

**Environmental Inequality & Justice**  
**Sociology 535**

**Mondays 9:00-11:30am**  
**Social Sciences, Room 415**  
**Spring 2013**  
**University of Arizona**  
**Department of Sociology**

**Instructor:** Professor Brian Mayer  
**Office Hours:** Tuesdays 10-12  
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**Course Description and Purpose**

This course is a critical examination of the relationships between social inequalities and the distribution of environmental hazards in our society. Using examples drawn from the U.S. and internationally, this course presents empirical evidence of the unequal distributions of environmental quality and hazards along the dimensions of power, class, and race. We will explore and critically analyze the philosophies and frameworks for understanding the emergence of environmental inequalities in African American, Latino, Asian American, and indigenous communities. In addition to examining the evidence of environmental inequality, we will consider methodological debates in the measurement of environmental justice through both quantitative studies and qualitative case studies. Finally, we will consider the formation of the movement for environmental justice and its impact on policy, the broader environmental movement, and social change.

This course seeks to provide students with an in-depth understanding of both environmental inequality and environmental justice, which we will treat as very discrete concepts. In reading the earliest reports on environmental inequality alongside contemporary research, this course will compare the roots of environmental justice thinking with today's reflections on where the study of environmental inequality and the movement for environmental justice is leading us.

**Learning Objectives**

By the end of the course, students will be expected to have achieved the following:

- 1) Define core terms including environmental justice, environmental inequality, and environmental racism,
- 2) Critically examined of the socioeconomic production of disparate environmental and health risks,
- 3) Demonstrated familiarity with the quantitative and qualitative methods utilized in the study of environmental inequality,
- 4) Understanding of how individuals and communities mobilize in resistance to environmental inequality

## Requirements

### **Research Proposal**

Instead of requiring students to develop and conduct a piece of independent research on a topic related to environmental inequality, we will be developing research proposals. Students will identify a topic of inquiry and present their overall topic and outline in the form of a project prospectus by the third week of class. I will work with each student to develop their topic. Proposals will follow the model of a traditional thesis or grant proposal and contain sections for each of the following: introduction, background, literature review, research questions, methods, and expected results.

Project prospectuses are due no later than February 11th.

The final proposal must be submitted by April 29th.

During the last week of class, students will present their research outlines in a formal presentation session.

### **Reaction Papers**

Students are responsible for preparing a one page paper on each of weeks' reading. Reaction papers are not summaries of the week's readings. We will be reviewing most of the readings in class. Instead, you are required to engage with the reading and respond with a question or comment of your in the Reaction Paper. Examples including disagreeing with a reading's conclusion, where you present your argument followed by the rationale for your argument. For example, you may find yourself defending traditional arguments against more contemporary interpretations or explaining why certain readings fail to reflect on alternative perspectives. Reaction Papers are to be brought with you to class and turned in at the end of that meeting.

### **Participation**

Students are required to participate and occasionally lead discussion. Based on the number of the students attending the course, we will divide several of the readings up and their discussions will be led by a particular student, or group of students.

## Grading

<b>Research Prospectus:</b>	<b>5%</b>
<b>Research Proposal:</b>	<b>50%</b>
<b>Reaction Papers:</b>	<b>35%</b>
<b>Participation:</b>	<b>10%</b>

<b>Final Grade</b>	<b>Percentage</b>
A	90-100%
B	80-89%
C	74-76%
D	64-66%
E	below 60%

### Absence Policies

Attendance in this graduate seminar is required. Participation in the discussion of each week's material is essential to the student's learning process. While we all have individual lives outside of the classroom, I expect you to make the highest effort in attending class. If you must miss a class meeting, please notify me in advance. Missing two or more class meetings will reduce your participation grade by half.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion and not affect your participation grade. Please notify the instructor in advance. In addition, absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

### Course Policies

In a course on inequalities, there are likely to be discussions that are particularly poignant and potentially involving opinions that not everyone will agree with. It is of utmost importance that we respect each other's opinions and foster a respectful and collaborative environment. Therefore the instructors and students will be committed to respecting all opinions and be open to discussion of multiple points of view.

While laptops and tablets may be used to access digital material, as saving paper is certainly encouraged, the use of cell phones is prohibited and students are asked to turn off or silence their devices. Also, texting and the use of social media in class for non-classroom purposes are prohibited. Violating this policy will reduce your participation grade by a quarter or more.

Plagiarism is prohibited. Quoting and citing materials is required for your prospectus and proposal. For further information please see:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>.

### Official Business

Cheating is unethical, and as such, will not be tolerated under any circumstances.

**Plagiarism, whether it be from your fellow student's work or professional publications, in any form for the research paper and exams will result in an automatic F for that assignment and appropriate institutional action will be taken.**

There should be no need to cheat. My goal is to help you perform well in this course and if you need information about how to do well on assignment, I will always be available to you. For further information on the Student Code of Academic Integrity, see:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>

A note on classroom behavior: please endeavor to be at class on time. If you must be late, enter the classroom quietly without disruption. Use of cell phones, texting, and browsing the internet, should you bring a laptop, is not allowed. Please be respectful in your comments and courteous to your fellow students and the instructor.

The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. Threatening behavior can harm and disrupt the University, its community and its families. For further information please see:

<http://policy.web.arizona.edu/threatening-behavior-students>

Please note that the information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

### **Accessibility and Accommodations:**

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

### **Required Readings (Available at the University Bookstore):**

- Agyeman, Julian, Robert D. Bullard, and Bob Evans (eds). 2003. *Just Sustainabilities: Development in an Unequal World*. Cambridge: MIT Press.
- Bullard, Robert D. 2000. *Dumping in Dixie: Race, Class, and Environmental Quality, Third Edition*. Boulder: Westview Press.
- Pellow, David Naguib and Lisa Sun-Hee Park. 2002. *The Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High-Tech Global Economy*. New York: NYU Press.
- Pulido, Laura. 1996. *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*. Tucson: University of Arizona Press.
- Roberts, J. Timmons and Melissa Tofflon-Weiss. 2001. *Chronicles from the Environmental Justice Frontline*. Cambridge: Cambridge University Press.
- Sze, Julie. 2006. *Noxious New York: The Racial Politics of Urban Health and Environmental Justice*. Cambridge: MIT Press.

All other readings are available online in D2L or will be provided by the instructor.

## Course Schedule

### Week One (January 14th) Introduction

- General Accounting Office. 1983. "Siting of Hazardous Waste Landfills and their Correlation with Racial and Economic Status of Surrounding Communities." Washington, D.C.
- Lee, Charles. 1992. "Toxics Waste and Race in the United States." Pp. 10-27 in Bunyan Bryant and Paul Mohai (eds) *Race and the Incidence of Environmental Hazards: A Time for Discourse*. Boulder: Westview Press.
- Bullard, Robert D. 2001. "Environmental Justice in the 21<sup>st</sup> Century." Available at: <http://www.ejrc.cau.edu/ejinthe21century.htm>
- Principles of Environmental Justice*. 1991. First National People of Color Environmental Leadership Summit.
- Szasz, Andrew and Michael Meuser. 1997. "Environmental Inequalities: Literature Review and Proposals for New Directions in Research and Theory." *Current Sociology* 45(3): 99-120.

### Week Two (January 21th) Environmental Racism (No Meeting Time)

- Bullard, Robert D. 2000. *Dumping in Dixie: Race, Class, and Environmental Quality, Third Edition*. Boulder: Westview Press.
- Foreman, Christopher. 1998. *The Promise and Peril of Environmental Justice*. Brookings Institution Press. Pp. 1-33.
- Freidman, David. 2003. "The Environmental Racism Hoax." American Enterprise Institute.
- Pellow, David N. 2000. "Environmental Inequality Formation: Towards a Theory of Environmental Injustice." *American Behavioral Scientist* 43(4):581-601.

### Week Three (January 28th) Theories of Environmental (In)Justice

- Sze, Julie. 2006. *Noxious New York: The Racial Politics of Urban Health and Environmental Justice*. Cambridge: MIT Press.

#### **Week Four (February 4th) Measuring Environmental Injustice I**

- Anderton, Douglas L., Andy B. Anderson, John Michael Oakes, and Michael R. Fraser. 1994. "Environmental Equity: The Demographics of Dumping." *Demography* 31:229-248.
- Davidson, Pamela, and Douglas L. Anderton. 2000. "Demographics of Dumping II: A National Environmental Equity Survey and the Distribution of Hazardous Materials Handlers." *Demography* 37:461-466.
- Mohai, Paul. 1995. "The Demographics of Dumping Revisited: Examining the Impact of Alternate Methodologies in Environmental Justice Research." *Virginia Environmental Law Journal* 14:615-653.
- Pulido, Laura. 1996. "A Critical Review of the Methodology of Environmental Racism Research." *Antipode* 28:142-159.

#### **Prospectus Due in Class**

#### **Week Five (February 11th) Measuring Environmental Injustice II**

- Bowen, William M., and Kingsley E. Haynes. 2000a. "The Debate over Environmental Justice." *Social Science Quarterly (University of Texas Press)* 81:892-894.
- . 2000b. "Response to Downey: Environmental Injustice: Is Race or Income a Better Predictor?" *Social Science Quarterly (University of Texas Press)* 81:885-888.
- Downey, Liam. 1998. "Environmental Injustice: Is Race or Income a Better Predictor?" *Social Science Quarterly (University of Texas Press)* 79:766-778.
- . 2000. "Response to Comments by William M. Bowen and Kingsley E. Haynes." *Social Science Quarterly (University of Texas Press)* 81:889-891.
- . 2005. "The Unintended Significance of Race: Environmental Racial Inequality in Detroit." *Social Forces* 83(3): 971-1007.
- Mohai, Paul and Robin Saha. 2007. "Racial Inequality in the Distribution of Hazardous Waste: A National-Level Reassessment." *Social Problems* 54(3): 343-370.

#### **Week Six (February 18th) Environmental Injustice in Latino Communities**

- Pulido, Laura. 1996. *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*. Tucson: University of Arizona Press.

### **Week Seven (February 25th) Intersections of Race, Class, and Gender**

- Banerjee, Damayanti and Michael Mayerfeld Bell. 2007. "Ecogender: Locating Gender in Environmental Social Science." *Society & Natural Resources* 20(1) 3-19.
- Buckingham, Susan and Rakibe Kulcur. 2009. "Gendered Geographies of Environmental Injustice." *Antipode* 41(4): 659-683.
- Kurtz, Hilda E. 2007. "Gender and Environmental Justice in Louisiana: Blurring the boundaries of public and private spheres." *Gender, Place and Culture* 14(4): 409-426.
- Morello-Frosch Rachel. 1997. "The Politics of Reproductive Hazards in the Workplace: Class, Gender, and the History of Occupational Lead Exposure." *International Journal of Health Services* 27(3) 501-521.

### **Week Eight (March 4th) Environmental Injustice in Asian American Communities**

- Asian Pacific Environmental Network. "Environmental Justice & API Issues," available at: [http://www.apen4ej.org/issues\\_api.htm](http://www.apen4ej.org/issues_api.htm)
- Brugge, Doug. "Environmental Justice and Asian Americans," Asian American Movement Ezine, available at: <http://www.aamovement.net/community/aej.html>
- Sze, Julie. 2004. "Asian American activism for environmental justice." *Peace Review* 16:149-156.
- Tai, Stephanie. 1999. "Environmental Hazards and the Richmond Laotian American Community: A Case Study in Environmental Justice." *Asian Law Journal* pp. 189-207.

### **Week Nine (March 11<sup>th</sup>) No Class. Spring Break.**

### **Week Ten (March 18th) Environmental Injustice in Indigenous Communities**

- Martin, Michael C. 2002. "Expanding the Boundaries of Environmental Justice: Native Americans and the South Lawrence Trafficway." *Policy & Management Review* 2(1): 62-85.
- Ranco, Darren J. 2008. "The Trust Responsibility and Limited Sovereignty: What can Environmental Justice Groups Learn from Indian Nations?" *Society & Natural Resources* 21(4):354-362.
- Shriver, Thomas E. and Gary R. Webb. 2009. "Rethinking the Scope of Environmental Injustice: Perceptions of Health Hazards in a Rural Native American Community Exposed to Carbon Black." *Rural Sociology* 74(2):270-292.
- Tarbell, A. and M. Arquette. 2000. "Akwasasne: A Native American Community's Resistance to Cultural and Environmental Damage." Pp.

93–111 in *Reclaiming the Environmental Debate: The Politics of Health in a Toxic Culture*, edited by Richard Hofrichter. Cambridge, MA: MIT Press.

### **Week Eleven (March 25th) Environmental Injustice in the Workplace**

Pellow, David Naguib and Lisa Sun-Hee Park. 2002. *The Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High-Tech Global Economy*. New York: NYU Press.

### **Week Twelve (April 1st) The U.S. Environmental Justice Movement**

Roberts, J. Timmons and Melissa Toffolon-Weiss. 2001. *Chronicles from the Environmental Justice Frontline*. Cambridge: Cambridge University Press.

### **Week Thirteen (April 8th) Environmental Justice and Human Health**

- Brown, Phil, Steve Kroll-Smith, and Valerie J. Gunter. 2000. "Chapter 1: Knowledge, Citizens, and Organizations: An Overview of Environments, Disease, and Social Conflict." Pp. 9-25 in Kroll-Smith, Steve, Phil Brown, and Valerie J. Gunter (eds) *Illness & Environment: A Reader in Contested Medicine*. New York: NYU Press.
- Brown, Phil, Brian Mayer, Stephen Zavestoski, Theo Luebke, Joshua Mandelbaum, and Sabrina McCormick. 2003. "The health politics of asthma: environmental justice and collective illness experience in the United States." *Social Science & Medicine* 57:453.
- Brulle, Robert J., and David N. Pellow. 2006. "Environmental Justice: Human Health and Environmental Inequalities." *Annual Review of Public Health* 27:103-124.
- Pastor, Manuel, Jr, James L. Sadd, and Rachel Morello-Frosch. 2002. "Who's Minding the Kids? Pollution, Public Schools, and Environmental Justice in Los Angeles." *Social Science Quarterly* (Blackwell Publishing Limited) 83:263.
- Wing, Steve, Dana Cole, and Gary Grant. 2000. "Environmental Injustice in North Carolina's Hog Industry." *Environmental Health Perspectives* 108:225.

### **Week Fourteen (April 15th) Global Dimensions of Environmental Justice**



Agyeman, Julian, Robert D. Bullard, and Bob Evans (eds). 2003. *Just Sustainabilities: Development in an Unequal World*. Cambridge: MIT Press.

### **Week Fifteen (April 22nd) Climate Change and Environmental Justice**

Chiro, Giovanna Di. 2008. "Living environmentalisms: coalition politics, social reproduction, and environmental justice." *Environmental Politics* 17(2): 276-298.

Ikeme, Jekwu. 2003. "Equity, environmental justice and sustainability: incomplete approaches in climate change politics." *Global Environmental Change* 13(3): 195-206.

Hoerner, J. Andrew and Nia Robinson. 2008. "A Climate of Change African Americans, Global Warming, and a Just Climate Policy for the U.S." Environmental Justice and Climate Change Initiative. Available: <http://www.ejcc.org/climateofchange.pdf>

Roberts, Timmons J. 2001. "Global Inequality and Climate Change." *Society and Natural Resources* 14: 501-509.

### **Week Fifteen (April 29th) Final Presentations**

**Research Proposal Due Electronically by 5:00pm**