



COLLEGE OF NATURAL RESOURCES
DEPARTMENT OF ENVIRONMENTAL SCIENCE, POLICY & MANAGEMENT
130 MULFORD HALL #3114
BERKELEY, CA 94720-3114

TELEPHONE: 510-643-0319
FAX (510) 643-5438
WEBSITE: ourenvironment.berkeley.edu/
E mail: mascarenhas@berkeley.edu

ESPM 163AC **COURSE SYLLABUS** **Class #:32965**
M W 3:00 pm - 3:59 pm

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

Professor: Michael Mascarenhas
E-mail: mascarenhas@berkeley.edu

Lecture: M/W: 3:00-3:59
Office Phone: 510 643-0319
Office Hours: W 10-3

Graduate Student Instructors:

Mindy Price
E-mail: mindy_price@berkeley.edu
Office Hours: TH 12-2 or by appointment
Jesse Williamson
E-mail: jwilliamson@berkeley.edu
Office Hours: By appointment

Shavonne Stanek
E-mail: shavonne_stanek@berkeley.edu
Office Hours: By appointment
Sadie Wilson
E-mail: smwilson@berkeley.edu
Office Hours: By appointment

Discussion:

DIS 101 M 12:00P-12:59P SS
DIS 102 Tu 2:00P-2:59P MP
DIS 103 M 4:00P-4:59P SW
DIS 104 W 1:00P-1:59P SS
DIS 105 W 2:00P-2:59P JW
DIS 106 W 5:00P-5:59P MP
DIS 107 M 12:00P-12:59P JW
DIS 108 W 2:00P-2:59P SW

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 form 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. Lectures will be on-line and discussions can be taken in person or 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.

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.*

Course reader available on b-courses

Office Hours

Zoom office hours will be held each week on Monday morning from 10-11, or by appointment.

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. Class attendance is required; lectures will not repeat the readings.

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

1. Three *commentaries* or synthesis papers, three to five pages in length, on class books/articles covered in the class (3 X 10 = 30%).
2. Discussion Presentation (20%)
3. Section Discussion Participation (20%)
4. Group Research Project (30%)

1. Commentary or Synthesis Paper (3 X 10 = 30%)

Commentaries are not primarily a summary. Rather, it analyses, comments on, and evaluates a particular topic or reading(s). As a course assignment, it situates the work in the light of specific issues and theoretical concerns being discussed in the course. Your *commentary* should show that you can recognize arguments and engage in critical thinking about the course content. Critical understanding is broken down into three components: understanding (facts), interpretation, and informed judgment. Your writing proficiency will also be considered in grading your work.

Additional Commentary Guidelines

The following is a list of questions that should be helpful to keep in mind as you read, and as you write about the readings.

- What is the argument that the author(s) is/are trying to make?
- On what data and/or literature are the claims based? ?
- In what ways is the argument persuasive or not to you? Why?
- Where do you agree or disagree with the author, and why? How do your own values and experiences shape your response to the text?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?
- How does the author's argument relate to other things you have read or to your own experiences?

2. Discussion Presentation (20%)

Prepare and present (in groups of two or three) a discussion session on the week's topics. The presentation should be no longer than 15 minutes. It must draw on the required readings but can include additional sources, and it must provide an appropriate lead into a general discussion of the week's readings. Choice/assignment of the weekly topics will be done in the first discussion session. Consultation with your GSI's on specific presentation topics is recommended.

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. Group Research Project (30%)

We as a class will have a discussion about important topics, cases, and debates regarding recent racial tensions in the United States, Canada, and elsewhere. Each group will be asked to pick one case (topic or debate), and examine the case using theories of race and racism discussed in class. We will help you with the conceptual framing of both the methods and theory(s) of your research project. This is a community based research project working alongside a community environmental justice organization. You are expected to collaborate with a community environmental justice group/issue. In writing your analysis you are also expected to engage with and cite class readings liberally, rather than do much outside reading. Write the paper in a way that will be accessible and engaging to the general public. You are encouraged but not required to post your final project on the Web.

You will turn in a first draft to your class buddy group (assigned in discussion sections), who will make comments on it liberally, suggest the grade they would give it, and meet with you to discuss it in class (comments can be made on a hard copy or in google docs/b-courses). You should meet to discuss for at least 15 minutes, and sign off on each other's papers that you did this. You will then rewrite it and turn in the final draft, along with the first draft, which should have your buddy group's comments and signature. Part of your grade will be based on giving useful comments to your buddy group.

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, number pages, and include a word count at the end. 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.

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 as close to the test or due date as possible and provide supporting evidence: a doctor's note indicating the nature and date of an illness or a family member's death certificate. Students who feel they have legitimate reasons that do not fall into either of these categories 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 tests or 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, 08/26: Introduction

Week 2, 08/31: Introduction

M: Hate Rising documentary (Jorge Ramos).

<https://www.facebook.com/watch/?v=2097314736961160>

W: Covid-19, Race, and Environmental Justice

Week 3, 09/07: Understanding Environmental Justice: Claims, Frames, and Colonialism

M: Labor Day

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

Week 4, 09/14: Understanding Environmental Justice: Claims, Frames, and Colonialism

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

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

Week 5, 09/21: Environmental Justice Methodology

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

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

Week 6, 09/28: 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, 10/05: 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, 10/12: Policy and Environmental Protection

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

W: 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

Week 9, 10/19: Environments of (In)justice and Activism

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

W: In the Service of Empire and White Supremacy, Michael Mascarenhas. In *Thirsty for Environmental Justice. Racialized Austerity and Michigan's War over Urban Water*. (forthcoming). University of California Press.

Week 10, 10/26: 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, 11/02: 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, 11/09: 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: Water and Migration in the Florida Everglades, Jessica Cattelino, Associate Professor of Anthropology, UCLA. Guest Lecture.

Week 13, 11/16: Environments of (In)justice and Activism

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

W: Agriculture Street Superfund site and the Gordon Plaza neighborhood, Shannon Ramsey, President of Residents of Gordon Plaza group, and Chris Oliver, Professor, Tulane University, Guest Lecture

Week 14, 11/23: 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.