

ENST 595 – Environmental Justice Issues and Solutions – Fall 2020

Tu/Th 12:30 - 1:50 PM

LA 202

Instructor

Dr. Robin Saha

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

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Course Description

This graduate class and is co-convened with ENST 489S, a course with the same name that is open to undergraduates. Together 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., access to clean water, water management service, open space, parks etc.), 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' understanding of 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;
- understand and apply various environmental justice concepts in analyzing EJ cases;

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 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.

Class Structure

The class is highly interactive and will include a combination of lectures, videos, guest speakers, small group discussions, and student presentations.

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 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.

Meetings Outside of Class

Several meetings will be scheduled outside of class to cover course materials in more depth than is possible in a co-convened class, share research interests, and go over assignments.

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 5-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: For this assignment, 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 seven pages. Due Thurs., September 27.

Term Paper / Case Study Analysis

This major assignment entails 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 separate assignments are described below though specific guidelines will also be handed out and posted on Moodle.

- (1) Proposals. An approximately five-page proposal with at least 12 references should describe the case, topic, or issue to be researched, provide important background, explain how and why the case, topic or issue concerns environmental (in)justice, summarize information/sources already gathered, and describe further research and analysis to be conducted. In addition, for research paper proposals, please describe the main research questions and purposes or objectives of the research; provide an outline and brief description of main topics and subtopics to be discussed; and describe your interest in the topic. You may be asked to informally present your topic/proposal to the class.
- (2) Drafts: Rough drafts should include a brief introduction to the topic, a statement of the research question and/or the purpose and goals of the research, appropriate background, an in-depth EJ analysis, an appropriately formatted and complete reference list, and a short description of additional work to be done. Draft should include a list of knowledgeable persons to potentially interview and draft interview questions. It is expected that draft will demonstrate significant progress in researching and analyzing the topic, issue or case.
- (3) Peer Reviews: Each graduate student will read and offer a constructive written review of another student's draft term paper or draft case study.
- (4) Review Responses: In true collegial form, you will give a written response to your reviewer.
- (5) Final Terms Papers & Case Studies: Include revisions to your draft that incorporate feedback from the instructor, your peer reviewer, and any additional information obtained. Terms papers and case studies should suggest policy, organizing, or other solutions to the issue or problem, and include a feasibility analysis, that is, a discussion of the practicality of achieving various solutions, including necessary steps, potential obstacles and way of overcoming them. Graduate student

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.

term papers and case studies should be about 20-25 pages, not including references and appendices.

- (6) In-Class Presentations: Presentations are scheduled for the last several class sessions including during Finals Week. Presentation guidelines and a schedule for presentations will be handout out in class.

Schedule of Assignments

<u>Assignment</u>	<u>Due Date</u>
EJ Movement Homework	Tues. 9/1
“Stamped” Homework	Thurs. 9/10
Flint Case Study Analysis	Fri. 10/2
Proposals	Fri. 9/17
Rough Drafts	Fri. 10/30
Peer Reviews	Thurs. 11/5
Peer Review Responses	Tues. 11/10
Presentations	Thurs. 11/12, Tues. 11/17, Mon. 11/23
Term Paper/Case Study Papers	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.

<u>Term Paper / Case Study Option</u>	<u>Pts.</u>
EJ Movement Homework	50
“Stamped” Homework	50
Class Participation	100
Flint Case Study Analysis	250
Term Paper/Case Study Proposal	100
Term Paper/Case Study Rough Draft	100
Term Paper/Case Study Presentation	100
Term Paper/Case Study Paper	250

Attendance Policy

Regular attendance is a requirement and a significant part of class participation grades. Participation in several outside-of-class meeting is also expected. Attendance will be taken. Excused absences will be given on a case-by-case basis. Students wishing to have an excused absence generally must notify the instructor in advance of a class that they will miss or provide an acceptable reason such as illness or death in the family and may be required to provide verification. Unnecessary and repeated lateness to class and/or early departure from class is disruptive to the learning environment and may also result in a grade reduction.

Use of Electronic Devices in Class

Laptop computers, tablets and phones should be used only for course-related purposes such as accessing readings or taking notes. Students' cell phones should be turned off and stored during class.

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.

Campus Resources

Mansfield Library Research Resources. Students 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](#), 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](#).

COVID-19 Precautions and Contingencies

To help ensure your safety and that of others, it is important to follow UM's Healthy Plan 2020 and its [Face Covering Policy](#) and [Procedures](#). Face mask use is required within the classroom. Classrooms may have one-way entrances and exits to minimize crowding, and students are discouraged from congregating outside the classroom before and after class. Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts. UM will provide "refill" stations for cleaning supplies/hand sanitizer. Please remain vigilant outside the classroom in mitigating the spread of COVID-19

Students are encouraged to stay home if you feel sick and/or if exhibiting COVID-19 symptoms. If you are sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330.

Up-to-Date COVID-19 Information can be found on the UM Coronavirus Website and on UM's COVID-19 Fall 2020 website:

- <https://www.umt.edu/coronavirus>

- <https://www.umt.edu/coronavirus/fall2020.php>.

Should we need to switch to remote or distance learning as the semester progresses, we will use Zoom at this link: <https://umontana.zoom.us/j/98107938778>. 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](#).

Readings

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

Kendi, Ibram X. 2016. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. New York, NY: Bold Type Books.

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, A. (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.

Perez, Alejandro. C., Bernadette Grafton, Paul Mohai, Rebecca Hardin, Katy Hintzen, & Sara Orvis. (2015). "Evolution of the Environmental Justice Movement: Activism, Formalization and Differentiation." *Environmental Research Letters* 10(10): 105002.

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*, David Naguib Pellow and Robert J. Brulle (eds.) (pp. 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.

Kim, Sage J. and Wendy Bostwick (2020). "Social Vulnerability and Racial Inequality in COVID-19 Deaths in Chicago." *Health Education and Behavior* 47(4): 509-513.

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.

Watson, M. F. et al. (2020). "COVID-19 Interconnectedness: Health Inequity, the Climate Crisis, and Collective Trauma." *Family Process* 10(10): 1-15.

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

Stamped from the Beginning [Required book, read p. 1-247]

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

Stamped from the Beginning. [Read p. 248-511]

THURS. 9/10 – DIMENSIONS OF ENVIRONMENTAL JUSTICE

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.

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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 9/29 at 5 PM

Whyte, Kyle Powys (2017). The Dakota Access Pipeline, Environmental Injustice, and US Colonialism. *Red Ink: An International Journal of Indigenous Literature, Arts, & Humanities* 19(1): 154-169.

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.

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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

Maatay, Juliana and Andrew Maroko (2018). "Assessing Population at Risk: Areal Interpolation and Daysymmetric Mapping. In *The Routledge Handbook of Environmental Justice*. Ryan Holifield, Jahajit Chakraborty and Gordon Walker, eds. (pp. 190-206).

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, Deputy Director, Women's Voices for the Earth

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