

**San Jose State University**  
**College of Social Sciences / Environmental Studies and African American Studies**  
**Departments**  
**ENVS/AFAM 151, Section 1: Race, Poverty, and Environment**  
**Spring 2017**

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<b>Office Hours:</b>	Wednesdays, 11:00 AM - 1:00 PM
<b>Class Days/Time:</b>	T 3:00 - 5:45 PM
<b>Classroom:</b>	Dudley Moorhead Hall 161

## **COURSE OBJECTIVE**

The purpose of this course is to explore the relationship between race, poverty, and the environment through the lens of environmental justice. In this context, systems of uneven distribution frequently manifest in inequitable environmental outcomes, particularly in low-income communities and communities of color. In response to this, a discourse of *environmental justice* and *environmental racism* emerged to inform and empower social movements. These social movements seek to redress systemic inequities resulting in uneven conditions. While there certainly have been numerous cases of environmental inequities spurring social movements throughout history, environmental justice as an organized movement was launched in 1982 with a protest over hazardous waste issues in Warren County, North Carolina. Residents and civil rights leaders came together to protest the waste site, but were ultimately unsuccessful. However, this action led to an understanding that environmental (in)justice was not isolated to Warren County. In fact, it is an international issue experienced amongst a range of stakeholders. Beginning with the North Carolina context, this course explores the histories and policies leading to environmental inequities and community, national, and international initiatives seeking to ensure environmental justice for all people. All students are expected to select an environmental justice issue in the Bay Area and conduct an examination of the issue. All project-based work will be discussed in the beginning weeks of the semester.

## **Learning Objectives**

Upon completion of this course, students should be able to:

- Explain and unpack environmental racism, environmental inequality, and

- environmental justice.
- Understand theories concerning environmental inequities.
  - Understand environmental justice as an academic field of study and a social movement.
  - Analyze public and private responses to environmental inequities.
  - Identify and analyze environmental inequities in the local context.

## **REQUIRED BOOKS**

Walker, G. (2012). *Environmental Justice: Concepts, Evidence and Politics*. London; New York: Routledge.

A series of journal articles will also be assigned for each week. Please refer to the course schedule.

## **CLASSROOM PROTOCOL**

### **Classroom Format**

This is a face-to-face course that includes lectures and class discussions. Students are expected to attend all classes and be prepared for in-class discussion. All students will be expected to lead one (1) class discussion. Reading all assigned materials before class time will help to advance our discussions. Furthermore, class discussions will be extended through out-of-class interaction on Canvas, our interactive learning management system (LMS). All original Canvas posts are due Sundays. Replies to classmates are due before class on Tuesdays. Finally, all students will be expected to present the results of a collaborative project in class.

### **Student Responsibilities**

The keys to success in this class include (1) reading all assigned materials, (2) doing all assignments, and (3) participating in class and online discussions. All course activities are designed to engage students in a robust learning experience. All students should be prepared to devote up to six hours of out-of-class time to course assignments and online discussions.

### **Office Visits**

Come visit me! One of my favorite things to do is talk to students about environmental issues and research. We can chat about the course, address any questions you have about readings and/or assignments, or just talk about your interests more broadly.

### **Assignments**

The assignments provide a mechanism to learn a variety of material, connect issues, gain skills and to express knowledge and research primarily through writing and discussion. The information below indicates the value of each course requirement.

- Online Discussion: 20%
- In-Class Participation: 20%
- Collaborative Field Investigation:

- 500 word collaborative project description: 10%
- 1000 word individual project report: 10%
- 2500 word individual research paper: 20%
- Crossroads Forum: 10%
- Collaborative In-Class Presentation: 10%

### **Assignment Due Dates and Late Assignment Policy**

All assignments are due at the time specified in the assignment description. Due to the interactive nature of this course, late assignments will not be accepted.

### **Course Grading**

All formal writing assignments will be graded according to these standards for assessing the quality of the content and the clarity of your writing.

A+	98 - 100
A	93 - 97
A-	90 - 92
B+	88 - 89
B	83 - 87
B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 - 72
D+	68 - 69
D	63 - 67
D-	60 - 62
F	< 60

## **UNIVERSITY POLICIES**

### **DROPPING AND ADDING**

It is VERY important that you pay attention to these dates. As an SJSU student, you are responsible for understanding the policies and procedures about add and drops, as well as what level of work qualifies for an incomplete. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **ACADEMIC INTEGRITY POLICY**

Academic integrity requires that students do not cheat or steal the ideas or works of others. Please familiarize yourself with the information on this website describing the SJSU Academic Integrity Policy: <http://info.sjsu.edu/static/catalog/integrity.html>. One serious form of cheating is plagiarism. According to SJSU's Academic Integrity Policy, "...plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill

academic requirements.” Plagiarism in written assignments will result in NO CREDIT for the assignment. But, we’ll take measures together to prevent this from happening, especially by using TurnItIn.com. If you have questions about the official SJSU policy on plagiarism, please read the Academic Integrity Policy referenced above. You might also want to go through the simple plagiarism tutorial, developed by the library staff, found at this link: <http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm>. If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or to ask for clarification, before handing in written work.

### **CAMPUS POLICY IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

[Presidential Directive 97-03](#) at

[http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **STUDENT TECHNOLOGY RESOURCES**

Computer labs for student use are available in the new Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. In addition, computers are available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

### **PEER CONNECTIONS**

The Peer Connections center is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the [Peer Connections](#) website for more information at <http://peerconnections.sjsu.edu>.

### **SJSU WRITING CENTER**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](#) is located at <http://www.sjsu.edu/writingcenter/>.

### **COMMUNICATION CENTER**

The Communication Center is located in Hugh Gillis Hall 229 and is open Monday - Thursday 10:30AM - 4:30PM September 11th - December 6th. The Center provides support for all students interested in developing their personal and professional communication skills, and offers specialized support for those enrolled in Communication Studies courses. Services include in-person workshops and self-paced online modules via

Canvas. Upper-division Communication Studies students staff the Center and are trained in coaching students on a variety of topics related to our department courses. Enrollment in COMM 80 provides support for the Center. More information can be found through the website <http://commcenter.sjsu.edu/>

**ACADEMIC COUNSELING CENTER FOR EXCELLENCE IN THE SOCIAL SCIENCES (ACCESS)**

Clark Hall Room 240, 924-5363, [socsci-access@sjsu.edu](mailto:socsci-access@sjsu.edu)

Dr. Hien Do, Faculty Director, [Hien.Do@sjsu.edu](mailto:Hien.Do@sjsu.edu), 924-5461; Valerie Chapman, Academic Advisor, [Valerie.Chapman@sjsu.edu](mailto:Valerie.Chapman@sjsu.edu), 924-5364

All COSS students and interested students are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Call or email for an appointment, or just stop by.

**PROFICIENCY EXPECTATIONS AND TECHNICAL SUPPORT**

Students are expected to have basic computer skills including basic proficiency with the operating system of their computer, software used in the course, use and access of the web and SJSU’s Canvas site. You should also know how to use Microsoft Word or a similar word processing software program, as well as be able to properly upload documents to the course website and attach documents to emails. This course does not teach computer and software skills. All questions regarding Canvas or related SJSU web or computer issues should be directed to the SJSU help desk.

**READING ASSIGNMENTS/COURSE SCHEDULE**

Classroom discussions, exams, and reading assignments and due dates are listed on an accompanying course schedule.

**Spring 2017 ENVS/AFAM 151 SCHEDULE**

*PLEASE NOTE: This is a tentative schedule that may change during the course.* Course content and assignments may be revised with fair notice. Check the course Canvas site Announcements section several times a week to stay current on assignments and due dates. Unless otherwise noted, all assignments must be uploaded electronically to the course’s Canvas website and all readings refer to book chapters and peer-reviewed journal articles.

Week #	Date	Topics	Readings, Assignments, In-class Activities
1	January 31	Introductions	1. No assigned readings 2. In-class exercise: Geographical Imaginary
2	February 7	Understanding environmental justice	1. Read Walker chapter 1, Brulle & Pellow (2006), and Wollan (2009) 2. Online Discussion: Understanding EJ 3. Select field projects

3	February 14	Globalizing and framing environmental justice	<ol style="list-style-type: none"> <li>1. Read Walker chapter 2 and Schlosberg (2013)</li> <li>2. Online Discussion: Individuals and communities</li> </ol>
4	February 21	Making claims: justice, evidence and process	<ol style="list-style-type: none"> <li>1. Read Walker chapter 3 and Gonzalez et al. (2011)</li> <li>2. Online Discussion: Community participation</li> <li>3. Project description due</li> </ol>
5	February 28	Locating waste: siting and the politics of dumping	<ol style="list-style-type: none"> <li>1. Read Walker chapter 4, Geiser &amp; Waneck (1983), and Freudenberg et al. (2011)</li> <li>2. Online Discussion: Warren County</li> </ol>
6	March 7	Breathing unequally: air quality and inequality	<ol style="list-style-type: none"> <li>1. Read Walker chapter 5 and <i>Hidden Hazards</i></li> <li>2. Online Discussion: The participatory process</li> </ol>
7	March 14	Guest Speaker	<ol style="list-style-type: none"> <li>1. Read <i>Crude Injustice on the Rails</i></li> <li>2. Online Discussion: That's crude</li> </ol>
8	March 21	Urban greenspace: distributing an environmental good	<ol style="list-style-type: none"> <li>1. Read Walker chapter 7 and Wolch et al. (2005)</li> <li>2. Online Discussion: People and parks</li> </ol>
9	March 28	Spring Break	<ol style="list-style-type: none"> <li>1. No Assigned Reading</li> </ol>
10	April 4	Flood vulnerability: uneven risk and the injustice of disaster	<ol style="list-style-type: none"> <li>1. Read Walker chapter 6 and Katz (2008)</li> <li>2. Online Discussion: The Katrina case</li> <li>3. Project Report Due</li> </ol>
11	April 11	Veggielution	<ol style="list-style-type: none"> <li>2. Read Bradley &amp; Galt (2014)</li> <li>Online Discussion: Food justice</li> </ol>
12	April 18	Climate justice: scaling the politics of the future	<ol style="list-style-type: none"> <li>1. Read Walker chapter 8 and Bulkeley et al. (2013)</li> <li>2. Online Discussion: Achieving climate justice</li> </ol>
13	April 25	Empowerment and Citizen Participation	<ol style="list-style-type: none"> <li>1. Read Hart (1992) and Zimmerman (2000)</li> <li>2. Online Discussion: Community empowerment</li> </ol>
15	May 2	Analyzing environmental justice	<ol style="list-style-type: none"> <li>1. Read Walker chapter 9</li> <li>2. Online Discussion: Taking a stand</li> </ol>
15	May 9	In-class Presentations	<ol style="list-style-type: none"> <li>1. No Assigned Readings</li> </ol>
16	May 16	In-Class Presentations and Wrap Up	<ol style="list-style-type: none"> <li>1. No Assigned Readings</li> <li>2. Research paper due.</li> </ol>

## COURSE READINGS

- Bradley, K., & Galt, R. E. (2014). Practicing food justice at Dig Deep Farms & Produce, East Bay Area, California: self-determination as a guiding value and intersections with foodie logics. *Local Environment, 19*(2), 172–186.  
<https://doi.org/10.1080/13549839.2013.790350>
- Brulle, R. J., & Pellow, D. N. (2006). ENVIRONMENTAL JUSTICE: Human Health and Environmental Inequalities. *Annual Review of Public Health, 27*(1), 103–124.  
<https://doi.org/10.1146/annurev.publhealth.27.021405.102124>
- Bulkeley, H., Carmin, J., Castán Broto, V., Edwards, G. A. S., & Fuller, S. (2013). Climate justice and global cities: Mapping the emerging discourses. *Global Environmental Change, 23*(5), 914–925.  
<https://doi.org/10.1016/j.gloenvcha.2013.05.010>
- Field, L., Leventhal, A., Sanchez, D., & Cambra, R. (1992). A contemporary Ohlone tribal revitalization movement: A perspective from the Muwekma Costanoan/Ohlone Indians of the San Francisco Bay area. *CALIF HIST, 71*(3), 412–431.
- Freudenberg, N., Pastor, M., & Israel, B. (2011). Strengthening community capacity to participate in making decisions to reduce disproportionate environmental exposures. *American Journal of Public Health, 101*(S1), S123–S130.
- Gonzalez, P. A., Minkler, M., Garcia, A. P., Gordon, M., Garzón, C., Palaniappan, M., ... Beveridge, B. (2011). Community-based participatory research and policy advocacy to reduce diesel exposure in West Oakland, California. *American Journal of Public Health, 101*(S1), S166–S175.
- Hart, R. A., UNICEF, & International Child Development Centre. (1992). *Children's participation: from tokenism to citizenship*. Florence, Italy: UNICEF International Child Development Centre.

- Katz, C. (2008). Bad elements: Katrina and the scoured landscape of social reproduction. *Gender, Place & Culture*, 15(1), 15–29. <https://doi.org/10.1080/09663690701817485>
- Leventhal, A., Field, L., Alvarez, H., & Cambra, R. (1994). The Ohlone: Back from Extinction. *The Ohlone Past and Present: Native Americans of the San Francisco Bay Region*, 297–336.
- LOS ANGELES, T. A. S. (2003). USC Center for Sustainable Cities. Retrieved from [http://www.hollywoodunitednc.org/tempreport\\_haynes.pdf](http://www.hollywoodunitednc.org/tempreport_haynes.pdf)
- Nixon, H., & Salazar, D. (2010). Building community through engaged students: Communitercity and experiential, service-based education. *Education*, 2010. Retrieved from [http://www.jsedimensions.org/wordpress/content/building-community-through-engaged-students-communitercity-and-experiential-service-based-education\\_2013\\_05/](http://www.jsedimensions.org/wordpress/content/building-community-through-engaged-students-communitercity-and-experiential-service-based-education_2013_05/)
- Schlosberg, D. (2013). Theorising environmental justice: the expanding sphere of a discourse. *Environmental Politics*, 22(1), 37–55. <https://doi.org/10.1080/09644016.2013.755387>
- Zimmerman, M. A. (2000). Empowerment theory. In *Handbook of community psychology* (pp. 43–63). Springer. Retrieved from [http://link.springer.com/10.1007/978-1-4615-4193-6\\_2](http://link.springer.com/10.1007/978-1-4615-4193-6_2)