

Adv. PWR/Earth Systems/CCSRE/Urban Studies
Fall, 2018
Mon/Wed 11:30 to 1:20 p.m.
Bldg 160 (Wallenberg Hall), Rm 319

Dr. Emily Polk and Dr. Sibyl Diver
Emily OH: Wed 8-10, Sweet Hall, Rm323
Sibyl OH: Tu 11-1, Y2E2, Rm 343

Introduction to Environmental Justice: Perspectives on Race, Class, Gender and Place (CSRE 132E, EARTHSYS 194, PWR 194EP, URBANST 155EP)

Environmental justice (EJ) means ensuring equal access to environmental benefits and preventing the disproportionate impacts of environmental harms for all communities—regardless of gender, class, race, ethnicity or other social positions. This introductory course addresses the history, foundational theory, and key case studies of environmental justice by encouraging critical thinking about diversity and inclusion in environmental movements within the global community and at Stanford, including the ways in which race, class and gender have contributed to significant environmental battles still being fought today—from Standing Rock to Flint, Michigan. We center diverse voices by bringing leaders, particularly from marginalized communities on the frontlines of these battles to our classroom to share their experiences and insights into the social, political and economic contexts that have shaped current conditions, and which inform their communication practices and organizing principles today.

This biweekly class includes two components. In any given week, the first class session will introduce students to the foundational texts and materials of environmental justice studies. As noted above, the second class session of the week will be focused on a diverse range of guest speakers (practitioners, scholars, organizers, etc.) with particular expertise in that week's theme. Each week will focus on a different theme or lens for understanding EJ, although analysis of the role of social and political systems and institutions and their relationship to race, class and gender will play a central role throughout the course. Students will also engage in classroom discussions of their own materials and work building towards their final research project, which will be a unique contribution to the Environmental Justice conversation.

The themes are as follows:

- Week 1: History of Environmental Justice: Theories, Practices and Movements
- Week 2: Race, Identity and the Environment
- Week 3: Disparities and Agency in Environmental Exposures and Human Health
- Week 4: Climate Justice and Intersectionalities
- Week 5: Racialized Dispossession and Community Response
- Week 6: Indigenous Land and Water Rights
- Week 7: Food Justice in the Urban Environment
- Week 8: Intersecting Movements: EJ, Gender and Queer Identities
- Week 9: Changemaking & EJ: Policy, Advocacy, Allyship
- Week 10: Final Presentations: Reflections and Strategies For Moving Forward

Course goals:

- Gain knowledge of and experience with foundational concepts and themes fundamental to understanding environmental justice including a range of methodological frameworks and approaches in environmental justice studies.

- Create an opportunity to engage with a diverse range of environmental justice experts, practitioners, scholars, and organizers who are active in their fields in order to gain a deeper understanding of the multiple movements that intersect under the umbrella of environmental justice issues, along with points of difference and overlap for particular identities, geographies, and histories that make up EJ movements.
- Develop a better understanding of the depth and breadth of historic and current responses to and actions around environmental justice. This includes developing an understanding of the ways in which environmental justice is linked to human rights, equity, and self-determination.
- Develop an increased awareness of context and positionality as students practice situating their own identity (race, gender, class) as part of their thinking, scholarship, and communication practices regarding environmental issues.
- Apply the methods of research and inquiry to a particular environmental justice issue in order to practice critical thinking skills and better understand the role and influence of multiple factors and stakeholders, including how power is circulated and enacted in different social contexts. This includes developing the capacity to assess the reliability and relevance of multiple texts and to write persuasively about an area of environmental justice.
- Discuss and analyze environmental justice issues at the local, national, and international scales, including relevant policy and legislation.
- Develop a research project that contextualizes a specific environmental justice issue within a larger historical, social, political context that might offer an original contribution to the ways in which people talk about environmental justice.
- Practice evaluating, synthesizing and integrating a diverse range of voices and texts into a project that will be effectively communicated to the class.
- Explore how do different stakeholders pursue, understand and act on behalf of environmental justice? How, when and in what ways do the stories of environmental justice—diverse, varied, multiscale and multi-themed—inform action on the ground?
- Grapple with the timeless complexity of the relationship between academic studies and applied action: How does the materials we read and discuss in class inform, shape and reflect the current environmental justice movement? What is the value of understanding environmental justice as a theory, practice and movement?

Major Assignments:

Proposal: You will develop a brief proposal for their project, outlining a research project of appropriate scope related to a specific environmental justice issue or lens. Here, you will articulate research question(s) and methods that engage questions of diversity and power in the context of environmental issues; establish the significance of the project; as well as present existing information from a diverse range of relevant primary and secondary sources. You may want to work with an EJ-focused community group or organization but this is not required.

Research project: You will develop, research, write and revise several drafts of your project. Building on the work you began in the proposal, you'll craft an original essay about your topic by extending the research, synthesizing sources, substantiating their argument with appropriate evidence, and streamlining delivery into a logical, cohesive whole.

Short presentation: At the end of the quarter you'll give a short presentation where you will have an opportunity to share their final work with the class and the larger Stanford community.

Reflection: You will write a brief reflection on your experience in the course, the research, and writing process, including what you have learned about critically engaging with the theories and practices of environmental justice and how you might take this work forward.

Collaboration, reading reflections and in-class work: This includes participation in class activities, sharing weekly written reflections on the readings and guest speakers, collaborating on peer reviews of your research projects and in class writing and revision exercises.

Your final grade will be calculated from the following components:

- Proposal: 25%
- Research Project: 30%
- Oral presentation: 20%
- Reflection: 10%
- In-class work: 15%

Weekly Course Schedule:

This schedule is tentative and may change as the quarter progresses based on your feedback and class needs. **All work is due at the beginning of class on the date listed, unless otherwise stated.**

Week 1	<p><i>Monday, September 24</i> <i>History of Environmental Justice</i></p> <p>Introduction to the class! (Goals, intentions, development of class)</p> <p>Review syllabus Getting to know each other, (what do students want out of this class); creating class community (class norms, etc.) Class activities: Answer 1 of 5 question in class, students share brief excerpt Brief intro to EJ</p> <p>Readings due Wed Sept 26: History of EJ</p>	<p><i>Wednesday, September 26:</i></p> <p>Small group discussion of EJ readings Come back to larger group Excerpt from Robert Bullard video</p> <p>Introduce proposal assignment—think about ways you might join this conversation with your own project</p> <p>Readings due Monday: Race, Identity and Environment</p>
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<p>Week 2</p>	<p>Monday, October 1: <i>Race, Identity and the Environment</i></p> <p>Guest speaker/workshop: Roxy Manning, BayNVC Leadership Program, PhD on communicating justice and social change in diverse environments.</p> <p>This workshop will begin to help us to develop the skills to communicate environmental justice in healthy and productive ways.</p>	<p>Wednesday, October 3:</p> <p>Intro to critical race theory, situated knowledges, empathy communication. How do we think about the relationship between voice, (author), audience, intention/purpose and impact?</p> <p>Project brainstorming and discussion of proposal samples</p> <p>Readings due Monday: Disparities & Agency in Environmental Exposures and Human Health</p> <hr/> <p>Due Monday, Oct 8: First draft of proposal for peer review in class. After peer review, please upload second draft to Canvas with changes. Instructors will provide feedback on your second draft to address for your final version.</p>
<p>Week 3</p>	<p>Monday, October 8: <i>Disparities & Agency in Env't'l Health (Draft proposal due)</i></p> <p>Peer review student proposals!</p> <p>Reflection on guest speaker Small group discussion of exposures and human health readings (making links between readings and guest speaker) Watch short Cancer Alley EJ documentary, in class. Come back to larger group discussion with key takeaways.</p>	<p>Wednesday, October 10:</p> <p>***All day field trip, 8:30am-5pm*** Toxic Tour in Richmond, CA. Andres Soto, Communities for a Better Environment (CBE). (Details to be provided.)</p> <p>Readings due Monday: Climate Justice and Intersectionalities</p> <hr/> <p>Due Friday, Oct 15, midnight: Final version of research proposal, posted on Canvas.</p>
<p>Please feel free to meet with us one-on-one to discuss your project in more detail!</p>		
<p>Week 4</p>	<p>Monday, October 15: <i>Climate Justice and Intersectionalities</i></p> <p>Reflection on guest speaker/field trip Reading discussion on Climate Justice (Local/global connections, mapping EJ) Small group activity using EJ atlas</p>	<p>Wednesday, October 17:</p> <p>Guest speakers from SustainUS COP24 Delegation Co-leaders: Daniel Jubelirer and Kristy Drutman, (also host of Brown Girl Green podcast)</p> <p>Reading due Monday: Racialized Dispossession and Community Response</p>

<p>Week 5</p>	<p>Monday, October 22: <i>Racialized Dispossession, Community Response</i></p> <p>Guest speaker, Chryl Corbin, UC Berkeley, and Oakland Parks and Recreation Advisory Committee on EJ past, present, and future.</p> <p>In class free write visioning what a just society will look like, with sci-fi inspiration.</p>	<p>Wednesday, October 24:</p> <p>Reflection on last two guest speakers: key takeaways, solidarities and divergences</p> <p>Small group discussion on racialized dispossession and disaster impact readings</p> <p>Introduce main research project assignment—moving from research proposal to research project (What is a “good” research paper anyway?)</p> <p>Reading due Monday: Indigenous Land and Water Rights</p>
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<p>Week 6</p>	<p>Monday, October 29: <i>Indigenous Land and Water Rights</i></p> <p>Guest speakers: Nahal Ghoghaie, Environmental Justice Coalition for Water</p> <p>Ron Reed, traditional dip net fisherman and community advocate, Karuk Tribe</p> <p>Sherri Norris, California Indian Environmental Alliance</p>	<p>Wednesday, October 31:</p> <p>Developing a research project (Contributing to EJ conversation)—Tips and practices for different methodological approaches— Conducting interviews, textual analysis, etc. Who might benefit from this research? Questions about structure?</p> <p>Reflection on guest speaker</p> <p>Small-group reading discussion on land and water rights Come back together for key takeaways</p> <p>Readings due Monday: Food Justice in the Urban Environment</p>
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<p>Week 7</p>	<p>Monday, November 5: <i>Food Justice in the Urban Environment</i></p> <p>Peer review of first three pages of research project</p> <p>Group discussion: What is going well for you in this EJ-focused research and writing process? What challenges are you facing? How can our class community support you?</p> <p>Brief exercise on creating an outline for your draft—why do we do it, why is it important?</p> <p>Small group reflection on guest speaker and food and water justice readings with an eye toward intersections and divergences between rural and urban EJ issues</p>	<p>Wednesday, November 7:</p> <p>Guest speaker: Haleh Zandi, Co-founder and Director of Planting Justice</p> <p>Readings due Monday: Intersecting Movements: EJ, Gender and Queer Identities</p> <hr/> <p>Due in class next Monday Nov 12: outline for research paper, submit on Canvas <i>and</i> in class</p>
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<p>Week 8</p>	<p>Monday, November 12: <i>EJ, Gender & Queer Identities, Movements</i> <i>(Research paper outline due)</i></p> <p>Guest Speaker: Deseree Fontenot, Movement Generation on EJ, gender and queer identities.</p>	<p>Wednesday, November 14:</p> <p>Reflection on last two guest speakers Small group discussion of readings</p> <p>Introduce short presentation assignment (sign up for a date) and final reflection memo</p> <p>Readings due Monday Nov 26: EJ Changemaking</p> <hr/> <p>Due in class next Monday Nov 26: first draft of your research paper for peer review!</p>
<p style="text-align: center;">~ Thanksgiving break! Enjoy! ~ ☺</p>		
<p>Week 9</p>	<p>Monday, November 26: <i>Changemaking: Policy and Advocacy</i> <i>(First draft research paper due)</i></p> <p>Peer review first draft of your research paper in class</p> <p>Due Wednesday Nov 28: Upload your peer-reviewed draft of your research paper to Canvas for instructor review and comment.</p>	<p>Wednesday, November 28: <i>(Draft research paper due)</i></p> <p>*** Changemaking & EJ Symposium 11-2*** Co-sponsored with the Hass Center</p> <p>Panel: Local Organizing for Change</p> <ul style="list-style-type: none"> • Tameeka Bennett, Youth United for Community Action • LaDonna Williams, People for Children’s Health and Environmental Justice (TBD) • Sheila Davis, Silicon Valley Toxics Coalition <p>Panel: Coalition-Building & Allyship</p> <ul style="list-style-type: none"> • Paloma Hernandez, Scope LA • Vivian Yi Huang, Asia Pacific Environmental Network (TBD) • Melinda Kramer, Women’s Earth Alliance • Nicole Burton and Hugh Goldring, AdAstraComix • Angela McKee-Brown, Edible Schoolyard (TBD)
<p>Week 10</p>	<p>Monday, December 3: <i>Class Presentations</i></p> <p>Final presentations of research projects!</p> <p>Follow-up discussion on symposium, resources for community engagement</p> <p>Opportunities for reflection, engagement, navigating multiple intersectionalities, moving forward with ideas, visions, challenges and possibilities</p>	<p>Wednesday, December 5:</p> <p>Final presentations of research projects!</p> <p><i>Congratulations! You made it!</i></p> <hr/> <p>Due Friday, Dec 7: Final version of research project and reflection memo (prior to finals week)</p>

Reading List:

Weekly readings will be selected from among the following resources.

Week 1: History of Environmental Justice (EJ): Theories, Practices and Movements

Principles of EJ: Bullard, Robert D. "Dismantling environmental racism in the USA." *Local Environment* 4, no. 1 (1999): 5-19.

<http://www.tandfonline.com/doi/abs/10.1080/13549839908725577>

Pulido, Laura and Peña, Devon (1998) "Environmentalism and Positionality: The Early Pesticide Campaign of the United Farm Workers' Organizing Committee, 1965-71" *Race, Class & Gender* 6(1): 33-50.

https://docs.wixstatic.com/ugd/d5c05a_2b7ada52121d43c984dc273a325a9b0f.pdf

[Principles of Environmental Justice \(1991\)](#) (one pager – in class handout)

Gary C. Bryner. "Assessing claims of environmental justice: conceptual frameworks" In Mutz, Kathryn, Gary Bryner, and Douglas Kenney, eds. *Justice and natural resources: concepts, strategies, and applications*. Island Press, 2002. Chapter 2: [Table on p. 36-37](#) ONLY. (one pager – in class handout)

Historical Origins & Now:

Merchant, Carolyn. "Shades of darkness: Race and environmental history." *Environmental History* 8, no. 3 (2003): 380-394.

<https://nature.berkeley.edu/departments/espm/env-hist/articles/78.pdf>

Taylor, Dorceta E. *Race, class, gender, and American environmentalism*. US Department of Agriculture, Forest Service, Pacific Northwest Station, 2002.

<https://www.fs.fed.us/pnw/pubs/gtr534.pdf>

Agyeman, J., Schlosberg, D., Craven, L., & Matthews, C. (2016). Trends and directions in environmental justice: from inequity to everyday life, community, and just sustainabilities. *Annual Review of Environment and Resources*, 41, 321-340.

<https://doi.org/10.1146/annurev-environ-110615-090052> ****SELECTED PAGES - 330-336**

Additional Resources:

[Principles of the Youth Environmental Justice Movement](#) (one pager)

[Principles for Alliance with Green Groups](#) (one pager)

Laura Pulido: Environmental Racism: <https://www.youtube.com/watch?v=reP7awDdeRk>
TH Environmental Humanities Laboratory, August 25, 2015

Pellow, David N. (2017). *What Is Critical Environmental Justice*. Cambridge: Polity Press.

Bullard, Robert D. *Dumping in Dixie: Race, class, and environmental quality*. Westview Press, 2008.

Sasser, Jade. "From darkness into light: Race, population, and environmental advocacy." *Antipode* 46, no. 5 (2014): 1240-1257.

Foster, Sheila. "Justice from the ground up: Distributive inequities, grassroots resistance, and the transformative politics of the environmental justice movement." *Cal. L. Rev.* 86 (1998): 775. <http://www.jstor.org/stable/pdf/3481140.pdf>

McGurty, Eileen Maura. "From NIMBY to civil rights: The origins of the environmental justice movement." *Environmental History* (1997): 301-323. <http://www.jstor.org/stable/pdf/3985352.pdf>

Purdy, Jedediah. "The Long Environmental Justice Movement." *Ecology LQ* 44 (2017): 809. https://heinonline.org/HOL/Page?handle=hein.journals/eclawq44&div=38&g_sent=1&casa_to ken=&collection=journals

"History of Environmental Justice" in Cole, L. W., & Foster, S. R. (2001). *From the ground up: Environmental racism and the rise of the environmental justice movement*. NYU Press.

Wells, Miriam J. *Strawberry fields: Politics, class, and work in California agriculture*. Cornell University Press, 1996.

Schlosberg, David. "Reconceiving environmental justice: global movements and political theories." *Environmental politics* 13, no. 3 (2004): 517-540.

Week 2: Race, Identity and the Environment

Purdy, J. (2015). *Environmentalism's Racist History*, *The New Yorker*, <https://www.newyorker.com/news/news-desk/environmentalisms-racist-history>

"Testimonies" from Adamson, J., Evans, M. M., & Stein, R. (Eds.) (2002). *The environmental justice reader: Politics, poetics, & pedagogy*. University of Arizona Press. **Pages 29 to 43.**

Haraway, Donna. "Situated knowledges: The science question in feminism and the privilege of partial perspective." *Feminist studies* 14.3 (1988). **SELECTED PAGES, p. 581-590.** <http://www.jstor.org/stable/3178066>

Chua, A. (2018). How America's identity politics went from inclusion to division. *The Guardian*. <https://www.theguardian.com/society/2018/mar/01/how-americas-identity-politics-went-from-inclusion-to-division>

Additional Resources:

Bay Area Nonviolent Communication Resources

<https://baynvc.org/free-worksheets/>

Volume 13, Issue 2 of the Du Bois Review: (publishing social science research on race) provides a collection of papers relating to environmental Justice. <https://www.cambridge.org/core/journals/du-bois-review-social-science-research-on-race/issue/0B81C0479A4696CCF54801F593F55E02>

“Preface: We Speak for Ourselves” in Cole, L. W., & Foster, S. R. (2001). *From the ground up: Environmental racism and the rise of the environmental justice movement*. NYU Press.

Rodriguez, Richard. 2003. *Brown: The Last Discovery of America*. New York: Viking Penguin Publishers.

Duncan, J. and N. Duncan. 2006. Aesthetics, abjection and white privilege in suburban New York. Chapter 8 in *Landscape and Race in the U.S.*, R. Shein, ed. London: Routledge. p. 157-176.

Ray, Sarah Jaquette. 2013. “Introduction”. In *The Ecological Other: Environmental Exclusion in American Culture*. Tucson: University of Arizona Press. P. 1-34

Fanon, Frantz. 1952. Black Skin, White Masks. New York: Grove Press. (with 2008 forward by Kwame Anthony Appiah)

DeLuca, Kevin. 1999. In the shadow of whiteness: The consequences of constructions of nature in environmental politics. In *Whiteness: The Communication of Social Identity*, T.K. Nakayama and J.N. Martin, Eds. Thousand Oaks: Sage Publications. P.217-246.

Wohlforth, Charles. 2010. Conservation and eugenics: the environmental movement’s dirty little secret. *Orion* July/August 2010. P. 22-28.

Additional Resources - Theoretical Frameworks:

Harding, S. (2004). Introduction: Standpoint Theory as a Site of Political, Philosophic, and Scientific Debate. In S. Harding (Ed.), *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies* (pp. 1–15). New York: Routledge.

Harding, Sandra. *Sciences from below: Feminisms, postcolonialities, and modernities*. Duke University Press, 2008.

Introduction. Gladstone, Brooke, and Josh Neufeld. *The influencing machine: Brooke Gladstone on the media*. WW Norton & Company, 2011.

Smedly, Audrey. “Some theoretical considerations”. Chapter 1 in Smedley, Audrey, and Brian D. Smedley. *Race in North America: Origin and evolution of a worldview*. Westview Press, 2012. P. 13-35.

Week 3: Disparities and Agency in Environmental Exposures and Human Health

Cancer Alley & Love Canal: Bullard, Robert D. “Environmentalism and Social Justice” and “Race, Class and the Politics of Place.” Chapter 1 & 2 . In *Dumping in Dixie: Race, class, and environmental quality*. Westview Press, 2008.

Blum, Elizabeth D. Historical Snapshots of the Love Canal Area and Gender at Love Canal. In *Love Canal revisited: Race, class, and gender in environmental activism*. Lawrence: University Press of Kansas, 2008. **PAGES 9-34 ONLY.**

Toxic Inequities, Local to Global: Pellow, David N., and Lisa Sun-Hee Park. *The Silicon Valley of dreams: Environmental injustice, immigrant workers, and the high-tech global economy*. NYU Press, 2002. Chapter 4 & 5 (Emergence of Silicon Valley and Political Economy).
<https://ebookcentral.proquest.com/lib/stanford-ebooks/detail.action?docID=865817>

Pellow, David Naguib. Chapters 2 and 6. “Race, Class, Environment, and Resistance” and “Electronic Waste: The “Clean Industry” Exports Its Trash.” In Pellow, D. *Resisting global toxics: Transnational movements for environmental justice*. MIT Press, 2007.

Communities for a Better Environment.

<http://www.cbecal.org/>

https://en.wikipedia.org/wiki/Communities_for_a_Better_Environment

<http://crowdandcloud.org/bio/denny-larson>

<http://www.labucketbrigade.org/>

Toxics Release Inventory Data – Right to Know

<https://www.epa.gov/toxics-release-inventory-tri-program>

<http://scorecard.goodguide.com/>

http://scorecard.goodguide.com/general/tri/tri_data.html

Additional resources:

PBS Documentary “Unnatural causes: Place matters.”

https://www.unnaturalcauses.org/episode_descriptions.php?page=5

(Clip about Richmond)

Subbaraman, Nidhi. In 46 States, People of Color Deal with more Air Pollution than White People Do, Study Finds. Buzzfeed. February 22, 2018.

https://www.buzzfeed.com/nidhisubbaraman/epa-environmental-justice-air-pollution?utm_term=.jyzKx6Jmq#.yeEvADYag

Subbaraman, Nidhi. Report Slams EPA for “Environmental Racism” in Many Poor Communities. Buzzfeed. September 23, 2016.

https://www.buzzfeed.com/nidhisubbaraman/epa-environmental-racism?utm_term=.is5NEloz5#.goaKg3QYW

Subbaraman, Nidhi. In 46 States, People of Color Deal with more Air Pollution than White People Do, Study Finds. BuzzFeed. February 22, 2018.

https://www.buzzfeed.com/nidhisubbaraman/epa-environmental-justice-air-pollution?utm_term=.jyzKx6Jmq#.yeEvADYag

Taylor, Dorceta. Toxic communities: Environmental racism, industrial pollution, and residential mobility. NYU Press, 2014.

Giovanna Di Chiro, 2003. "Beyond Ecoliberal "Common Futures": Environmental Justice, Toxic Touring, and a Transcommunal Politics of Place.", Race, Nature, and the Politics of Difference, Donald S. Moore, Jake Kosek, Anand Pandian. Duke University Press.

Week 4: Climate Justice and Intersectionalities

Schlosberg, D., & Collins, L. B. (2014). From environmental to climate justice: climate change and the discourse of environmental justice. *Wiley Interdisciplinary Reviews: Climate Change*, 5(3), 359-374.

Principles of Climate Justice (2009)

<https://www.ejnet.org/ej/ejlf.pdf>

Bond, P. (May 27, 2011) *Politics of Climate Justice: Paralysis Above, Movement Below*. Presented to the Gyeongsang University Institute of Social Science, Jinju

Meet the Teenagers Leading a Climate Change Movement, (July 21, 2018). The New York Times <https://www.nytimes.com/2018/07/21/us/politics/zero-hour-climate-march.html>

McKibben, Bill. YES Magazine. Climate Justice is Racial Justice is Gender Justice. August 18, 2017. <http://www.yesmagazine.org/issues/just-transition/climate-justice-is-racial-justice-is-gender-justice-20170818>

Additional Resources

Moellendorf, D. (2012). Climate change and global justice. *Wiley Interdisciplinary Reviews: Climate Change*, 3(2), 131-143.

Fisher, S. (2012) *Emerging Geographies of Climate Justice*. Centre for Climate Change Economics and Policy Working Paper No. 94. Grantham Research Institute on Climate Change and the Environment Working Paper No. 83.

Schlosberg, D. (2012) *Climate Justice and Capabilities: A Framework for Adaptation Policy*, *Ethics & International Affairs*, 26, no. 4, pp. 445-461.

Shonkoff, S. B., Morello-Frosch, R., Pastor, M., & Sadd, J. (2011). The climate gap: environmental health and equity implications of climate change and mitigation policies in California—a review of the literature. *Climatic Change*, 109(1), 485-503.

Zaitchic, A. (June 25, 2015) *After the Deluge: Building Climate Justice from the Wreckage of Hurricane Katrina*, New Republic. <https://newrepublic.com/article/122131/after-deluge-building-climate-justice-wreckage-katrina>

Map of Global Warming Effects Around the World
<http://www.climatehotmap.org/>

Estimating economic damage from climate change in the United States
<http://science.sciencemag.org/content/356/6345/1362>

10 Principles for Just Climate Change Policies in the U.S. (2002)
<https://www.ejnet.org/ej/climatejustice.pdf>

Bali Principles of Climate Justice (2002)
<https://www.ejnet.org/ej/bali.pdf>

Week 5: Racialized Dispossession & Community Response

EJ & Green Space: Checker, Melissa. “Wiped Out by the “Greenwave”: Environmental Gentrification and the Paradoxical Politics of Urban Sustainability.” *City & Society*. 23(2), 2011. 210-229.

Gould, Kenneth A. and Tammy L. Lewis. “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*, edited by DeSena, Judith N. and Timothy Shortell, 113-146. Lanham: Lexington Books, 2012.

Sci-Fi and Racialized Futures: Corbin, C.N.E.. “Wakanda! Take the Wheel! Visions of a Black Green City.” *Planning Theory and Practice*. Race and Spatial Imaginary: Planning Otherwise, Vol. 19(2), April 25th, 2018.

Womack, Ytasha L. *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Lawrence Hill Books, 2013. SELECTED PAGES ONLY: Chpt 1: 9-16, Chpt 3: 41-42, Chpt 6: 99-102, Chpt 11: 177-182. E-book available online from the Stanford Library.
<https://ebookcentral.proquest.com/lib/stanford-ebooks/detail.action?docID=1381831>

Sullivan, Robert. From Star Waka. In Dillion, Grace L. *Walking the clouds: An Anthology of Indigenous Science Fiction*, edited by Grace L. Dillon. The University of Arizona Press, 2012.

Additional Resources:

Callenbach, Ernest. *Ecotopia*. Banyan Tree Books in association with Heyday, Berkeley, California, 2014. (first published in 1975).

Canavan, Gerry, and Kim Stanley Robinson *Green Planets: Ecology and Science Fiction*. Wesleyan University Press, 2014.

Coates, Ta-Nehisi. The Case for Reparations. The Atlantic Monthly. June 2014.
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Collin and Collin, "Environmental Reparations" (2005) in Bullard (ed) The Quest for Environmental Justice. San Francisco: Sierra Club Books. (with Corbin)
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1555575

Lee, Representative Barbara Lee. A Katrina Retrospective: Structural Inequality, Environmental Justice and Our National Discourse on Race. September 1, 2010.
https://www.huffingtonpost.com/rep-barbara-lee/a-katrina-retrospective-s_b_702911.html

Bullard, Robert D., and Beverly Wright, eds. Race, place, and environmental justice after Hurricane Katrina: Struggles to reclaim, rebuild, and revitalize New Orleans and the Gulf Coast. Westview Press, 2009.

Harris, Cheryl I. 1993. Whiteness as property. Harvard Law Review Vol. 106(8): 1710-1769. June.

Butler, L. J., Scammell, M. K., & Benson, E. B. (2016). The Flint, Michigan, water crisis: a case study in regulatory failure and environmental injustice. Environmental Justice, 9(4), 93-97.

Rothstein, Richard. The color of law: A forgotten history of how our government segregated America. Liveright Publishing, 2017.

Bullard, Robert. Flint's water crisis is a blatant example of environmental injustice. The Conversation. January 22, 2016
<https://theconversation.com/flints-water-crisis-is-a-blatant-example-of-environmental-injustice-53553>

Michigan Civil Rights Commission. The Flint Water Crisis: Systematic Racism through the Lens of Flint. February 17, 2017.
http://www.michigan.gov/documents/mdcr/VFlintCrisisRep-F-Edited3-13-17_554317_7.pdf

Week 6: Indigenous Land & Water Rights

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<https://scholarship.law.berkeley.edu/elq/vol30/iss2/2/> Selected pages.

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California Indian Environmental Alliance
<http://www.ciea-health.org/what-we-do/>
<http://www.ciea-health.org/about/history/>

Environmental Justice Coalition for Water
<https://ejcw.org/index.php/our-work/>
<https://ejcw.org/index.php/category/currents/>

CalEnviroScreen
<https://oehha.ca.gov/calenviroscreen/report/calenviroscreen-30>
<https://oehha.ca.gov/calenviroscreen/sb535>

Additional resources:

Pikyáv (to fix it). Documentary film by Andrew Chambers
http://www.fixtheworldpeople.org/about_the_film.html
<http://fixtheworldpeople.org/gallery.html>

River of Renewal. Documentary Film.
<https://www.videoproject.com/River-of-Renewal.html>

A River Between Us. Documentary Film.
<http://www.ariverbetweenus.com/trailer/>

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<http://www.hcn.org/issues/253/14052>

Nathan Gilles. Wildfires Are Essential: The Forest Service Embraces a Tribal Tradition. YES Magazine. <https://www.yesmagazine.org/issues/science/wildfires-are-essential-the-forest-service-embraces-a-tribal-tradition-20170403>

Chapter 5, "Smokey the Bear is a Racist White Pig, in Kosek, Jake. *Understories: The political life of forests in northern New Mexico*. Duke University Press, 2006.

Deloria, Vine. *Custer died for your sins: An Indian manifesto*. University of Oklahoma Press, 1969.

Mni Waconi: The Stand at Standing Rock

Documentary short-film <https://www.theatlantic.com/video/index/507728/solidarity-standing-rock/>

Arsenault, R., Diver, S., McGregor, D., Witham, A., and Bourassa, C. 2018. Shifting the Framework of Canadian Water Governance through Indigenous Research Methods: Acknowledging the Past with an Eye on the Future. *Water* 10(1), 49.

Online lecture: Margreet Zwarteveen, Professor of Water Governance. University of Amsterdam. Institute for Water Education Delft. Regulating water, ordering society. A critical, practice-based approach to water governance. Water Talks Series. Available from <https://www.un-ihe.org/margreet-zwarteveen>.

Margreet Zwarteveen,. Feminist scholarship in water research: "No More Heroes Anymore." Tapping the Turn Conference, Australian National University. <https://www.youtube.com/watch?v=QM0sk2Z6wSc>

Week 7: Food Justice in the Urban Environment

Megan Horst, Nathan McClintock & Lesli Hoey (2017) *The Intersection of Planning, Urban Agriculture, and Food Justice: A Review of the Literature*, *Journal of the American Planning Association*, 83:3, 277-295.

Cadieux, K., Slocum, R. (2015) *What does it mean to do food justice?* *Journal of Political Ecology*

Brown, Patricia Leigh. "Kale, Not Jail: Urban Farming Nonprofit Helps Ex-Cons Re-enter Society." *The New York Times*. 17 May, 2018. Retrieved <https://www.nytimes.com/2018/05/17/business/urban-farming-exconvicts-recidivism.html>

Additional Readings

Bowens, Natasha. *The Color of Food: Stories of Race, Resilience and Farming*, New Society Publishers, 2015.

Curran, C. and Gonzalez, M. (2011). Food Justice as Interracial Justice: Urban Farmers, Community Organizations and the Role of Government in Oakland, California. *The University of Miami International Law Review*, pp. 207 to 232.

Perkins, Tom. "On urban farming and 'colonialism' in Detroit's North End neighborhood." *Detroit Metro Times*. 20 Dec. 2017.

<https://www.metrotimes.com/detroit/on-urban-farming-and-colonialism-in-detroits-north-end-neighborhood/Content?oid=7950059>

Santo, Palmer, Kim. "From Vacant Lots to Vibrant Plots: A Review of the Benefits and Limitations of Urban Agriculture." *John Hopkins Center for a Livable Future*. May 2016.

https://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-a-livable-future/_pdf/research/clf_reports/urban-ag-literature-review.pdf

Minkoff-Zern, L., Peluso, N., Sowerwine, J. and C. Getz. 2011. Race and Regulation: Asian Immigrants in California Agriculture. Ch. 4 in *Cultivating Food Justice: Race, Class and Sustainability*, Alison Aiken and Julian Agyeman, eds. Cambridge, MA: MIT Press. Pages 65-85.

Week 8: Intersecting Movements: EJ, Gender, and Queer Identities

Sbicca, J. (2012) *Eco-queer Movements: Challenging Heteronormative Space Through Re-imagining Nature and Food*, *European Journal of Ecopsychology* 3: 33–52

G. di Chiro (2010) *Polluted Politics? Confronting Toxic Discourse, Sex Panic, and Eco-Normativity*. Chapter 7 in *Queer Ecologies*, Indiana University Press

Johnson, A. *How to Queer Ecology: One Goose at a Time*. *Orion Magazine*, Retrieved from <https://orionmagazine.org/article/how-to-queer-ecology-once-goose-at-a-time/>

Additional Readings

Gomez, Antoinette M., Fatemeh Shafiei, and Glenn S. Johnson. "Black women's involvement in the environmental justice movement: An analysis of three communities in Atlanta, Georgia." *Race, Gender & Class* (2011): 189-214.

Women Speak: Stories, case studies and solutions from the frontlines of climate change
<https://wecaninternational.org/womenspeak/>

Merino, Jessica. *Women Speak: Bringing Gender to the Forefront in Environmental Justice*. Ms. Magazine. November 1, 2017.

<http://msmagazine.com/blog/2017/11/01/welcoming-the-launch-of-women-speak/>

Sundberg, Juanita. 2004. Identities in the making: conservation, gender and race in the Maya Biosphere Reserve, Guatemala. *Gender, Place and Culture* 11(1): 43-66.

Taylor, Dorceta. 1997. American environmentalism: the role of race, class and gender in shaping activism 1820-1995. *Race, Gender & Class* 5(1): 16-62.

Haraway, Donna. 1989. "Apes in eden, apes in space: mothering as a scientist for National Geographic". Chapter 7 in *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. New York: Routledge. P. 133-185.

Elizabeth Blum's "Slave Women and Nature" in Merchant, Carolyn, ed. *Major problems in American environmental history: documents and essays*. Wadsworth Publishing Company, 2005. P. 208-213.

Week 9: Changemaking & EJ: Policy, Advocacy, and Allyship

Solnit, Rebecca. *Hope in the dark: Untold histories, wild possibilities*. Haymarket Books, 2016. Chapters 1-3.

Jasanoff, Sheila. "Technologies of humility." *Nature* 450.7166 (2007): 33-33.
<http://www.jstor.org/stable/41821248>

Week 10 (no assignment)

Additional Resources: Research Papers ~ Exploring Cases

Environmental Justice Atlas

<http://ejatlas.org/>

An online map with the locations of more than 2,000 cases of environmental injustices. It includes blurbs and detailed profiles on the cases.

Environmental Justice Case Justice

<http://umich.edu/~snre492/cases.html>

A collection of environmental justice case studies collected by students from the University of Michigan. Last updated June 17, 2004.

Native Case Studies Featuring Environmental Justice

<http://nativecases.evergreen.edu/theme/environmental-justice>

EJOLT

<http://www.ejolt.org/>

"EJOLT is a global research project bringing science and society together to catalogue and analyze ecological distribution conflicts and confront environmental injustice

Teaching Race and Anti-Racism in Contemporary America

<https://link.springer.com/content/pdf/10.1007%2F978-94-007-7101-7.pdf>

Teaching Anti-Racism Through Environmental Justice Studies

<http://www.jstor.org/topic/environmental-justice/>

Feminist theory. Taylor, pages 35-41 (section starting from people of color and environmental justice). Taylor, Dorceta E. Race, class, gender, and American environmentalism. US Department of Agriculture, Forest Service, Pacific Northwest Station, 2002.

Additional case resources:

Rodriguez, Dylan. 2007. The meaning of “disaster” under the dominance of white life. In *What Lies Beneath: Katrina, Race, and the State of the Nation*, The South End Press Collective, Eds. Cambridge, Massachusetts: South End Press. P. 133-156.

Outka, Paul. 2008. Introduction: The sublime and the traumatic. Chapter 1 in *Race and Nature: From Transcendentalism to the Harlem Renaissance*. New York: Palgrave Macmillan. P. 1-26.

Marable, M. 2006. Living black history: black consciousness, place, and America’s master narrative. Chapter 1 in *Living Black History: How Reimagining the African-American past Can Remake America’s Racial Future*. New York: Basic Civitas Books.

Dyson, M.E. 2006. “Frames of reference: class, caste, culture, and cameras. Chapter 9 in *Come Hell or High Water: Hurricane Katrina and the Color of Disaster*. New York: Basic Civitas Books. P. 141-177.

Harvey, Daina Cheyenne, Yuki Kato, and Catarina Passidomo. "Rebuilding others' communities: a critical analysis of race and nativism in non-profits in the aftermath of Hurricane Katrina." *Local Environment* 21, no. 8 (2016): 1029-1046.
<http://www.tandfonline.com/doi/abs/10.1080/13549839.2015.1064100>

Morse, Reilly. *Environmental Justice Through the Eye of Hurricane Katrina*. Joint Center for Political and Economic Studies. Health Policy Institute. Washington, DC. 2008.
https://web.stanford.edu/group/scspi/_media/pdf/key_issues/Environment_policy.pdf

Henkel, Kristin E., John F. Dovidio, and Samuel L. Gaertner. "Institutional discrimination, individual racism, and Hurricane Katrina." *Analyses of social issues and public policy* 6, no. 1 (2006): 99-124.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1530-2415.2006.00106.x/full>

Hoover, E., Cook, K., Plain, R., Sanchez, K., Waghiyi, V., Miller, P., ... & Carpenter, D. O. (2012). Indigenous peoples of North America: environmental exposures and reproductive justice. *Environmental Health Perspectives*, 120(12), 1645.

Dowie, Mark. *Conservation refugees: the hundred-year conflict between global conservation and native peoples*. MIT press, 2011.

Awake, A Dream from Standing Rock
<https://awakethefilm.org/>

Beyond Standing Rock: Energy, Environment, and Tribal Control (Documentary)
<https://www.beyondstandingrock.org/>

The Seventh Generation
<http://abcnews.go.com/US/video/revealing-documentary-youth-heart-standing-rock-protests-dakota-45674446/>

Gelobter, M., Dorsey, M. Fields, L, Goldtooth, T., Mendiratta, A., Moore, R., Morello-Frosch, R., Shepard, P., and G. Torres. The Soul of Environmentalism: Rediscovering Transformational Politics in the 21st Century. Online at: <http://www.rprogress.org/soul/>
<https://community-wealth.org/content/soul-environmentalism-reconsidering-transformational-politics-21st-century>

Long Soldier, Layli. Introduction: Women and Standing Rock. Orion Magazine. 2018.
<https://orionmagazine.org/article/women-standing-rock/>

Gottlieb, Robert. Forcing the spring: The transformation of the American environmental movement. Island Press, 2005.
http://www.environmentandsociety.org/sites/default/files/key_docs/forcing-the-spring-intro-chap-1.pdf

Pellow, David N et al. Exposing Deliberate Indifference: The Struggle for Social and Environmental Justice in America's Prisons, Jails, and Concentration Camps. UCSB's Prison Environmental Justice Project. 2017.
http://www.es.ucsb.edu/gejp/sites/secure.lsit.ucsb.edu/envs.d7_gejp-2/files/sitefiles/publication/Exposing%20deliberate%20indifference%20.pdf

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Honor Code

Honor Code/Fundamental Standard. Your Stanford student predecessors fought to have an honor code instituted at Stanford University to institutionalize the rights and privileges of students. Please consider the honor code in that spirit, as a torch you carry on during your time here. Violating the Honor Code is a serious offense, even when the violation is unintentional. The Honor Code is included in the Stanford Bulletin, and you are responsible for understanding the university's rules regarding academic integrity. You should familiarize yourself with the code if you haven't already done so. In brief, conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them copying from another's exam, unpermitted collaboration, representing as one's own work the work of another, revising and resubmitting work for regrading without the instructor's knowledge and consent, and plagiarism. If you have any questions about these matters, please see us during office hours.

Support available to students:

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Students with disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Unless the student has a temporary disability, Accommodation letters are issued for the entire academic year. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <https://oae.stanford.edu/>).

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