

SOC 599-01: Environmental Justice
CRN: 41807 01
Spring 2023, 3 credits
M 6:15-8:30 PM
Engleman C138
Syllabus and Course Outline

Professor: Dr. Amanda Bertana
Office location: Engleman-C023D
Phone: (203) 392-8197
E-mail: bertanaa1@southernct.edu
Office hours: M: 4:30- 5:30 PM; T/R: 10 AM- 12 PM



Photo: Kettleman City residents protesting an incinerator.

Source: <https://boomcalifornia.org/tag/social-justice/>

Sociology Mission Statement

The Department of Sociology inspires Southern students to explore our dynamic society by embracing a social curiosity and recognizing the impact of large- and small-scale social forces. In addition to supporting Southern students in pursuit of their passions and dreams, the Department of Sociology faculty members prepare students to be productive citizens, capable of enhancing the quality of life in Connecticut, the United States, and across the world. Through curriculum and experiential opportunities sociology students develop skills that are marketable and can change lives for the better. Our students' intellectual journey includes rigorous coursework in social science research, sociological theory and social diversity. Students gain and apply sociological insight in service learning, internship, independent study, student research, and volunteer opportunities. Southern sociology students are poised to challenge the status quo as well as present new and evolving visions of the world.

Note regarding office hours and email

I will hold office hours every Monday from 4:30 PM to 5:30 PM, and Tuesday and Thursday from 10 AM to 12 PM. Office hours will be held in person unless you request a virtual meeting. If you cannot make these hours, please feel free to email me and we can schedule a time to meet. You should see this as a resource to which you have access in order to seek clarification, to discuss issues both with the material and the functioning of the class, or simply to make your views known about specific topics and readings. Please use them!

You can also contact me by email at any point during the semester. **I will try to reply to your messages within 24- 48 hours.** However, you should not wait until the last minute to ask me important questions.

I encourage you to write your emails in a formal manner with a salutation (Dear) and closing (Sincerely, Best, Thank you, etc.). We have become accustomed to writing quick informal communication as if we are speaking to our friends at all times. Please see your email correspondence with me as an opportunity to develop your professional communication.

Course Summary:

This course takes the axiomatic premise that all people have a right to live in a clean environment free from hazardous pollution or contamination, and to the natural resources necessary to sustain health and livelihood. Yet marginalized peoples in the United States and globally disproportionately experience the burden of environmental problems. Issues range from exposure to environmental hazards, contaminated water, high levels of toxic waste, dispossession of land, and greater incidences of environmentally related health concerns. In this course, we will explore the social, political, and economic structures that lead to people being denied their basic right of access to a clean and healthy environment. We begin the course with understanding the theoretical and philosophical foundations of the environmental justice movement. Here, we will explore how the environment came to be understood as the place where we, “live, play, and work.” From there we will develop a deeper understanding of the concepts and philosophies of environmental justice through a series of case studies—domestically and globally—presented in readings and documentaries. We will conclude on a high note, by looking at how individuals and communities resist the power structures that create environmental injustice.

Student Learning Objectives:

Upon successful completion of this course students will be able to:

- 1) Identify environmental justice, racism, and sexism.
- 2) Explain how social forces, cultural values, and behavior affect human-environmental interactions, including issues such as political and economic relations, inequality, and access to resources.
- 3) Apply the theories and methods of environmental justice to broader environmental controversies.
- 4) Analyze individual and collective resistance strategies to combat environmental injustice.
- 5) Increase critical thinking skills.

Required Texts:

Cole, Luke and Sheila Foster. 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press.

***A digital copy is also available for you via Blackboard**

Gilio-Whitaker, Dina. 2019. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Boston: Beacon Press.

****All other readings will be made available for you via Blackboard**

****Note about Credit Hours:**

“Plan to spend approximately 3X the time of in-classroom instruction on studying while in graduate school. A normal course load of 9-12 credits per semester equates to 27-36 hours of graduate school study time per week. There are many variables, however, that can change your graduate school study schedule. For instance, course difficulty, your understanding of the materials, and also the requirements of the class such as the number of exams, quizzes, and projects” (Highergrad, 2021).¹

We all wear multiple hats and juggle varying roles and responsibilities at home, work, and in the community. Your role as a student is vital but comes with its own requirements and daily demands. To manage these responsibilities, you will need a well-considered plan. One of the keys to successfully completing this course is having a plan that will serve as a guide for your time management. To help you visualize this, create a study schedule for when you will devote time to this course.

Course Policies

Academic Misconduct:

Academic misconduct, also called academic dishonesty, includes cheating, plagiarism and other academically dishonest acts. Examples of what constitutes academic misconduct are presented in the Faculty Senate Policy on Academic Misconduct and appears in the Student Handbook. Sanctions for academic misconduct in this course are under the purview of your instructor and may include penalties such as the assignment of a failing grade in this course and request for disciplinary charges to be brought against you by the Office of Judicial Affairs. All incidents of academic misconduct will be reported to the Department of Sociology and the College of Arts and Science. Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies

<https://inside.southernct.edu/sites/default/files/a/sites/studentconduct/StudentCodeofConductrevised6.16.16.pdf>.

Addressing Sexual Misconduct:

At Southern Connecticut State University (SCSU), we are committed to creating a community of respect, civility, and honor. Your health and safety are a top priority! In line with this mission, we enforce Title IX of the Education Amendment of 1972 which prohibits acts of sexual misconduct (sexual harassment, sexual assault, sexual exploitation), intimate partner violence (dating violence and domestic violence) and stalking at educational institutions. Acts of sexual misconduct and intimate partner violence are a violation of Southern Connecticut State University policy and state law. We encourage you to report any incidents of sexual misconduct, intimate partner violence or stalking and/or utilize the support and advocacy services available to you. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator, Paula Rice, 203-392-5568, or the Office of Student Conduct and Civic Responsibility, Christopher Piscitelli, 203-392-6188. For support and confidential consultation, contact the SCSU Counseling Services, 203-392-5475; SCSU Health Services, 203-392-6300; SCSU Marriage and Family Clinic, 203-392-6413. To report to the police, contact the University Police, 203-392-5375. Please refer to the reporting guidelines for complete list of available resources <https://inside.southernct.edu/sexual-misconduct/reporting-students>.

Americans with Disabilities Act (ADA) Statement:

SCSU’s Center for Academic Success and Accessibility Services (CASAS) provides comprehensive support for Southern students, which includes the University’s tutoring, writing support services, and PALS as well

¹ Highergrad. 2021. “Graduate School Study Time| How Much is Enough?” Retrieved December 2022 (<https://www.highergrad.com/entries/graduate-school-study-time-how-much-is-enough>).

as academic coaching and programming related to your success in the academic environment. Additionally, Southern provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's Accessibility Services can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with Accessibility Services, located in Buley Library, Rm 303. To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet as soon as possible.

Additional University Resources

Sexuality and Gender Equality (SAGE) Center:

The SAGE Center is committed to providing a positive academic, cultural, and social environment where the LGBTQ+ community at Southern can learn, grow, and thrive. **The SAGE Center is located at Adanti Student Center, Room 324 and is open Monday-Friday from 8 AM-5 PM. For more information about the resources they offer, along with a list of ongoing events, please visit <https://inside.southernct.edu/sage-center>.**

The Office of Career and Professional Development:

The Office of Career and Professional Development is here to help you define and enact your vision of career success. They offer a comprehensive array of services both in-person and online. **The Office of Career and Professional Development is located in Buley Library 102. For more information about the resources they, please visit <https://inside.southernct.edu/careers>.**

Veterans Center:

If you are a veteran, the Veterans' Center offers a lively meeting place with computers and comfortable furniture where you can meet other students, study, socialize or relax between classes. **The Veterans' Center is located in Engleman Hall, Room A014 and is open Monday-Friday from 8:30 AM- 6 PM. For more information about the resources they provide to our student veterans, please visit <https://inside.southernct.edu/veterans-services>.**

Well-being Statement:

Your physical and mental health are critical to your learning and success. Southern has a comprehensive range of supports available to enhance your holistic wellbeing, including the Wellbeing Center, the Food Pantry and Closet, Counseling Services, Health Services, Recreation and Fitness, Alcohol and Drug Services and Recovery Services, and Violence Prevention, Victim Advocacy and Support (VPAS). **For more information, please visit <https://inside.southernct.edu/wellbeing> or call 203-392-7330.**

Writing Center:

Writing is a tool of discovery, self-expression, and social justice. The purpose of the Writing Center at Southern Connecticut State University is to provide a curricular structure and an educational environment, in which students and faculty can gain the skills and support they need to be successful writers, and writing mentors. **For more information about the resources they offer, please visit <https://inside.southernct.edu/writing-center>.**

Note Regarding When to Cite:

You must cite when: You directly quote from an outside source. The cited text should always be placed in quotation marks [“”] or block quoted followed by (Author year, p. #). Use a block quote when your citation

is over two lines in length. Block quotes should always be single-spaced and indented beyond the normal margins.

You must cite when: You are paraphrasing or citing an idea. When you paraphrase quotation marks are not necessary, but the paraphrased section should always be followed by (Author year)

If you have questions about proper citation formatting, visit <https://owl.purdue.edu>.

Course Policies

Attendance:

Attendance does not count towards your overall grade. **However, after two absences, students' final grade will drop one letter.** For example, if your final grade is an A but you miss two classes, your final grade will be a B. Attendance means coming to class on time, having read the material for that week, and being present and engaged. Please refrain from using laptops and phones, if it does not pertain to coursework. This serves as a distraction to not only you, but also those around you.

Incomplete Course Grade:

An Incomplete (I) will only be given as a final grade if students have notified the instructor prior to the end of the semester (i.e., end of Finals week) and have arranged with the instructor to make up the incomplete requirement(s). Students who fail to notify the instructor and make the appropriate arrangements will receive a zero for the requirement/assignment, which will be used to compute their final grade in the course.

Late Assignments:

Students will only be allowed to turn in an assignment without a late penalty or take a make-up exam if they have a documented illness or verifiable emergency at the time of the due date/scheduled exam. If students need an extension due to an extenuating circumstance, they should contact me to discuss the situation prior to due date. **Late class note assignments will NOT be accepted. All other assignments without an extension will receive a 1-point deduction per day.**

Plagiarism:

Any account of plagiarism will result in a failing grade for the assignment, and will be reported to the University. Any subsequent plagiarism may result in a failing grade for the course, and investigation by the University. Plagiarism is presenting another person's work as one's own. This includes not properly citing sources, using AI to write papers, purchasing papers from others, or having others do your work. Plagiarism also includes turning in an assignment for multiple courses, both present or previous.

Assessments of Student Learning:

Evaluation Methods and Criteria:

All assignments will be due on Blackboard.

The final course grade will be determined by your performance on:

Reading commentary 6@5 points each	=	30 points possible
Class discussion post	=	5 points possible
Research paper proposal	=	10 points possible
Class discussion leader	=	10 points possible
Research paper	=	50 points possible
In-class paper presentation	=	10 points possible
Participation	=	5 points possible
Total Points	=	120 points possible

Grading Scale:

A 94-100	A- 90-93	B+ 87-89	B 84-86	B- 80-83	C+ 77-79
C 74-76	C- 70-73	D+ 67-69	D 64-66	D- 60-63	F <60

****In order to figure out your grade throughout the semester**, add up your total points earned (at that point in time), divided by total points available (at that point in time), and multiply by 100. This will give you a percentage total.

Reading commentaries

Six times throughout the semester, you will submit a reading commentary. Your commentary should be 500-750 words. **Commentaries are due at 2 PM on the Monday of the week that you choose to write a commentary. Late commentaries will not be accepted.**

Commentaries are not primarily a summary. They are analyses, comments, and evaluations of a particular topic or reading(s). As a course assignment, it situates the work in the light of specific issues and theoretical concerns being discussed in the course. Your commentary should show that you can recognize arguments and engage in critical thinking about the course content. Please do not summarize each individual reading, but tie them together.

Critical understanding is broken down into three components: understanding (facts), interpretation, and creating an informed judgment. Your writing proficiency will also be considered in grading your work. I do not expect perfection. However, your commentaries should be grammatically sound, written in organized paragraphs, and please do spell check. Writing is a process and the more we do, the better we get. If you are intimidated by the idea of writing, I encourage you to visit the writing center.

Additional Commentary Guidelines

The following is a list of questions that should be helpful to keep in mind as you read, and as you write about the readings.

- 1) What is the argument that the author(s) is/are trying to make?
- 2) In what ways is the argument persuasive or not to you? Why?
- 3) Where do you agree or disagree with the author, and why?
- 4) How do your own values and experiences shape your response to the text?
- 5) What strikes you as particularly interesting, curious, insightful, irritating, etc.?
- 6) How does the author's argument relate to other things you have read or to your own experiences?

Discussion post

In lieu of class, on January 30th, you will have a graded discussion post on Blackboard. Your graded discussion post will be due on January 30th at 6:15 PM, essentially when we would be meeting in class. You will be given a prompt and you are required to respond to the prompt using the readings and the assigned film, *Mossville: When Great Trees Fall*.

Research paper proposal

By Tuesday, February 28th, you will turn in a research paper proposal. This proposal will be a 500-word proposal on the topic of your choosing. You will provide a general overview of the topic you chose, and what makes this is concern for environmental justice. In addition to the 500-words, you will do an annotated bibliography of 5 peer reviewed sources. Each annotation should be at least 100-words. You are expected to cite your sources properly, and identify peer review resources. If you are unclear on how to cite your sources there is an ASA Quick Styles 2-pager uploaded on Blackboard under the tab "Additional Research Resources for assignments." Please remember, ***you cannot do the Flint, Michigan water crisis.**

Class discussion leader

Beginning week 3, each student will be required to be class discussion leader. Class discussion leader requires that you are responsible for that week. **All materials should be sent to me by 2 PM of the week that you choose to lead.**

Additional Class Discussion Leader Guidelines

- 1) **On this day you will be required to write a reading commentary (which will also count as 1 of your 6).**
- 2) You are also responsible for bringing an outside source to share with class. This can be a news article that relates to the topic, in which you synthesize for folks and connect it to class. It can be a short video or podcast (no more than 10 minutes). It can also be a form of poetry or visual to analyze. It can also be an interactive tool.
- 3) You will also create 3 class discussion questions to facilitate dialogue between your colleagues.
- 4) Please upload the commentary to the commentary submission link. The other materials such as a link to your source and your class discussion questions to the class leader submission link.

In class presentation

The last class is dedicated to you sharing your work with your colleagues. You will plan for a 7-10 minute presentation with a 2-3 minute Q&A. For this presentation, you will create a powerpoint. All students will present. **Under the circumstance that you are unable to make it to class, you will be required to record your presentation and I will upload it to Blackboard to be shared with class.**

Final paper

The final assignment for this course is a 12-15 page paper on an environmental justice issue of your choosing. **You may work with a partner on this assignment, however, you must let me now by Week 3. Research can be done together, but each student is expected to turn in their own original work.** There is a "Some resources for environmental justice tab" on Blackboard that can help you identify some cases. You can also think globally. ***You cannot do the Flint, Michigan water crisis.**

Participation

Each student is expected to participate actively and thoughtfully in class discussions. Evaluation of participation will be based on the quality as well as the extent of contributions. We all have our quiet days, I do not expect you to participate every day. Please be an active participant in class. Know that asking questions in class is also participation. Evaluation of participation quality will take the following criteria into account: • Understanding of the issues, concepts, and historical developments introduced; • Communication skills (clear and constructive questions, comments, etc.); • Synthesis, integration and drawing connections between immediate subject matter and ideas, issues, and insights from the course materials and elsewhere; • Creativity in ideas, in drawing connections and in presenting/illustrating concepts; and • Identification and reasoned evaluations of assumptions and values underlying positions discussed.

Important due dates:

Assignment	Due Date
6 reading commentaries	Mondays by 2 PM
Class discussion post	January 30 th at 6:15 PM
Research paper proposal	Tuesday, February 28 th at 11:59 PM
Class discussion leader	See signup sheet
Final paper	Tuesday, May 8 th at 11:59 pm
In-class presentation	See signup sheet

Bibliography:

- Anguelovski, Isabelle. 2016. "From Toxic Sites to Parks as (Green) LULUs? New Challenges of Inequity, Privilege, Gentrification, and Exclusion for Urban Environmental Justice." *Journal of Planning Literature* 31(1): 23-36.
- Anthes, Emily. April 13, 2022. "A 'Silent Victim': How Nature Becomes a Casualty of War." *The New York Times*. Available at <https://www.nytimes.com/2022/04/13/science/war-environmental-impact-ukraine.html>.
- Bell, Shannon Elizabeth, and Richard York. 2010. "Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia." *Rural Sociology* 75(1): 111-143.
- Bell, Shannon Elizabeth, Jenrose Fitzgerald, and Richard York. 2019. "Protecting the Power to Pollute: Identity Co-optation, Gender, and the Public Relations Strategies of Fossil Fuel Industries in the United States." *Environmental Sociology* 5(3): 323-338.
- Brasier, Kathryn J., Matthew R. Filteau, Diane K. McLaughlin, Jeffrey Jacquet, Richard C. Stedman, Timothy W. Kelsey, and Stephan J. Goetz. 2011. "Residents' Perceptions of Community and Environmental Impacts from Development of Natural Gas in the Marcellus Shale: A Comparison of Pennsylvania and New York cases." *Journal of Rural Social Sciences* 26(1): 3.
- Cable, Sherry, Thomas Shriver and Tamara Mix. 2008. "Risk Society and Contested Illness: The Case of Nuclear Weapons Workers." *American Sociological Review* 73(3), 380–401.
- Clark, Brett, and Andrew K. Jorgenson. 2012. "The Treadmill of Destruction and the Environmental Impacts of Militaries." *Sociology Compass* 6(7): 557-69.
- Clinton, William J. 1994. Executive Order 12898: Federal actions to address environmental justice in minority populations and low-income populations. Available at www.archives.gov/federalregister/executive-orders/pdf/12898.pdf
- Cole, Luke and Sheila Foster. 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press.
- Correa, Jennifer G, and Joseph M Simpson. 2022. "Building Walls, Destroying Borderlands." *Nature and Culture* 17(1): 1-25.
- Davies, Thom. 2022. "Slow Violence and Toxic Geographies: 'Out of sight' To Whom?." *Environment and Planning C: Politics and Space* 40(2): 409-427.
- Eaton, Emily, and Abby Kinchy. 2016. "Quiet Voices in the Fracking Debate: Ambivalence, Nonmobilization, and Individual Action in Two Extractive Communities (Saskatchewan and Pennsylvania)." *Energy Research & Social Science* 20: 22-30.
- Gilio-Whitaker, Dina. 2019. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Boston: Beacon Press.
- Gould, Kenneth A., and Tammy L. Lewis. 2012. "The Environmental Injustice of Green Gentrification: The Case of Brooklyn's Prospect Park." *The World in Brooklyn: Gentrification, Immigration, and Ethnic Politics in a Global City* 2: 113-146.

- Holleman, Hannah. 2017. "De-naturalizing Ecological Disaster: Colonialism, Racism and the Global Dust Bowl of the 1930s." *The Journal of Peasant Studies* 44(1): 234-260.
- Kern, Leslie, and Caroline Kovesi. 2018. "Environmental Justice Meets the Right to Stay Put: Mobilising Against Environmental Racism, Gentrification, and Xenophobia in Chicago's Little Village." *Local Environment* 23(9): 952-966.
- Kim, Eleana. 2016. "Toward an Anthropology of Landmines: Rogue Infrastructure and Military Waste in the Korean Demilitarized Zone." *Cultural Anthropology* 31(2): 162-187.
- Liotta, Charlotte, Yann Kervinio, Harold Levrel, and Léa Tardieu. 2020. "Planning for Environmental Justice-Reducing Well-Being Inequalities Through Urban Greening." *Environmental Science & Policy* 112: 47-60.
- Malin, Stephanie, Stacia Ryder & Mariana Galvão Lyra. 2019. "Environmental Justice and Natural Resource Extraction: Intersections of Power, Equity and Access." *Environmental Sociology* 5(2): 109-116.
- Malin, Stephanie A., David Ciptet, and Jill Lindsey Harrison. 2022. "Sites of Resistance, Acceptance, and Quiescence Amid Environmental Injustice: An Introduction to the Special Issue on Sustainability under Neoliberalism." *Environmental Justice*.
- Masood, Ehsan and Jeff Tollefson. 2021. "COP26 Hasn't Solved the Problem: Scientists React to UN Climate Deal." *Nature* 599: 355-356
- Medwinter, Sancha Doxilly. 2021. "Reproducing Poverty and Inequality in Disaster: Race, Class, Social Capital, NGOs, and Urban Space in New York City After Superstorm Sandy." *Environmental Sociology* 7(1): 1-11.
- Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. "Environmental Justice." *Annual review of environment and resources* 34: 405-430.
- Mohai, Paul, and Robin Saha. 2015. "Which Came First, People or Pollution? A Review of Theory and Evidence from Longitudinal Environmental Justice Studies." *Environmental Research Letters* 10(12): 125011.
- Parks, Vanessa. 2022. "Perceived Environmental Threats, Place Attachment, and Natural Resource Employment: Predicting Willingness to Move From a Threatened Coastline." *Environmental Sociology*: 1-14.
- Peek, Lori, Tricia Wachtendorf, and Michelle Annette Meyer. 2021. "Sociology of Disasters." In *Handbook of Environmental Sociology*, pp. 219-241. Springer, Cham.
- Pellow, David. 2016. "Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge." *Du Bois Review Social Science Research on Race* 13(2): 221-236.
- Pulido, Laura. 1996. "A Critical Review of the Methodology of Environmental Racism Research." *Antipode* 28(2):142-159.
- Purdy, Jedediah. 2015. "Environmentalism's Racist History." *The New Yorker* Available at <https://www.newyorker.com/news/news-desk/environmentalisms-racist-history>.
- Rivera, Danielle Zoe. 2022. "Disaster Colonialism: A Commentary on Disasters beyond Singular Events to Structural Violence." *International Journal of Urban and Regional Research* 46: 126-135. DOI: <https://doi.org/10.1111/1468-2427.12950>
- Roberts, David. 2017. "Climate Change Did Not 'Cause' Harvey, or Irma, but It's A Huge Part of the Story." *Vox* Available at: <https://www.vox.com/energy-andenvironment/2017/8/28/16213268/harvey-climate-change>
- Roberts, J. Timmons, Romain Weikmans, Stacy-ann Robinson, David Ciptet, Mizan Khan, and Danielle Falzon. 2021. "Rebooting a Failed Promise of Climate Finance." *Nature Climate Change* 11(3): 180-182.
- Robinson, Stacy-ann, Mizan Khan, J. Timmons Roberts, Romain Weikmans, and David Ciptet. 2021. "Financing Loss and Damage from Slow Onset Events in Developing Countries." *Current Opinion in Environmental Sustainability* 50: 138-148.

- Schlosberg, David. 2013. "Theorising Environmental Justice: The Expanding Sphere of a Discourse." *Environmental Politics* 22(1): 37-55.
- Shriver, Thomas E., Alison E. Adams, and Chris M. Messer. 2014. "Power, Quiescence, and Pollution: The Suppression of Environmental Grievances." *Social Currents* 1(3): 275-292.
- Solomon, Gina, Rachel Morello-Frosch, Lauren Zeise, and John B. Faust. 2016. "Cumulative Environmental Impacts: Science and Policy to Protect Communities," *Annual Review of Public Health* 37:83-96.
- Sovacool, Benjamin K., Bruno Turnheim, Andrew Hook, Andrea Brock, and Mari Martiskainen. 2021. "Dispossessed by Decarbonisation: Reducing Vulnerability, Injustice, and Inequality in the Lived Experience of Low-Carbon Pathways." *World Development* 137: 105116.
- Straub, Adam. 2021. "'Natural Disasters Don't Kill People, Governments Kill People:' Hurricane Maria, Puerto Rico—recreancy, and 'Risk Society'." *Natural Hazards* 105(2): 1603-1621.
- Sultana, Razia, Thomas Birtchnell, and Nicholas Gill. 2020. "Urban Greening and Mobility Justice in Dhaka's Informal Settlements." *Mobilities* 15(2): 273-289.
- Whyte, Kyle. 2018. "Settler colonialism, ecology, and environmental injustice." *Environment and Society* 9(1): 125-144.

Course Reading Schedule:

- *Students are expected to have read all materials prior to Monday.**
- **All reading commentaries are due on Blackboard by 2 PM.**
- ***Please note that you are expected to read 75-100 pages a week, so space it out.**

Week 1: January 23rd: Syllabus Essentials

- Read syllabus
- Review Blackboard

Week 2: January 30th: Environmental Racism and Injustice Concepts

- **No class, graded discussion post due January 30th by 6:15 PM**
- Watch *Mossville: When Great Trees Fall* at <https://www.pbs.org/video/mossville-when-great-trees-fall-se2q8k/>
- *From the Ground Up*, Intro-Chpt. 3
- Mohai, Paul, and Robin Saha. 2015. "Which Came First, People or Pollution? A Review of Theory and Evidence from Longitudinal Environmental Justice Studies." *Environmental Research Letters* 10(12): 125011.
- Schlosberg, David. 2013. "Theorising Environmental Justice: The Expanding Sphere of a Discourse." *Environmental politics* 22(1): 37-55.

Suggested Readings

- Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. "Environmental Justice." *Annual review of environment and resources* 34: 405-430.
- Pulido, Laura. 1996. "A Critical Review of the Methodology of Environmental Racism Research." *Antipode* 28(2):142-159.

Week 3: February 6th: Critical Environmental Justice

- *As Long as Grass Grows*, Intro-Chpt. 2; Chpt. 5
- Pulido, Laura. 2017. "Geographies of Race and Ethnicity II: Environmental Racism, Racial Capitalism and State-Sanctioned Violence." *Progress in Human Geography* 41(4): 524-533.
- Pellow, David. 2016. "Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge." *Du Bois Review Social Science Research on Race* 13(2): 221-236.

Suggested

- Purdy, Jedediah. 2015. "Environmentalism's Racist History." *The New Yorker* Available at <https://www.newyorker.com/news/news-desk/environmentalisms-racist-history>.

Week 4: February 13th: Environmental Colonialism

- Watch *The Battle at Standing Rock* at <https://www.theatlantic.com/video/index/507728/solidarity-standing-rock/>
- *As Long as Grass Grows*, Chpts. 3-4
- Holleman, Hannah. 2017. "De-naturalizing Ecological Disaster: Colonialism, Racism and the Global Dust Bowl of the 1930s." *The Journal of Peasant Studies* 44(1): 234-260.
- Whyte, Kyle. 2018. "Settler colonialism, ecology, and environmental injustice." *Environment and Society* 9(1): 125-144.

Week 5: February 20th: Holiday recess

Week 6: February 27th: Extractive Communities

- Watch *What Lies Upstream* at <https://tubitv.com/movies/465259/what-lies-upstream?start=true>
- Malin, Stephanie, Stacia Ryder & Mariana Galvão Lyra. 2019. "Environmental Justice and Natural Resource Extraction: Intersections of Power, Equity and Access." *Environmental Sociology* 5(2): 109-116.
- Brasier, Kathryn J., Matthew R. Filteau, Diane K. McLaughlin, Jeffrey Jacquet, Richard C. Stedman, Timothy W. Kelsey, and Stephan J. Goetz. 2011. "Residents' Perceptions of Community and Environmental Impacts from Development of Natural Gas in the Marcellus Shale: A Comparison of Pennsylvania and New York cases." *Journal of Rural Social Sciences* 26(1): 3.
- **Research paper proposal due Tuesday, February 28th at 11:59 PM**

Week 7: March: 6th: Militarization and environmental degradation

- Watch *The People Versus Agent Orange* *Available on Amazon Prime or you can buy from iTunes for \$4.99
- Clark, Brett, and Andrew K. Jorgenson. 2012. "The Treadmill of Destruction and the Environmental Impacts of Militaries." *Sociology Compass* 6(7): 557-69.
- Kim, Eleana. 2016. "Toward an Anthropology of Landmines: Rogue Infrastructure and Military Waste in the Korean Demilitarized Zone." *Cultural Anthropology* 31(2): 162-187.
- Correa, Jennifer G, and Joseph M Simpson. 2022. "Building Walls, Destroying Borderlands." *Nature and Culture* 17(1): 1-25.
- Anthes, Emily. April 13, 2022. "A 'Silent Victim': How Nature Becomes a Casualty of War." *The New York Times*. Available at <https://www.nytimes.com/2022/04/13/science/war-environmental-impact-ukraine.html>.

Week 8: March 13th: Spring recess

Week 9: March 20th: Environment and Health

- Solomon, Gina, Rachel Morello-Frosch, Lauren Zeise, and John B. Faust. 2016. "Cumulative Environmental Impacts: Science and Policy to Protect Communities," *Annual Review of Public Health* 37:83-96.
- Davies, Thom. 2022. "Slow Violence and Toxic Geographies: 'Out of sight' To Whom?." *Environment and Planning C: Politics and Space* 40(2): 409-427.

- Cable, Sherry, Thomas Shriver and Tamara Mix. 2008. "Risk Society and Contested Illness: The Case of Nuclear Weapons Workers." *American Sociological Review* 73(3): 380–401.

Week 10: March 27th: Urban environmental justice and gentrification

- Watch *Greening the Ghetto* at https://www.youtube.com/watch?v=gQ-cZRmHfs4&ab_channel=TED
- Anguelovski, Isabelle. 2016. "From Toxic Sites to Parks as (Green) LULUs? New Challenges of Inequity, Privilege, Gentrification, and Exclusion for Urban Environmental Justice." *Journal of Planning Literature* 31(1): 23-36.
- Gould, Kenneth A., and Tammy L. Lewis. 2012. "The Environmental Injustice of Green Gentrification: The Case of Brooklyn's Prospect Park." *The World in Brooklyn: Gentrification, Immigration, and Ethnic Politics in a Global City* 2: 113-146.
- Kern, Leslie, and Caroline Kovesi. 2018. "Environmental Justice Meets the Right to Stay Put: Mobilising Against Environmental Racism, Gentrification, and Xenophobia in Chicago's Little Village." *Local Environment* 23(9): 952-966.
- Sultana, Razia, Thomas Birtchnell, and Nicholas Gill. 2020. "Urban Greening and Mobility Justice in Dhaka's Informal Settlements." *Mobilities* 15(2): 273-289.

Suggested

- Liotta, Charlotte, Yann Kervinio, Harold Levrel, and Léa Tardieu. 2020. "Planning for Environmental Justice-Reducing Well-Being Inequalities Through Urban Greening." *Environmental Science & Policy* 112: 47-60.

Week 11: April 3rd: Global Environmental Justice and Climate Change

- Watch "Is It Too Late to Stop Climate Change? Well It's Complicated" at <https://www.youtube.com/watch?v=wbR-5mHI6bo>
- Plumer, Brad and Henry Fountain. 11 November 2021. "A Hotter Future is Certain, Climate Panel Warns. But How Hot is Up to Us." *New York Times* Available at <https://www.nytimes.com/2021/08/09/climate/climate-change-report-ipcc-un.html>
- Masood, Ehsan and Jeff Tollefson. 2021. "COP26 Hasn't Solved the Problem: Scientists React to UN Climate Deal." *Nature* 599: 355-356
- Roberts, David. 2017. "Climate Change Did Not 'Cause' Harvey, or Irma, but It's A Huge Part of the Story." *Vox* Available at: <https://www.vox.com/energy-andenvironment/2017/8/28/16213268/harvey-climate-change>
- Roberts, J. Timmons, Romain Weikmans, Stacy-ann Robinson, David Ciplet, Mizan Khan, and Danielle Falzon. 2021. "Rebooting a Failed Promise of Climate Finance." *Nature Climate Change* 11(3): 180-182.
- Robinson, Stacy-ann, Mizan Khan, J. Timmons Roberts, Romain Weikmans, and David Ciplet. 2021. "Financing Loss and Damage from Slow Onset Events in Developing Countries." *Current Opinion in Environmental Sustainability* 50: 138-148.
- Sovacool, Benjamin K., Bruno Turnheim, Andrew Hook, Andrea Brock, and Mari Martiskainen. 2021. "Dispossessed by Decarbonisation: Reducing Vulnerability, Injustice, and Inequality in the Lived Experience of Low-Carbon Pathways." *World Development* 137: 105116.

Week 12: April 10th: Natural Disasters?

- Peek, Lori, Tricia Wachtendorf, and Michelle Annette Meyer. 2021. "Sociology of Disasters." In *Handbook of Environmental Sociology*, pp. 219-241. Springer, Cham.

- Rivera, Danielle Zoe. 2022. "Disaster Colonialism: A Commentary on Disasters beyond Singular Events to Structural Violence." *International Journal of Urban and Regional Research* 46: 126-135. DOI:<https://doi.org/10.1111/1468-2427.12950>
- Straub, Adam. 2021. "'Natural Disasters Don't Kill People, Governments Kill People:' Hurricane Maria, Puerto Rico—recreancy, and 'Risk Society'." *Natural Hazards* 105(2): 1603-1621.
- Medwinter, Sancha Doxilly. 2021. "Reproducing Poverty and Inequality in Disaster: Race, Class, Social Capital, NGOs, and Urban Space in New York City After Superstorm Sandy." *Environmental Sociology* 7(1): 1-11.

Suggested

- Parks, Vanessa. 2022. "Perceived Environmental Threats, Place Attachment, and Natural Resource Employment: Predicting Willingness to Move From a Threatened Coastline." *Environmental Sociology*: 1-14.

Week 13: April 17th: Perceived Quiescence/Absence of collective action

- Malin, Stephanie A., David Ciptet, and Jill Lindsey Harrison. 2022. "Sites of Resistance, Acceptance, and Quiescence Amid Environmental Injustice: An Introduction to the Special Issue on Sustainability under Neoliberalism." *Environmental Justice*.
- Shriver, Thomas E., Alison E. Adams, and Chris M. Messer. 2014. "Power, Quiescence, and Pollution: The Suppression of Environmental Grievances." *Social Currents* 1(3): 275-292.
- Eaton, Emily, and Abby Kinchy. 2016. "Quiet Voices in the Fracking Debate: Ambivalence, Nonmobilization, and Individual Action in Two Extractive Communities (Saskatchewan and Pennsylvania)." *Energy Research & Social Science* 20: 22-30.
- Bell, Shannon Elizabeth, and Richard York. 2010. "Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia." *Rural Sociology* 75(1): 111-143.
- Bell, Shannon Elizabeth, Jenrose Fitzgerald, and Richard York. 2019. "Protecting the Power to Pollute: Identity Co-optation, Gender, and the Public Relations Strategies of Fossil Fuel Industries in the United States." *Environmental Sociology* 5(3): 323-338.

Week 14: April 24th: Environmental Justice from Below

- *From the Ground Up*, Chpts. 4-7
- *As Long as Grass Grows*, Chpts. 6-8

Week 15: May 1st: Class Presentations

Week 16: May 8th: Finals Week

- No classes
- **Final paper due Tuesday, May 8th at 11:59 PM**

****Note:** The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.