

Professor Raquel Pinderhughes  
Tues/Thurs 12:20-2:00  
HSS

Department of Urban Studies & Planning  
Course Syllabus: Spring 2011

**Environmental Justice: Race, Poverty and the Environment**  
**DUSP 515/GEOG 667**

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**Purpose of the Course**

The purpose of this course is to examine: (1) the impact of discrimination and institutional racism on land use planning, place based policies and practices, environmental decision making, and the right to equal protection from harm, (2) the race, class and equity implications of environmental problems and regulation; (3) the distributional dimensions of environmental degradation and environmental protection; and (4) the origins and impacts of struggles for environmental justice both domestically and internationally.

The method of instruction is lecture-discussion with an emphasis on developing critical thinking skills. Class participation and reading of assigned materials are integral to the learning process. To do well in this course students must attend class consistently; be prepared to contribute to in class discussion; keep up with all assigned reading; hand in course assignments on time; and ensure that oral presentations and written assignments are of high quality. Written assignments are designed to stimulate critical thinking and provide an opportunity to summarize different perspectives on the themes discussed in class and in the reading. Oral presentations are designed to provide students with an opportunity to share their knowledge and perceptions about the issues and themes discussed in class with others. All assignments are due at the beginning of class on scheduled due dates. Late assignments will be docked a full grade for *each* day late. Incompletes will be granted only under exceptional circumstances.

**Student Learning Outcomes**

- Prepare students to critically analyze environmental problems, policies, practices, and impacts.
- Understand concepts and theories central to analyses of environmental decision-making, discrimination, and struggles for environmental justice.
- Understand the history and development of the environmental justice concept and social movements for environmental justice.
- Understand how local, national and global forces affect how diverse people and groups are differentially exposed to environmental hazards and protected (or not protected) from harm in diverse settings.
- Able to use knowledge learned in class to better understand contemporary social and environmental problems and issues in cities.
- Gain experience working on projects in small groups.
- Strengthen reading, writing, research, mapping, PowerPoint, and oral presentation skills.
- Apply research and writing skills to urban environmental planning and policy issues.

## Required/Assigned Reading

Course Reader, compiled by Professor Pinderhughes for the Spring 2011 course. The Reader must be purchased at Copy Edge which has offices in San Francisco and Berkeley.

All assigned reading should be completed before the session begins. As you read, prepare written answers to the questions listed for that session and write down additional questions that the reading raises for you. Be prepared to address each of the questions in class based on your reading of, and thinking about, the material. To get a good grade in this course, it is essential that you keep up with the assigned reading and are prepared to discuss what you have read in class.

## Segment III

URBS 515 fulfills requirements for Segment III Cluster Dynamics of the City and Exploring the Future of Cities. It can also fulfill requirements in Preservation of a Livable Environment with permission of the cluster coordinator, Professor Nancy Wilkerson in Geography. To receive credit for a Segment III course, the course must be part of the cluster selected and the student must have completed 60 units by the end of the term the course is taken. The course requires a minimum of 10 pages writing and project-based assignments. This course meets the Segment III critical thinking and writing requirements.

## Assignments and Grading

Assignments and Approximate Weight in Determining Grades (approximate because grades will reflect progress made during the course). Assignments will be handed out in class.

Class participation/attendance/in-class assignments	25%
Assignment #1	25%
Assignment #2	25%
Assignment #3	25%
Final exam	Included in overall assessment

## The Meaning of Grades:

Grades reflect the quality of all the work you do related to this class. They are based on regular attendance, your level of preparation in class, and careful assessment of your work. Briefly, an "A" means superlative work; "A" papers, class preparedness, and presentations demonstrate significant preparation, critical and analytic thinking, and the ability to extend ideas and concepts discussed in class in new directions. "A" means you have met all expectations and that your work and performance were of the highest (superlative) quality.

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**Academic Honesty:**

*It is important that members of the academic community consistently act with academic honesty and integrity. There are many forms of academic dishonesty; below I discuss three forms that all students at SFSU must be familiar with and avoid. The summaries below were developed by Priti Joshi, Chair, Department of English, University of Puget Sound:*

**1. Plagiarism:**

To “plagiarize” means to pass along someone else's words or ideas as if they were your own. In the educational community, this is considered a theft -of intellectual property -and is unacceptable. Please be aware that both the university and I take plagiarism seriously and will not tolerate it. There are many forms of plagiarism, but even the most “innocent” carries penalties (which range from failing the paper or class to suspension for a semester or expulsion). If you keep the following in mind, you will steer clear of problems and trouble: Always put quotation marks around any statement written by somebody else and provide a full citation that includes the full source and page number. Cite the author even if you paraphrase or summarize her/his ideas. The general rule is that any ideas or arguments that are not common knowledge must be given their due and acknowledged. The Internet is a “source” and ideas or materials gathered from it should be properly cited. If the stick of failure or suspension is not enough, here is the carrot: properly citing your work is not only intellectually honest and keeps you free of the university's judicial system, but also allows you to develop more robust arguments of your own that may build upon others' ideas but that allow you to develop your own voice and independence as a thinker.

2. Submitting the same work for credit in more than one course without prior consultation with the professor.

3. Asking or contracting someone else to write a paper or do other course work for you or taking a paper that has been written by someone else and passing it off as your own.

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**Cell phones, Texting, Surfing the web, and Using the Internet:**

All students need to completely turn off their cell phones, this means turning them “off”, not leaving them in vibrate mode. In addition, students should not be texting, surfing the web, or using the internet during class as these actions detract from the learning experience and are disrespectful to both the professor and fellow students. The only exception to this rule should be if you asked to use these devices for specific information or if you have an emergency to which you may need to respond.

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## Class Schedule, Topics, Assigned Readings

(Approximate schedule in that it may take fewer or more sessions to complete each topic area).

**Note:** first class assignment is due on Feb 15th see description of assignment on that date

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**Jan 25<sup>th</sup>: Attendance, review Syllabus, discuss Reader, and Waitlist/Add policies.**

After this session, all students should purchase a copy of the Course Reader from Copy Edge.

**Jan 27<sup>th</sup>: Films/Handout/Group Discussion**

Bullard: *The "Father" of Environmental Justice Robert Bullard (40 mins)*

Web link: <http://www.sundancechannel.com/thegoodfight/media?video=230319864>

**Feb 1<sup>st</sup>: Introduction to the course, discussion of Films/EJ handout and Waitlist/Add**

Reminder: Pick up a copy of the Course Reader and complete the applicable assigned readings for Session 1 before February 3rd.

**Feb 3<sup>rd</sup> and Feb 8<sup>th</sup>**

**Session 1: Central Concepts and Theories**

In this session we will examine concepts and theories that are central to the course. These include, but are not limited to concepts and theories related to: class, race, ethnicity, poverty, nature, environment, urban, rights, prejudice, discrimination, racism, institutionalized racism.

Assigned Reading: Course Reader: Session One

Feagin and Eckberg: *Discrimination, Motivation, Action, Effects, and Context*

Bullard: *Confronting Environmental Racism in the 21<sup>st</sup> Century*

*Questions: How are the concepts prejudice, discrimination and institutionalized racism meaningful in discussions about environmental justice? How are these concepts defined and used? Why are these concepts, and the relationships between them, important for us to examine and understand in this course? Why is it important to document and analyze the impacts of these relationships and dynamics on individuals and groups? How does social stratification affect the distribution of power, resources, and harm? Are we obligated as a society to think about these relationships and about issues related to social equity and environmental justice?*

**Feb 10<sup>th</sup> and Feb 15<sup>th</sup>**

**Session 2: The Politics of Pollution**

In this session we will to discuss how decisions about the location and distribution of environmental benefits and hazards are made, under what institutional conditions these decision are made, who makes these decisions, and who benefits (and who does not benefit) from these decisions.

Assigned Reading: Course Reader: Session Two (all required)

Davies and Davies: *Politics of Pollution*

Bullard and Wright: *Politics of Pollution: Implications for the Black Community*  
Excerpts from *Killing Me Softly: Toxic Waste, Corporate Profit and the Struggle for Environmental Justice*

*Chapter 1, The Toxics Political Economy*

Pastor et al: *Which Came First? Toxic Facilities, Minority Move-in, and Environmental Justice*

Pinderhughes: *The Impact of Race on Environmental Quality*

*Questions: Who decides how to define and acknowledge environmental hazards, pollution, contamination, and toxic exposures? Who makes decisions about the distribution of environmental hazards and on what basis and criteria are these decisions made? Are decision makers representing the public? Who should bear the burdens associated with urbanization, industrialization, and technological developments? Should issues of equity be important consideration in decisions about the location of environmental hazards and other environmental assaults?*

**Feb 15<sup>th</sup>: Personal Reflection Paper due today, be prepared to discuss your paper in class.**

**Question:** In two pages, describe the neighborhood you grew up in and how you were, or were not, adequately protected from exposure to environmental hazards, pollution, contamination, and toxins as a resident of this neighborhood. Describe on what basis protection, or lack of protection, existed? If you were adequately protected from exposure to harm, carefully describe the privileges that afforded you this protection?

**Feb 17<sup>th</sup> and Feb 22<sup>nd</sup>**

Session 3: **Unequal Protection, Civil Rights, Human Rights, and Environmental Injustice**

In this session we will examine the concepts of “unequal protection,” “environmental racism,” and “environmental justice” in relation to theory, policy and practice.

Assigned Reading: Course Reader: Session Three

*NOTE: Reading marked with a \* are required; other readings are optional*

\*Downey and Hawkins: *Race, Income and Environmental Inequality in the United States*

\*Harvey: *Urbanization of Injustice*

\*Pellow: *Environmental Inequity Formation*

\*Pullido: *Rethinking Environmental Racism*

Race, Poverty and the Environment Volume 10, No. 1: *Where Do We Go from Here? A look at the long road to environmental justice.*

Size & London: *Environmental Justice at the Crossroads*

Film (In-class): Tim Wise-The Pathology of White Privilege, Part 1, 2, 3 and 6 (complete series listed below)

Part 1: <http://www.youtube.com/watch?v=SZ8xQPdjJfM&feature=related>

Part 2: [http://www.youtube.com/watch?v=OlqLijhxT\\_M&feature=related](http://www.youtube.com/watch?v=OlqLijhxT_M&feature=related)

Part 3: <http://www.youtube.com/watch?v=kQWP7fUSPJU&feature=related>

Part 4: [http://www.youtube.com/watch?v=o13Lr6Sr\\_cU&feature=related](http://www.youtube.com/watch?v=o13Lr6Sr_cU&feature=related)

Part 5: [http://www.youtube.com/watch?v=2VuA\\_wXi02I&feature=related](http://www.youtube.com/watch?v=2VuA_wXi02I&feature=related)

Part 6: <http://www.youtube.com/watch?v=KRojYssnXQ&feature=related>

Film (Optional): *Democracy Now, Chilean Economist Manfred Max-Neef on Barefoot Economics, Poverty and Why the U.S. is Becoming an "Underdeveloping Nation"*

[http://www.democracynow.org/2010/11/26/chilean\\_economist\\_manfred\\_max\\_neef\\_on](http://www.democracynow.org/2010/11/26/chilean_economist_manfred_max_neef_on)

*Questions: What is meant and implied in the terms "environmental justice" and "environmental racism"? Why and how did these terms emerge and develop? Do different people and groups define and use these terms differently and if so why? How broadly can we use these terms? How have these terms functioned to galvanize people around particular struggles and demands?*

### **Feb 24<sup>th</sup>**

Film (In-class): *Everyone Their Grain of Sand – The story of Maclovio Rojas in Tijuana Mexico*

### **Mar 1<sup>st</sup> and Mar 3<sup>rd</sup>**

#### **Session 4: Climate Injustice**

In this session we will examine the concept of "climate injustice."

Assigned Reading: Course Reader: Session Four

*NOTE: Reading marked with a \* are required; other readings are optional*

\*Morello-Frosch et al: *The Climate Gap, Inequalities in How Climate Change Hurts Americans & How to Close the Gap*

\*Thompson: *Disaster Capitalism*

\*Excerpts from *Race, Poverty & the Environment* Volume 16, No 2 (Fall 2009)

Dayaneni: *Carbon Fundamentalism vs. Climate Justice*

Pastor et al: *Environment, Disaster and Race After Katrina*

Weng: *Mililani Trask, Indigenous Views on Climate Change*

Roberts: *War, Climate Change, and Women*

Harvey: *Climate Change Could Bring Toxic Deluge to Bayview*

Global Justice Ecology Project: *Climate Change, Crisis and Challenge*

ICCWG: *Tribal White Paper on Climate Change Adaption and Mitigation*

Excerpts ACRJ: *Looking Both Ways, Women's Lives at the Crossroads of Reproductive Justice and Climate Justice*

*Questions: What are the essential elements of the "climate gap" and "climate injustice" concepts? What groups are most vulnerable to problems associated with climate changes and on why are they disproportionately vulnerable? What can be done to address climate injustices?*

### **Mar 8<sup>th</sup> and Mar 10<sup>th</sup>**

Films: Climate Injustice Short Films

Guest Speaker: *Mari Rose Taruc from APEN– to be confirmed*

### **March 15<sup>th</sup> and Mar 17<sup>th</sup>**

Session 5: **Race, Place, Space: Environmental and Climate Justice Case Studies**

In this session we will explore case studies of environmental and climate injustices.

Assigned Reading: Course Reader: Session Five

*NOTE: Reading marked with a \* are required; other readings are optional*

\*Langewiesche: *The Shipbreakers*

\*Thomas and Twyman: *Equity and justice in climate change adaption amongst natural-resource-dependent societies*

Barnett and Adger: *Climate Dangers and Atoll Countries*

Mortreux and Barnett: *Climate change, migration and adaption in Funafuti, Tuvalu*

Jones and Thornton: *Croppers to livestock keepers, livelihood transitions to 2050 in Africa due to climate change*

Ford et al: *Vulnerability to climate change in the Arctic, A case study from Arctic Bay, Canada*

Roggermann: *Fair Trade Thai Jasmine Rice, Social Change and Alternative Food Strategies across Borders (Educational Network for Global and Grassroots Exchange)*

*Questions: How does race effect place and space based experiences? How do geographers and planners address this question? Why is this question central to the fields of geography and planning?*

### **Mar 22<sup>nd</sup> and Mar 24<sup>th</sup>**

Session 6: **Research and Measurement Issues**

In this session we will examine how environmental injustice is measured.

Assigned Reading: Course Reader: Session Six (all required)

Gragg, Gasnan, and Christaldi: *Molecular Biomarkers as Measures of Environmental Justice*

Harner, Werner, Pierce and Huber: *Urban Environmental Justice Indices*

Race, Poverty and Environment: *Burden of Proof, Using Research for EJ*

*Questions: How do researchers and activists operationalize and measure environmental injustice?*

### **March 28<sup>th</sup> through April 3<sup>rd</sup> Spring Break and Caesar Chavez Holiday**

### **Apr 5<sup>th</sup> and 7<sup>th</sup> (Professor Pinderhughes is out of town this week)**

Films (In-class): Films on EJ and CJ Case studies

Guest Speaker(s): *Silicon Valley Toxics Coalition (SVTC), and Race, Poverty and the Environment (RP&E) – both to be confirmed*

## **Apr 12<sup>th</sup> and Apr 14<sup>th</sup>**

### **Session 7: Protection from Harm (Exposure to Pollutants and Toxins)**

In this session we will examine public health and legislative approaches to reducing the impacts of environmental injustices and increasing protection from harm.

Assigned Reading: Course Reader: Session Seven (all required)

Meyers: *The Precautionary Principle Puts Values First*

Basel Action Network: *Exporting Harm*

*Questions: What do various disciplinary approaches to reducing the impacts of environmental injustices and increasing protection from harm contribute in terms of both theory and practice? What do these approaches have in common? How are these approaches different from one another?*

## **Apr 19<sup>th</sup> and Apr 21<sup>st</sup>**

### **Session 8: Remedying Environmental Racism/Injustice**

In this session we will review the principles developed by the founders of the EJ movement at the 1991 People of Color Summit on Environmental Justice. We will discuss on what basis these founders prepared to confront and address environmental injustice in terms of policy and planning.

Assigned Reading: Course Reader: Session Eight

*NOTE: Reading marked with a \* are required; other readings are optional*

\*Principles of Environmental Justice

\*Excerpts from Killing Me Softly: Toxic Waste, Corporate Profit and the Struggle for Environmental Justice

*Chapter 3, Environmental Justice, Democracy, and Grassroots Political Struggle*

*Chapter 4, The People's Struggle against Amoco Waste-Tech in Mercer County, Missouri*

\*Excerpt from Race, Poverty & the Environment (Summer 2006)

Hoerner: *Toward a Just Climate Policy*

\*Excerpts from Race, Poverty & the Environment Volume 16, No 2 (Fall 2009)

*Movement Generation: Resilient Cities, Building Community Control in a Shifting Climate*

*Choy and Orozco: Chevron in Richmond, Community-Based Strategies for Climate Justice*

\*Wekerle: Food Justice Movements, Policy, Planning and Networks

\*Excerpts from Transforming our World, U.S. Grassroots Organizations and the Global Justice Movement: *Case Study #2, 4, 5 and 6*

Excerpts from *Other Worlds are Possible: Human Progress in an Age of Climate Changes*

*Part 2: New Narratives*

Simones et al: *Enhancing adaptive capacity to climate change, the case of smallholder farmers in the Brazilian semi-arid region*

Stringer et al: *Adaptations to climate change, drought and desertification, Local insights to enhance policy in southern Africa*

The Rights and Resources Initiative: *Seeing People through the Trees, Scaling up efforts to advance rights and address poverty, conflict and climate change*



\*Film (Watch before class session): *Nic Marks: The Happy Planet Index*  
[http://www.ted.com/talks/nic\\_marks\\_the\\_happy\\_planet\\_index.html](http://www.ted.com/talks/nic_marks_the_happy_planet_index.html)

*Questions: What strategies and approaches have people, groups and governments in the United States utilized to remedy environmental racism and injustice?*

## **Apr 26<sup>th</sup>**

### Session 9: **Green Jobs**

In this session we will examine how access to full-time, stable living wage, green jobs and career pathways can function as “pathways out of poverty” for low-income youth and adults. We will focus on the training and educational preparation needed to support this strategy and review successful case studies from around the country.

Assigned Reading: Course Reader: Session Nine

*NOTE: Reading marked with a \* are required; other readings are optional*

\*Excerpt from Race, Poverty & the Environment (Summer 2006)

Pinderhughes: *Green Collar Jobs, Work Force Opportunities in the Growing Green Economy*

\*Pinderhughes: *Green Collar Jobs, An Analysis of the Capacity of Green Businesses to Provide High Quality Jobs for Men and Women with Barriers to Employment, A Case Study of Berkeley, California*

\*The Vice President of the United States Middle Class Task Force Staff Report: *Green Jobs, a Pathway to a Strong Middle Class*

*Greener Pathways: Jobs and Workforce Development in the Clean Energy Economy*

*Questions: What is a “green job”? What is a “career pathway”? Why are green jobs of importance to low-income communities? What do we mean by the concept of “green equitable development”? What can we learn from case studies of green pathways out of poverty?*

**Homework:** *Each student should prepare a minimum of two questions for EJ/CJ panel. Having well prepared questions will help facilitate meaningful discussion during Q&A. In preparation, students are encouraged to do further research on these organizations.*

## **Apr 28<sup>th</sup>**

Guest Panel on EJ/CJ Solutions: TBD, profile information will be handed out in class prior to April 28th

## **May 3<sup>rd</sup>, May 5<sup>th</sup> and May 10<sup>th</sup>**

Student Group Presentations

## **May 13<sup>th</sup>**

Summary Session

**Final Exam Session:** May 19<sup>th</sup> 10:45 – 1:15