

Spring 2010: CRD 198-149

## **Community Development Perspectives on Environmental Justice**

Professor Jonathan London  
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Tuesdays & Thursdays 2:10-4:00 pm  
Olson 158

Office Hours: Wednesdays 3:30-5:00 pm 2335 Hart Hall

Over the last 25 years, the environmental justice movement has emerged from its earliest focus on U.S. social movements combating environmental racism to an influential global phenomenon. Environmental justice research has also undergone spectacular growth and diffusion in the last two decades. From its earliest roots in sociology, the field is now firmly entrenched in several different academic disciplines including geography, urban planning, public health, law, ethnic studies, and public policy. Environmental justice refers simultaneously to a vibrant and growing academic research field, a system of social movements aimed at addressing various environmental and social inequalities, and public policies crafted to ameliorate conditions of environmental and social injustice.

This course explores the histories, policies, and innovations associated environmental justice movements in the United States and around the world. Specific course topics will include:  
Environmental (in)justice case studies from California and elsewhere  
Public policy and social movement responses to environmental injustices  
The roles of science and scientists in environmental justice conflicts  
Connections between environmental justice and community development theories, policies and practices.

We begin by examining different attempts to define “environmental injustice” and “environmental racism.” We focus on the complex frameworks that analyze environmental issues through the lens of social justice and human inequality, specifically categories of race, class, gender, and nation. We use many different approaches and critical thinking tools to examining the topic of environmental racism and environmental justice: historical and social scientific approaches, including empirical documentation of the problem, examination of the roots and consequences of environmental racism, and the social movements that have arisen in the last two decades to combat it. In addition to environmental racism, we examine how gender, class, and place impact the production and experience of environmental injustices.

### **Course Objectives:**

Introduce basic concepts and themes fundamental to understanding the topic of environmental justice;

Introduce students to different methodological frameworks and approaches in environmental justice studies;

Promote critical thinking and your understanding of environmental, social and political history and contemporary conflict, and expand your view of race, gender, class by examining

environmental topics.

Develop writing and other important skills, such as discussion facilitation and public presentation.

## **Assignments**

### **1. EJ Project Framework Assignment -- Due in Class: Tues April 6 (5% of final grade)**

Each person in your project group is responsible for writing up a one-page project framework that describes your role in the group's project action plan and your specific responsibilities within your project. Your project framework should include:

The name of the organization you're working with and your primary contacts there

The goals of your project and a description of what the final product will look like

The specific tasks you will undertake and your time-line for meeting the project goals

When and where will you work on this project each week

What resources you'll need to be successful in completing this project

Any issues or concerns that you have about the project or your role in it

### **2. EJ Project Mid-Term Report -- Due in Class: Thursday May 6 (10% of final grade)**

Each person in the group will be responsible for writing up a 3-5 page mid-term report that details your project's progress and what you've been working on up to this point. Make sure to include:

To what extent have you met your goals so far?

What have you learned about the practices and politics of environmental justice from your field project?

If need be, a revised action plan for finishing your project and delivering a finished product

What questions or concerns do you have that you would like help with?

### **3. In-class mid-term -- Tuesday May 11. (25% of final grade)**

1 week prior to the mid-term, you will be given 5-6 essay topics to prepare. For the mid-term, I will select 3 for you to write responses in class. Questions will focus on the readings, and ask you to apply perspectives from the readings to the issues and topics of the course.

### **4. Final Project Report. Due by 5pm on Thursday June 10 in my mailbox in the HCD mailroom. No late papers accepted. (50% of final grade.)**

The final paper is the full expression of your project-based field research and thinking. It presents your case, the concepts and theories that you use to define and interpret your case, your research methods, findings, and conclusions. It should be 10 pages long, not including references. A high quality paper should have the following components.

Typed, carefully proof-read and presented on the due date.

Use descriptive subheadings to call out the parts of the paper (e.g., introduction, problem statement, theory/ conceptual framework, methods, case study, analysis, conclusions, endnotes, references)

Introduction should have a topical sentence that lays out the purpose and argument of the paper.

Term papers are not jokes: don't save your punch-line for the end. Lay out your argument up

front. Provide an overview of your question/ topic: what are you studying, what did you learn, why is this important?

Analytical concepts and theories applied. What readings did you use to derive it? How is your project similar or different to other scholarship on the topic?

Data collection methods/ approach. Please document your individual contributions to the EJ field projects. This will be important to help me assess your participation grade, so please be specific. I am interested in both quantity of participation (contributing to all phases of the project) and quality (substantive/ creative contributions to the project.)

Findings/ analysis. What did you learn through the project? What insights can you derive about environmental justice? What evidence can you present to back up your points?

Conclusion. This is not simply a summary of what you have already written, but rather a synthesis through which you highlight the most important points and suggest the significance and further implications of your research. Why is this all important? How should your study influence the theories and practices of environmental justice?

References. Use any system but be consistent. Include full bibliographic information for texts, data sets, and interviews. The idea is that anyone should be able to trace your references to their source.

Appendix. Select samples of your field project materials related to your chosen theme.

Grading is based on the following criteria. “A” papers show creativity, original insight, interpretation; significant effort in researching the case and the relevant literature, and skill in integrating case study and analytical frameworks. “B” papers are sufficiently analytical, use concepts well, and are thorough in their analysis and use of information, but do not make highly creative or original insight or use of the material. “C” papers are technically correct and complete the assignment, but do not extend beyond the obvious. “D” papers omit key parts of the assignment and/or show a lack of genuine engagement with the material. Poorly written papers with many grammatical mistakes will be graded lower. Read your paper aloud to check for mistakes and/or have someone read it over with you.

### **5. Class participation. (10% of final grade.)**

Learning is an interactive process, -- and especially for a course on organizations -- active participation class is a requirement. Active participation is not limited to speaking however, and also includes engaged listening, reflection and small group interactions. My hope is that this class can become a supportive and intellectually adventurous community of learning and teaching. Quality of class participation includes being consistently present for class, engaging in class discussions and activities, class presentations, and significant contributions/ leadership in the group projects.

**Readings.** Class readings form the backbone of the course, providing the structure on which our class discussions and your out-of-class assignments will be developed. Therefore, you are expected to have read all the assigned readings for each class, and come prepared to engage in a thoughtful discussion on them. Most class sessions will begin with a short period of discussion to synthesize the key points, concepts, and terms from the readings, and to develop questions to guide the full class discussion. Active participation in discussing the readings will be an important contribution to the participation grade.

Please note: Course texts are on the course Smart Site organized for each week.

Many week reading sections also include links to relevant websites. Please browse these and pick out readings, projects, resources, or links that are most relevant to your interests.

### **Class/Community Standards**

This class is a community, and will function best if we all agree and abide by principles of reciprocity, fairness and compassion, and collaboration.

Being an active listener is as important (and sometimes more important) than being a talker. As Yogi Berra once said, “it’s amazing what you can hear when you listen.” (At least, that’s what I thought I heard him say...).

Time rules us all. I will make a commitment to be on time to class, office hours, returning assignments, and responding to questions. I ask that you also abide by class timelines.

Be on time to class and plan to stay the whole period. If you have to be absent or leave early let me know before class.

Assignments which are *any part* of a day late will be marked down one-third of a grade (e.g. from A to A-). Each day of a weekend counts as one day.

No assignment extensions without a medical certificate or other official documentation.

No plagiarism: see <http://sja.ucdavis.edu/sja/plagiarism.html> for useful information on what plagiarism is and how to avoid it. In principle, any cases of cheating will be taken directly to the Office of Student Judicial Affairs.

No collaboration on final papers without consent of professor. For useful information about what illegal collaboration means see: <http://sja.ucdavis.edu/SJA/collaboration.html>

I will do my best to make any accommodations that can help you deal with disability issues or any other issue that could be an obstacle to you getting the most out of the class. Just discuss it with me and provide me with documentation about it early in the quarter.

When writing to me about class issues, insert into the Subject line <CRD 198-EJ>.

Date	Theme	Reading	In Class activities	Assignment
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Week 1

Tues Mar 30

Defining the terms;  
Class overview

*In Class:* People of Color Environmental Justice Summit, “Environmental Justice Principles,” 1991, available at: [HYPERLINK "http://www.ejrc.cau.edu/princej.html"](http://www.ejrc.cau.edu/princej.html)  
<http://www.ejrc.cau.edu/princej.html>

	<i>Define course objectives and teaching/ learning models Choose EJ Field Projects/ Develop teams</i>	
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Thurs April 1 Surveying the Field Sze and London, “Environmental Justice at the Cross Roads.” *Sociology Compass*.

Robert D. Bullard “Environmental Justice in the 21st Century,” 2001, available at: [HYPERLINK "http://www.ejrc.cau.edu/ejinthe21century.htm"](http://www.ejrc.cau.edu/ejinthe21century.htm)  
<http://www.ejrc.cau.edu/ejinthe21century.htm> 25 Stories: “Circles of myself” @ [HYPERLINK "http://twentyfive.ucdavis.edu/tools-03-circlesofmyself.aspx"](http://twentyfive.ucdavis.edu/tools-03-circlesofmyself.aspx)  
<http://twentyfive.ucdavis.edu/tools-03-circlesofmyself.aspx>

Date	Theme	Reading	In Class activities	Assignment
<u>Week 2</u> Tues April 6	Foundations of EJ Theory: Race, Class, Space, Justice, Inequality	Pellow, David, “Environmental Inequality Formation: Toward a Theory of Environmental Injustice,” <i>The American Behavioral Scientist</i> , vol. 43, no. 4, pp: 581-601, 2000. Romm, Jeff, “The Coincidental Order of Environmental Justice.” in Mutz et al. <i>Justice and Natural</i>		<b>Submit: EJ Field Project Frameworks</b>

		<i>Resources. pp. 117-137.</i>		
Thurs April 8		Faber, Daniel, <i>Capitalizing on Environmental Injustice.</i> Chapters 1&2 (pp. 1-66.)		
<u>Week 3</u> Tues April 13	Debating EJ	1. Hayward, Steven, “Environmental Justice: Where Selma and the Cuyahoga River Fire Meet” American Enterprise Institute. 2. Bullard et al. 2007. <i>Toxic Waste at 20</i> , Chapter 3: Pages 38-72	<i>Staging the Debate</i> (Assignment to be distributed on April 8.)	

Thurs April 15 California’s Central Valley as Terrain of Environmental Injustice 1. Harrison, Jill: “Accidents and Invisibilities”

2. Cole “The Struggle for Kettleman City: Lessons for the Movement.” pp 1-14.

3. Rally/ Testimony at Kettleman City

HYPERLINK "[http://www.youtube.com/watch?v=5LIt\\_acFuOg](http://www.youtube.com/watch?v=5LIt_acFuOg)"

[http://www.youtube.com/watch?v=5LIt\\_acFuOg](http://www.youtube.com/watch?v=5LIt_acFuOg)

or KettlemanCity on Invisible 5: HYPERLINK

"<http://www.invisible5.org/?page=kettlemancity>" <http://www.invisible5.org/?page=kettlemancity>

	<i>Locating/ enacting the debate. (Assignment to be distributed on April 8.)</i>		
Week 4 Tues April 20	EJ Social Movements	Quiroz- Martinez, Wu and Zimmerman, <i>ReGeneration : Young People and Environment al Justice.</i>  Bulle and Essoka. “Whose Environment al Justice?” In Pellow, <i>Power, Justice and The Environment.</i> pp 205-218.	Check in (brief presentations) on field projects

Thurs April 22 Environmental Justice Coalition for Water, *Thirsty for Justice: A People’s Blueprint for California Water*

HYPERLINK "<http://www.ejcw.org/>" <http://www.ejcw.org/>

HYPERLINK "[http://www.ccstockton.net/index.php?option=com\\_content&view=article&id=57&Itemid=82](http://www.ccstockton.net/index.php?option=com_content&view=article&id=57&Itemid=82)"

[http://www.ccstockton.net/index.php?option=com\\_content&view=article&id=57&Itemid=82](http://www.ccstockton.net/index.php?option=com_content&view=article&id=57&Itemid=82)

Tracy Perkins, *25 Stories*: HYPERLINK "<http://twentyfive.ucdavis.edu/>" <http://twentyfive.ucdavis.edu/>

Guest Lecture:	
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	Debbie Davis, EJCW Betsy Riefsnider, Catholic Charities			
Fri April 23	<b>Extra Credit:</b>	Lecture by Ruth Gilmore: <i>Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California.</i> 3:15 in the Historic City Hall at Bistro 33.	Write 2-page reaction piece (2 points for final grade)	
Week 5 Tues April 27	EJ and Public Policy	London, Sze, Liévanos: “Perils and Pitfalls” Targ, “The States’ Comprehensive Approach to Environmental Justice.” In, Pellow, <i>Power, Justice and the Environment.</i> pp. 171-184. Krakoff, Sarah, “Tribal Sovereignty and Environmental Justice” in, Mutz et al. Eds. <i>Justice and Natural Resources.</i>		



Thurs April 29 Guest Lecture: Colin Bailey, Legal Service of Northern California and Constance Slider, Avon Glen Elder Neighborhood Association

HYPERLINK "http://www.newsreview.com/sacramento/content?oid=1284477"  
<http://www.newsreview.com/sacramento/content?oid=1284477>

Week 6 May 4	Tues	EJ and Science	Morello-Frosch et al. "Data Judo: Leveraging Secondary Data Analysis to Build a Community-Academic Collaborative for Environmental Justice in Southern California" Liévanos et al. "Uneven Transformations and Environmental Justice: Regulatory Science, Street Science, and Pesticide Regulation in California"	

Thurs May 6 Guest Lecture: Fraser Shilling, UC CONTACT \_Con-3FEEFBA8570 \c \s \l Davis Department of Environmental Science and Policy

HYPERLINK "http://www.des.ucdavis.edu/research/Shilling/Default.htm"  
<http://www.des.ucdavis.edu/research/Shilling/Default.htm>

		<b>Mid-term report on Field Projects</b>		
Week 7 11	Tues May	<b>In-Class Mid-term</b>		

Thurs May 13 Expanding the scope of EJ 1. Sze et al. "Best in Show? Climate and Environmental Justice Policy in California" *Environmental Justice*.

2. Michael K. Dorsey "Climate Knowledge and Power: Tales of Skeptic Tanks, Weather Gods,

and Sagas for Climate (In)justice” *Capitalism, Nature, Socialism*.

3. Case Summary: Environmental Justice Lawsuit on AB 32..

For more information:

HYPERLINK "<http://www.urbanhabitat.org/taxonomy/term/72>"

<http://www.urbanhabitat.org/taxonomy/term/72>

HYPERLINK "<http://www.ej matters.org/media.html>" <http://www.ej matters.org/media.html>

HYPERLINK "<http://www.durbanclimatejustice.org/>" <http://www.durbanclimatejustice.org/>

Week 8 May 18	Tues	Expanding the scale of EJ	Faber, Daniel “Building a Transnational Environmental Justice Movement” in Bandy, <i>Coalitions Across Borders</i> . Chapter 3, pp 43-68.		
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Thurs May 20 EJ and the Law Guest Lecture: Ilene Jacobs  
California Rural Legal Assistance

HYPERLINK "<http://www.crla.org/>" <http://www.crla.org/>

Week 9 May 25	Tues	EJ and GIS Mapping	Coburn, Street Science; Chapter 7	Guest Lecture: Ganlin Huang, Center for Regional Change Eli Moore/ Catalina Garzon, Pacific Institute (Invited)	
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Thurs May 27 Pavel, Paloma, *Breakthrough Communities*  
Introduction, Chapters 2, 3, 25

HYPERLINK "<http://www.breakthroughcommunities.info/index.htm>"

<http://www.breakthroughcommunities.info/index.htm>

Guest Lecture: Paloma Pavel and Carl Anthony				
Week 10 1	Tues June		<b>Final Presentations</b>	
Thurs June 3			<b>Final Presentations/</b>	

		<b>Course Reflections/ Evaluation</b>	
Thurs June 10		<b><u>Final Papers Due by 5pm</u> in my mailbox in HCD mailroom. <u>No late papers!</u></b>	

## Environmental Justice Field Project Descriptions

You will spend 2-3 hours a week working on a team of 5-8 students for an organization in the Sacramento region on a project directly related to environmental justice (defined broadly in this case to include food security, community health, and youth development). The projects you work on will support the mission of the organization while also providing an experiential learning opportunity in the field of environmental justice and a chance to increase your understanding of the community where this work is taking place. Students will be responsible for documenting their work to present back to the class.

### **Alchemist Community Development Corporation**

**Contact: Davida Douglas: [HYPERLINK "mailto:davida@alchemistcdc.org"](mailto:davida@alchemistcdc.org)  
[davida@alchemistcdc.org](mailto:davida@alchemistcdc.org) - 916.204.8260**

*Organization:* Alchemist Community Development Corporation (CDC) is a 501(c)3 nonprofit organization dedicated to nurturing and strengthening the ability of Sacramento residents to shape the future of their neighborhoods and benefit equitably from development. The Urban Farm Stand, a project of Alchemist, brings convenient access to fresh locally grown produce (both conventional and organic) to low-income communities that have little to no access to fresh produce nearby.

*Project: Urban Farm Stand Project* - Students will assess the needs of the senior population in the Globe Mills apartments in Alkali Flats (Sacramento) through in-person surveying. The survey will inquire about current food purchasing, interest in the urban farm stand, and interest in volunteering, among other things. Students will be involved in giving the survey and compiling and analyzing the results. There may be additional opportunities to support the Urban Farm Stand Project through volunteering at the urban farm stands in May.

### **California Rural Legal Assistance, Inc.**

**Contact: Ilene Jacobs, [HYPERLINK "mailto:ijacobs@crla.org"](mailto:ijacobs@crla.org) [ijacobs@crla.org](mailto:ijacobs@crla.org) - 530.742.7235**

*Organization:* CRLA provides high-quality legal services to improve the quality of life for low-income individuals and their rural communities. Through a state-wide network of 21 offices, CRLA staff conducts litigation, outreach and legal education on the most pressing issues facing low-income communities: housing; employment; education; workplace safety; discrimination; income maintenance and healthcare access.

#### *Projects:*

*Supporting Current Casework* Supporting research in one or more developing cases including the expansion of a toxics waste site near a predominantly low-income, minority community, the displacement of lower income Latino farm workers from a mobile home park that provides affordable housing near work and schools, the failure to provide access to a potable water supply.

*Farm Worker Substandard Housing and Health Connections Working Group:* Supporting and participating in or creating a research project within CRLA's farmworker housing and health rural justice project where students would have the opportunity to do housing assessments in local (~1 hour from Davis) farm worker communities.

*Supporting CRLA's Statewide Research:* Working with Ilene Jacobs and CRLA staff in research related to a variety of statewide work including affordable housing preserving mobile home parks, seeking equity in disadvantaged minority communities, enforcing land use planning requirements for affordable housing.

### **California Institute for Rural Studies**

**Contact: Lisa Kresge, HYPERLINK "mailto:lkresge@cirsinc.org" [lkresge@cirsinc.org](mailto:lkresge@cirsinc.org) - 530.756.6555**

*Organization:* CIRS works toward a rural California that is socially just, economically balanced, and environmentally sustainable. Each of these elements is integral to the larger goal of sustainable development. As a non-profit research organization, CIRS is committed to pursuing these long-term goals through sound empirical research that is directly relevant to progressive social change.

*Project: Environmental Justice Assessment of Yolo County* - Students will work to create an Environmental Justice assessment of Yolo County with a focus on rural populations. Students will pinpoint key stakeholders who are working on EJ issues within rural communities. Most of the work will be done through key informant interviews over the phone with community stakeholders and EJ experts in farm worker and rural communities, but there could be opportunities to travel and do in-person interviews. Other methods for this project may include doing a literature review and using Google maps to create basic community maps. There will be an emphasis on the farm worker communities. Spanish speakers or anyone with a background working in farm worker communities is a plus in this project. At the end of the project students will have a geographic understanding of farm worker housing distribution in Yolo County, EJ issues impacting rural populations in Yolo County, and who is working to address those issues.

### **Diocese of Stockton**

**Contact: Betsy Reifsnider, HYPERLINK "mailto:betsyreif@comcast.net" [betsyreif@comcast.net](mailto:betsyreif@comcast.net) - 916.442.6480**

*Organization:* The mission of the Environmental Justice Project is to educate and motivate Catholics to a deeper reverence for the Earth and to engage local parishioners in activities aimed at dealing with environmental problems, especially as they affect the poor. The long-term goals of the Environmental Justice Project include: strengthening existing partnerships and developing new alliances to protect air and water quality, natural resources, and public health in the Central Valley and Sierra Foothills; and developing leaders in every parish of the Stockton Diocese who will educate and involve their communities in solving environmental justice issues at the local, regional, and statewide levels.

*Project: South Stockton Cumulative Health Impacts Project* - The UC Davis Center for Regional Change, in partnership with the UC Davis Environmental Justice Project, has developed a unique collaboration with the San Joaquin Valley Cumulative Health Impacts Project (SJV CHIP). The SJV CHIP seeks better health for San Joaquin Valley residents through the adoption of enforceable measures to reduce cumulative air and water pollution, particularly in communities heavily burdened by pollution. SJV CHIP also works to ensure the public's access to information and to build community capacity to participate in regulatory decision-making. UC Davis has been invited by SJV CHIP to provide a foundation of credible scientific research that quantifies

and documents the pollution that communities face and determines long and short-term health and economic impacts. This information will strengthen cumulative impacts policy decision-making on the regional and state levels. This effort also actively involves San Joaquin Valley residents in community-based research through community mapping and other methods. Students working on this project will be specifically helping to develop a SJV CHIP workshop in South Stockton

### **Environmental Justice Coalition for Water**

**Contact: Debbie Davis, HYPERLINK "mailto:debbie@ejcw.org" [debbie@ejcw.org](mailto:debbie@ejcw.org) - 510.286.8403**

*Organization:* The Environmental Justice Coalition for Water is a network of more than fifty grassroots and intermediary organizations. EJCW works to empower community members to become strong voices for water justice in their communities. They enable community members to take control of their water resources by participating in water policy, planning and decisions. They ensure policy makers are listening to the concerns of community members and hold policy makers accountable for the heavy impacts water policy has on low-income communities and communities of color. The coalition is building a collective, community-based movement for democratic water management and allocation in California.

*Project:* Students who work with EJCW will work on the Water Education Campaign: “Every drop counts. Every voice counts”. The campaign comes out of the California Water Summit and is designed to promote the Summit's water agenda. Their agenda seeks to shift water decision making in California from special interest decision making to values based with sustainability and equity as the core values guiding water policy. In addition, EJCW is seeking to hold existing state water agencies accountable and to develop a sustainable and integrated financing plan for California water that leverages general obligation bonds to maximize federal investment, fees, local investments, etc. The basic activities will include developing materials for the campaign, doing some basic census research, and doing outreach.

### **Environmental Justice Project**

**Contacts: Maggie La Rochelle, EJP GSR, HYPERLINK "mailto:mlarochelle@ucdavis.edu" [mlarochelle@ucdavis.edu](mailto:mlarochelle@ucdavis.edu) - 707.208.2016  
Julie Sze, EJP Director, HYPERLINK "mailto:jsze@ucdavis.edu" [jsze@ucdavis.edu](mailto:jsze@ucdavis.edu) - 530.754.5479**

*Organization:* The Environmental Justice Project is a multidisciplinary collaborative of academics and students at UC Davis from the humanities, sciences, and social sciences. We work in partnership with entities that are working on diverse environmental justice issues in California, particularly in Northern California and the Central Valley. The mission of the Environmental Justice Project is based on interdisciplinary and applied research on current environmental justice issues in California. The EJP:

- Builds campus and community partnerships on environmental justice issues;
- Advances state policy analyses that promote environmental justice and community perspectives on particular environmental, environmental health, or urban planning issues, drawing on campus strengths as well as our proximity to Sacramento;
- Promotes interdisciplinary conversation on environmental issues, specifically as they pertain to race, class and/or gender at the John Muir Institute of the Environment and on the UC Davis

campus;

Builds on existing campus strengths in environmental research in the Central Valley to increase environmental justice scholarship at UC Davis;

Values diverse forms of knowledge, including community knowledge, indigenous knowledge, and diverse forms of disciplinary knowledge in academia.

Check out more about what we do at [HYPERLINK "http://ej.ucdavis.edu" \t "\\_blank" http://ej.ucdavis.edu](http://ej.ucdavis.edu). Students can use the existing projects and topics listed in the "EJP at a Glance" tool on the website to see how this project fits into EJP's overall mission and activities.

*Project:* In this project UC Davis will be the community site through which to explore EJ issues. What is UC Davis' relationship to environmental justice or injustice? Specific avenues for inquiry could include: industrial agriculture in the Central Valley; nuclear and military research; transportation and air pollution; and water policy and the Sacramento Delta. Students will gain a sense of the organizational landscapes of EJP and how they work.

### **Energy Program \* Youth Corps**

**Contact:** Gwynn Benner, [HYPERLINK "mailto:gwbenner@ucdavis.edu" gwbenner@ucdavis.edu](mailto:gwbenner@ucdavis.edu) - 530.574.7485

*Organization:* The mission of EPYC is to inspire a generational change in the way we think about and use energy. Activities are currently being revised to meet California state education standards and then packages as curriculum for 6<sup>th</sup> – High School levels. The curriculum that focuses on concepts of climate change, air quality, energy efficiency, and energy consumption as well as include training in completing an energy audit and analysis with recommended “actions to take”.

*Project:* EPYC project director and graduate students will work with the Community Development Perspectives on Environmental Justice (CDPEJ) student team to take existing EPYC activities now available online at [HYPERLINK "http://eec1.ucdavis.edu/epyc" \t "\\_blank" http://eec1.ucdavis.edu/epyc](http://eec1.ucdavis.edu/epyc) and evaluate their efficacy for use in low-income communities of color. Evaluation would include (but not be limited to), use of terms and concepts, cultural appropriateness, feasibility of implementation (i.e., if a home audit is done, but the participants are homeless what alternative strategy could be employed). Evaluation will also take place of other similar programs offered throughout the US and in consideration of meeting California state education standard requirements. The curriculum must be easily accessible to both teachers and students. EPYC anticipates that the CDPEJ student team will recommend changes be made to existing activities, which will then be tested in pilots conducted in mid to late May at participating jr. and sr. high schools in the area. Transportation off-campus required: Pilots will be completed in area schools off the UC Davis campus. All attempts will be made to establish a carpool if necessary. **Limited to 4 Students**

### **Fraser Shilling, UCD Professor**

**Contact:** [HYPERLINK "mailto:fmshilling@ucdavis.edu" fmshilling@ucdavis.edu](mailto:fmshilling@ucdavis.edu) - 530.752.7859

*Larger Research Interests and Projects:* I have 3 main areas of research: environmental pollution and policy, transportation & landscape ecology, and indicator system for whole system condition reporting. I am Co-Director of the [HYPERLINK "http://roadecology.ucdavis.edu" Road Ecology Center](http://roadecology.ucdavis.edu) and member of the [HYPERLINK "http://ej.ucdavis.edu" Environmental Justice Project](http://ej.ucdavis.edu) and of the [HYPERLINK "http://ice.ucdavis.edu" Information Center for the](http://ice.ucdavis.edu)



Environment. I support graduate students and others in each of my research areas and am always open to more. My research is extramurally funded through grants and contracts, from local, state, and federal sources. Recent studies and publications of mine have addressed environmental justice issues associated with Bay-Delta decision-making and contamination, connectivity assessment and planning at multiple geographic scales and with changing impacts, and development of multi-metric system for evaluating the condition of combined social, environmental, and economic systems.

*Potential Projects:*

*Environmental health perspectives:* Residents of poor (and well-off) communities in urban, industrial, and agricultural areas are often exposed to air, water, and food-borne allergens, irritants, toxic pollutants and pathogens. Many well-off communities are involved in decision-making and are positioned to protect themselves through proxies. Many poor and immigrant communities have less access to resources that can assist their decision-making. In this project, you will collect information about environmental health conditions in Sacramento and Stockton from both the communities themselves (usually via community organizations) and from the agency and scientific literature. Most of what you will derive will be summary findings or questions. The information you collect will be valuable for communities and community organizations who are seeking to understand and deal with the threats they are facing.

*Fish for subsistence and as a source of toxins:* Many residents of communities around the Delta fish for food in the Delta and tributary waterways. Most of the fish are contaminated with mercury and some with other toxins as well. This is a very dynamic area in environmental justice in the region, with under-recognition of the problem by state agencies and strong concerns in the community about the state's failure to act and to include community in decision-making. In this project, you will investigate how communities perceive threats to their health from toxins in what is otherwise food. You will interview experts in fish contamination, fish consumption, health benefits of fish, and health consequences of eating contaminated fish. The information you collect will be valuable to community organizations in their grappling with this issue.

**Grant High School, Del Paso Heights - GEO Academy Sophomore Class**

**Contact: Anne Marie Kennedy, [HYPERLINK](#)**

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*Organization:* The mission of the GEO Academy at Grant High School is to teach youth how to create healthy, sustainable communities by engaging them in educational opportunities to foster a sense of community and environmental stewardship. 9<sup>th</sup>-12<sup>th</sup> graders participate in outdoor, experiential learning including environmental horticulture, landscape architectural design, habitat restoration, "green" business, and environmental science monitoring.

*Project: GABY Grant Project Documentation* - This project will focus on working with the sophomore class at the GEO Academy. Four teams of students have each received a GABY (Grant Advisory Board for Youth) youth grant to implement four different projects on their campus. The project implementation began in March. UC Davis students working on this project will pair up with one specific project and work with the team to document the project process



using Photo Voice.

Projects:

Setting up a recycling program in the GEO Academy classes

Implementing a redesign of the entrance to the garden

Planting native grasses and shrubs and building picnic tables for a lunch spot

Educating other students about the health problems associated with drinking soda and selling healthy smoothies as an alternative.

**Preferred number of students: 8**

**Hours: Mondays from 1:00-3:00**

### **Soil Born Farms**

#### **Urban Agriculture/ Food Access Policy Research**

**Contact: Melissa Guajardo, HYPERLINK "mailto:mguajardo@soilborn.org"**

**[mguajardo@soilborn.org](mailto:mguajardo@soilborn.org) - 916.549.3894**

*Organization:* Soil Born Farms allows youth and adults to rediscover and participate in a system of food production and distribution that promotes healthy living, nurtures the environment and brings people together to share the simple pleasures of living life in harmony with nature. They are committed to developing programming focused on organic food production, healthy food education and food access for all residents.

*Project:* Researching local policy as it relates to food access and urban agriculture issues in the region. This will include specifically looking at Sacramento county policies around zoning and water and how they impact urban farmers and finding good policy models in other areas that could be implemented in this region.

### **Ubuntu Green/ Coalition On Regional Equity (CORE)**

#### **Transportation Equity Engagement**

**Contact: Charles Mason, HYPERLINK "mailto:charles@ubuntugreen.org"**

**[charles@ubuntugreen.org](mailto:charles@ubuntugreen.org) - 916.669.0671**

*Organization:* The Coalition on Regional Equity works to build a coalition of disparate forces in creating a regional campaign to impact metropolitan design with a focus on equity. Regional land use planning must consider how it impacts low- income residents and communities of color. CORE's goals include working with new allies to create a grassroots power base that can positively impact the health and well-being of low income communities and communities of color throughout the region; increasing the transparency of, and public involvement in, regional government; and advocate for inclusive communities that have fair access to quality jobs, schools, transportation, and affordable housing, and walkable neighborhoods accessible to all.

*Project:* As a member of CORE, Ubuntu Green is leading a workgroup to address transportation equity issues in the Sacramento Region. Students working on this project will work with Ubuntu Green and CORE to support targeted outreach, education, visioning and leadership development in traditionally underserved communities. UG will partner with all community stakeholders to develop policy and project priorities

### **Ubuntu Green**

#### **Green Youth Leadership Team**

**Contact: Charles Mason, [HYPERLINK "mailto:charles@ubuntugreen.org"](mailto:charles@ubuntugreen.org)  
[charles@ubuntugreen.org](mailto:charles@ubuntugreen.org) - 916.669.0671**

*Organization:* Ubuntu Green (UG) is a community-based, nonprofit organization dedicated to promoting sustainable, equitable communities through the promotion of green principles, development, jobs and culture. Our community-based programs work to provide information, education, access and training to underserved, and challenged communities in order for them learn, live and work in a more equitable, sustainable way.

*Project:* The Ubuntu Green, Green Youth Leadership Team (GYLT) will train youth on how to live green and healthy lifestyles and to educate their community to do the same. Youth will leverage their knowledge to participate in local activities that will enhance their community, achieve greater access to healthy food, and improve public health. For this project students will help to develop an interview application and process for the Green Youth Leadership Team. Students will assist with community outreach and recruitment of youth applicants. They will also help to develop and put together the curriculum to train the Green Youth Leadership Team.

**CRD 198-149: Community Development Perspectives on Environmental Justice**  
**Professor Jonathan London**  
**Memorandum Of Understanding**

Class Description

Environmental justice social movements address inequitable distribution of pollution on low-income communities of color. This course explores the histories, policies, and innovations associated environmental justice movements in the United States and around the world. Special attention will be placed on the connections between environmental justice and other social movements such as regional equity and health equity.

Student Field Project

Students will work on a specific project in with an environmental justice organization. Environmental justice is defined broadly to include organizations working in community food security, community health, youth development, etc. These projects should provide a net benefit to the organization by supporting relevant work and should also facilitate the students' learning through hands on experience in environmental justice work and increased understanding of the communities this work is taking place in.

Student Responsibilities

Be available 2-3 hours a week to work on this project from early April through the end of May  
Arrange travel to a location outside of Davis if necessary  
Be able to work independently on the project to meet the goals as outlined by your sponsoring organization  
Present your project to the class

Sponsoring Organization Responsibilities

Set up an initial meeting with your students to orient them to your organization and go over the specific project they will be working on including outlining the specific outputs the students will be responsible for  
Provide guidance over the course of the project to give students feedback on their progress and their work  
Have a point person that students can communicate with  
A degree of mentorship for the students to guide them through this specific project, but also to help them understand your organization's work more broadly as it relates to environmental and social justice.  
The sponsoring organizations are not expected to supervise, pay, or provide transportation, for students.

Instructor and Student Assistant Responsibilities

Supervise students  
Provide skills training to students  
Communicate with sponsoring organization contacts about ways class materials could correlate with student projects  
Evaluate student performance within the projects.

