

Environmental Inequality

Soci 199, Fall 2017

Instructor: Dr. Perkins
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Class: Monday/Wednesday/Friday: 12:10-1
Douglass Hall room 204

Office hours: MWF 1-2, Douglass Hall 210C

“The challenge of modernity is to live without illusions and without becoming disillusioned.”

- *Antonio Gramsci*

The aims of this course are to:

- Learn about the problems of environmental inequality and how different social actors are trying to solve them.
- Improve critical reading, analysis, writing and discussion skills.
- Learn research methods while contributing to the Washington D.C. community.
- Create a productive, respectful and creative learning environment and intellectual community.

On completion of this course students should be able to:

- Analyze societal experiences of the environment through the lens of race, class and gender.
- Analyze multiple theories of what causes environmental inequality.
- Analyze environmental justice as both a theoretical lens and an advocacy arena.
- Analyze U.S. government, non-profit and social-movement responses to environmental inequalities.
- Engage real cases of environmental inequalities and environmental justice advocacy in domestic and international settings.
- Code qualitative data.

Required Readings

All texts will be available on the course Blackboard site.

Class Time

Our class time will take a variety of formats including lecture, discussion, small group discussion, film, class activities, and time for individual written reflection. I encourage you to ask questions during lectures. A few guidelines:

- Come to class prepared by having done all the assigned reading and taking notes on it.
- Bring your readings and notes to class every day, we will sometimes refer to them in small-group work.

Names and Gender Pronouns in the Classroom

We will provide an opportunity in class for every student to share their preferred name and gender pronoun (he, she, they, etc.). For example, I will ask you to call me Dr. Perkins, and to reference my gender with the words “she” or “her.” Share whatever pronoun you feel most comfortable with in a classroom setting. Please make every effort to call your peers by their preferred gender pronouns for the duration of the semester.

Keep in mind the following campus statement on federal Title IX law:

“Howard University reaffirms its commitment to provide students with educational opportunities free from sexual harassment and discrimination based upon gender, gender expression, gender identity, sexual orientation, or marital status. In furtherance of this commitment, the University strives to maintain an environment in which all members of the University Community are: (a) judged and rewarded solely on the basis of ability, experience, effort, and performance; and (b) provided conditions for educational pursuits that are free from gender-based coercion, intimidation, or exploitation.”

Grading

	Due date	% of course grade
Participation and Discussion Facilitation	We will sign up for dates in class	10%
Annotated Reading Portfolio	At random	10%
Reading Responses	Midnight of the day prior to when the readings are due	30%
Collaborative Research Project	See dates below and in syllabus	30%
Final paper	Dec. 8, 10am	20%

Collaborative Research Project		
IRB documents	Sept. 1	5%
Buzzard Point “Toxic Tour”	Sat. Sept. 9, 10am-noon	5%
Code two interviews + reflection essay	Sept. 22	15%
Code all interviews with your assigned code	Oct. 6	30%
Edited oral history	Oct. 20	30%
Collaborative editorial	Nov. 29	15%

process/Final booklet		
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Discussion Facilitation

Each student will sign up for one class session in which you will facilitate discussion and other learning activities of your choice. You will have 30 minutes of class time to work with. You will be provided with a list of ideas for how to use the time, as well as tips on how to facilitate effective discussions.

Annotated Readings Portfolio

You will maintain a portfolio of your readings over the course of the semester and bring it to every class. The portfolio will consist of a heavy duty three-ring binder that will contain annotated printouts of each reading. You may choose to keep your class notes and returned response essays in the portfolio as well, but they will not constitute part of your portfolio grade. The purpose of the portfolio is to ensure that you are printing out, reading and annotating the readings each week and that you have them available for consultation in class. You will need to bring the portfolio to **every** class. You will turn in your binder for review at random throughout the semester.

How to Annotate a Reading

Annotation is more than highlighting and underlining. It means making written notes **as you read** to identify key terms and concepts, to flag questions that you have, and to assist you in following the arguments of the authors. This is usually done on the page of the text using underlining and circling of text and making notes in the margins. One advantage of working with printouts is that if you only print them on one side you can make more extensive notes on the blank side. Annotation helps you focus on the reading, improves comprehension, and helps you to better remember the content of the reading.

Annotation is kind of like having a conversation with a text while you read it. Some basic annotation techniques are:

- Identifying and underlining key terms, concepts and passages.
- Circling definitions.
- Writing definitions in the margins.
- Writing questions that you have in response to the text.
- Writing opinions you have about particular passages.
- Summarizing the main points of sections as you finish them.

An especially useful technique is to make an outline of the whole reading on back of the last page, dividing it up into sections and sub-sections in order to see the overall structure of the argument being made. Annotation is crucial to making a close reading of any difficult text.

Reading Portfolio Materials

In order to maintain the portfolio you will need to purchase or otherwise obtain:

- A heavy duty 1½” or 2” wide three-ring binder

- A reliable stapler
A reliable three-hole punch

Reading Responses

You are responsible for writing one reading response for the readings covered for each class session. The response should cover all of the readings assigned for that day. These will be uploaded into the “Reading Responses” section of our class website Blackboard. Please copy-paste your text into the box available rather than uploading a PDF or Word document. If you use any of the author’s words in your response, be sure to use appropriate parenthetical/in-text reference information (<https://owl.english.purdue.edu/owl/resource/583/02/>). Each reading response should be 300-400 words long, and should include:

- 1) a brief description of the key points made in that day’s readings
- 2) your analysis of the readings
- 3) any questions you may have

Over the course of the semester you will write reading responses for every day of class except the first day of class and the last day of class (between, and including, Aug. 23 and Nov. 27). You may upload your responses until 11:59pm of the day prior to when the readings are due, when Blackboard will close the assignment. Late responses will not be accepted. You may miss three reading responses without penalty. These three "passes" are designed to accommodate disruptions to your studies that are outside your control such as illness, deaths in the family, and other emergencies. If you complete readings responses for all of the readings, you will receive 2 extra credit points towards your final grade.

Collaborative Research Project

This semester we will work on a collaborative research project with the Smithsonian Anacostia Community Museum, Empower DC, and ANC commissioner Rhonda Hamilton from the neighborhood directly adjacent to Buzzard Point in Washington, D.C. Buzzard Point is currently being redeveloped. It will be the site of the new DC United Soccer Stadium and many other new construction projects. Last year students in this class conducted oral history interviews with residents living near Buzzard Point to document their family history in the neighborhood, relationship to the community and to the adjacent Anacostia River, and experiences with pollution and development. This semester, we will edit those interviews into a draft booklet to be given back to residents. The Anacostia Community Museum will then add the transcripts to their archives and finalize and print the booklet to distribute. You will be provided with detailed assignment prompts to guide each stage of your work as the course progresses. We will host guest speakers as well as go on field trips and conduct off-campus research activities as part of this project.

Attendance, Late Policies and Missed Exams

- All students are expected to attend classes regularly and promptly. It is especially important to attend the FIRST meeting of each class. It is there that you will receive much of the information critical to your success in the class – syllabi, handouts, names of textbooks, instructor contact information, class format, etc. Similarly, important announcements regarding ongoing class assignments and deadlines will be announced at

the beginning of each class section. If you are absent from or late to class, you are still responsible for the work and announcements missed.

- There are no make-ups for reading responses.
- Late assignments other than the readings responses can be turned in anytime between the end of the class in which they are due and 48 hours after the end of class for reduced credit of one full letter grade. You do not need to ask my permission to take advantage of this opportunity. Late assignments will not be accepted after this 48-hour period.

Communications

- The less time I spend responding to individual e-mails, the more time I have to prepare for leading a high-quality class. To that end, before you send me a question via e-mail, first check my syllabus to see if the information you want is listed there. Also, I will not respond to questions about the *concepts* covered in class via e-mail. These are best asked in class or office hours.
- I will use your Howard e-mail account for any outside of class communication with you that does not take place through Blackboard. You are responsible for checking this account regularly. If you do not check it daily, I suggest you set your Howard account to forward to the account that you do check daily.

Plagiarism

Any act of academic misconduct, such as cheating or plagiarizing on assignments and exams, is a serious violation of the University's norms of conduct. Students who plagiarize or cheat on assignments or exams receive an F in the course and will be reported to the Dean of the College of Arts and Science for further sanctions, including possible suspension from the University.

Read the Academic Code of Student Conduct for more information:

<https://www.howard.edu/policy/academic/student-conduct.htm>

Writing

Writing is an essential tool for thinking and communicating in virtually every discipline and profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, grammatically correct, and consistent with the conventions of the field. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website, <http://www.cetla.howard.edu/wac/students.aspx>.

Disability

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact the Dean for Special Student Services (202-238-2420) as soon as possible after admission to the University or at the beginning of each semester. Please document and discuss your disability with me during the first week of classes. Find more information about how to get academic accommodations here <http://www.howard.edu/specialstudentservices/>.

Resources

- Tutoring for General Education classes <http://undergraduatestudies.howard.edu/cae/tutor-clearinghouse>
- Writing tutoring for any class: <http://www.coas.howard.edu/writingcenter/>
- How to get tested for a learning disability:
<https://www.howard.edu/specialstudentservices/DisabledStudents.htm>
- Howard University Counseling Service
<https://www.howard.edu/services/counseling/nav%20links/services.html>
- How to report sexual harassment or sexual violence
<https://www2.howard.edu/title-ix>
- Academic counseling and choosing a major <http://undergraduatestudies.howard.edu/cae/>
- For your questions about using Blackboard
https://itsupport.howard.edu/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=howard
- For help finding information, ask a librarian!
<http://library.howard.edu/content.php?pid=485081&sid=3987279#14737326>
- Did I plagiarize? http://thevisualcommunicationguy.com/wp-content/uploads/2014/09/Infographic_Did-I-Plagiarize1.jpg
- Tips on how to study effectively
<http://www.howtostudy.org/index.php>

Class Schedule

I. Introduction

Aug. 21: First day of class, no reading

Aug. 23: Conceptualizing the environment and environmentalism

- Gottlieb, Robert. 1993. "Where We Live, Work and Play." Pp. 3-11 in *Forcing the Spring: The Transformation of the American Environmental Movement*. Washington, D.C.: Island Press.

Aug. 25: Class Project Day - Action Research

- Cable, Sherry, Tamara Mix, and Donald Hastings. 2005. "Mission Impossible? Environmental Justice Activists' Collaborations with Professional Environmentalists and with Academics." Pp. 55-75 in *Power, Justice and the Environment: A Critical Appraisal of the Environmental Justice Movement*, edited by D. Pellow, D. Naguib and R. J. Brulle. Cambridge, MA: The MIT Press.

II. Environmental Inequality

August 28: Toxic distribution

- Bullard, Robert, Paul Mohai, Robin Saha and Beverly Wright. 2007. "A Current Appraisal of Toxic Wastes and Race in the United States 1987– 2007." Pp. 49-83 in *Toxic Wastes and Race at Twenty: 1987-2007: Grassroots Struggles to Dismantle Environmental Racism in the United States*. Cleveland, OH: United Church of Christ Justice and Witness Ministries.

August 30: Cumulative impacts of toxic exposure

- Morello Frosch, Rachel, Miriam Zuk, Michael Jerrett, Bhavna Shamasunder, and Amy D. Kyle. 2011. "Understanding the Cumulative Impacts of Inequalities in Environmental Health: Implications for Policy." *Health Affairs* 30(5):879-887.

September 1: Class Project Day - Introduction to Coding

Due: Research ethics assignment

- Center for Evaluation Research. 2012. "Coding Qualitative Data." Retrieved August 20, 2017 (http://programeval.ucdavis.edu/documents/Tips_Tools_18_2012.pdf)

Sept. 4: Labor Day, no class

September 6: Accidents

- Harrison, Jill. 2006. "'Accidents' and Invisibilities: Scaled Discourse and the Naturalization of Regulatory Neglect in California's Pesticide Drift Conflict." *Political Geography*, 25(5), 506-529.

September 8: Class Project Day - Buzzard Point

Guest speaker: Jesse Card, HU Master's student

- Brenner, Amanda et. al. 2016. *Buzzard Point Story*. Retrieved October 3, 2016 (<https://buzzardpointstory.wordpress.com>)
 - Health and Demographics
 - Development
- Agnew, Brendan. 2015. "Stadium Sparks Gentrification Concerns: UNITED We Leave." April 23. *AWOL: American Way of Life Magazine*. Retrieved September 8, 2017 (<https://awolau.org/1059/place-holder-do-not-delete/stadium-sparks-gentrification-concernsunited-we-leave/>)
- Rothstein, Ethan. 2016. "Buzzard Point is What's Next." *Bisnow*. August 20. Retrieved October 3, 2016 (<https://www.bisnow.com/washington-dc/news/neighborhood/buzzard-point-is-whats-next-59034>)
- Buzzard Point Map. Retrieved October 3, 2016 (<https://www.google.com/maps/d/viewer?mid=1yHTpogW04FKI75yR0hMew94QG0o>)

Saturday September 9, 10am-noon

Walking tour of Buzzard Point with ANC Commissioner Rhonda Hamilton

September 11: Disasters

- Smith, Neil. 2006. "There's No Such Thing as a Natural Disaster." *Understanding Katrina: Perspectives from the Social Sciences*. June 11. Retrieved September 4, 2015 (<http://understandingkatrina.ssrc.org/Smith/>)

September 13: Climate Change

- Harlan, Sharon L., David N. Pellow, and J. Timmons with Shannon Elizabeth Bell, William G. Holt and Joane Nagel. 2015. "Climate Justice and Inequality." Pp. 127-163 in *Climate Change and Society: Sociological Perspectives*, edited by R. E. Dunlap and R. J. Brulle. New York: Oxford University Press

September 15: Disaster, climate, change and social inequality

Speaker: Michelle Dovil, HU PhD student

September 18: Environmental Gentrification

- Melissa Checker. 2007. "Wiped Out by the Greenwave: Environmental Gentrification and the Paradoxical Politics of Urban Sustainability." *City & Society* 23(2):210–229.

September 20: Diversity in the Environmental Movement

Guest speaker: Erika West, Green 2.0 Campaign Director

- Taylor, Dorceta. 2014. *The State of Diversity in Environmental Organizations: Mainstream NGOs, Foundations, Government Agencies*. Green 2.0 Working Group, July. Retrieved Aug. 23, 2015 (http://diversegreen.org/wp-content/uploads/sites/4/2014/07/FullReport_Green2.0_FINAL.pdf)
 - Executive Summary, (pgs. 1-7)
 - Ch. 8: Reflections from Environmental Practitioners (pgs. 140-171)

September 22: No class

Due: Code two interviews + reflection paper

HU Opening Convocation, classes suspended 10-1

III. What Causes Environmental Inequality?

September 25: Inequitable participation in environmental decision-making

- Cole, Luke and Sheila Foster. 2001. "Processes of Struggle: Grassroots Resistance and the Structure of Environmental Decision-Making." Pp. 103-133 in *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*." New York: New York University Press.

September 27: Regulations, the market, social capital, discrimination

- Rechtschaffen, Clifford, Eileen Gauna and Catherine A. O'Neill. 2009. "Theories of Causation." Pp. 73-106 in *Environmental Justice: Law, Policy and Regulation*. Durham, NC: Carolina Academic Press.

September 29: Class Project Day: The Anacostia River

- Williams, Brett. 2001. "A River Runs Through Us." *American Anthropologist* 103(2):409-431.
- Video (11 min): *The Anacostia River: Making Connections*. 2014. Stone Soup Films, Washington, DC. <http://www.stonesoupfilms.org/film/the-anacostia-river-making-connections/>

October 2: Racial Liberalism and Racial Capitalism

- Ranganathan, Malini. 2016. "Thinking with Flint: Racial Liberalism and the Roots of an American Water Tragedy." *Capitalism Nature Socialism* 27(3):17-33.

IV. What is being done?

October 4: Community Organizing

- Cole, Luke and Sheila Foster. 2001. "Preface: We Speak for Ourselves: The Struggle of Kettleman City." Pp. 1-9 in *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press.

October 6: Women activists

Due: Code all interviews with your assigned code

- Perkins, Tracy. 2012. "Women's Pathways Into Activism: Rethinking the Women's Environmental Justice Narrative in California's San Joaquin Valley." *Organization & Environment* 25(1):76-94.

October 9: Regulatory reform

Columbus Day/Indigenous People's Day

- Harrison, Jill Lindsey. 2017. "Taking a Different Tack: Pesticide Regulatory-Reform Activism in California." Pp. 31-54 in *The New Food Activism: Opposition, Cooperation and Collective Action* edited by Alison Hope Alkon and Julie Guthman. Berkeley, CA: University of California Press.

October 11: Resisting Green Gentrification

- Gould, Kenneth A. and Tammy L. Lewis. 2016. "Making Urban Greening Sustainable." Pp. 151-176 in *Green Gentrification: Urban Sustainability and the Struggle for Environmental Justice*. New York, NY: Routledge.

October 13: Class Project Day – Oral history

- Portelli, Alessandro. 1991. "What Makes Oral History Different." Pp. 45-58 in *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*. Albany, NY: SUNY Press.

October 16: Market-based Solutions?

- Perkins, Tracy and Aaron Soto-Karlin. "Climate Conflict from California to Latin America: Situating Global Policies within Local Realities." Under contract for *Situating Sustainability: Sciences/Humanities/Societies, Scales and Social Justice* edited by J. Sze. New York: NYU Press.

October 18: Transnational advocacy

- Pellow, David. 2007. "Transnational Movement Networks for Environmental Justice." Pp. 73-95 in *Resisting Global Toxics: Transnational Movements for Environmental Justice*. Cambridge, MA: The MIT Press.

October 20: Storytelling

Due: Edited oral history

- Houston, Donna. 2013. "Environmental Justice Storytelling: Angels and Isotopes at Yucca Mountain, Nevada." *Antipode* 45(2):417-435.

V. Environmental Inequality: Broadening the Lens

October 23: Dispossession

- Solnit, Rebecca. 1994. *Savage Dreams: A Journey into the Landscape Wars of the American West*. Berkeley: University of California Press.
 - Pgs. 218-228
 - Pgs. 268-293

October 25: Slavery

- Stewart, Mart. A. 2006. "Slavery and the origins of African American Environmentalism." Pp. 9-20 in *To Love the Wind and the Rain: African Americans and Environmental History*, edited by Dianne D. Glave and Mark Stoll. Pittsburgh, PA: University of Pittsburgh Press.

October 27: Survival

- Grant, Richard. 2016. "Deep in the Swamps, Archaeologists Are Finding How Fugitive Slaves Kept Their Freedom." *Smithsonian Magazine*. September. Accessed July 27, 2017 (<http://www.smithsonianmag.com/history/deep-swamps-archaeologists-fugitive-slaves-kept-freedom-180960122/>)
- National Park Foundation. Preserving African American History with the Underground Railroad. Accessed July 27, 2017 (<https://www.nationalparks.org/our-work/programs/african-american-experience-fund/underground-railroad-preservation>)

October 30: Cultural Symbols 1

- Kosek, Jake. 2006. "Smokey Bear is a White Racist Pig." Pp. 183-334 in *Understories: The Political Life of Forests in Northern New Mexico*. Durham, NC: Duke University Press.

November 1: Cultural symbols 2

- Krech III, Shepard. 1999. "Introduction." In *The Ecological Indian: Myth and History*. New York: W. W. Norton & Company.

November 3: Parks and Recreation

- Fisher, Colin. 2006. "African Americans, Outdoor Recreation, and the 1919 Chicago Race Riot." Pp. 63-76 in *To Love the Wind and the Rain: African Americans and Environmental History*, edited by Dianne D. Glave and Mark Stoll. Pittsburgh, PA: University of Pittsburgh Press.

November 6: Environmental Privilege

- Park, Lisa Sun-Hee and David Naguib Pellow. 2011. "Environmental Privilege in the Rocky Mountains." Pp. 1-27 *The Slums of Aspen: Immigrants vs. the Environment in America's Eden*. New York: New York University Press.

November 8: Environmental Justice and Police Power

- Dillon, Lindsey and Julie Sze. 2016. "Police Power and Particulate Matters: Environmental Justice and the Spatialities of In/securities in U.S. Cities." *English Language Notes*.

November 10: Veteran's Day, no classes

November 13: Book in progress by Dr. Perkins

- Introduction

November 15:

- Chapter 1

November 17:

- Chapter 2

November 20:

- Chapter 3

November 22: All classes suspended at noon, no class

- Booth, Wayne C., Gregory G. Colomb and Joseph M. Williams. 2003. "Thinking in Print." Pp. 9-16 in *The Craft of Research*. Chicago, IL: The University of Chicago Press.

Nov. 24: Thanksgiving Holiday, no class

VI. Final Thoughts

November 27:

- Solnit, Rebecca. 2004. *Hope in the Dark: Untold Histories, Wild Possibilities*. New York, NY: Nation Books.
 - Selections

November 29:

- Harris, Eddy L. 1988. *Mississippi Solo: A Memoir*. New York, NY: Henry Holt and Company.
 - Pgs. 1-32

December 8, 10am

Final paper due