

**Environmental Justice 11:374:250**  
**Rutgers Department of Human Ecology**

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Instructor: TBD

Contact: TBD

Office Hours: By appointment

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**COURSE OVERVIEW**

This course examines environmental quality and social justice. It starts from the premise that all people have a right to live in a clean environment and access resources to sustain health and livelihood. We will investigate under what conditions some people are denied this basic right and how some have fought back. How is it that certain groups of people experience the effects of pollution or environmental hazards more than others, or lack basic resources? What are the social relations of production and power that contribute to these outcomes? How have people organized to demand environmental justice?

**Learning Goals**

(from goals for the major in Environmental Policy, Institutions and Behavior):

- 1.2 Identify different approaches to the governance and management of human activities that affect the environment, both in the US and abroad, including institutions, property relations, management regimes, politics, and policies.
- 1.7 Explain how social forces, cultural values, and behavior affect human-environmental interactions, including issues such as political and economic relations, inequality, access to resources, and interactions between human diversity and biological diversity.

**SEBS Learning Goals**

This course meets the following SEBS core curriculum goal

- Diversities and Social Inequalities (CCD-2) Analyze contemporary social justice issues and unbalanced social power systems
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**ASSIGNMENTS AND GRADING**

This course is structured as a seminar. That means it will emphasize reading skills, discussion skills, and writing skills. There will be a fairly intense amount of reading spread throughout the semester. Please budget your time so you can stay up to date with the readings. Once you fall behind, it is often difficult to catch up. Students are expected to do all of the required readings for the assigned dates and to be prepared to discuss them in class. I expect all readings to be done in advance, with an understanding of key concepts/words. If you encounter concepts, terms, etc. in the readings that you don't understand, bring those questions to class. If I feel that class discussions are suffering from lack of preparation, I will institute pop quizzes. I don't want to do this – please come to class prepared to discuss the readings.

In seminar-style courses, learning often happens from discussion with your peers, rather from lecture from the instructor. This means that YOU are responsible for your classroom experience and learning.

| <u>Assignments</u>                       |     |
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| In-class activities                      | 20% |
| Reading Response Paper & Activity Leader | 30% |
| Film Review                              | 15% |
| Take Home assignments                    | 15% |
| Final Exam Project                       | 20% |

**In-class Activities (20%)**

I expect each student to come to class having carefully read the day's reading. You will get the most out of class if you are familiar with the arguments and main points in each reading prior to lecture. Come to class with questions or comments about the readings. Did you agree with the views expressed in the readings? Why or why not? What do you think is missing from the perspectives presented? How would you address the issues discussed differently? During class, there will be a variety of activities that give you an opportunity to think through some of these questions and/or comments with your peers. The readings discuss many political processes, touching on a wide range of values. As such, spirited debate is encouraged to the extent that it is productive and respectful. If we are discussing a topic that is new to you, feel free to think out loud about your position. You can change your position as many times as you wish, or try out different ones. Be willing to learn from your peers through these activities. Also, keep in mind that this is a seminar-style course, where interaction with your classmates is a key element.

**Reading Response Paper (20%)**

Each student will choose one class's worth of readings and write a 3-4 page, single-spaced reading response paper. The response papers will include two main components. First, you will summarize ALL of the readings for that day – highlight the key points and concepts from the readings. Second, you will analyze the message of the readings for relationships to class themes. The purpose of this analysis is to help you engage with issues raised in the readings. Reading Response Papers will be also be assessed based on writing fundamentals such as grammar, organization, effectiveness, etc. Response papers must be submitted via Canvas 24 hours before the class in which we will discuss your chosen readings.

**Activity Leader (10%)**

Based on your response paper, you will develop and lead an in-class activity. You should begin with a brief review of the key concepts from the reading. For the remainder of the class, you will lead the class in an activity that asks students to think more deeply about those concepts. Your grade will be based on 1) how well you explained the key concepts from the readings and 2) how well the activity you planned engaged your classmates around key concepts from the readings. If you are uncertain about what to plan for you activity, come talk to me.

**Film Review (15%)**

There will be three documentary films shown throughout the semester. You will choose one and write a 2-3 page, single-spaced review. The review should include 1) a summary of the main points of the film, 2) identification of key concepts learned from the film, and 3) analysis of the film's message with regard to class themes and concepts. Like the Reading Response Papers, the Film Reviews will be also be assessed based on

writing fundamentals such as grammar, organization, effectiveness, etc. Reviews are due via Canvas no later than one week after the film is shown in class.

### **Take Home Assignments (15%)**

There will be 3 take home assignments throughout the semester. Each will be worth 5 points. The details of each assignment will be discussed in class.

### **Final Project (20%)**

Details of this project will be discussed in class.

## **COURSE POLICIES**

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To contact me with questions or issues, please use email with “Env Justice” in the subject. Please use your Rutgers email address or it may not make it through the Spam filter. Expect that there may be a 24 hour turn-around on emails. If you do not receive a response to your email, please see me in class – despite my best efforts, email does not always work perfectly.

### ***Academic Integrity***

In this class you will adhere to the Rutgers academic integrity policy. This is a 400-level course and I expect that by this point in your collegiate experience you understand what this means. If you are unclear about the details, the policy can be found at [https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf). I take all violations very seriously and will deal with them accordingly. Do your own work!

### ***Late work***

In this class I expect you to be proactive and act like an adult if you can’t meet a deadline. If you notify me ahead of a due date, I can work with you to help you meet the deadline. However, if you miss an assignment without talking with me, you will lose a point for each calendar day it is late – no exceptions.

**Readings and assignments are subject to change.  
All changes will be posted and announced via Canvas.**

## **STUDENT SERVICES**

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If you are feeling overwhelmed or just need some help juggling all of the demands of college life, please feel free to come to talk to me. I want you to succeed! If you are more comfortable talking to someone else, the University has many available services. Some of them are listed below.

All services are contingent on the ongoing COVID epidemic. Please check websites.

### ***Dean of Students Office***

Email: [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu)

Phone: 848-932-2300

Drop-in office hours: Mon-Fri, 8:30am-5:00pm (88 College Avenue, New Brunswick, NJ 08901)

The Dean of Students Office at Rutgers University-New Brunswick provides solutions, services, and support to help students navigate Rutgers University. The Office serves as a student support network by providing advocacy, problem resolution, and critical incident intervention for those times when additional assistance is needed. Please call to schedule an appointment to meet with a representative from the Dean's office.

***24-hour Mental health crisis services***

[from: <http://health.rutgers.edu/general-resources/emergency-information/>]

Rutgers Violence Prevention & Victim Assistance (VPVA)

Phone: 848-932-1181 (To speak with someone immediately)

Website: [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

Address: 3 Bartlett Street, New Brunswick, NJ 08901

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence, racial violence, and stalking to students, staff and faculty. Lots of programs, including voluntary opportunities.

ProtoCall: a phone-based service for students in crisis when Rutgers' Counseling (CAPS) is closed. Call the main CAPS number, 848-932-7884, and follow the prompts.

Acute Psychiatric Service (APS): 855-515-5700, a 24-hour emergency service for local residents. If you live outside of Middlesex County you should contact the nearest hospital emergency department.

National Suicide Prevention Lifeline: 800-273-TALK (8255)

NJ Hope Line (Suicide Prevention): 855-654-6735

National Crisis Text Line: Text KNIGHTS to 741741. To speak directly with a counselor of color you can text STEVE to 741741.

***Ongoing services: mental health, disabilities, faith-related***

RUTGERS COUNSELING SERVICES OVERVIEW:

<http://health.rutgers.edu/medical-counseling-services/counseling/>

Counseling, ADAP & Psychiatric Services (CAPS)

848-932-7884

17 Senior Street, New Brunswick, NJ 08901

A CAPS on-call counselor is available for crisis intervention/emergencies every day during regular business hours (Monday – Friday, 8:30am–4:30pm, except University holidays).

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Disability Services

848-445-6800

Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

Live chat available during business hours! <https://ods.rutgers.edu/>

The Office of Disability Services provides reasonable academic accommodations for students with disabilities. Our team strives to provide the necessary tools, resources and support for individuals with disabilities to become responsible decision-makers and self-advocates in charge of their own future. We are dedicated to providing information and resources necessary for students to pursue their academic, personal and professional goals while at Rutgers. In addition, we are committed to working with administrators, faculty, staff and students to cultivate an awareness of creating an inclusive environment for all individuals.

Multifaith Council: [ruoffcampus@echo.rutgers.edu](mailto:ruoffcampus@echo.rutgers.edu) for faith-related services

Help with learning

Learning Center services, for help with writing, math, study skills, time management: <https://rlc.rutgers.edu/>

### ***General medical needs***

#### Student Health Services Office (general medical)

Hurtado Health Center email

[health@rutgers.edu](mailto:health@rutgers.edu)

Phone: 848-932-7402

Website: <http://health.rutgers.edu/>

11 Bishop Place

New Brunswick, NJ 08901

#### After hours RSH Advice Nurse Line

Phone: 800-890-5882

This free service is provided for non-urgent medical problems that arise when our Health Centers are closed. It provides Rutgers students with access to experienced registered nurses who can answer health-related questions and help students decide the best course of action to take. The RSH Advice Nurse Line is produced by CitraHealth using standardized procedures and nationally recognized Clinical Triage Protocols. RSH reviews the calls for quality assurance and to assist students with appropriate follow-up.

### ***Food resources***

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Rutgers Student Food Pantry or the Dean of Students (contact below) for support. Furthermore, please notify the professor if you are comfortable in doing so, as they may be able to provide additional support.

#### Rutgers Student Food Pantry

Website: <http://ruoffcampus.rutgers.edu/food/>

Phone: 848-932-5500

Check their website for hours and locations.

The Rutgers Student Food Pantry is dedicated to helping all Rutgers students in need of food, no questions asked. Students will be provided with groceries that typically last about one week.

#### Dean of Students Office

Email: [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu)

Phone: 848-932-2300

Drop-in office hours: Mon-Fri, 8:30am-5:00pm (88 College Avenue, New Brunswick, NJ 08901)

## SCHEDULE OF CLASSES

| DATE  | TOPICS & READINGS FOR CLASS  |
|---|--|
| <b>PART 1 – Conceptualizing environmental justice</b> |  |
| CLASS 1<br>Thu, Jan 20                                | <i>Course Introduction</i>   |
| <b>REMOTE</b><br>CLASS 2<br>Mon, Jan 24               | <b>IN CLASS: Introduce Take Home Assignment #1</b><br><i>What is environmental justice? What is environmental injustice?</i><br>1. No new readings for today   |
| <b>REMOTE</b><br>CLASS 3<br>Thu, Jan 27               | <b>NO CLASS: Watch The Sacrifice Zone on your own</b><br><i>EJ and Racism</i><br>1. Sundberg. 2008. Tracing Race: Mapping Environmental Formations in Environmental Justice Research in America.<br>2. Fortin. 2021. Critical Race Theory: A Brief History.  |
| CLASS 4<br>Mon, Jan 31                                | <a href="https://www.nytimes.com/article/what-is-critical-race-theory.html">https://www.nytimes.com/article/what-is-critical-race-theory.html</a><br><b>DUE: Take Home Assignment #1</b><br><i>EJ and gender</i><br>1. Levine. 1982. Love Canal: Science, Politics, and People. Lexington, MA: Lexington Books, pp. 186-205.   |
| CLASS 5<br>Thu, Feb 3                                 | 2. Watch this YouTube clip on intersectionality:<br><a href="https://www.youtube.com/watch?v=sWP92i7JIIQ">https://www.youtube.com/watch?v=sWP92i7JIIQ</a><br><i>EJ and Climate</i><br>1. Watch this TED talk on climate justice:<br><a href="https://www.ted.com/talks/mary_robinson_why_climate_change_is_a_threat_to_human_rights?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare">https://www.ted.com/talks/mary_robinson_why_climate_change_is_a_threat_to_human_rights?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare</a><br>2. Strzyżyńska. 2021. Sámi reindeer herders file lawsuit against Norway windfarm. |
| CLASS 6<br>Mon, Feb 7                                 | <a href="https://www.theguardian.com/world/2021/jan/18/sami-reindeer-herders-file-lawsuit-against-oyfjellet-norway-windfarm-project">https://www.theguardian.com/world/2021/jan/18/sami-reindeer-herders-file-lawsuit-against-oyfjellet-norway-windfarm-project</a><br><i>EJ and racialized wealth distribution (Part 1)</i><br>1. Rothstein. 2017. The Color of Law: A Forgotten History of How our Government Segregated America. NY: Livewrite Publishing, Preface; Ch 4, pp. 48-50.  |
| CLASS 7<br>Thu, Feb 10                                | 2. Badger. How Redlining's Racist Effects Lasted for Decades. New York Times, Aug. 24, 2017<br><i>EJ and racialized wealth distribution (Part 2)</i><br>1. Rothstein. 2017, Ch 10 & 11; pp. 202-211; pp. 233-236.<br>2. Listen to this podcast: <a href="https://www.npr.org/2018/11/12/666993130/zipcode-destiny-the-persistent-power-of-place-and-education">https://www.npr.org/2018/11/12/666993130/zipcode-destiny-the-persistent-power-of-place-and-education</a>  |
| CLASS 8<br>Mon, Feb 14                                | <b>IN CLASS: Introduce Take Home Assignment #2</b><br><i>EJ, internal colonialism, and indigenous communities (Part 1)</i><br>1. No new readings for today   |
| CLASS 9<br>Thu, Feb 17                                | <b>NO CLASS: Watch American Outrage on your own</b><br><i>EJ, internal colonialism, and indigenous communities (Part 2)</i><br>1. McCaffrey. 2008. The Struggle for Environmental Justice in Vieques, Puerto Rico. (Ch 11 in Carruthers book)  |

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|   | <p>2. Hooks &amp; Smith. 2004. The Treadmill of Destruction: National Sacrifice Areas and Native Americans. <i>American Sociological Review</i> 69(4), 558-575.</p> <p><b>DUE: Take Home Assignment #2</b></p>  |
| <p>CLASS 10<br/>Mon, Feb 21</p>                       | <p><i>EJ, internal colonialism, and indigenous communities (Part 3)</i></p> <p>1. Taylor. 2014. Internal Colonialism: Native American Communities in the West. Chapter 3 in <i>Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility</i>. New York: NYU Press.</p> <p>2. Bakshi, ed. 2019. Our Land, Our Stories. NJ Council for the Humanities; read only 14-25, 46-61.</p> <p><b>DUE: American Outrage film review (if choosing this film)</b></p>  |
| <p>CLASS 11<br/>Thu, Feb 24</p>                       | <p><i>EJ and resource inequity</i></p> <p>1. Wolford. 2008. Environmental Justice and Agricultural Development in the Brazilian Cerrado.</p> <p>2. Davis. 1995. The Case for Letting Malibu Burn. <i>Enviro History Review</i>, 19(2), 1-36.</p>  |
| <p><b>PART 2 –Governing environmental justice</b></p> |   |
| <p>CLASS 12<br/>Mon, Feb 28</p>                       | <p><i>EJ as an environmental movement</i></p> <p>1. Carruthers. 2008. Introduction: Popular Environmentalism and Social Justice in Latin America, pp. 1-14 only. (in Carruthers book)</p>   |
| <p>CLASS 13<br/>Thu, Mar 3</p>                        | <p><i>EJ as a civil rights movement</i></p> <p>1. Bryant &amp; Hockman. 2005. Brief comparison of the civil rights movement and the environmental justice movement. (Ch 2 in Pellow and Brulle book)</p>  |
| <p>CLASS 14<br/>Mon, Mar 7</p>                        | <p><i>EJ as a human rights movement</i></p> <p>1. Woods. 2006. What does the language of human rights bring to campaigns for environmental justice? <i>Environmental Politics</i>, 15(4), 572-591.</p>  |
| <p>CLASS 15<br/>Thu, Mar 10</p>                       | <p><i>EJ as a community health movement</i></p> <p>1. Brown, Mayer, Zavestoski, Luebke, Mandelbaum &amp; McCormick. Health politics of asthma: environmental justice and collective illness experience. (Ch 12 in Pellow and Brulle book, 2005).</p> <p>2. Holmström, Lisen. 2018. The Mother of Environmental Justice. Q Magazine. <a href="https://q.sustainability.illinois.edu/hazel-johnson-and-the-toxic-doughnut/">https://q.sustainability.illinois.edu/hazel-johnson-and-the-toxic-doughnut/</a></p> <p>3. Carrington. 2020. Omission of air pollution from report on COVID-19 and race 'astonishing'. <a href="https://www.theguardian.com/environment/2020/jun/07/omission-of-air-pollution-from-report-on-covid-19-and-race-astonishing">https://www.theguardian.com/environment/2020/jun/07/omission-of-air-pollution-from-report-on-covid-19-and-race-astonishing</a></p> <p><b>IN CLASS: Introduce Take Home Assignment #3</b></p> |
| <p>Mar 14 &amp; 17<br/>16</p>                         | <p><b>SPRING BREAK !!! CLASS</b></p>  |
| <p>Mon, Mar 21</p>                                    | <p><i>Who defines EJ? (Part 1)</i></p> <p>1. Brulle &amp; Essoka. Whose environmental justice?: an analysis of the governance structure of environmental justice organizations in the United States (Ch 13 in Pellow and Brulle book, 2005).</p> <p><b>DUE: Take Home Assignment #3</b></p>   |
| <p>CLASS 17<br/>Thu, Mar 24</p>                       | <p><i>Who defines EJ? (Part 2)</i></p> <p>1. Das. 2000. "Suffering, Legitimacy, and Healing: The Bhopal Case, Critical Events," pp. 270-285 in <i>Illness and the Environment: A Reader in Contested Medicine</i>. Steve Kroll-Smith, Phil Brown, and Valerie J. Gunter (eds.) NY: NYU Press.</p>   |

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| CLASS 18<br>Mon, Mar 28                           | <i>How are EJ conditions identified?</i><br>1. Sicotte. 2016. From workshop to waste magnet: environmental inequality in the Philadelphia region. New Brunswick, NJ: Rutgers University Press, pp. 15-30, 165-174.<br>2. Badger & Bui. Detailed Maps Show How Neighborhoods Shape Children for Life. <i>New York Times</i> , Oct. 1, 2018.  |
| CLASS 19<br>Thu, Mar 31                           | <i>EJ laws and policies (Part 1)</i><br>1. Gordon & Harley. 2005. Environmental justice and the legal system. (Ch 10 in Pellow and Brulle book, 2005).<br>2. Lerner. 2010. Sacrifice Zones: The Front Lines of Toxic Chemical Exposure in the United States. Cambridge, MA: MIT Press, pp. 297-314.   |
| CLASS 20<br>Mon, Apr 4                            | <i>EJ laws and policies (Part 2)</i><br>1. Lerner. A Legacy of Environmental Racism: Exxon Mobil is Still Pumping Toxins into Black Community in Texas 17 Years After Civil Rights Complaint. <i>The Intercept</i> , Aug. 13 2017. <a href="https://theintercept.com/2017/08/13/exxon-mobil-is-still-pumping-toxins-into-black-community-in-texas-17-years-after-civil-rights-complaint/">https://theintercept.com/2017/08/13/exxon-mobil-is-still-pumping-toxins-into-black-community-in-texas-17-years-after-civil-rights-complaint/</a>                  |
| CLASS 21<br>Thu, Apr 7                            | <i>EJ laws and policies (Part 3)</i><br>1. Read this plan: <a href="https://www.whitehouse.gov/omb/briefing-room/2021/07/20/the-path-to-achieving-justice40/">https://www.whitehouse.gov/omb/briefing-room/2021/07/20/the-path-to-achieving-justice40/</a>  |
| <b>PART 3 – Environmental justice in practice</b> |   |
| CLASS 22<br>Mon, Apr 11                           | <i>EJ and knowledge production</i><br>1. Brown. 1992. Popular Epidemiology and Toxic Waste Contamination: Lay and Professional Ways of Knowing. <i>Journal of Health and Social Behavior</i> 33, 267-281.<br><br><b>IN CLASS: Introduce Take Home Assignment #4</b>   |
| CLASS 23<br>Thu, Apr 14                           | <i>EJ and gentrification (Part 1)</i><br>1. No new readings for today<br><br><b>NO CLASS: Watch My Brooklyn on your own</b>   |
| CLASS 24<br>Mon, Apr 18                           | <i>EJ and gentrification (Part 2)</i><br>1. Gould & Lewis. 2018. From Green Gentrification to Resilience Gentrification: An Example from Brooklyn. <i>City &amp; Community</i> 17:1, 12-15.<br>2. Mervosh. Minneapolis, Tackling Housing Crisis and Inequity, Votes to End Single-Family Zoning. <i>New York Times</i> . Dec. 13, 2018.<br><a href="https://www.nytimes.com/2018/12/13/us/minneapolis-single-family-zoning.html">https://www.nytimes.com/2018/12/13/us/minneapolis-single-family-zoning.html</a><br><br><b>DUE: Take Home Assignment #4</b> |
| CLASS 25<br>Thu, Apr 21                           | <i>EJ, grassroots, and the local trap</i><br>1. Freudenberg & Steinsapir. 1992. Not in Our Backyards: The Grassroots Environmental Movement. In Dunlap & Mertig. <i>American Environmentalism: The U.S. Environmental Movement, 1970-1990</i> , Taylor and Francis, Philadelphia; read pp. 33-35 only.<br>2. Toffolon-Weiss & Roberts. 2005. Who wins, who loses? Understanding outcomes of environmental injustice struggles. (Ch 5 in Pellow and Brulle book, 2005)<br><br><b>DUE: My Brooklyn film review (if choosing this film)</b>                    |
| CLASS 26<br>Mon, Apr 25                           | <i>EJ and NIMBYism</i><br>1. Szasz 1994. <i>Ecopolism: Toxic Waste and the Movement for Environmental Justice</i> . Minneapolis: University of Minnesota Press, pp. 77-83.  |
| CLASS 27  | <i>EJ and democratization</i>   |

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| Thu, Apr 28            | <ol style="list-style-type: none"><li data-bbox="363 163 1430 226">1. Jemez Principles for Democratic Organizing. Meeting hosted by Southwest Network for Environmental and Economic Justice (SNEEJ), Jemez, New Mexico, Dec. 1996.</li><li data-bbox="363 233 1409 331">2. Worthen. Where in the World Can We Find Hope? <i>New York Times</i>, Feb. 18, 2017.<br/><a href="https://www.nytimes.com/2017/02/18/opinion/sunday/where-in-the-world-can-we-find-hope.html">https://www.nytimes.com/2017/02/18/opinion/sunday/where-in-the-world-can-we-find-hope.html</a></li></ol> |
| CLASS 28<br>Mon, May 2 | <i>What is environmental justice (revisited)</i>  |