



CRC 149: Community Development Perspectives on Environmental Justice
Tuesdays and Thursdays 10:00-11:50am
119 Wellman Hall

Professor Jonathan London

jlondon@ucdavis.edu

Office Hours: Tuesdays 1:00-3:00 in 2335 Hart Hall (or by appt)

Sign up on line: <https://tinyurl.com/yyvpl5zc>

TA: Deedee Chou: dyuchao@ucdavis.edu

Office Hours: Wednesdays 1:00-3:00pm in 158 Hunt Hall

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 (NOTE→ See Canvass for full descriptions and rubrics for all assignments)

1. Class participation (10 points)

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 @ 3 points each) (15 points)

Each short essay covers a different topic intended to help you critically reflect on the theories, concepts, themes, and case studies of the course. They all have different instructions so please review the prompts carefully. The essays can be more than one page if needed, but please no more than two pages.

- A. EJ Autobiography: Due: April 11, 11:59pm
- B. What *causes* environmental injustice? Due April 23, 11:59pm
- C. Group project update Due May 2, 11:59pm
- D. EJ Autobiography *reflection*, Due May 28, 11:59pm
- E. What does environmental *justice* look like? Due June 4, 11:59pm

3. Literature Review (15 pages; 15 points - applied to project group as a whole).

Due: May 9, 11:59pm

Any good research project must acknowledge that it does not exist in a vacuum. This is not the first time student groups, the UC system, UC Davis, scholars, journalists, bloggers etc. have thought about this topic! Your first step is to learn what work has been done already (don't reinvent the wheel), what knowledge has already been put into the public sphere and what gaps in knowledge exist by those who have been studying and thinking about this. The review will help the group document: What are the key concepts and theories from the class readings and other related sources that help define the terms, frame the debates, situate the project in the broader scholarship of environmental justice studies? How do these sources address the key themes of the course (such as race, class, gender, sexuality, the state, capital) in ways that will be helpful for the project? Each group will write one 10-page (double-spaced) literature review. The literature review must include at least 5 sources from the class readings and at least 10 other sources from the broader field of environmental justice studies relevant to the group's topic. (With 4 people in the group, each person can be responsible for about 4 sources).

4. Final Group Project Outline (5 pages double spaced; 10 points, applied to the group as a whole)

Due May 21, 11:50pm

This group assignment will provide an outline of the full group project. This will help you organize your thoughts for the individual section and the group project as a whole and allow the teaching team to give you feedback to guide the production of the final paper. The outline will include all of the sections of the paper (Introduction, Science, Key Social Movement

Organizations, Key Public Policy Actors, Key Historical campaigns/ victories/defeats) excluding the literature review (which will be complete by this point in the quarter.)

5. Final Presentations. 2 points, applied individually

Each student will make a 1-2 minute presentations on their section of the final group project. This will be assessed on clarity, effectiveness in communication, quality of visuals (if used).

**6. Final Project “Portraits of Environmental Justice Social Movements”
(10 pages double spaced per student; 48 points applied individually)**

Due June 12th, 11:59pm

The final project will produce a portrait of an environmental justice social movement related to the themes of the course (e.g., air quality, indigenous peoples, pesticides toxics, water quality, etc.) Purpose of the assignment: to ground the theories of the course in the struggles of marginalized populations to achieve environmental justice. Skills: Students will develop in-depth knowledge about one element of the larger environmental justice movement, enhance their primary research skills, improve their group collaboration and communication skills, and their analytical writing abilities.

Task: Each student in each group will prepare a 10-page (double-spaced) contribution to the group project. Each team will have an overall theme, but each student will select their own specific topic within this theme. Each student will select one of the following topic related to the overall theme of the group: Science, Social Movement Organizations, Government Agencies; and Historical Campaigns/ Victories/ Defeats. Students can choose different case studies to explore their topic (the groups can, but don't need to use just one common case study).

7. Extra Credit Events (1 point each—up to 4 events/ 4 points)

Due: June 6, 11:59pm

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. This quarter there is a great EJ seminar series put on by the Department of Environmental Science and Policy from 4:40-6pm in 1003 Giedt Hall. The series can also be taken as a 1-credit course. See <https://desp.ucdavis.edu/>. To receive full credit, students must submit a 1-page (double-spaced) essay about each event. Prompts: 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.

Class/Community Standards

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.

Late assignment policy

- No late assignments will be accepted without written approval from the instructor. In other words, you will not receive credit for an assignment if you turn it in late without a valid and documented excuse (medical/ family emergency or other issue.)

Classroom climate

- **Come to class prepared.** We 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 149, 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, the Academic Success Centers, LGBTQIA Resource Center, and CAPS.

Communication

- Please send questions/ concerns/ requests about the class to both the professor – Jonathan London (ijklondon@ucdavis.edu) and TA – Deedee Chao (dyuchao@ucdavis.edu)
- One of us will respond to emails about the class within 24 hours of your email, Monday through Friday. Always include “CRD 149” in your subject line.
- We will only occasionally open or respond to emails after 5pm on Fridays, or on Saturdays and Sundays.

4. Accommodations:

- We want this class to be accessible and comfortable to all. We will gladly 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 consult the Student Disability Center <https://sdc.ucdavis.edu/> for assistance in setting up an accommodation plan for you.
- Please let us know as early as possible in the quarter to tell me what accommodations you will need.

5. Specific Group Project Rules

- All students will sign an individual contract that stipulates the expectations for participating in the group project component of this course.

6. Plagiarism and the Student Code of Conduct

- All should be familiar with the Student Code of Academic Conduct that includes definitions and policies about plagiarism and related issues. See: <https://ossja.ucdavis.edu/code-academic-conduct>
- Please review this carefully and ask me if you have any questions. Remember that I am obliged to refer you to Student Support and Judicial Affairs in all cases of violation or suspected violation.

7. 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.

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/>

Date	Theme	Reading	In Class activities	Assignment (Due on Canvas by 11:59pm unless otherwise noted)
<u>Week 1</u>	Class overview	None		
Tues April 2	Meet your instructor an TA			
Thurs April 4	EJ Mapping in your community	None (get started on next week's readings)	Brandon Louie, Center for Regional Change "Critical EJ Mapping 101"	Course pre-survey
<u>Week 2</u>	Surveying the Field	<ul style="list-style-type: none"> Cole, L. W., & Foster, S. R. 2001 <i>From the Ground up: Environmental Racism and the Rise of the Environmental Justice Movement</i> Pages: 1-33 Selections in Wells <i>EJ in Postwar America</i>: 25-35; 99-103; 137-141; 164-169; 220-225; 233-237 	EJ autobiographies small group share	
Tues April 9				
Thurs April 11	Foundations of EJ Theory: Race, Class, Space, Inequality 1	<ul style="list-style-type: none"> Pellow, "Environmental Inequality Formation: Toward a Theory of Environmental Injustice," <i>The American Behavioral Scientist</i>. Sze and London, 2008. "Environmental Justice at the Cross Roads." <i>Sociology Compass</i>. Selections in Wells <i>EJ in Postwar America</i>: 142-149; 226-232 	Carolyn Finney video	Writing Prompt # 1: <i>EJ Autobiography</i> Group Contract

		<ul style="list-style-type: none"> • Optional: 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. 		
<p><u>Week 3</u></p> <p>Tues April 16</p>	<p>Foundations of EJ Theory: Race, Class, Space, Inequality 2</p>	<ul style="list-style-type: none"> • Pulido, L. 1996. A Critical Review of the Methodology of Environmental Racism Research. <i>Antipode</i> • Pulido L. 2018. Historicizing the personal and political: evolving racial formations and the EJ movement in <i>Routledge EJ Handbook</i> • Pulido and De Lara: 2018, Reimagining 'justice' in environmental justice, <i>Environment and Planning E: Nature and Space</i> 	<p>PREP:</p> <p>Small group debates: Race/ Class/ Market? Other?</p>	
<p>Thurs April 18</p>	<p>Capital and EJ</p>	<ul style="list-style-type: none"> • Faber, Daniel, 2005. <i>Capitalizing on Environmental Injustice</i>. Chapters 1&2 (pp. 1-66.) • Clegg, Roger: Is your pollution politically correct and racially balanced? https://tinyurl.com/l3bpft7 	<p>PERFORM:</p> <p>Small group debates: Race/ Class/ Market? Other?</p>	

<p><u>Week 4</u></p> <p>Tues April 23</p>	EJ and the State	<ul style="list-style-type: none"> • Konisky D. 2015, Failed Promises: Evaluating the Federal Government's Response to EJ. pp. 29-56. OR • Harrison, Jill Lindsey. "Coopted environmental justice? Activists' roles in shaping EJ policy implementation." <i>Environmental Sociology</i> • Selections in Wells <i>EJ in Post-war America</i>: 112-117; 183-187; 188-193; 194-197; 217-219; 238-245 • Debates over US EPA's EJ Program: Washington Post: https://tinyurl.com/kpt5f98 National Review: https://tinyurl.com/lkw449l 	<p>Guest Lecture: Deedee Chao</p> <p>Group Project Work Time</p>	<p>Writing Prompt # 2: "What causes environmental injustice?"</p>
<p>Thurs April 25</p>	EJ Gender and Sexuality	<ul style="list-style-type: none"> • Buckingham, S., & Rakibe, K. 2009. Gendered geographies of environmental injustice. <i>Antipode</i> • Di Chiro, Giovanna. "Polluted politics? Confronting toxic discourse, sex panic, and eco-normativity." In <i>Queer ecologies: Sex, nature, politics, desire</i>. • Gard, Greta Feminism and EJ in <i>Routledge EJ Handbook</i>. Pp 74-88. 		
<p><u>Week 5</u></p> <p>Tues April 30</p>	EJ and Youth	<ul style="list-style-type: none"> • Quiroz-Martinez, Wu and Zimmerman, <i>ReGeneration: Young People and Environmental Justice</i>. • Youth United for Community Action http://youthunited.net/our-work/ 		
<p>Thurs May 2</p>	EJ and Food	<ul style="list-style-type: none"> • Alkon Alison 2018. Food Justice: An EJ approach to food and agriculture. In <i>Routledge EJ Handbook</i>. Pp. 412-424. 		<p>Reading Prompt # 3: Group Project Update</p>

		<ul style="list-style-type: none"> Bradley, Katharine, and Ryan E. Galt. "Practicing food justice at Dig Deep Farms & Produce, East Bay Area, California: self-determination as a guiding value and intersections with foodie logics." <i>Local Environment</i> White, Monica M. "Sisters of the soil: Urban gardening as resistance in Detroit." <i>Race/ethnicity: Multidisciplinary global contexts</i> 		
<u>Week 6</u> Tues May 7	Indigenous People and EJ and the Military Industrial Complex	<ul style="list-style-type: none"> Traci Brynne Voyles: 2015 <i>Wastelanding: Legacies of Uranium Mining in Navajo Country</i>. Pp: vii-26; 225-236 Bevacqua and Bowman: <i>I'Tano i Chammoro</i> in Sze, Sustainability. Pp. 222-245 Selections in Wells: <i>EJ in Postwar America</i>: 93-94; 170; 254-257; 286-292 Corporate Perspectives on DAPL: https://daplpipelinefacts.com/ Journalist Perspectives on DAPL: https://tinyurl.com/gur9qnk 	"Mni Wiconi: The Stand at Standing Rock" https://tinyurl.com/mt33dre	
Thurs May 9	Water and EJ	<ul style="list-style-type: none"> Ranganathan, M. 2016. Thinking with Flint: Racial Liberalism and the Roots of an American Water Tragedy, <i>Capitalism Nature Socialism</i>, London et al 2018. <i>The Struggle for Water Justice in the San Joaquin Valley</i>. 	Flint: It Isn't Over: https://tinyurl.com/je8lubx	Literature Review Due 11:59pm
<u>Week 7</u> Tues May 14	Globalizing EJ	<ul style="list-style-type: none"> Pellow, D. N. 2007. <i>Resisting global toxics: Transnational movements for environmental justice</i>. MIT Press. 		

		<ul style="list-style-type: none"> • Temper, Leah 2018. Globalizing EJ: radical and transformative movements in <i>Routledge EJ Handbook</i>. Pp 490-503. • Nixon, Rob. <i>Slow Violence and the Environmentalism of the Poor</i>. Harvard University Press, 2011. Pp. ix-44; 283-291. • Selections in Wells: EJ in Postwar America: 201-205; 		
Thurs May 16	EJ and Climate Justice	<ul style="list-style-type: none"> • Coventry Philip and Okereke Chukwumerjie 2018. Climate Change and EJ. In <i>Routledge EJ Handbook</i>. Pp. 362-373. • Selections in Wells: EJ in Postwar America: 267-272; 273-276 	Disruption: http://watchdisruption.com/	
<u>Week 8</u> Tues May 21	EJ and Science	<ul style="list-style-type: none"> • Jatkar, Shrayas and Jonathan London 2013. From Testimony to Transformation • 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. • Wilson, Sacoby et al. A Review of Community-Engaged Research Approaches to Achieve EJ, in <i>Routledge EJ Handbook</i> pp. 283-296. 	Guest Lecture: Alfonso Aranda and Skye Kelty: Knights Landing Environmental Health Project	Outline Due 11:59pm
Thurs May 23	EJ in the Central Valley	<ul style="list-style-type: none"> • Cole & Foster, <i>From the Ground Up</i>: pp: 80-102 • Pulido, Laura, and Devon Peña. "Environmentalism and positionality: The early pesticide campaign of the United Farm Workers' 1965-71." <i>Race, Gender & Class</i> (1998): 33-50. 	Video documentaries: Buttonwillow protest: https://www.youtube.com/watch?v=cKYQ8mH9CT4	

		<ul style="list-style-type: none"> Perkins, Tracy, and Julie Sze. "Images from the central valley." <i>Boom</i> 1.1 (2011): 70-80. London, J., Huang, G., Zagofsky, T. 2011. <i>Land of Risk/ Land of Opportunity: Cumulative environmental vulnerability in California's San Joaquin Valley</i>. Invisible 5 http://www.invisible5.org/?page=kettlemancity 	Univision: https://tinyurl.com/n63kkng Waste Management: https://tinyurl.com/m8zweuj	
<u>Week 9</u> May 28	New Directions in EJ	<ul style="list-style-type: none"> Anguelovski, Isobel et al. 2018. Urban Planning, community, redevelopment and gentrification. In <i>Routledge EJ Handbook</i>. Pp 449-462. 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. OR Pellow, David N. "Political Prisoners and Environmental Justice." (2018): 1-20. Green New Deal (H Res 109) – A. Ocasio-Cortez 		Reading Prompt # 4: EJ autobiography: <i>Reflection</i> .
Thurs May 30	EJ and Fiction	<ul style="list-style-type: none"> Brown and Imarisha Eds. Octavia's Brood: Science Fiction Stories from Social Justice Movement. Pp: 1-14; 23-31; 215-223; 259-277. http://octaviabrood.com/index.php?page=brood-voices https://soundcloud.com/bitch-media/what-can-social-justice-activists-learn-from-science-fiction 	Imagine your own environmentally just world	
<u>Week 10</u> Tues June 4		Synthesis In Class Work Time		Reading Prompt # 5: "This is what Environmental <u>Justice</u> looks like!"

Thurs June 6		Final Presentations I		
NOTE Day/ Time		Final Presentations II		
			Final Papers Due on Canvass June 12, 11:59pm <i>No Extensions without Validated Reason</i>	