The environmental justice movement seeks greater participation by marginalized communities in environmental policy, and equity in the distribution of environmental harms and benefits. This course will examine the meaning of “environmental justice,” the history of the movement, the empirical foundation for the movement’s claims, and specific policy questions. Although environmental justice is a transnational movement, our primary focus is the United States.

This course satisfies the Social Inquiry, QRE, and Intercultural Domestic Studies curricular requirements.

Required Texts:

- McGurty, Eileen. *Transforming Environmentalism*
- Other readings on e-reserve [R]

Assessment:

Paper #1: 30%
Paper #2: 30%
Group case study project: 30%
Participation: 10%

COURSE OUTLINE

Class 1: Introduction

Case Studies of Environmental (In)Justice

Class 2: Cole and Foster, *From the Ground Up: Environmental Racism and the Rise of Environmental Justice Movement*. Ch. 2-3

Class 3: History of the Environmental Justice Movement
McGurty, *Transforming Environmentalism*, ch. 1-3
Case Studies: An Introduction [R]

Class 4: McGurty, *Transforming Environmentalism*, ch. 4-end.
Class 5: Bullard, *Dumping in Dixie*, Ch 1, 3,4

Class 6: Lerner, *Diamond*, Ch 1-6

Class 7: Lerner, *Diamond*, Ch. 7-end

Class 8: Freudenberg et al, *Catastrophe in the Making*, Prologue -- ch.5

Class 9: Freudenberg, *Catastrophe*, ch 6-end

Class 10: Designing Good Case Studies
Case Studies: An Introduction (again) [R]

**What Is “Justice”?**

Class 11: Justice and collective responsibility
Smith, Kimberly, “Theories of Justice: An Introduction” [R]

Class 12: Cont.

***Case selection due in class***
***Case study groups will schedule a meeting with Danya Leebaw next week***

Class 13: Environmental and racial justice
Bullard, *African American Historical and Cultural Perspectives on EJ* [R]
Principles of *Environmental Justice* [R]

Class 14: Restorative Justice and Collective Responsibility
Moltchanova, Anna “Gulf Coast Crisis: National Identity and Collective responsibility” [R]

Class 15: Environmentalism and EJ

***Paper #1 due in class***
***First peer evaluations for group project due***

***BREAK***

Quantitative Approaches to EJ (QRE section)

Class 16: Bullard, *Dumping in Dixie*, ch. 2, 5

Class 17: cont.
Cutter, Susan, *Hazards, Vulnerability and Environmental Justice*: Issues in Environmental Justice; Role of Geographic Scale in Monitoring Environmental Justice; Setting Environmental Justice in Space and Place [All from *Hazards, Vulnerability and Environmental Justice*] [R]

**Class 18:** UCC study, Toxic Wastes and Race

**Class 19:** Social Vulnerability
Cutter, Susan. *The Geography of Social Vulnerability: Race, Class and Catastrophe* [R]
Cutter et. Al., *Social Vulnerability to Environmental Hazards*, [R]

*Applying the EJ framework*

**Class 20:** Fukushima case study: Can the EJ framework apply to Japan?
Curtis, *Tohoku Diary* (in *Natural Disaster and Nuclear Crisis in Japan*, ed. Kingston 2012) (link is on moodle)

**Class 21:** Fukushima cont. [with Prof. Tegtmeyer Pak et al]

***Paper #2 due in class***

**Class 22:** Cont
Shrader-Frechette, *Nuclear Catastrophe, Disaster Related Environmental Injustice, and Fukushima, Japan*
Aldrich “Networks of power: institutions and local residents in post-Tohoku Japan” (in *Natural Disaster and Nuclear Crisis in Japan*, ed. Kingston 2012)

**Class 23:** The Flint Water crisis [readings posted on moodle]

***First Draft of Case Study to be posted on moodle forum. Second peer evals due***

**Class 24:** Case study workshop

**Class 25:** Konisky, ed, *Failed Promises: Evaluating the Federal Government’s Response to Environmental Justice* (MIT 2015), ch 2, 4

**Class 26:** Konisky, *Failed Promises*, Ch. 6, 7

*EJ and the Arts*

**Class 27:** The Poetics of Environmental Justice
Patterson, *We Know This Place* [R]
Mos Def, *New World Water*
West, *Diamonds from Sierra Leone Remix*

**Class 28:** Conclusion: Discussion of case studies
***Final draft of Papers #1 and #2 due in class

***Case study due Saturday, June 4, at noon, with your final peer evaluations***