

Environmental Justice: Race, Class, Equity, and the Environment

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Lecture: M/W: 3:00-3:59
Office: Giannini 115
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 Jaye Mejia-Duwan
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Discussion:

DIS 101	M 12:00P-12:59P	140 Social Sciences Bldg.	Natasha Shannon 31
DIS 102	Tu 2:00P-2:59P	B56 – Hildebrand	Edwin Chojolan 31
DIS 103	M 4:00P-4:59P	151 Social Sciences Bldg.	Jaye Mejia-Duwan 30
DIS 104	M 5:00P-5:59	P 229 – Dwinelle	Jenny Rempel 24
DIS 105	M 11:00A-11:59A	155 - Social Sciences Bldg.	Jenny Rempel 27
DIS 106	W 5:00P-5:59P	155 - Social Sciences Bldg.	Jaye Mejia-Duwan 26
DIS 108	W 4:00P-4:59P	87 – Dwinelle	Edwin Chojolan 28
DIS 109	TH 3:00-3:59	3 Giannini Hall	Mascarenhas 15
DIS 201	Tu 8:00A-8:59A	Internet/Online	Edwin Chojolan 25
DIS 202	Tu 9:00A-9:59A	Internet/Online	Natasha Shannon 25

Course Description

Over years of painstaking research and emotionally charged activism, environmental justice scholars and activists have been able to successfully link questions of social justice, equity, and rights with people’s quality of life. For environmental justice scholars and activists, environmental problems are social problems; the two are inseparable. This is because toxic victims, people suffering from inadequate food and shelter, those incarcerated, and people intentionally poisoned are typically people of color, poor or working people of modest means. This course serves as an introduction to the multiple and intersecting ways in which

environmental justice and racism is structured, endures, and affects people's lives.

Course Objectives

The purpose of this course is to explore how racial, economic, and cultural background can influence people's access to clean, safe, and productive environments. Through readings, documentaries, current news reports, and class discussions we will examine how people's environmental rights are being disproportionately threatened or violated based on class, race, gender, or other forms of group disadvantage.

Expected Learning Outcomes:

- Change the way you see how environmental justice, racism, and sexism takes place around you, and your role in it. Have a better sense of how you want the world around you to change, and the role that you want to play in creating the change.
- Grasp key concepts, the work they do, and the work that goes into shaping them, including inequality, white privilege, and white supremacy.
- Increase critical thinking skills. Demonstrate this by seriously considering multiple viewpoints and perspectives in class discussions, in-class writing, group work, and the final paper.
- Develop analytical and technical skills about environmental justice methodology.
- Serve the community as public knowledge producers.

Class Space

We are entering a new phase of instruction due to the coronavirus pandemic, so class space will be different than in the past. In person lectures will be held in Stanley 105. These lectures will be recorded live and then course captured using Kaltura. Discussions will be in person and on-line. This class space is something that we are all responsible for making. Together we can create a space that is welcoming, safe *and* challenging, where we all offer each other respect and dignity.

Lectures Recorded

Please note that classroom lectures will be recorded.

Required Texts

Alexander, Michelle. (2012). *The New Jim Crow. Mass Incarceration in the Age of Colorblindness. Revised Edition.* New York, NY: The New Press.

Mascarenhas, Michael (2020). *Lessons in Environmental Justice. From Civil Rights to Black Lives Matter and Idle No More.* Thousand Oaks, CA: Sage Publishing.

Course reader available on b-courses

Office Hours

Zoom office hours will be held each week on Monday morning from 11-12, or by appointment.
<https://berkeley.zoom.us/j/98271709504?pwd=ZHNxTUoxUEhtT3pFMmRZV3hIVGRlQT09>

Requirements and Grades

I expect you to attend class with the assigned reading(s) read. The reading load is quite heavy at times; budget your time accordingly. It is imperative that you engage the material since class time will be divided between lecture and discussion.

The requirements for the course are as follows (the percentages of the overall grade are in parentheses).

1. “Deepening Our Understanding” assignment (30%)
2. Discussion Presentation (20%)
3. Section Discussion Participation (20%)
4. Group Research Project (30%)

1. “Deepening Our Understanding” assignment (3 X 10% = 30%)

Each Chapter of *Lessons* includes a set of review questions to help you deepen your understanding of the topic being studied. Each student will submit written answers to the discussion questions of three chapters of their choosing. You will be advised which questions are included in the written portion of the assignment. The first assignment is due on Friday, September 24th at 5 PM. The second assignment is due on Friday, October 29th at 5 PM and the third assignment is due on Friday, November 19th at 5 PM. Assignments will not be accepted after the due date (see below for extension policy).

2. Engaging with Community Activism Discussion Presentation (20%)

Each group will prepare and present their group project during the last two weeks of the course. The presentation should be no longer than **15 minutes**. Consultation with your GSI’s on the schedule of presentations.

3. Section Discussion Participation (20%)

Each student is expected to participate actively and thoughtfully in the discussion sessions. Evaluation of participation will be based on the quality as well as the extent of contributions. Evaluation of participation quality will take the following criteria into account:

- Understanding of the issues, concepts, and historical developments introduced;
- Communication skills (clear and constructive questions, comments, etc.);
- Synthesis, integration and drawing connections between immediate subject matter and ideas, issues, and insights from the course materials and elsewhere;
- Creativity in ideas, in drawing connections and in presenting/illustrating concepts; and
- Identification and reasoned evaluations of assumptions and values underlying positions discussed.

4. “Engaging with Community Activism: Building a model for Academic Engagement with Environmental Justice Community Groups” Group Research Project (30%)

See additional handout.

Format: Please use 12 pt. Times New Roman, 1-inch margins, 1.5 spaced AND double sided (if handing in a paper copy), justify left and number pages. Do not include a title page but do include the title you are giving to your document, your names, the course number, and the date at the top of the first page. Minimum page length: 10. Maximum page length 20 (not including references). **Final Paper Due via b courses on Sunday, December 12th.** at 5 PM

Grading Policy

The grading scheme is as follows:

A = 100.00-93.00; A- = 90.00-92.99; B+ = 87.00-89.99; B = 83.00-86.99; B- = 80.00-82.99; C+ = 77.00-79.99; C = 73.00-76.99; C- = 70.00-72.99; D+ = 67.00-69.99; D = 63.00-66.99; D- = 60.00-62.99; F = 0.00-59.99.

Instructor's Expectation and Policies

- **Written work must be submitted to me of your graduate student instructors directly.** In exceptional circumstances, assignments and papers may be submitted online or to the assignment drop-box. Students must discuss this with me, preferably before the due date.
- **Extensions on assignments are granted for legitimate reasons (medical or compassionate) only.** Students must contact me or their GSI as close to the due date as possible and provide supporting evidence. Students who feel they have legitimate reasons but cannot provide supporting evidence should contact me and I will assess the case based on the evidence provided. Note that in all other cases:
 - 2 % per day will be deducted from the student's total grade for each day after the due date.
 - No assignment will be accepted later than one week after the due date.
 - A grade of zero will be given for presentations for failure to attend on the scheduled date.
 - In-class group work and homework for participation marks will not be accepted late
- **All students are expected to foster a healthy, enjoyable, and productive academic environment.** This means behaving in a professional and courteous manner, making meaningful contributions to discussions, listening attentively to others, being open to new ideas, and treating each other as equals. The use of cell phones and computers for personal use is strictly prohibited. I suggest that you turn off your e-mail and close your web browser to limit distractions during lecture and discussion. It is difficult to learn in this new environment, so I encourage you to take the necessary steps that make your learning environment the best it can be. Please ask myself or your graduate student advisors if we can help in these efforts.

Academic Dishonesty

Definition: Cheating, which includes plagiarism, occurs when a student or group of students uses or attempts to use, unauthorized aids, assistance, materials or methods. Cheating is a serious educational offense. Plagiarism occurs where a student represents the work or ideas of another person as his or her own.

Examples of plagiarism include:

- Borrowing the ideas, theories, illustrations, lab data, or language of others, in whole or in part, without properly quoting and citing the source within the text of the paper;
- Substantially paraphrasing without acknowledging the source, even though you have used your own words;
- Combining your words with substantial phrases from a source that is either not cited or under cited;
- Using synonyms to change words within a phrase or sentence derived from another source and then treating the phrase or sentence as if it was your own;
- Failing to cite the correct source of a quotation;
- Submitting an assignment that does not acknowledge the contribution of co-authors where such acknowledgement would be appropriate;
- Submitting an assignment, in whole or in part, that was previously graded in another course, whether or not the other course was taught at UC Berkeley;
- Submitting an assignment, in whole or in part, which was purchased from another source.

UC Berkeley Plagiarism Policy

“The University of California is a community of scholars committed to maintaining an environment that encourages personal and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it, including establishing rules of conduct intended to foster behaviors that are consistent with a civil and educational setting. Members of the University community are expected to comply with all laws, University policies, and campus regulations, conducting themselves in ways that support a scholarly environment.” See: <https://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/>

TENTATIVE SCHEDULE

Week 1, 08/25: Introduction

Week 2, 08/30: Introduction

M: Environmental Justice and its historical context in the United States.

W: From Civil Rights to Black Lives Matter, Robert Bullard. Chapter 1 in Lessons in Environmental Justice (LEJ), Mascarenhas (2020).

Week 3, 09/06: Understanding Environmental Justice: Claims, Frames, and Colonialism

M: Labor Day

W: The Environmental Justice Frame, Stella Capek. Chapter 2 in LEJ.

Week 4, 09/13: Understanding Environmental Justice: Claims, Frames, and Colonialism

M: Environmental Justice, Indigenous Peoples, and Consent, Kyle Powys Whyte. Chapter 3 in LEJ.

W: Measuring Environmental Justice, Paul Mohai. Chapter 4 in LEJ.

Week 5, 09/20: Environmental Justice Methodology

M: Toxic Waste and Race in Twenty-First Century America. Neighborhood Poverty and Racial Composition in the Siting of Hazardous Waste Facilities (2021). Mascarenhas et al. b courses

W: Science, Expertise, and Environmental Justice, Alissa Cordner & Phil Brown. Chapter 5 in LEJ.

Week 6, 09/27: Environmental Justice Methodology

M: How Community-based Participatory Research Strengthens the Rigor, Relevance, and Reach of Science, Rachel Morello-Frosch & Carolina Balazs. Chapter 6 in LEJ.

W: Emotions of Environmental Justice, J.M. Bacon & Kari Norgaard. Chapter 7 in LEJ.

Week 7, 10/04: Policy and Environmental Protection

M: Regulatory Culture. Racial Ideologies and the Fight for Environmental Justice within Government Agencies. Jill Lindsey Harrison. Chapter 8 in Lessons in LEJ.

W: Geographies of Environmental Racism; Capitalism, Pollution, and Public Health in Southern California, Cristina Faiver-Serna. Chapter 9 in Lessons in LEJ.

Week 8, 10/11: Policy and Environmental Protection

M: Environmental Justice and the Law, Oday Salim. Chapter 10 in LEJ

W:

Week 9, 10/18: Environments of (In)justice and Activism

M: Mascarenhas, M. (2016). The Flint Water Crisis. A Case of Environmental Injustice or Environmental Racism. Written Testimony Submitted to the Michigan Civil Rights Commission Hearings on the Flint Water Crisis. September 8th, 2016

W: Fair Housing and Health: A Social Ecology Framework, George Lipsitz. Chapter 11 in LEJ.

Week 10, 10/25: Environments of (In)justice and Activism

M: For Tribal Peoples, Food Justice Requires Environmental Justice, Elizabeth Hoover. Chapter 12 in LEJ.

W: “Where the Waters Divide: Neoliberal Racism, White Privilege and Environmental Injustice.” Mascarenhas, M. (2016). *Race, Gender & Class*. 23 (3-4): 6-25.

Week 11, 11/01: Environments of (In)justice and Activism

M: The New Jim Crow. Mass Incarceration in the Age of Colorblindness. Alexander, M. (2012). Revised Edition. New York, NY: The New Press. Introduction and Chapter 5.

W: Poverty, Prisons, Pollution, and Valley Fever, Sarah M. Rios. Chapter 15 in LEJ.

Week 12, 11/08: Environments of (In)justice and Activism

M: Becoming Storms: Indigenous Water Protectors Fight for the Future, Beth Rose Middleton Manning, Kaitlin Reed, Deniss Josefina Martinez, Chapter 14 in LEJ.

W:

Week 13, 11/15: Environments of (In)justice and Activism

M:

W: White Space and Dark Matter: Prying Open the Black Box of STS. Mascarenhas, M. (2018).

Week 14, 11/22: New Frontiers and Old Questions

M: “Freedom Is a Constant Struggle. Ferguson, Palestine, and the Foundations of a Movement.” Angela Y. Davis. Selected Chapters.

W: **Thanksgiving**

Week 15, 11/30: New Frontiers and Old Questions

M: Narratives of Struggle and Resistance in the Fight against Environmental Racism in African Nova Scotia Communities, Ingrid Waldron. Chapter 15 in LEJ

W: From Dumping to Displacement: New Frontiers for Just Sustainabilities, Julian Agyeman & Stephen Zavestoski. Chapter 17 in LEJ.

Week 16, 12/07: New Frontiers and Old Questions

M: Black Lives Matter as an Environmental Justice Challenge, David Pellow. Chapter 18 in LEJ.

W: Where Do We Stand. Environmental Justice as Promise and Peril. Michael Mascarenhas.