2016. Available at: <https://www.newyorker.com/news/daily-comment/a-pipeline-fight-and-americas-dark-past>
- Review the Environmental Justice Atlas website: <https://ejatlas.org/>

**Additional Resources:**

- Bebbington, A. and Bury, J. 2009. Institutional challenges for mining and sustainability in Peru. *PNAS* 106(41), p. 17296-17301.
- French, A., Barandiaran, J., and Rampini, C. 2015. Contextualizing conflict: Vital waters and competing values in glaciated environments. In Huggel, C. et al., *The High Mountain Cryosphere*, Cambridge University Press.

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**Thursday, 26 July:** Climate Change and Climate Justice

**Readings:**

- McKibben, B. 2012. Global Warming's Terrifying New Math. *Rolling Stone*. July 19, 2012. Available at: <https://www.rollingstone.com/politics/politics-news/global-warmings-terrifying-new-math-188550/>
- Carbon Brief, 2017. Explainer: Dealing with the 'loss and damage' caused by climate change. Available at: <https://www.carbonbrief.org/explainer-dealing-with-the-loss-and-damage-caused-by-climate-change>
- German Watch, Saúl versus RWE-The Case of Huaraz. Review the website: <https://germanwatch.org/en/huaraz>