The challenge of modernity is to live without illusions and without becoming disillusioned.”
- Antonio Gramsci

The aims of this course are to:
- Learn about social inequality as it relates to the environment throughout US history
- Improve critical reading, analysis, writing and discussion skills.
- 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 as they intersect with social inequality
- 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

Required Readings
All texts will be available on the course Blackboard site.

Note: Please consider the syllabus on Blackboard as the master syllabus, as it will be regularly updated.

Class Time
Our class time will take a variety of formats, including lecture, large group 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 (hard-copies are preferable) and notes to class every day, you will often need them for small-group work.

Names and Gender Pronouns in the Classroom
I 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

<table>
<thead>
<tr>
<th></th>
<th>Due date</th>
<th>% of course grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>n/a</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>Midnight of each Monday</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>March 7</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 7</td>
<td>30%</td>
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</tbody>
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Reading Responses
You are responsible for writing one reading response each week that covers all the readings assigned for that week. These will be due on Monday nights before our first class of the week on Tuesday. You will upload them into the “Reading Responses” section of our class website on Blackboard as PDFs or Word documents. 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 500-800 words long, and should include:

1) A brief description of the key points made in each reading
2) A comparison of the assigned readings
3) Your analysis of the readings
4) Any questions you may have
These should be short but polished piece of writing, with correct spelling and grammar used to support thoughtful content. The only exception to the above timeline is for the first week of class, when you will turn in your reading response on Wednesday January 16th (covering only the reading assigned for January 17th). You may upload your responses until 11:59 pm of the day the reading responses 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.

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 underling 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.

Attendance

- All students are expected to attend classes regularly and promptly. Class announcements related to schedule changes and grading will be made at the beginning of each class session.
- Attendance will be taken in this class. I expect you to attend class regularly, but do not need to know your reasons for any missed days. If you are absent from classes, you are still responsible for the work missed and the announcements made.

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. Conceptual
questions typically require lengthy responses and discussion, and are therefore best asked in class or office hours.

- I will use Blackboard to send periodic class announcements via e-mail. You may set your Blackboard account to whatever e-mail account you use most frequently. Plan on checking this account daily.
- Please turn your cell phone off and leave it in your bag for the duration of class.

**Plagiarism**

- Any act of academic misconduct, such as cheating or plagiarizing on 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](https://www.howard.edu/policy/academic/student-conduct.htm)

**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 at Howard: [https://ous.howard.edu/tlss-tutoring-schedule](https://ous.howard.edu/tlss-tutoring-schedule)
- How to get tested for a learning disability: [https://www.howard.edu/specialstudentservices/DisabledStudents.htm](https://www.howard.edu/specialstudentservices/DisabledStudents.htm)
- Howard University Counseling Service [https://counselingservice.howard.edu/](https://counselingservice.howard.edu/)
- For your questions about using Blackboard
  - [http://www.howard.edu/technology/services/applications.html](http://www.howard.edu/technology/services/applications.html)
  - [https://help.blackboard.com/Filter/Student/College_or_University](https://help.blackboard.com/Filter/Student/College_or_University)
Class Schedule

I. Introduction

January 15: Conceptualizing the environment and environmentalism

January 17: The Long View

II. Colonization, Slavery and Westward Expansion

January 22: Slavery

January 24: Survival

January 29: Westward Expansion 1
  - Pgs. 218-228
  - Pgs. 268-293

January 31: Westward Expansion 2
Guest speakers: Eleanor King, Howard University Department of Sociology and Criminology and the Greater Washington DC Chapter of the 9th & 10th (Horse) Cavalry Association (Buffalo Soldiers)
III. Jim Crow, Civil Rights and the Environmental Movement

February 5: Parks and Recreation

February 7: Pests, Nature and Social Inequality

February 12: Earth Day

IV. The Environmental Justice Movement and Beyond

February 14: Warren County

February 19: Toxic distribution

February 21: Cumulative impacts of toxic exposure
February 26: Causes of environmental inequality I


February 28: Causes of environmental inequality II

Class does not meet, Dr. Perkins at American Association for the Advancement of Science


March 5: Disasters


March 7: Midterm Exam

March 12 and 14: No classes (Spring Break)

March 19: Climate Justice


March 21: Environmental Privilege


March 26: Environmental Gentrification


March 28: Racism in Environmental Careers

April 2: Environmental Justice and Police Power

April 4: Class at the American Association of Geographers’ Annual Meeting

April 9: Storytelling

VI. Book-in-Progress

April 11: Movement Matters: Protest, Policy and Three Decades of Environmental Justice Activism by Dr. Perkins
- Introduction
- Ch. 1: Origin Stories

April 16: Movement Matters: Protest, Policy and Three Decades of Environmental Justice Activism by Dr. Perkins
- Ch. 2: Organizing Structures and Tactics
- Ch. 3: The Evolution of Environmental Justice Activism

April 18: Movement Matters: Protest, Policy and Three Decades of Environmental Justice Activism by Dr. Perkins
- Ch. 4: Activism in a Changing World
- Ch. 5: Community Organizing at the West’s Largest Hazardous Waste Landfill

April 23: Movement Matters: Protest, Policy and Three Decades of Environmental Justice Activism by Dr. Perkins
- Ch. 6: Policy Advocacy: Intervening in California Climate Policy
- Ch. 7: Dilemmas of Contemporary Environmental Justice Activism

VII. Concluding Thoughts

April 25: Final (in class)