

**Environmental Racism
Ethnic Studies 103
Spring Quarter 2005**

Professor: David N. Pellow

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Office Hours: Monday 1pm- 3pm and Wednesday 11am – 12noon

Class Meets: Monday, Wednesday, and Friday, 12 noon – 12:50pm in Peterson 104

Required Texts:

Robert D. Bullard. 2000. *Dumping in Dixie: Race, Class, and Environmental Quality*. Westview Press, 3rd Edition.

Luke W. Cole and Sheila R. Foster. 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York University Press.

Al Gedicks. 2001. *Resource Rebels: Native Challenges to Mining and Oil Corporations*. South End Press.

All books are available at Groundwork bookstore (452-9625).

There are several reserve readings, available at the Postal Plus Copy Shop (4130 La Jolla Village Dr., ph. 452-9933). Each such reading will have the notation (*) following the title in this syllabus.

Purpose and Rationale

The phenomenon known as environmental racism has made headlines during the last three decades and the movement for environmental justice has made considerable headway during the same period. In this course, we will examine and interrogate: the phenomenon of environmental racism, the empirical evidence concerning this issue, and the efforts by governments, residents, workers, and activists to combat it. We will examine those forces that create environmental injustice in order to understand its causes as well as its consequences. We will also consider concepts and activities that may or may not lead to 1) a more equitable distribution of the costs and benefits of capitalism and 2) more ecologically sustainable forms of production. You will be expected to master several analytical concepts and social scientific theories related to the subject matter.

Evaluation:

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| Critical Essays (2, one-page essays) | 20% |
| 2 Pop Quizzes | 10% |
| Midterm Examination | 35% |
| Term Paper | 35% |

Critical essays are short (1 page, single spaced) assignments where you are expected to express your thoughts on the class materials. You should condense your thoughts into a single point on a single page. The purpose of these essays is to make sure that you are thinking critically about the topic. *What this means is that you are expected to argue a point or critique class materials rather than simply summarize information.* For example, does the author you are reading present an effective argument? Why or why not? The Critical Essays are due in class on the days indicated. Writing these essays will also help you prepare your thoughts for class lectures and discussions.

Quizzes will be administered from time to time during class lectures. As always, pop quizzes are intended to provide a motivation for you to stay abreast of the readings and lectures. They are also a means of ensuring your attendance.

Midterm Examination The midterm examination will be a take-home essay test requiring the use of course readings, lectures, class discussions, and films to answer questions thoroughly. Answers should be grammatically and substantively sound, and should get to the point. The exam should be typed and double-spaced. You will have one week to complete it.

Term Paper Each student is expected to complete a research paper on a topic of his or her choice (approved by the professor) due at the end of the quarter. This assignment will require you to 1) bring to life an environmental justice concern with solid research and data analysis, and 2) draw on concepts and theories used in class and the readings. Details concerning this assignment will be made available after week 1 of the quarter.

ADA Statement: If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

My Policy on Late Papers and Make-up Assignments: I do not allow late papers and do not allow make-up assignments. You have the syllabus well enough in advance to know what is due and when.

Ground Rules: The number one ground rule to which we will all adhere is to engage in respectful and considerate debate and discussion in the classroom. By the very nature of the course topic, there will likely be a wide range of opinions among students, many of which may be rooted in your personal and perhaps painful experiences. This is what a good classroom environment is supposed to do: stimulate you to think for yourselves and challenge paradigms and raise critical questions. However, if you feel the need to do this in a manner that offends and insults your peers and otherwise disrupts the learning process, you should find somewhere else to engage in such behavior. Abusive and harsh language will not be tolerated in this classroom.

Unit One

Environmental Racism: The Evidence, the Problem, and Resistance

Week 1 (March 28-April 1): Introduction to the Course

Readings: Bullard, Chapters 1-5;

Latino Issues Forum. "Power Against the People? Moving Beyond Crisis Planning in California Energy" www.lif.org/publications/power_rpt.pdf

Natural Resources Defense Council. "Hidden Danger: Environmental Health Threats in the Latino Community" <http://www.nrdc.org/health/effects/latino/english/contents.asp>

Film: "Fenceline"

Week 2 (April 4-8): Strategies for Environmental Justice: The Courts and the Streets

Readings: Cole and Foster, Preface, Chapters 1, 2 and 4; Marianne Lavelle and Marcia Coyle. "Unequal Protection: The Racial Divide in Environmental Law."*; Julie Sze. "Asian American Activism for Environmental Justice."* Celene Krauss. "Blue-Collar Women and Toxic-Waste Protests."*; Andrew Leong. "The Struggle Over Parcel C: How Boston's Chinatown Won a Victory in the Fight Against Institutional Expansion and Environmental Racism."*; Hofrichter, "The Principles of Environmental Justice"*; Craig Fournoy. "Toxic Traps.*"

"Building Healthy Communities from the Ground Up: Environmental Justice in CA." <http://www.environmentalhealth.org/BuildingHealthyCommunities.htm>

Week 3 (April 11-15): Beyond Toxic Facility Siting (Part I): The Workplace, Housing, and Transportation

Readings: Cole and Foster, Chapter 3; Steve Fox, Introduction, Chapters 1-3*; Daniel Berman. "Why Work Kills."*; Cesar Chavez, "Farm Workers at Risk,"*; Beverly Wright and Robert Bullard, "The Effects of Occupational Injury, Illness, and Disease on the Health Status of Black Americans"*; Joby Warrick. "In Harm's Way, But in the Dark."* Devon Pena and Joseph Gallegos. "Nature and Chicanos in Southern Colorado."* Asian Pacific Women's Resources and Action Series. "*Work and Women's Health*"*;

Critical Essay #1 Due Friday, April 15

Week 4 (April 18-22) Beyond Toxic Facility Siting (Part II)

Readings: Robert Bullard, "Anatomy of Sprawl"*; Robert Bullard, "Environmental Costs, Consequences of Sprawl"*; Robert Bullard, "Dismantling Transportation Apartheid"*; Robert Bullard, "Urban Infrastructure: Social, Environmental, and Health Risks to African Americans;"* Robert Bullard "Residential Segregation and Urban Quality of Life."*

Film: "The Corporation"

Term paper progress reports due April 18

Midterm Exam Assigned. Due in Class on April 29th.

Week 5 (April 25-29): Indigenous Movements for Environmental Justice

Readings: Cole and Foster, Chapter 6; Gedicks, *Resource Rebels*, Foreword, Chs. 1-6; Winona LaDuke. "A Society Based on Conquest Cannot be Sustained."*; Helena Norberg-Hodge. "The Pressure to Modernize and Globalize."*; Winona LaDuke. "Nuclear Waste: Dumping on the Indians."*; Tom Goldtooth. "Indigenous Nations: Summary of Sovereignty and Its Implications for Environmental Protection."*

Film: Randy Borman and the Cofan

Midterm Exam Due (April 29)

Week 6 (May 2-6): Critical Perspectives on Environmental Justice Movements

Readings:

Robert Benford. "The Half-Life Of The Environmental Justice Frame: Innovation, Diffusion, And Stagnation."*; Robert Brulle and **Error! Bookmark not defined.** "Whose Environmental Justice? An Analysis of The Governance Structure Of Environmental Justice Organizations in The United States."*; David Harvey, "The Environment of Justice."*; David Getches and David N. Pellow. "Beyond 'Traditional' Environmental Justice."*

Unit Two

Global Inequality in a Toxic World

Week 7 (May 9-13): Global Corporate Power and Free Trade

Readings: Joseph Stiglitz, "The Promise of Global Institutions."*; Joseph Stiglitz, "Broken Promises."*; Martin Khor. "Global Economy and the Third World."*; Edward Goldsmith. "Development as Colonialism."*; Robert Weissman. "Corporate Plundering of Third-World Resources."*; Edward Goldsmith. "Global Trade and the Environment."*

Film: "Trading Democracy"

Critical Essay #2 Assigned, Due on Friday, May 20

Week 8 (May 16-20): Globalization of Environmental Injustices

Readings: Moyers, Chapters 1, 2, 5*; Mpanya, "The Dumping of Toxic Waste in African Countries."*; Pellow and Park, "Beyond Silicon Valley."*; Dana Alston and Nicole

Brown. "Global Threats to People of Color."*; Alexander Goldsmith. "Seeds of Exploitation: Free Trade Zones in the Global Economy."* Vandana Shiva. "Piracy by Patent: The Case of the Neem Tree."*

Film: "Exporting Harm"

Critical Essay #2 Due (May 20)

Week 9 (May 23-27): The Global Justice Movement

Readings: Kalan and Dixit, "Environmental Justice and the Globalization Movement"*; Kalan, "The Bucket Brigade in South Africa."*; Klein, "What is this movement?"*; Disney, "Building a Movement on Both Sides of the Border."*; Starhawk. "How We Really Shut Down the WTO."* Valerie Kuletz. "The Movement for Environmental Justice in the Pacific Islands."* Keck and Sikkink: "Transnational Advocacy Networks in International Politics."*

Term paper progress reports due May 23

Week 10 (June 1 and 3, May 30 no class because of Memorial Day holiday):

Alternative Futures: Models of Sustainability and Justice

Readings: Cole and Foster, Chapters 5 and 7; Bullard, Chapters 6 and 7. Agyeman, Bullard, and Evans. "Joined-up Thinking: Bringing Together Sustainability, Environmental Justice and Equity."*

Last Week of Classes.

Term papers due in Professor's Mailbox no later than the regularly scheduled time/date of the final exam.