

LALS 164: ENVIRONMENTAL JUSTICE

SPRING 2011
TUESDAYS AND THURSDAYS 4:00-5:45PM
COWELL COLLEGE ROOM 134
5 UNITS

Professor Flora Lu

Office hours: W 1:00-3:00pm + by appt.; Office: Merrill 17
☎ (O) 831-459-1994; Email: floralu@ucsc.edu

Course Description

This course will introduce you to the Environmental Justice (EJ) movement: its guiding beliefs and philosophies, practices, approaches, past accomplishments and future potential. Environmental justice seeks fair treatment of all people regardless of race, ethnicity, gender, economic capacity, national origin, and education level with respect to environmental politics and their implementations. We will seek to understand the societal, cultural, and institutional factors underlying environmental decision-making using local, national, and international case studies. EJ offers a framework for examining issues of human rights and ecological health in the contemporary world, making connections between race, ethnicity, poverty, power, access, and environmental problems. This class approaches EJ issues from an anthropological perspective; we focus on the thoughts, feelings, and experiences of people involved in EJ whose voices are not often heard in academic settings.

We will not only engage in classroom-based learning, but will seek to enrich our learning experience through collaborative efforts with local environmental justice organizations and activists. Service-learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs while developing academic skills, sense of civic responsibility, and commitment to the community. Important to this learning experience is reciprocity with the community and working from our strengths here at the university—people power and access to information. To that end, you will be divided into small groups to undertake service-learning projects that have been devised by local communities and environmental justice organizations.

Overview

In the United States and across the globe, people of color are subjected to a disproportionately large number of health and environmental risks in their neighborhoods and on their jobs. African Americans, Latinos, Asians, Pacific Islanders, and Native Americans must contend with dirty air and drinking water—the byproducts of municipal landfills, incinerators, polluting industries, and hazardous waste facilities. For instance, three out of every five African Americans and Latino Americans live in communities with uncontrolled toxic waste sites. In the South, 75% of the South's worst toxic dumps are in black communities, and here in CA, three out of three toxic waste dumps are in predominantly Latino farm-worker communities. Under the Superfund cleanup program, abandoned hazardous waste sites in minority areas take 20% longer to be placed on the National Priority list than do those in white areas. In the Bay Area, people of color communities are at higher risk of cancer and respiratory hazard from toxic air releases than white communities, even controlling for income and other factors.

The environmental justice movement draws together insights from both the civil rights and environmental movements to mobilize grassroots organizations in demanding a safe and healthy environment as a basic human right. This movement addresses and brings to the forefront of the debate the following questions: (1) Why do some communities get “dumped on” while others escape? (2) Why are environmental regulations vigorously enforced in some communities and not in others? (3) Why are some workers protected from environmental threats to their health while others are still being poisoned? (4) Who can afford services (e.g., legal, health care) to address these problems? (5) Why are some populations able to access healthy food while others live in “food deserts,” neighborhoods with multiple fast-food joints but no grocery stores? In other words, the movement protests the existence of “environmental racism,” or the unequal protection against hazardous and toxic waste exposure and the systematic exclusion of people of color from environmental decisions affecting their communities. In this class, we will also explore efforts to broaden the EJ movement to include not only these issues of siting and inconsistent enforcement of environmental regulations but also land use, local food production, and people’s connection to place and landscape.

While environmental racism focuses on the disproportionate impact of environmental hazards on people of color communities, environmental justice pertains to the amelioration of potentially life-threatening conditions and the improvement of quality of life. The goal of the environmental justice movement is not only to fight pollution but also to promote decent paying and safe jobs, quality schools and education; decent housing and adequate health care; healthy, ecologically-sustainable and locally produced foods; democratic decision-making and personal empowerment; poverty eradication; and respect for biological and cultural diversity.

Goals and Objectives

The goals of this course are:

1. To gain an understanding about Environmental Justice;
2. To foster critical thinking and research skills;
3. To collaborate with and serve the local community;
4. To gain an appreciation for the cultural values upheld by the EJ movement.

At the end of the course, to meet goal #1, you should be able to:

- Discuss the historical and socio-political context in which the EJ movement emerged;
- List the main tenets of the EJ movement;
- Assess these EJ claims in light of data and evidence;
- Discuss EJ issues at the local, national, and international scales, and their commonalities;
- Summarize relevant policy and legislation pertaining to EJ.

At the end of the course, to meet goal #2, you should be able to:

- Determine a research/analysis strategy that best meets the needs of community groups;
- Demonstrate a grasp of various methods for attaining information, from library research to internet searches to interviewing people;
- Assess the validity of the information collected in a balanced and impartial way;
- Communicate your findings in a written form accessible to the public;
- Communicate your findings in an oral presentation that blends text and visuals.

At the end of the course, to meet goal #3, you should be able to:

- Show how your project was done in collaboration with community members;
- Explain the specific context which necessitated community action;
- Explain how your project was useful to the community group and fulfilled a need they expressed;

- Reflect on how collaboration with the community impacted and shaped your learning experience;
- Discuss what community members can teach UCSC students and vice versa.

At the end of the course, to meet goal #4, you should be able to:

- Appreciate the complexity of environmental issues;
- Explain how environmental problems are linked with issues of human rights, equity, and cultural self-determination;
- Appreciate the importance of community participation and empowerment;
- Acknowledge the myriad of sources of expertise and knowledge outside of academia.

Course Format

The course will consist of lectures, in-class discussions, working meetings about projects, field trips and student presentations. Active participation by all class members is essential for the class to be a success. The course format is discussed in more detail below:

Reading Materials

The readings for this class are comprised of two books and articles available on eCommons as pdf files or as course readers. The books will be available for purchase at UCSC Bookstore, and the course readers for sale at Literary Guillotine (204 Locust Street, SC 95060, 831-457-1195, www.literaryguillotine.com, open Mon-Sat 10am-6pm). To derive the maximum benefit from the course, it is essential that you complete the assigned readings in advance of the class and allow time for reflecting on what you read.

Required Books:

Pellow, David Naguib and Lisa Sun-Hee Park. 2002. *The Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High-Tech Global Economy*. New York: New York University Press.
 Gottlieb, Robert and Anuparma Joshi. 2010. *Food Justice*. Cambridge, MA: MIT Press.

Articles and chapters can be found as pdfs on eCommons or in the course reader (see list on page 10).

Student Blogs: Reflections on the Reading and Classes

Students are to submit commentaries about the readings and classes as blog postings on eCommons under Forums. These commentaries should demonstrate familiarity with the readings, critically assess the merits and weaknesses of the argument, and describe your reaction and thoughts about the text. Also, comment on the lectures and discussions from class meetings that week, and other postings from classmates. You also may wish to share experiences and thoughts from your service-learning project. This assignment serves as a form of online reflection, helping you bridge community service activities and educational content of the course. It is a forum for rumination, processing of ideas, intellectual exchange, and class engagement.

Guest Speakers

One of the ways in which this class is different from the “typical” UCSC course is that it doesn’t follow the model of “instructor as expert.” The instructor is familiar with EJ issues, but the true experts are people in the community. Many class meetings will involve members of the local community visiting the class as guest lecturers. These individuals are a diverse group of activists, scholars, and community members. Their perspectives and insights make a valuable contribution to the learning process of the class, so it is especially important that students come to class punctually, prepared, and possessing an open mind and open ears!

Class Activities

There are various class activities designed to get you out of the classroom, enjoying special events and getting your hands dirty. You are required to attend **two** of these activities during the term, in addition to any travel you will undertake as part of your group project (see below). One of the activities will be attended by everyone in the course: the First Annual Walkathon for Environmental Justice on Sunday, May 1st, at 11:00am in Golden Gate Park, SF (we will coordinate carpools). For the second activity, you have a choice between a garden workday (10am-2pm) for Veggielution in San Jose on April 16th or April 30th or attending the UCSC conference, "New Directions in Feminism and Human Rights" on April 21st.

Service Learning Projects

This class provides a real-world opportunity to work with a community organization on a pressing EJ concern. We will work on projects that the groups themselves dictate which reflect current needs and campaigns. Please check out the websites of each of the organizations to learn more.

The EJ class will be divided into small groups (2-5 students each, based in part on student interests) and asked to work as a team on a chosen project throughout the quarter. Through speaking with representatives of these environmental justice groups, the following tasks have been identified:

* **Greenaction for Health and Environmental Justice** (<http://www.greenaction.org>): Executive Director Bradley Angel (bradley@greenaction.org) has decades of experience as a leader in working with local communities for environmental justice. He has outlined three potential projects for our course:

- 1) Support for Kettleman City, CA: as we will discuss in the course, Kettleman City is a predominantly Latino farmworker community halfway in between LA and SF. Waste Management Corporation operates a toxic waste landfill a few miles from the town, and has proposed an expansion of this facility. Kettleman City residents suffer significant health impacts, likely from one or more pollution sources, possibly including the toxic waste dump, pesticides, contaminated drinking water, diesel emissions and contamination from old oilfield operations. A recent investigation by Greenaction has exposed a birth defect cluster in the community, with a substantial number of children born with cleft palates and other problems. A team of 3-4 students is needed to work in solidarity with Kettleman residents to provide comments to government agencies about the dump and assist Greenaction and UC Berkeley students plan a large demonstration against the proposed dump expansion at Waste Management regional headquarters in Oakland. Spanish language ability and transportation is a plus for this project.
- 2) Besides toxic dumps, the new threat to the health of low-income and people of color communities in the state is waste incinerators using "Plasma Arc" technology. Such a facility has been proposed for the small, mostly Spanish-speaking community of Gonzales, and most residents have not even been informed about it. Students (at team of 2-4 people) will go door to door in this town and conduct outreach about the proposed incinerator. Students who speak Spanish and who are from Watsonville, Salinas, Monterey, Gonzales or other nearby regions are especially desired.
- 3) Bradley would like student assistance in archiving and organizing documents he has stored over many years of EJ activism. The team (3-4 students) will assist Bradley with retrieving these boxes from a storage unit and will work to scan and put in chronological order the papers therein. A chronology and index will be needed for each campaign, and the deliverables are the organized documents both in hard copy and digitally. In addition, for their final report, teams will write up a summary of various campaigns, including Kettleman City and East Oakland. This is a good project for students who prefer a project that can be done on campus.

* **Veggielution Community Farm** (<http://www.veggielution.org>): Veggielution is an urban, nonprofit community farm that seeks to create a sustainable food system in San Jose. Their volunteer workdays, youth programs, sliding scale farmstand, and community workshops give youth and adults from diverse

backgrounds a chance to learn the importance of eating healthy food and knowing where it came from. We are planning four different projects with Veggielution:

- 1) Children's Garden: students will undertake background research (e.g., at Life Lab and Homeless Garden Project), help design, purchase building materials (with course funds), build and create a youth oriented, family-friendly garden (4-5 students). Kendall Craig, Life Lab Intern, is also available to help design the garden (klcraig@ucsc.edu). Contact: Julia Lange (julial@veggielution.org).
- 2) Family Day development: once a month, Veggielution hosts a family day at the farm for the local community. The team (4-5 students) will help design a two-tiered curriculum (ages 1-5 and 6-10+) and activities for the event, and participate in two Family Days (April 9th and May 14th). Students will also help with outreach activities in the local community, especially focused on getting local mothers involved in the garden. Spanish speaking ability is a plus! Contact: Julia Lange (julial@veggielution.org).
- 3) Food Justice Day for teens: Veggielution works with high school students on every other Saturday. The team (2-3 students) will develop sample stand-alone food justice teaching and active learning curricula around food justice, which will also be shared with CASFS. The team would help implement the curriculum on May 7th and May 14th. Contact: Jessie Nichols (jessien@veggielution.org).
- 4) Oral histories of Veggielution volunteers: the team (2-3 students) will conduct life history interviews with volunteers at the farm, highlighting the rich diversity of people involved with Veggielution and the shared history and tradition of agriculture in Santa Clara County. A booklet with photos would be produced that can be added to in the future. Spanish speaking ability is a plus! Contact: Jessie Nichols (jessien@veggielution.org).

* **Silicon Valley Toxics Coalition** (<http://www.svtc.org>): for over a quarter of a century, SVTC has been working to promote human health and environmental justice in response to the rapid growth of the high-tech industry. Through research, advocacy and grassroots organizing, SVTC has played a leading role in holding the high-tech industry accountable and shifting it towards toxic-free, recyclable products, strong worker and community protections, and green technological innovations. Student teams will participate in the solar energy campaign, which seeks to identify the life cycle impact of solar panels, from production to disposal, to make sure that in the excitement over the "green economy" and the installation of solar panels across the country, we are not overlooking exploitive labor practices or the dumping of wastes in other countries like China and India. Your contact person is Dustin Mulvaney (mulvaney@berkeley.edu).

- 1) One team (2 students) will investigate the question, what does the Bay Area do with its old solar panels? You will contact e-waste recycling centers throughout the Bay Area and investigate their ability to recycle solar panels, the quantity of panels they receive, and what they do with the panels.
- 2) Another team (2-3 students) will trace the supply chains of photovoltaic inputs and production (Dustin will specify which specific component to research).
- 3) Two teams (2-3 people each) will assist in researching the large planned solar projected underway in the Mohave and Sonoran Deserts, reviewing the public comment records and the Environmental Impact Statements and synthesizing the information according to Dustin's specifications.

* **Center for Agroecology and Sustainable Food Systems** (<http://casfs.ucsc.edu>): here at UCSC we are blessed to have one of the most prestigious centers for sustainable agriculture in the country right here on campus! CASFS not only produces organic and health food for the UCSC community and local residents, but they train people from across the country in how to establish sustainable food production efforts (e.g., elementary school teachers wanting to learn how to start a classroom garden to city residents seeking to increase urban food security). During this class, students will have the opportunity to work with CASFS on issues of social justice and sustainable food systems. Our point person for this collaboration is CASFS apprenticeship teacher and legend Christof Bernau (christof@ucsc.edu).

- 1) One team (2-3 students) will focus on research (mostly online) to identify and inventory local food justice, security and access services and resources locally which will be utilized to improve the CASFS website.

- 2) Another team (2-3 students) will conduct interviews with Farm apprentices to ascertain their background, engagement with food sustainability and justice issues.
- 3) A third team (3-4 people) will work with Tim Galarneau (CASFS Food Systems Education and Research Program Specialist; tgalarne@ucsc.edu) to integrate a social and environmental justice forum on the Farm during the Strawberry Festival, to be held Thursday May 12th. As a class, we will attend the festival and participate in the forum.

You will be required to give at least three service hours per student per week. You will fill out a weekly time log to be handed in at the end of the semester. Students will undertake research on campus at the various libraries and over the Internet, and will also (as appropriate) seek out resource people in various departments on campus (for instance, in civil engineering in terms of research on green energy). You will also meet with the community groups as needed (for instance, to report on progress or attend community gatherings) and perhaps conduct interviews with agencies and offices off of campus. Developing specific tasks with concrete, manageable goals enables you to jump in right away and make the most of a short quarter. The projects are also designed to hone student skills in the gathering and dissemination of information, be it library research, interviewing, or audio/visual documentation.

At the end of the quarter, as a group you will be expected to write a **final report** about the environmental justice issue you were addressing, the organization with whom you worked, what you did, what you learned, and the implications for the larger EJ movement. This report is not only a summary of your project but also a forum for personal reflection about the experience. This report is in addition to any other deliverables requested from the community partner. You will **present your project** to the class and interested community members during our last two classes of the quarter. Your written report will be turned into the community group, and they will have input in determining your grade on the project.

Reflection Paper

As your final, you will turn in a paper reflecting on your experience in the course, what you have learned about Environmental Justice, and the impact the service learning project had on your overall educational experience. It should be 8-10 pages (1.5-spaced, 1" margins, 11-12 point Times New Roman).

Attendance and Participation

You are required to attend every class (attendance will be taken), peruse the reading ahead of time, actively participate in discussion, write thoughtful and informed weekly blogs, and to contribute to the successful completion of the group projects (both report and presentation). More than two unexcused absences over the quarter results in a failing grade. If you have a verifiable medical or family emergency, your absence will be considered excused if appropriate documentation is produced within one week of your absence and make-up work is turned in within one week. If you play a sport or are a member of a University-sponsored team or organization and you know that you will have University-approved absences during the semester, then you must provide me with an official schedule of your anticipated absences during the first week of class. If you are absent from class, then it is your responsibility to obtain that day's notes and announcements from another student in the class. In addition to the scheduled class times, you are expected to attend the Greenaction First Annual Walkathon for Environmental Justice on May 1st and another class activity (Veggielution workday or UCSC conference). The Walkathon is a fundraiser, and you are welcome to gather pledges to sponsor your participation, or to contribute a \$10 donation on your own (or both!), but you can also participate without doing either.

In this class, we seek to maintain a safe and constructive classroom environment in which everyone feels that his or her opinions will be received in a respectful and sensitive manner. Participation not only

entails actively and introspectively discussing the material and your experiences, but also carefully listening to others. Listening carefully involves attempting to hear and understand what another person is saying, without jumping to immediate conclusions or judgments. It also involves a willingness to express a need for clarification when a topic is unclear or difficult to understand. A responsible participant will also be aware of how much they are speaking and will strive to reach a balance between talking too much and talking too little, all the while keeping comments relevant to the topic at hand.

Grading

All your submitted writings must be your own original work (or work as a project team, in the case of the final report and presentation). You must acknowledge any borrowing of ideas and words from other by standard documentations in various forms, such as parenthetical references, and bibliography. Keeping track of the sources you use and using a consistent style of documentation will help you avoid unwittingly committing plagiarism. Plagiarism is intellectual theft and fraud. Examples of plagiarism include buying papers from the Internet or other sources; downloading materials from the Internet and passing it off as your own writing or using any part of it without acknowledging the source; taking published ideas of others and passing them off as your own. Grades will be calculated as follows:

Assignment		Points Earned	Maximum Points
Attendance and Participation	-5 points for each class missed (unexcused absence), -25 for missing class activity		50
Blog (10 entries, 10 points each)	Timely submission = 2; quality of work (thought, writing quality, incorporation of readings and experiences) = 6; grammatical correctness (spelling, punctuation, etc.) = 2		100
Time Log	Contains detailed and specific entries for each week that the student engaged in service-learning = 10; log is complete and dates/times add up to 30+ hours of service-learning = 15		25
Class Activity Reaction Paper	Summarizes the experience in a detailed and cogent manner = 10; quality of reflection of the experience = 10; grammar, spelling, syntax, etc. = 5		25
Final project report	Quality of product for community (community input) = 50; thorough summary of work = 100; writing quality, grammar, and citations = 50		200
Class presentation	Clarity and organization = 20; equal participation of group members = 20; discussion of project and links to larger class themes = 60		100
Reflection Paper or Project	Quality of documentation = 40; thorough, thoughtful analysis = 40; writing quality = 20		100
TOTAL POINTS			600

Grade	Points	Grade	Points	NOTE
A+ (100+%)	601-610	B- (75-79%)	450-479	For extraordinary effort, 5-10 extra points will be awarded
A (95-100%)	570-600	C+ (70-74%)	420-449	
A- (90-94%)	540-569	C (60-69%)	360-419	
B+ (85-89%)	510-539	D (50-59%)	300-359	
B (80-84%)	480-509	F (<49%)	0-299	

Tips for Success

Do not take this class if you are not prepared to work hard and do a significant amount of reading!

Students who have been successful in the course previously have had certain traits in common. These students...

- Read the material well in advance of class (i.e., a night or two before, not 15 minutes before class);
- Looked up new or unfamiliar words or terminology;
- Took notes as they read and/or highlighted with a purpose (i.e., they didn't highlight everything);
- Wrote questions during reading when something was unclear or confusing to ask the professor;
- Planned ahead;
- Brought their books, notes, readings, and a copy of their syllabi to class everyday;
- Came to class regularly and on time, prepared to be called on by the professor;
- Asked questions as well as answered questions;
- Were awake, alert, and attentive during lecture;
- Took notes during class lectures, films, and discussions;
- Turned off cell phones and pagers during class time;
- Only used laptops in class for note-taking purposes;
- Reviewed lecture notes after class to fill in anything missed;
- Studied and reviewed their notes regularly;
- Understood that grades are earned, not given;
- Asked for help when they needed it, early in the term;
- Offered to help classmates when they needed it;
- Went through their exams and assignments to understand how they could improve;
- Learned from their mistakes as well as successes;
- Came to office hours or made appointments to meet with the professor;
- Were open to diverse viewpoints and perspectives and had intellectual curiosity;
- Treated their classmates and professor with respect;
- Kept trying and were patient with themselves as with others;
- Pushed themselves to new levels of understanding, synthesis and application;
- Tried to link course concepts to everyday life, news and current events, etc.;
- Notified the professor right away if some personal or health issue was impeding course performance;
- Were dedicated to working collectively and doing their fair share on a team project;
- Were committed to making the classroom a welcoming, diverse, and collegial place.

Course Schedule

Class Number and Date	Reading/Assignment Due	Class Topic
Class #1: T March 29	Di Chiro 1996; Bullard et al. 2007; Jamieson 2007	"What is Environmental Justice?" Introduction to the course and defining the terms
Part One: Foundations		
Class #2: TH March 31 (Note: class will run from 4:00pm to 6:15pm)	Szasz & Meuser 2000; Pulido 2000; Lerner 2010, Ch. 9; Cole & Foster 2001	"EJ Struggles and Victories, Past and Present" Guest Lecture: Bradley Angel, Executive Director, Greenaction for Health and EJ.
Monday, April 4: Talk by Brent Newell, General Counsel, Center on Race, Poverty and the Environment in ENVS (221 ISB): "Climate Justice: Global Climate Disruption and the Struggle for Environmental Justice" from 12:30-1:40pm, then LALS 164 reception with Brent from 2:00-3:00pm, location TBA.		
Class #3: T April 5	Pulido 2008; Fox 2006	"What is engaged scholarship? How do we meaningfully partner with communities?"

		Facilitator: Tracy Perkins, Sociology, UCSC Project sign up
Class #4: TH April 7	Pastor et al. 2001, 2005, 2007	"EJ and Law" Guest Lecture: Toshimi Barks, UCSC EJ alum and law student, Golden Gate University.
Part Two: Environmental Justice and Food Systems		
Class #5: T April 12	Perkins & Sze 2011; Gottlieb & Joshi 2010, Intro & Ch. 1	"EJ in the Central Valley: 25 Stories" Guest Lecture: Tracy Perkins, UCSC Sociology
Class #6: TH April 14 (Flora at NSF Panel)	Peña 2002; Gottlieb & Joshi 2010, Chs. 2-4	"Food Justice" Guest Lecture: Tim Galarneau, CASFS and Julia Lange, Veggielution
Saturday, April 16: Workday at Veggielution, San Jose (Veggielution project teams required to attend)		
Class #7: T April 19	Gottlieb & Joshi 2010, Chs. 5-7	Video: "The Garden"
Thursday, April 21: "New Directions in Feminism and Human Rights" Conference. 9:30am-6:30pm, Charles E. Merrill Lounge, UCSC Campus.		
Class #8: TH April 21	Gottlieb & Joshi 2010, Chs. 8-10	Discussion: Why is food an EJ issue? In-class time for project teams
Part Three:		
Class #9: T April 26	Grossman 2006, Chs. 1, 6, 7	Lecture: "High Tech Trash"
Class #10: TH April 28	Pellow & Park 2002, Chs. 1, 3, 4	Video: "Global Dumping Ground" Discussion: High-Tech Trashing. Mid-term evaluation, and project team reports
Saturday, April 20: Workday at Veggielution, San Jose (10:00am-2:00pm)		
Sunday, May 1: Greenaction Walkathon for Environmental Justice (11:00am, Golden Gate Park, SF)		
Class #11: T May 3	Pellow & Park 2002, Chs. 5-7	"Workers in High Tech" Guest Lecture: Dr. Steve McCay, Sociology
Class #12: TH May 5	Pellow & Park 2002, Chs. 8-10	"Environmental Injustice in High Tech" Guest Lecture: Dustin Mulvaney, SVTC
Part Four: Indigenous Peoples' Struggle for Environmental Justice		
Class #13: T May 10	Norgaard 2007; van Diepen in prep.	"Indigenous Livelihoods and Herbicides in the Klamath River Watershed" Guest Lecture: Anandi van Diepen, ENVS
Class #14: TH May 12	Lu in prep.	"Native Struggles Against Extractivism in South America"
Class #15: T May 17	Middleton 2011, Chs. 1-3, conclusion	"Trust in the Land" Guest Lecture: Dr. Beth Rose Middleton, Native American Studies, UC Davis
Class #16: TH May 19	Basso 1996, Chs. 1&4	Discussion: EJ and indigenous communities "Homeland" Video
Part Five: Students Take Center Stage		
Class #17: T May 24	---	Course time for project teams
Class #18: TH May 26	---	Student Project Team Presentations Part I
Class #19: T May 31	---	Student Project Team Presentations Part II
Class #20: TH June 2	Final project report due	Course wrap up and evaluation
Tuesday, June 7	Reflection Papers due at 3pm in Dr. Lu's box, Merrill Faculty Services	

Article and Chapter Reading List

- Basso, Keith H. 1996. *Wisdom Sits in Places: Landscape and Language among the Western Apache*. Albuquerque: University of NM Press.
- Bullard, Robert D., Paul Mohai, Robin Saha, and Beverly Wright. 2007. *Toxic Waste and Race at Twenty 1987-2007: Grassroots Struggles to Dismantle Environmental Racism in the United States*. A report prepared for the United Church of Christ Justice and Wellness Ministries. Executive Summary. Cleveland, OH.
- Cole, Luke W. and Sheila R. Foster. 2001. Preface : We Speak for Ourselves and Introduction. In *From the Ground Up : Environmental Racism and the Rise of the Environmental Justice Movement*. New York : New York University Press. Pp. 1-33.
- Di Chiro, Giovanna. 1996. Nature as Community: The Convergence of Environment and Social Justice. In Cronon, William. *Uncommon Ground: Rethinking the Human Place in Nature*. New York: WW Norton & Co. Pp. 298-320.
- Fox, Jonathan. 2006. "Lessons from action-research partnerships: LASA/OXFAM America 2004 Martin Diskin Memorial Lecture." *Development in Practice* 16(1): 27-38.
- Jamieson, Dale. 2007. Justice: The Heart of Environmentalism. In Sandler, Ronald and Phaedra C. Pezzullo. *Environmental Justice and Environmentalism: The Social Justice Challenge to the Environmental Movement*. Cambridge, MA: MIT Press. Pp. 86-101.
- Lerner, Steve. 2010. "Daly City, California: Midway Village: Public Housing Built on Contaminated Soil." Chapter 9 in *Sacrifice Zones: The Front Lines of Exposure in the United States*. Cambridge, MA: MIT Press. Pp. 195-217.
- Lu, Flora. In prep. "Petroleum Extraction, Indigenous People, and Environmental Injustice in the Ecuadorian Amazon. "
- Middleton, Beth Rose. 2011. *Trust in the Land*. Tucson: University of Arizona Press.
- Norgaard, Kari Marie. 2007. "The Politics of Invasive Weed Management: Gender, Race, and Risk Perception in Rural California." *Rural Sociology* 72(3): 450-477.
- Pastor, Manuel, Jim Sadd, and John Hipp. 2001. "Which came first? Toxic facilities, minority move-in, and environmental justice." *Journal of Urban Affairs* 23(1): 1-21.
- Pastor, Manuel, James Sadd, and Rachel Morello-Frosch. 2005. *Reading, Writing and Breathing : Schools, Air Toxics, and Environmental Justice in California*. CJTC, UCSC.
- Pastor, Manuel, James Sadd, and Rachel Morello-Frosch. 2007. *Still Toxic After All These Years : Air Quality and Environmental Justice in the San Francisco Bay Area*. CJTC, UCSC.
- Peña, Devon G. 2002. "Environmental Justice and Sustainable Agriculture: Linking Ecological and Social Sides of Sustainability." Resource Paper Series, Second National People of Color Environmental Leadership Summit.
- Perkins, Tracy and Julie Sze. 2011. "Images from the Central Valley." *Boom* 1: 70-80.
- Pulido, Laura. 2000. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California." *Annals of the Association of American Geographers* 90(1): 12-40.
- Pulido, Laura. 2008. "FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist." In Charles R Hale, ed. *Engaging Contradictions: Theory, Politics and Methods of Activist Scholarship*. Berkeley: UC Press. Pp. 341-365.
- Szasz, Andrew and Michael Meuser. 2000. "Unintended, Inexorable: The Production of Environmental Inequalities in Santa Cruz County, California." *American Behavioral Scientist* 43(4): 602-632.