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SOAN 0320: Environmental (In)Justice in America
Meets Monday and Wednesday, 12:15-1:30, Munroe Hall 405

Professor: Dr. Erica Morrell

Office Hours: M/W 1:45-2:45pm, F 12:15-1:15pm, and By Appointment

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Course Description:

In this class we will build on sociological theory to explore dimensions of racial, class, and gender justice and injustice in the context of human-environmental relations in the United States.

Requirements and Policies:

▪ ***Attendance and Preparation***

Attendance is mandatory. I expect you to arrive to all classes on time and prepared to contribute. Even a day's absence means that you will be missing a substantive part of the material. It is your responsibility to clear all scheduling conflicts that interfere with your attendance. If you must miss class for an excused reason, please make arrangements with me ahead of time whenever possible (I understand there are unforeseen circumstances that warrant missing class, however). Absences occurred on the due date of assignments will extend your deadline only on a case-by-case basis.

▪ ***Class Conduct and Academic Integrity***

Middlebury College and I are committed to maintaining a diverse, inclusive, and tolerant campus environment. The College and I strictly prohibit conduct that constitutes unlawful discrimination and harassment. Middlebury also does not tolerate plagiarism, or other forms of academic misconduct. I strongly enforce the College's stance:

http://www.middlebury.edu/about/handbook/student_policies/Academic_Disciplinary_Policies

• ***Disability Accommodation:***

Middlebury College complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as amended, and applicable state laws. If you have a disability and anticipate needing accommodations in this course, please contact the ADA Coordinator from Student Accessibility Services. (Meeker House, 802-443-5936)

▪ ***Laptops/Cell Phones/Tablets/Etc***

Please TURN OFF and PUT AWAY all electronic devices (cell phones, computers, tablets, etc) prior to the start of class. Speak to me if you feel you or a particular day of class/assignment merits an exception to this.

▪ ***Late Paper Policy***

If you do not make prior arrangements with me, late papers will drop by *a half letter grade* each day past the deadline (some exceptions will be made for emergencies with proper documentation). Prior arrangements for extensions will be dealt with on a case-by-case basis.

Assignments and Grading:

- ***Class Participation (30% of total grade)***
 - ***Reading Cards (20% of total grade)***

Readings are listed on the syllabus for the **day they are due**. Most readings will be posted online except *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, which you should purchase. At the *beginning* of each class for which a reflection is due, you should have a paper prepared with reflections on the reading assigned for that day that. This should contain 1-3 questions or other relevant reflections on each of the assigned readings (e.g. questions about a substantive point in the material, a note about something with which you agree or disagree, a note about something you found particularly surprising, or a concept, term, historical event, etc, you want further clarification on). These reflections will be used to inform our class discussion. Turn in reflections **at the end of class**. Please **write your full name on the reflection** so that I can give you credit. You will be awarded 1 point for each reflection you turn in, 1/2 point for insufficient comments (roughly totaling 20pts, or 20% of your grade, for the term). I will return these to you to reference later if/as needed.

*NOTE: I will not accept make-up reflections for absent students, and you may not give your reflection to another student to hand-in.

- ***Additional Participation (10% of total grade)***

In class you will frequently be asked to speak up, discuss various topics, and engage in activities. Participation in these classroom elements is what makes this course enriching and exciting both for you and your peers. Meaningful participation in class thus makes up the other 10% of your total participation grade.

- ***Case Studies (10% of total grade)***

We will discuss four case studies in class on water, food, pollution, and climate. Once, you will need to lead an in-class debate/discussion on one of these cases. This will require some additional reading, preparation, and discussion on your part. Meaningful participation in case studies is required and leading one study is worth 10% of your total grade.

- ***Policy Memos (30% of total grade; 15% each)***

Twice you will be asked to analyze in the form of a policy memo an environmental justice issue through the lens of social theories and concepts we have discussed in class. Each will be 3 Pages, 12-point font, double-spaced. The first will be assigned March 13 and due March 22. The second will be assigned April 24 and due May 1. Submit electronically.

- ***Op-Ed (10% of total grade)***

This assignment requires you to apply your growing knowledge on the sociology of environmental injustice to a pressing issue of our time in a provocative and succinctly argued Op-Ed. 750 words maximum. As part of your grade, we will workshop these Op-Eds in class. This will be assigned April 5, drafts are due in class for workshopping on April 10, and the final Op-Ed is due April 17 electronically.

- ***Final: Research Proposal (20% of total grade)***

Your final is a research proposal that will identify a research question you aim to answer, explain why this question is relevant to the field of environmental (in)justice, provide some

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background/motivation for the question, address the social theories and concepts that are relevant (or insufficient) towards answering your question, and discuss how you plan to conduct research to answer your question. More details on this assignment will be provided throughout the course. As part of your grade, there is a required in-class presentation of your proposal idea. The final proposal is due May 17. Submit electronically.

Reading Materials

Readings are listed on the syllabus for the day they are **due**. Most readings will be posted online.

Please purchase: Pellow and Brulle. 2005. *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*. MIT Press.

Class Schedule

Week 1: Introduction to Environmental (In)Justice

Monday, February 13: Class Introduction

- Read the Syllabus!

Plan for Class: Class overview and introductions.

Assignment for Class: Be prepared to discuss why you chose to take this class and what you hope to get out of the course. Questions about the course and syllabus welcome.

Wednesday, February 15: What is Environmental (In)Justice?

- Johnson, Allan. 2014. "The Forest, the Trees, and One Thing." *The Forest and the Trees: Sociology as Life, Practice and Promise*. Philadelphia: Temple University Press. pp. 7-30.
- Pellow, David. 2000. "Environmental Inequality Formation: Toward a Theory of Environmental Justice." *American Behavioral Scientist*. 43(4): 581-601.
- First National People of Color Environmental Summit. 1991. "Principles of Environmental Justice." Washington, DC: First National People of Color Environmental Summit.

Plan for Class: Lecture and Discussion on environmental justice as a concept and a field.

Assignment for Class: Reading Reflection #1 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

****Sign-up to lead case study discussions.***

Week 2: Privilege, Oppression, and the Emergence of "Environmental Justice"

Monday, February 20: The Rise of the Environmental and Environmental Justice Movement

- Anthony, Carl. 2005. "The environmental justice movement: an activist's perspective." In Pellow and Brulle, *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*. MIT Press.
- Gibbs, Lois. 1982. "The Problem at Love Canal." Pp 1-46 in *Love Canal: My Story*. State University of New York Press.

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Plan for Class: Lecture and discussion on the environmental and environmental justice movements' emergence. Case discussion of the Love Canal Disaster.

Assignment for Class: Reading Reflection #2 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

Wednesday, February 22: Situating Privilege and Oppression

- Johnson, Allan G. 2001. "We're In Trouble" and "The Trouble We're In: Privilege, Power, and Difference," pp. 5-41 in *Privilege, Power, and Difference*. New York: McGraw Hill.

Plan for Class: Activity and critical discussion on privilege, oppression, and identity.

Assignment for Class: Reading Reflection #3 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

Week 3: Social Construction, Ecofeminism, and Water (In)Justice

Monday, February 27: Social Construction

- Opel, Andy. 1999. "Constructing Purity: Bottled Water and the Commodification of Nature." *Journal of American Culture*. 22: 67-76.
- OPTIONAL: Hacking, Ian. "Why Ask What?" Chapter 1 in the *Social Construction of What?*

Plan for Class: Lecture and Discussion on social construction. Introduce water injustice case.

Assignment for Class: Reading Reflection #4 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

Wednesday, March 1: Ecofeminism

- Gaard, Greta. 2001. "Women, Water, Energy: An Ecofeminist Approach." *Organization and Environment*. 14(2): 157-172.
- Michigan Civil Rights Commission. 2017. "The Flint Water Crisis: Systemic Racism Through the Lens of Flint."
- OPTIONAL: Eaton, Heather. 2005. "Ecological-Feminism: Overview and Development." Pp 11-36 in *Introducing Ecofeminist Theologies*. New York, NY: T&T Clark International.

Plan for Class: Lecture and Discussion on ecofeminism. Discuss water injustice case.

Assignment for Class: Reading Reflection #5 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

Week 4: The Politics of Knowledge and Food (In)Justice

Monday, March 6: Science and Citizen Expertise

- Irwin, Alan. 2001. "Institutional Judgments and Contested Decisions: The Governance of Environmental Problems." Pp. 113-36 in *Sociology and the Environment*. Malden, MA: Polity Press.

Plan for Class: Lecture and Discussion on the politics of knowledge, with an emphasis on science/experience divides. Introduce food (in)justice case.

Assignment for Class: Reading Reflection #6 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

Wednesday, March 8: What is Salmon?: Natural Scientist and Indigenous Perspectives

- Scarce, R. .1997. “Socially Constructing Pacific Salmon.” *Society & Animals*. 5(2): 117-135.
- Metallic and Metallic. 2012. “A Mi’gmaq Perspective on Wild Salmon Management and the Salmon Farming Industry.” Pp 13-23 in *Salmon Cultures: Indigenous Peoples and the Aquaculture Industry*. Rachel Carson Center.
- Frank, Robinson, Samuel. 2012. “From Opposition to Understanding: An Overview of Ahousaht’s Relationship with Fish Farms in their Ha’houlthee.” Pp 65-73 in *Salmon Cultures: Indigenous Peoples and the Aquaculture Industry*. Rachel Carson Center.

Plan for Class: Continue our lecture and discussion on the politics of knowledge, especially in the context of fisheries/salmon. Discuss food (in)justice case.

Assignment for Class: Reading Reflection #7 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

Week 5: Studying Environmental (In)Justice

Monday, March 13: How to Write! And Methods for Studying Environmental (In)Justice

- NIEHS. “Advancing Environmental Justice: Annotated Bibliography.” Pp 1-21.
- Alsaawi, Ali. 2014. “A Critical Review of Qualitative Interviews.” *European Journal of Business and Social Sciences*. 3(4): 149-156.
- Okeh, UM. 2008. “Statistical problems in medical research.” *African Journal of Biotechnology*. 7(25): 4819-26.

Plan for Class: Lecture on writing followed by lecture and discussion of research methods for investigating environmental (in)justice.

Assignment for Class: Reading Reflection #8 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

***Assignment #1 Handed Out: Policy Memo**

Wednesday, March 15: (Re)Enforcing Injustice? Problems with and Solutions to Studying Environmental (In)Justice

- Minkler *et al.* 2008. “Promoting Environmental Justice Through Community-Based Participatory Research: The Role of Community and Partnership Capacity.” *Health Education & Behavior*. 35 (1): 119-137.
- OPTIONAL Bergold and Thomas. 2012. “Participatory Research Methods: A Methodological Approach.” *Motion: Qualitative Social Research*. 13(1).

Plan for Class: Finish lecture and discussion on research methods, followed by lecture, discussion, and activity on the problems with these methods and some solution to them.

Assignment for Class: Reading Reflection #9 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

***Details on Final Handed Out**

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Week 6: Critical Race Theory and Pollution (In)Justice

Monday, March 20: Critical Race Theory and Environmental (In)Justice

- Brook, Daniel. 2008. "Environmental Genocide: Native Americans and Toxic Wastes." *The American Journal of Economics and Sociology*. 57:105-113.
- Robert D. Bullard. 1999. "Dismantling Environmental Racism in the USA." *Local Environment*. 4(1): 5-19.
- Ch 2, Pp 26-34 in "Who's in Danger? Race, Poverty, and Chemical Disasters: A Demographic Analysis of Chemical Disaster Vulnerability Zones." May 2014. Environmental Justice and Health Alliance.
- Clean Air Task Force. 2002. "Air of Injustice."

Plan for Class: Lecture and Discussion on critical race theory, environmental racism, and classism. Introduce pollution (in)justice case.

Assignment for Class: Reading Reflection #10 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

****Opportunity to provide anonymous midterm feedback***

Wednesday, March 22: Race and Environmental (In)Justice in a Global Context—Michael Sheridan, Guest Lecturer

- Igoe, J. (2004). Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota. Belmont, CA, Thomson/Wadsworth. Chapter 3: "Fortress conservation"
- Gordon, R. (2003) "Fido: Dog tales of colonialism in Namibia" in Social History and African Environments, Beinart and McGregor, eds., pp. 240-254. Oxford: James Currey.

Plan for Class: Lecture and Discussion on race. Discuss pollution (in)justice case.

Assignment for Class: Reading Reflection #11 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

****Assignment 1 due***

March 25-April 2: No Class, Spring Recess

Week 7: Power, Politics, and Climate (In)Justice

Monday, April 3: Who killed the electric car?

- Brown, Mark B. 2001. "The Civic Shaping of Technology: California's Electric Vehicle Program." *Science, Technology, and Human Values*. 26: 56-81.

Plan for Class: View film "Who Killed the Electric Car?"

Assignment for Class: Reading Reflection #12 Due.

Wednesday, April 5: Power, Politics, and Climate (In)Justice

- No new readings

Plan for Class: We will discuss midterm feedback and our next assignment; then we will hear from our climate (in)justice case presenters.

Assignment for Class: No new readings.

****Assignment 2 handed out: Op-ed***

****Midterm Feedback Results***

Week 8: Environmental Polarity, Op-Ed Workshopping, and Class (In)Justice

Monday, April 10: Environmental Polarity

- Brulle, Bob. 2000. "Manifest Destiny." Chapter 6 in *Agency, Democracy, and Nature*.
- Boykoff, Maxwell T. and Jules M. Boykoff. 2007. "Climate Change and Journalistic Norms: A Case-Study of U.S. Mass-Media Coverage." *Geoforum*. 38: 1190-1204.

Plan for Class: Lecture and discussion on polarity around environmental issues.

Assignment for Class: Reading Reflection #13 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

Wednesday, April 12: Op-Ed Workshopping and Class (In)Justice

- Bring Draft Op-Ed
- Bonds, Eric and Leslie Martin. 2016. "Treating People Like Pollution: Homelessness and Environmental Injustice." *Environmental Justice*. 9: 137-141.

Plan for Class: Op-Ed workshopping and lecture and discussion on class dynamics in environmental justice movements

Assignment for Class: Bring Copy of your Op-Ed draft. Reading Reflection #14 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

***Assignment 2 drafts due for workshopping**

Week 9: The Food Justice Movement

Monday, April 17: The Food Justice Movement

- White, Monica M. 2011. "Sisters of the Soil: Urban Gardening as Resistance in Detroit." *Race/Ethnicity* 5(1): 13-28.
- Ramírez, Margaret Marietta. 2014. "The Elusive Inclusive: Black Food Geographies and Racialized Food Spaces." *Antipode*. Vol. 47 No. 3, pp. 748–769.

Plan for Class: View film "Urban Roots"

Assignment for Class: Reading Reflection #15 Due.

***Assignment 2, Op-Ed, due**

Wednesday, April 19: Guest Speaker(s) from Migrant Justice

- Lena Partzsch. 2017. "'Power with' and 'power to' in environmental politics and the transition to sustainability." *Environmental Politics*.

Plan for Class: Guest Speaker.

Assignment for Class: Reading Reflection #16 due at the end of class or by Monday based on the readings and any reflections on the guest speaker you wish to provide.

Week 10: Solutions to Environmental (In)Justice from "Above"

Monday, April 24: Policy and Planning

- Targ, Nicholas. "The states' comprehensive approach to environmental justice." In Pellow and Brulle, *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*. MIT Press.

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- Sze *et al.* 2009. “Best in Show? Climate and Environmental Justice Policy in California.” *Environmental Justice*. 2(4): 179-184.
- Wolch, Byrne and Newell. “Urban Green Space, public health, and environmental justice: The Challenge of Making Cities Just Green Enough.” *Landscape and Urban Planning*. Pp1-8.

Plan for Class: Begin with discussion of food justice after film and guest speaker from last week. Then lecture and discussion on recent policy and planning approaches to addressing environmental (in)justice.

Assignment for Class: Reading Reflection #17 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

***Assignment 3 handed out: policy brief**

Wednesday, April 26: Corporate Social Responsibility

- Jenkins, Heledd. 2004. “Corporate Social Responsibility and the Mining Industry: Conflicts and Constructs.” *Corporate Social Responsibility and Environmental Management*. 11: 23–34.
- Lyon and Kim. 2006. “Greenhouse Gas Reductions or Greenwash? The DOE’s 1605b Program.” SSRN Pp 1-19.
- Riches, Sam. 2017. “The Story of Heady Topper, America's Obsession-Driving Double IPA.” *Food and Wine*.

Plan for Class: Lecture and Discussion on industry’s role in addressing environmental (in)justice.

Assignment for Class: Reading Reflection #18 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

Week 11: Solutions to Environmental (In)Justice from “Below”

Monday, May 1: Ethical Consumption/Consumerism

- King and Stewart. 1996. “Ecotourism and Commodification: Protecting People and Places.” *Biodiversity and Conservation*. 5: 293-305.
- Obach, Brian K. 2007. “Theoretical Interpretations of the Growth in Organic Agriculture: Agricultural Modernization or an Organic Treadmill?” *Society & Natural Resources*. 20(3): 229-244.

Plan for Class: Lecture and Discussion on consumers’ role in addressing environmental (in)justice.

Assignment for Class: Reading Reflection #19 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

***Assignment 3 due**

***Sign-Up for Final Presentations**

Wednesday, May 3: What Can We Do? Strategies On and Off Campus

- Brulle, Robert J. and David Naguib Pellow. “The future of environmental justice movements.” In Pellow and Brulle, *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*. MIT Press.
- Jenks-Jay, Nan. 2003. “Cultivating a Shared Environmental Vision at Middlebury.” Project Kaleidoscope.

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- Derr, Matthew. 2013. "Why Sterling College Divested from Fossil Fuels." Huffington Post.

Plan for Class: Critical brainstorm/discussion about the future of environmental (in)justice, our role in addressing environmental (in)justice, and course wrap-up.

Assignment for Class: Reading Reflection #20 Due. We will discuss the readings. Please be prepared with questions, comments, etc.

Week 12: Research Proposal Presentations

Monday, May 8: Research Proposal Presentations

Wednesday, May 10: Research Proposal Presentations

Week 13: The Future of Environmental (In)Justice and Course Wrap-Up

Wednesday, May 17: Final Due