

ENST 489S – Environmental Justice Issues and Solutions – Fall 2020

Tu/Th 12:30 - 1:50 PM

[Remote/Distance](#)

Instructor

Dr. Robin Saha

Office Hours through Zoom: [Tues. 2:00 – 3:00](#); [Wed. 10:00 am – Noon](#); and by appt.¹

Email: robin.saha@umontana.edu

Phone/Voicemail: 406-243-6285

Course Description

This remote course meets UM's Social Science General Education requirement and is co-convened with a graduate (ENST 595) course with the same name. We explore *how* and *why* environmental risks, such as exposure to toxic chemicals - and benefits, such as access to natural resources, environmental amenities (e.g., clean water, open space and parks), and environmental protection - are inequitably distributed among various segments of society. The premise of this course is that socially, economically, and environmentally sustainable societies at the local, national, and global levels cannot be achieved unless the underlying causes of environmental and social inequity are understood and addressed.

Thus, in the first part of the course we look at the historical, sociocultural, political, and economic processes by which environmental inequities by race, socioeconomic status, and gender are believed to have arisen and continue to persist. We do so largely by examining various case examples and different manifestations of environmental injustice, including those facing Indigenous peoples.

In the latter part of the course, we will use our understanding of the causes to consider environmental justice solutions. We will focus on governmental and industry responses to environmental justice issues. We will look at strategies and tools that disproportionately affected communities and their allies are using to empower themselves and work toward a more just, fair and sustainable society. We also will critique efforts of environmental justice organizations, government, industry, and traditional environmental organizations.

Course Objectives and Learning Outcomes

This course seeks to develop students' capacity to understand myriad causes of environmental inequality and apply those understandings to critique existing solutions to environmental inequality and propose new solutions.

By the end of the course students will:

- have a deepened understanding of the history of racism in America;
- be able to identify examples of environmental injustice in various contexts;

¹ You can email me ahead of time to set up a Zoom meeting with me during my office hours. You can also "drop by" during those hours and wait in the Zoom waiting room until I am able to let you in. Just click on one of the links above for Tuesday or Wednesday. If those times don't work, contact me to set up an appointment at another time.

- understand and apply various environmental justice concepts in analyzing EJ cases;
- understand a range of theoretical explanations for environmental inequality;
- understand structural disadvantage, institutional and systemic discrimination, and be able to recognize and describe social, economic and environmental manifestations thereof;
- understand the unique aspects of environmental justices that relate to Native Americans;
- understand and appreciate the role of grassroots environmental justice groups in societal responses to environmental injustice;
- understand purposes of and approaches to environmental justice assessment in environmental decision making;
- have gained familiarity with informational and graphic display tools on pollution, pollution sources and other types of environmental hazards;
- be able to assess the effectiveness of existing approaches for addressing environmental injustice;
- be able to propose appropriate solutions that individuals, communities, government, industry, and the environmental community can use to address environmental justice problems; and
- have given thoughtful consideration to one's roles and responsibilities in fostering positive social and environmental change.

Distance Learning Class Structure

This class is taught remotely using Zoom at this link: <https://umontana.zoom.us/j/98107938778>. The class is highly interactive and will include a combination of lectures, videos, guest speakers, small group discussions, chat rooms, online forums, and student presentations. Class sessions will be recorded.

Students who are unable to “attend” class in real-time are expected to participate in extra discussion boards outside of class or provide more in-depth contributions. This ensures that you can benefit from engagement with course materials and other students that is on par with your peers who participate in Zoom class sessions and break out rooms.

Online Classroom Guidelines

- have a good internet connection
- keep your video on as much as possible
- dress appropriately (i.e., not in your pajamas!)
- have adequate lighting
- check your background (e.g., that it is not too bright or distracting)
- minimize background noise (e.g., wind)
- mute your mic when not talking
- use headphone and a mic as needed to hear and be heard
- try not to walk around with your compute or phone

For technical support, please visit [UM's Student IT webpage](#) or make an appointment with them. You can also self-refer to the [UM Solutions Center](#). If you still cannot fulfill the above guidelines, please discuss your situation with the instructor. I will help you get assistance or figure out an appropriate accommodation.

A Note on Email Communication: In accordance with privacy laws the University requires me to communicate with students about academic matters through students' University email (UMConnect) account. Although efforts will be made to limit emails, occasionally it is necessary to communicate with the class. Thus, please regularly check your UM email account for this class.

Description of Assignments

All assignments should be typed, double-spaced and use 11- or 12-point font and one-inch or one-and-a-quarter inch page margins. Unless otherwise instructed, all assignments should be submitted through the [Moodle](#) course webpage (use your UM NetID Login at <http://umonline.umt.edu/>).

Environmental Justice Movement Homework: For this assignment, students will look into a pivotal event milestone, or accomplishment of the EJ movement among those included in Environmental Justice Milestones and Accomplishment, 1964-2014 . Due Tues., September. 1.

"Stamped from the Beginning" Commentary: For this 4-page maximum assignment, you are asked to provide prompted commentary on the required text, *Stamped: Racism, Antiracism, and You* (for undergrads) or *Stamped from the Beginning: The Definitive History of Racist Ideas in America* (for grad students). Guidelines and grading criteria will be handed out in class. Due Thurs., Sept. 10.

Flint Water Crisis Case Study Analysis: Students will analyze the Flint Michigan water crisis using an EJ lens, the assigned book (*The Poisoned City*) and other course materials. In doing so, you will be asked to describe what forms of environmental injustice you think are evident in the case and explain why, for example, by providing specific examples, evidence and explanations. Case study analyses should be no more than five pages for undergraduates and no more than seven pages for graduate students. Due Thurs., September 27.

Justice, Equity, Diversity and Inclusion (JEDI) Assignment: For this 3-4 page assignment, you are asked to attend 2-3 hours of a conference (e.g., 2 or 3 one-hour sessions or the equivalent) on diversity/equity/racial justice and submit a summary and commentary about the session, preferably connecting the session(s) to course themes. Suggested conferences include: (1) UM's 15th Annual Diversity Symposium, DiverseU, October 28-29; (2) The Montana Racial Equity Project's Fifth Annual Race, Equity, and Justice Conference, Nov. 7-8. Requests to attend other conferences, lectures, or another event for this assignment should be submitted to the instructor by email one week in advance. Due within one week of your attendance.

Large Assignment:

Option 1: Take-Home Final Exam: The final exam will be handed out two to three weeks before it is due. It will consist of several essay questions covering a wide range of topics covered in the class. You are expected to be able to: use and synthesize information covered in the course; apply EJ concepts and explanations; and be conversant about EJ solutions. There will also be opportunity to explore and express your own views and ideas about environmental justice, social/racial justice and sustainability. Total length of the final exam should be about 12 pages. Due Wed., November 25.

Option 2: Term Paper and Presentation: This option consists of researching and writing a traditional term paper on an EJ issue, topic, or an approach to addressing EJ problems (i.e., an EJ solution) or researching, analyzing, and/or critiquing a current environmental justice case (referred to as a case study below).² Term papers and case studies should have both research and analysis components and a discussion of EJ solutions. They will be developed in consultation with the instructor and require a: (1) Proposal; (2) Draft; (3) Final Term Paper or Case Study; and (4) Class Presentation. These assignments will be discussed in class and written guidelines will be posted on Moodle.

Schedule of Assignments

<u>Final Exam Option</u>	<u>Due Date</u>	<u>Term Paper / Case Study Option</u>	<u>Due Date</u>
EJ Movement Homework	Tues. 9/1	EJ Movement Homework	Tues. 9/1
“Stamped” Homework	Thurs. 9/10	“Stamped” Homework	Thurs. 9/10
Flint Case Study Analysis	Fri. 10/2	Term Paper / Case Study Proposal	Fri. 9/17
JEDI Assignment	See above	Flint Case Study Analysis	Fri. 10/2
Final Exam	Wed. 11/25	Term Paper / Case Study Draft	Fri. 10/30
		JEDI Assignment	See above
		Paper / Case Study Presentation	Thurs. 11/12
			Tues. 11/17
			Mon. 11/23
		Term Paper/Case Study Paper	Wed. 11/25

Grading and Evaluation

It is expected that all assignments will be turned in on time and before the beginning of class. The instructor reserves the right to not accept late assignments. If accepted, deductions will be made for assignments turned in late unless you pre-arrange getting an extension before the due date. Course grades will be based on a total of 1000 possible points allocated as indicated below.

Final Exam Option	<u>Pts.</u>	Term Paper / Case Study Option	<u>Pts.</u>
Class Participation	100	Class Participation	100
EJ Movement Homework	50	EJ Movement Homework	50
“Stamped” Homework	50	“Stamped” Homework	50

² Topics might include a prominent EJ case or cases; EJ issues in specific communities or regions (e.g., the arctic, island nations, Indian Country, Cancer Alley, Appalachia, etc.); EJ issues facing specific ethnic or racial groups; indigenous rights; settler colonialism; traditional ecological knowledge/indigenous knowledge (TEK/IK); workplace environmental justice; biopiracy and intellectual property rights; EJ policies; Title VI of the Civil Rights Act; critical race theory; queer theory; white privilege, white fragility, and/or colorblind racism; gender and the environment; ecofeminism; women and EJ; gentrification and EJ; immigration and EJ; prisons and EJ; toxics reform; specific racial/ethnic groups and EJ; EJ and mining; concentrated animal feeding operations (CAFOs); community-based research; diversity, equity and inclusion in the environmental movement; people of color experiences of the outdoors; water and EJ; Superfund and EJ; air quality and EJ; equity in access to parks and recreation; transportation (in)justice; citizen science; climate/energy justice; equity in disaster preparedness and response; Hurricane Harvey and/or Irma; zero waste, circular economy, clean production and/or green chemistry; corporate social and environmental responsibility; shareholder activism; the precautionary principle; environmental human rights; cultural rights; Native Hawaiian cultural preservation; reparations; EJ networks; EJ and mainstream environmental groups; sustainable economic development; grassroots community organizing; cross-class or cross-cultural alliance building (e.g., blue-green alliances); other types of collaboratives, such as good neighborhood agreements and federal/state-tribal co-management; etc.

Flint Case Study Analysis	250	Flint Case Study Analysis	250
JEDI Assignment	50	JEDI Assignment	50
Final Exam	500	Term Paper/Case Study Proposal	100
		Term Paper/Case Study Rough Draft	100
		Term Paper/Case Study Presentation	50
		Term Paper/Case Study Paper	250

Please do not exceed page number guidelines for assignments. Pithy (i.e., concise and forcefully expressive) writing is an important component of effective communication and will be a consideration in grading. In this shortened semester, following page guidelines will also facilitate timely return of graded assignments.

Class Participation / Attendance Policy

This class is taught remotely using Zoom at this link: <https://umontana.zoom.us/j/98107938778>. Although “attendance” during class is not required, it is strongly encouraged, because synchronous or real-time participation in class discussions is an important part of your and other students’ learning. **Students who do not Zoom in for class are expected to: (1) make contributions to an online Moodle forum as prompted in Moodle for each class session; and (2) listen to recorded class sessions and review lecture slides).** Participation grades (10% of the course grade) will be determined by students’ attendance record and/or the consistency and quality of students’ contribution to in-class discussions, group work, and Moodle forums.

Academic Dishonesty and Plagiarism

Plagiarism is a serious violation of academic integrity. All work and ideas submitted are expected to be your own or must be fully and accurately attributed to verifiable sources. The *Academic Policies and Procedures in the University Catalog* states: “Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.” If you have any doubts about plagiarism and citing of others’ work or ideas, especially web sources, please consult the instructor.

Drop Deadlines and Procedures

You may drop the course on CyberBear and receive a refund until Sept. 9 at 5:00 pm. From Sept. 9 at 5:01 pm to Oct. 21 at 5:00 pm, dropping requires the instructor’s and your advisor’s approval using the Course Add/Change/Drop link in CyberBear. If you drop the course after that, you will not receive a refund, will need to pay a \$10 fee, and will get a “W” on your transcript. From Oct. 21 at 5:01 pm to Nov. 18 at 5:00 pm, you must petition to drop and get your instructor’s, advisor’s, and Dean’s approval, and a “WP” or “WF” will appear on your transcript. You cannot drop the class during final’s week. Click here for more info: [Fall 2020 Registration Deadlines](#).

Campus Resources

Mansfield Library Research Resources. Students researching for terms papers/case studies are encouraged to use the library’s [Environmental Studies Research Guide](#) , [Environmental and Natural Resource Databases](#), and [Citation Guide](#).

Disability Services. If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me to discuss the specific modifications you wish to request. If you have not yet

contacted Disability Services, located in Lommasson Center 154, visit the Disability Services website at <http://www.umt.edu/dss/>, or call or 406-243-2243

Curry Health Center Counseling. This service addresses the personal, behavioral, and mental health needs of UM students. Individual appointments are \$25 and your initial consultation is free if you have paid the semester's health fee. To access this service, visit the website at <http://www.umt.edu/curry-health-center/> or call 406-243-2122.

UM Writing and Public Speaking Center. Located in Lommasson 271. Visit their website for helpful handouts on writing effective thesis statements or introductions, and to schedule one-on-one appointments with writing tutors throughout the semester: www.umt.edu/writingcenter. For using the Center, it's best to plan well ahead of assignment due dates.

Information Technology Support. If you are experiencing technical difficulties navigating UM's information technology service and platforms you can contact the [UM's Student IT webpage](http://www.umt.edu/it/support), visit www.umt.edu/it/support or call the UM IT Help Desk at 406-243-4357. You can also self-refer to the [UM Solutions Center](http://www.umt.edu/it/support).

Readings

There are two required books that are available at the UM Bookstore (or through other vendors).

Reynolds, Jason and Ibram X. Kendi. 2020. *Stamped: Racism, Antiracism, and You*. New York, N.Y.: Little, Brown and Company.

Clark, Anna. 2018. *The Poisoned City: Flint's Water and the American Urban Tragedy*. New York, NY: Metropolitan Books.

We also will be reading articles, book chapters, reports and such, most of which will be available for linking to and/or downloading through the ENST 489 Moodle course webpage (and hyperlinks on this syllabus). See: <https://moodle.umt.edu/>.

Course Schedule

Some adjustments to the course schedule and due dates may be needed to suit the needs of the class. These are announced in class and on Moodle and sometime via email. Students are expected to check Moodle and their UM email regularly.

THURS. 8/20 – COURSE INTRODUCTION

TUES. 8/25 – INTRODUCTION TO THE ENVIRONMENTAL JUSTICE MOVEMENT

Chawla, Ambika (2020, July 27). "[A Look at Why Environmentalism Is So Homogenous – and How Organizations Might Cultivate Genuine Diversity.](#)" Ensia.com.

Bullard, Robert D. (2005). "Environmental Justice in the Twenty-First Century." In *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*, edited by author, 19-42. San Francisco, CA: Sierra Club Books.

THURS. 8/27 – HISTORICAL AND SOCIAL JUSTICE PERSPECTIVES ON THE ENVIRONMENTAL JUSTICE MOVEMENT

Aguilar, Orson (2005). "[Why I Am Not an Environmentalist.](#)" *SFGATE* May 19.

Bryant, Bunyan and Elaine Hockman (2007). "A Brief Comparison of the Civil Rights Movement and the Environmental Justice Movement." In *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, edited by David Naguib Pellow and Robert J. Brulle, 23-36. Cambridge, MA: The MIT Press.

Bullard, Robert D., Glenn S. Johnson, Denae W. King and Angel Torres (2014). [Environmental Justice Accomplishments and Milestones 1964-2014: A Report Prepared in Commemoration of the Twentieth Anniversary of the Environmental Justice Executive Order 12898](#). Barbara Jordan-Mickey Leland School of Public Affairs, Texas Southern University, Houston, TX. **[Read Preface and Executive Summary (p. 9-15) and sections of Ch. 4 assigned in class for your discussion group]**

TUES. 9/1 – COVID-19, Environmental, Racial and Social Justice

EJ Movement Homework Due

Ettachfani, Leila (2020). "[Coronavirus Death Rates Are a Direct Result of Environmental Racism.](#)" *Vice*. Apr. 14.

Mehmood, Khalid et al. (2020). "Can Exposure to PM2.5 Particles Increase the Incidence of Coronavirus Disease 2019 (COVID-19)?" *The Science of the Total Environment* 247: 140441.

Opel, Richard A. Jr. et al. (2020). [The Fullest Look Yet at the Racial Inequality of Coronavirus](#). *New York Times*. July 5.

Title VI Alliance (2020, July 7). [COVID-19 and Environmental Justice: A Call to Action](#). (Sign-on letter).

Laster Pirtle, Whitney N. (2020). "Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID-19) Pandemic Inequities in the United States." *Health Education & Behavior* 47(4): 504-507.

THURS. 9/3 – History of Racism in America, Part 1

Stamped: Racism, Antiracism, and You. **[Required book, read p. ix-112]**

TUES. 9/8 – History of Racism in America, Part 2

Stamped: Racism, Antiracism, and You. **[Read p. 117 -248]**

THURS. 9/10 – DIMENSIONS OF ENVIRONMENTAL JUSTICE

"Stamped from the Beginning" Homework Due

Course Handout: Dimensions of Environmental Justice

Cole, Luke and Sheila Foster (2001). "We Speak for Ourselves: The Struggle for Kettleman City." In *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*, 1-9. New York: New York University Press.

TUES. 9/15 – ANALYZING CASES OF ENVIRONMENTAL INJUSTICE

Read one of the following cases as assigned in class and print out your case for class:

Bullard, Robert D. (2012). "The Nightmare on Eno Road: Poisoned Water and Toxic Racism in Dickson, Tennessee." In *The Wrong Complexion for Protection: How the Government Response to Disaster Endangers African American Communities*, by author and Beverly Wright, 126-155. New York, NY: New York University Press.

Lerner, Steven (2010). "Ocala, Florida: Community Blanketed by 'Black Snow' from Neighboring Charcoal Factory." In *Sacrifice Zones: The Front Lines of Toxic Chemical Exposure in the United States*, 119-136. Cambridge, MA: The MIT Press, 19-40.

Lerner, Steven (2010). "Port Arthur, Texas: Public Housing Residents Breathe Contaminated Air from Nearby Refineries and Chemical Plant." In *Sacrifice Zones*, 73-98.

Lerner, Steven (2010). "Corpus Christi, Texas: Hillcrest Residents Exposed to Benzene in Neighborhood Next to Refinery." In *Sacrifice Zones*, 99-118.

Lerner, Steven (2010). "Tallevast, Florida: Rural Residents Live atop Groundwater Contaminated by High-Tech Weapons Company." In *Sacrifice Zones*.

Lerner, Steven (2010). "Addyston, Ohio: The Plastics Plant Next Store." In *Sacrifice Zones*, 157-176.

Lerner, Steven (2010). "St. Lawrence Island, Alaska: Yupik Eskimos Face Contaminated Water and Traditional Food Supplies near Former U.S. Military Base." In *Sacrifice Zones*, 219-246.

Lerner, Steven (2010). "Fallon, Nevada: Largest U.S. Pediatric Leukemia Cluster near Naval Air Station and Tungsten Smelter." In *Sacrifice Zones*, 267-295.

THURS. 9/17 – ANALYZING CASES OF ENVIRONMENTAL INJUSTICE (CONT.)

Term Paper Proposals Due Friday 9/18 at 5 PM

TUES. 9/22 – FLINT WATER CRISIS

The Poisoned City [Required text, read p. 1-77]

THURS. 9/24 – FLINT WATER CRISIS (CONT.)

The Poisoned City [Required text, read p. 79-149]

TUES. 9/29 – FLINT WATER CRISIS (CONT.)

The Poisoned City [Required text, read Part III, p. 153-215]

THURS. 10/1 – CLIMATE (IN)JUSTICE

Flint Case Study Analysis Due Friday 10/2 at 5 PM

Whyte, Kyle Powys (2016, Sept. 16). Why the Native American Pipeline Resistance in North Dakota is about Climate Justice. *The Conversation*.

TUES. 10/6 – CLIMATE (IN)JUSTICE (CONT.)

García-López, G.A. (2018). "The Multiple Layers of Environmental Injustice in Contexts of (Un) natural Disasters: The Case of Puerto Rico Post-Hurricane Maria." *Environmental Justice* 11(3): 101-108.

Hamstead, Zoé (2016). "[How We Can Use Climate Action Planning to Beat the Heat.](#)" WeAct.org.

Schlosberg, D., & Collins, L. B. (2014). "From Environmental to Climate Justice: Climate Change and the Discourse of Environmental justice." *Wiley Interdisciplinary Reviews: Climate Change* 5(3): 359-374.

Mazur, Laurie (2016). [Cap-and-trade? Not So Great If You Are Black or Brown.](#) *Grist on-line* Sept. 16.

THURS. 10/8 – FOOD JUSTICE

Gottlieb, Robert (2009). "Where We Live, Work and Play ... and Eat: Expanding the Environmental Justice Agenda." *Environmental Justice* 2(1): 7-8.

Donham, Kelley J., Steven Wing, David Osterberg, Jan L. Flora, Carol Hodne, Kendall M. Thu, and Peter S. Thorne (2012). "Community Health and Socioeconomic Issues Surrounding Concentrated Animal Feeding Operations." *Environmental Health Perspectives* 115(2): 317-320.

Adamson, Joni (2011). "Medicine Food: Critical Environmental Justice Studies, Native North American Literature, and the Movement for Food Sovereignty." *Environmental Justice* 4(4): 213-219.

LaDuke, Winona (2005). "Wild Rice." In *Recovering the Sacred: The Power of Naming and Charming*, 167-190. Cambridge, MA: Sound End Press.

TUES. 10/13 – INDIGENOUS RIGHTS AND TRIBAL ENVIRONMENTAL JUSTICE ISSUES

Guest Speaker: Brittany Palmer, EVST Alumna

Saha, Robin and Jennifer Hill-Hart (2015). "Federal-Tribal Comanagement of the National Bison Range: The Challenge of Advancing Indigenous Rights Through Collaborative Natural Resource Management in Montana." In *Mapping Indigenous Presence: North Scandinavian and North American Perspectives*. Kathryn W. Shanley and Bjørg Evjen, eds. (pp. 143-188). University of Arizona Press.

THURS. 10/15 – INDIGENOUS RIGHTS AND TRIBAL ENVIRONMENTAL JUSTICE ISSUES (CONT.)

Harper, Barbara, and Stuart Harris (2011). "Tribal environmental Justice: Vulnerability, Trusteeship, and Equity under NEPA." *Environmental Justice* 4(4): 193-197.

Dustin, Daniel L., Ingrid E. Schneider, Leo H. McAvoy & Arthur N. Frakt (2002). Cross-cultural Claims on Devils Tower National Monument: A Case Study. *Leisure Sciences*, 24(1), 79-88.

TUES. 10/20 – ENVIRONMENTAL JUSTICE ASSESSMENTS AND SCREENING TOOLS

Archambault, Dave (2017). "Third Declaration of Dave Archambault II." In *Standing Rock Sioux Tribe and Cheyenne River Sioux Tribe v. U.S. Army Corps of Engineers and Dakota Access, LLC*. (Case 1:16-cv-01534-JEB and Consolidated Case Nos. 16-cv-1796 and 17-cv-267), July 31.

Saha, Robin and Paul Mohai (2018, Feb. 26). "An Environmental Justice Analysis of Dakota Access Pipeline Routes." Report for the plaintiffs in *Standing Rock Sioux Tribe v. U.S. Army Corps of Engineers* (Case No. 1:16-cv-1534-JEB and Consolidated Case Nos. 16-cv-1796 and 17-cv-267).

THURS. 10/22 – ENVIRONMENTAL JUSTICE ASSESSMENTS AND SCREENING TOOLS (CONT.)

See Moodle for readings

TUES. 10/27 – WOMEN, WOMEN'S HEALTH AND ENVIRONMENTAL JUSTICE

Bell, Karen (2016). "[Bread and Roses: A Gender Perspective on Environmental Justice and Public Health](#)." *International Journal of Environmental Research and Public Health* 13(10): 1005.

Zota, Ami R. and Bhavana Shamasunder (2017). "[The Environmental Injustice of Beauty: Framing Chemical Exposures from Beauty Products as a Health Disparities Concern.](#)" *American Journal of Obstetrics & Gynecology* 217(4): 418-422.

Gan, Vicky (2015). "[The Fight to Rid Black Women's Hair Salons of Toxic Chemicals.](#)" *The Atlantic* Nov. 3.

Oliver, Dana (2015). "[It's Not Just Nail Salons. Hairstylists Face Serious Health Problems, Too](#)" *Huffington Post* May 22. **[Also view short video]**

THURS. 10/29 – ENVIRONMENTAL JUSTICE POLICY SOLUTIONS: TOXICS REFORM AND THE PRECAUTIONARY PRINCIPLE

Term paper/case study drafts due, Fri., 10/30 by 5:00 p.m.

Guest Speaker: Jamie McConnell, Director of Programs and Policy, Women's Voices for the Earth

Myers, Nancy (2002). "The Precautionary Principle Puts Values First." *Bulletin of Science, Technology & Society* 22(3): 210-219.

See Moodle for additional readings

TUES. 11/3 – NO CLASS - ELECTION DAY

THURS. 11/5 – EJ SOLUTION: CLEAN PRODUCTION, ZERO WASTE AND CORPORATE ENVIRONMENTAL RESPONSIBILITY

Brancaccio, David and Daniel Shin (2020, Aug. 19). "[Eliminating the Concept of Waste From the Economy.](#)" NPR Marketplace Morning Report (audiofile and transcript).

Zaman, Atiq Uz (2015). "A Comprehensive Review of the Development of Zero Waste Management: Lessons Learned and Guidelines." *Journal of Cleaner Production*, 91, 12-25.

TUES. 11/10 – STUDENT PRESENTATIONS

THURS. 11/12 – STUDENT PRESENTATIONS

TUES. 11/17 – STUDENT PRESENTATIONS

MON. 11/23 – FINALS WEEK CLASS MEETING (CLASS MEETS 10:10 AM – 12:10 PM)

Final exams and student term papers/case studies due, Wed. 11/25

First National People of Color Environmental Leadership Summit

17 Principles of Environmental Justice (1991)

We, the People of Color, are gathered together at this First National People of Color Environmental Leadership Summit, to begin to build a national movement of all peoples of color to fight the destruction of our lands and communities, do hereby reestablish our spiritual interdependence to the sacredness of our Mother Earth; we respect and celebrate each of our cultures, languages and beliefs about the natural world and our roles in healing ourselves; to insure environmental justice; to promote economic alternatives which would contribute to the development of environmentally safe livelihoods; and to secure our political, economic and cultural liberation that has been denied for over 500 years of colonization and oppression, resulting in the poisoning of our communities and land and the genocide of our peoples, do affirm and adopt these Principles of Environmental Justice.

1. Environmental justice affirms the sacredness of Mother Earth, ecological unity and the interdependence of all species, and the right to be free from ecological destruction.
2. Environmental justice demands that public policy be based on mutual respect and justice for all peoples, free from any form of discrimination or bias.
3. Environmental justice mandates the right to ethical, balanced and responsible uses of land and renewable resources in the interest of a sustainable planet for humans and other living things.
4. Environmental justice calls for universal protection from extraction, production and disposal of toxic/hazardous wastes and poisons that threaten the fundamental right to clean air, land, water and food.
5. Environmental justice affirms the fundamental right to political, economic, cultural and environmental self-determination to all peoples.
6. Environmental justice demands the cessation of the production of all toxins, hazardous wastes, and radioactive substances, and that all past and current producers be held strictly accountable to the people for detoxification and the containment at the point of production.
7. Environmental justice demands the right to participate as equal partners at every level of decision-making including needs assessment, planning, implementation, enforcement and evaluation.
8. Environmental justice affirms the right of all workers to a safe and healthy work environment, without being forced to choose between an unsafe livelihood and unemployment. It also affirms the right of those who work at home to be free from environmental hazards.
9. Environmental justice protects the rights of victims of environmental justice to receive full compensation and reparations for damages as well as quality health care.
10. Environmental justice considers governmental acts of environmental injustice a violation of international law, the Universal Declaration on Human Rights, and the United Nations Convention on Genocide.
11. Environmental justice recognizes the special legal relationship of Native Americans to the US government through treaties, agreements, compacts, and covenants affirming their sovereignty and self-determination.
12. Environmental justice affirms the need for an urban and rural ecology to clean up and rebuild our cities and rural areas in balance with nature, honoring the cultural integrity of all our communities, and providing fair access for all to the full range of resources.
13. Environmental justice calls for the strict enforcement of principles of informed consent, and a halt to the testing of experimental reproductive and medical procedures and vaccinations on people of color.
14. Environmental justice opposes the destructive operations of multi-national corporations.
15. Environmental justice opposes military occupations, repression and exploitation of lands, peoples and cultures.
16. Environmental justice calls for the education of present and future generations which emphasizes social and environmental issues, based on our experiences and an appreciation of our diverse cultural perspectives.
17. Environmental justice requires that we, as individuals, make personal and consumer choices to consume as little of Mother Earth's resources and to produce as little waste as possible; and make the conscious decision to challenge and reprioritize our lifestyles to insure the health of the natural world for present and future generations.

