



Course Information

Course Title: Principles of Environmental Justice:
Theory and Practice

Course Number: ENSP 370

Term: *Spring 2022*

Credits: 3

Course Dates: Spring 2022

Course Times: M-W, 11:00 am to 12:15 pm

Classroom: JMP 1109

Professors:

Dr. Caroline Boules

Pronouns: she/her/hers

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Office Hours: By appointment

Ms. Joanna Goger

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Office Hours: By appointment

Course Description

The course will explore the issue of environmental justice from the social science, policy, and legal perspectives. The course will begin with a theoretical foundation of environmental justice, and the historical, social and economic roots of environmental injustices and environmental racism. We will explore the different contexts within which environmental injustice manifests itself including domestic and international examples such as injustices in the food system, climate justice, environmental privilege, and urban environmental justice and pollution. We will study the ways in which people and communities have combated environmental injustices by looking at the history of the environmental justice movement, which was created to address the increasingly disproportionate impacts of environmental harms on low income populations and communities of color. The course will rely on recent events such as the Flint water crisis, recent natural disasters, the COVID-19 pandemic, and the Black Lives Matter movement to demonstrate the enormity and gravity of the environmental justice issue.

In addition, the course will explore environmental justice issues that arise in environmental policy development, implementation, and enforcement, and will explore how the issue has been addressed by the courts. The course will also foster critical thinking about the inadequacies in the current policy and legal approaches to environmental justice and will consider new approaches that will ensure the fair treatment and meaningful involvement of all people in decisions affecting their health and wellbeing.

Learning Outcomes

After successfully completing this course you will be able to:

- Develop a deep understanding of environmental justice and how it manifests in various areas of society, and be able to identify factors that contribute to the existence of disparities in environmental outcomes.
- Assess and analyze the implications of environmental injustices on communities' lives and outcomes.
- Learn about a variety of approaches to analyzing environmental justice from sociological perspectives.
- Critically evaluate and discuss the different laws and policies that address environmental injustices and their effectiveness.
- Explore and evaluate how the regulatory process addresses environmental justice and how it can be improved.

- Analyze and respond to a current environmental injustice by writing a legal or policy memorandum that applies one or more legal theories.
- Apply theoretical concepts of environmental justice to real world issues by working through case studies.

Required Resources

- Readings will be available on the ELMS course page, elms.umd.edu, or on links provided on the syllabus

Course Structure

This course will be organized in a seminar format, with lectures supplemented by discussion and class exercises. This course meets twice a week, and you are expected to attend these sessions. The nature of this class will push you to take an active role in the learning process. You will do this by engaging and collaborating with other students and the instructors on a regular basis.

Tips for Success in this Course

1. **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for class. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me, your TAs, and your classmates, for support.

Participation

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion and activities will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a class should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss class are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity

- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and follow up with me if you have questions.

Course Guidelines

Turnitin

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. We have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit Turnitin Originality Checker for Students.

Late Policy

All papers and assignments are due on the designated date. Unless you see us in advance of the due date and obtain an approved extension, 5 percent of the total possible points will be deducted from your score for every day the paper or assignment is late, including weekend days. (So, for example, on a 100-point scale, a student who would have earned a 94 on a timely paper will earn 89 if the same paper is turned in one date late, 84 if turned in 2 days late, etc.).

Attendance and Absences

We will be meeting each Monday and Wednesday during the scheduled class time, 11:00am-12:15pm, unless announced beforehand that we will not have a live meeting. If you have a situation that will prevent you from attending class regularly (i.e. you have a schedule conflict, you do not have access to a personal computer, etc.), please email us immediately at the start of the semester so we can discuss your situation. An absence will only be considered "excused" under the circumstances described by the University's attendance policy, available at: <https://president.umd.edu/sites/president.umd.edu/files/files/documents/policies/V-100G.pdf>. If you miss an in-class activity and your absence is excused, we will provide a make-up assignment.

Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the Course Eval UM website to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Academic Integrity

The University's [Code of Academic Integrity](#) is designed to ensure that the principles of academic honesty and integrity are upheld. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path.

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. We invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. We will do our best to address and refer to all students accordingly, and we ask you to do the same for all of your fellow Terps.

Communication with Instructors:

Email: If you need to reach out and communicate with us, please email us or talk to us after class.

ELMS: We will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers and Respect in the Classroom:

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind.

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a classroom environment in which we can respectfully discuss and deliberate controversial questions.

We encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Instructor responsibilities:

- Start and end class on time.
- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that opportunities to participate are enjoyed equally by all students in the course.
- Be flexible and understanding of student needs and challenges with learning in an online environment.

Student responsibilities:

- Come to class on time, and refrain from packing up belongings before class ends.
- Read all of the assigned readings for that class period ahead of time, and be prepared to discuss the topics of the day.
- Turn off all electronic devices that might create a disruption in class.
- Be quiet and give full respectful attention while either instructor or another student is speaking.
- When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand.
- Be flexible and understanding about the challenges of online teaching.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact us as soon as possible so that we have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert

guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.

Everything is free because you have already paid for it, and **everyone needs help**...all you have to do is ask for it.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Course Requirements, Grading and Expectations for Students

The instructor will post all course materials and critical course information on the ELMS/Canvas system <http://elms.umd.edu>, so it is important that you use this system. Please note that they will also communicate with the class through ELMS regarding any class cancellations, changes in meeting times, or room changes. Please be sure that your preferred and current e-mail address is listed in the Directory, and that email notifications are enabled for ELMS. You can check and update this information by going to Testudo (www.testudo.umd.edu/apps/saddr/).

Major Assignments

News Article Assignment and Presentations

- Students will be required to find a recent article that relates to the topic of lecture that day, summarize the article in a very brief oral presentation to the class, make connections to course content, and pose one question to the class to stimulate discussion.

Paper 1

- This paper assignment will be a reflection on the content from the first half of the semester.

Exam 1

- This exam will assess student knowledge and understanding of material in the first half of the semester.

Participation & Engagement

- Students will be expected to participate and engage in classroom discussions and activities.

Paper 2

- This assignment will be a legal or policy memo that analyzes and responds to a current environmental injustice by applying one or more legal theories.

Exam 2

- This exam will assess student knowledge and understanding of material from the second half of the semester.

Additional information will be provided about each assignment throughout the semester.

Grading Structure

Assignment	Percentage %
News Article Assignment and Presentations	5%
Paper 1	15%
Exam 1	25%
Participation/Engagement (In-Class Activities)	10%
Paper 2	20%
Exam 2	25%
Total	100%

Grades

Grades will be awarded by converting the points earned into a percentage. 100-98% = A+, 97-92 = A, 91-90 = A-; 89-88 = B+, 87-82 = B, 81-80 = B-; 79-78 = C+, 77-72 = C, 71-70 = C-; 69-68 = D+, 67-62 = D, 61-60 = D-; ≤ 59 = F. You may calculate your percentage grade at any time during the semester by dividing the number of points earned by the number of points possible at that point in the semester. Please see us if you have any questions.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email us to schedule a time for us to meet and discuss.

Course Outline

Week	Date	Topic	Assignment or Reading Due
1	1/24	Review of the syllabus, Foundations of Environmental Justice	<ul style="list-style-type: none"> • Read syllabus • Cole and Foster, From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement (Cole and Foster), Preface, pp. 1-9 (ELMS, Course Reserves)
	1/26	Foundations of Environmental Justice: Historical Context and Definitions	<ul style="list-style-type: none"> • Cole and Foster, Chapter 1, pp. 19-33 (ELMS, Course Reserves) • Villa et al. Environmental Justice: Law, Policy, and Regulation. (Villa) pp. 3-23, 28-30. (ELMS, Course Reserves) • E&E News, What voting rights means for Biden and environmental justice (ELMS, Files, Readings) <p>NEWS ARTICLE ASSIGNMENT ASSIGNED</p>
2	1/31	Foundations of Environmental Justice: Historical Context and Definitions Part 2	<ul style="list-style-type: none"> • Mohai, Pellow and Roberts 2009. Environmental Justice. Section 6: The Globalization of EJ and the Rise of Climate Justice (pgs 418-421) only. • Environmental Justice at the Crossroads (Sze & London 2008) • Agyeman et al. 2016 Trends and Directions in Environmental Justice: From Inequity to Everyday Life, Community, and Just Sustainabilities.
	2/2	Foundations of Environmental Justice: Institutional and Social Context	<ul style="list-style-type: none"> • Cole and Foster, Chapter 3, pp. 54-79 (ELMS, Course Reserves)
3	2/7	Decolonizing Environmentalism	<ul style="list-style-type: none"> • Decolonizing Environmentalism: Step One, Equilibrio Norte. • Dr. Shay-Akil McLean, Ph.D. The People's Science: A Call for Justice Based Ethics for the March for Science & Beyond, 2014.

			<ul style="list-style-type: none"> Indigenous Prophecy and Mother Earth (pg. 16-28), from All we can save: Truth, Courage, and Solutions for the Climate Crisis.
	2/9	Toxic distribution and Air and Water Quality	<ul style="list-style-type: none"> Bullard et al. 2008. TOXIC WASTES AND RACE AT TWENTY: WHY RACE STILL MATTERS AFTER ALL OF THESE YEARS, Excerpt TBD. Taylor, D. 2014. Market Dynamics: Residential Mobility, or Who Moves and Who Stays (Ch4) in Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility. New York: New York University Press. Excerpt TBD.
4	2/14	Urban Environmental Justice and Green Gentrification	<ul style="list-style-type: none"> Anguelovski, Isabelle et al. 2018. "New Scholarly Pathways on Green Gentrification: What Does the Urban 'green Turn' Mean and Where Is It Going?" Progress in human geography 43(6):1064–1086. Avni, Nufar, and Raphaël Fischler. 2019. "Social and Environmental Justice in Waterfront Redevelopment: The Anacostia River, Washington, DC." Urban Affairs Review. DOI: 1078087419835968.
	2/16	Food justice, urban & rural food deserts	<ul style="list-style-type: none"> Ch1 "Come to think of it, We were pretty self-sufficient" (pgs. 19-43) in Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C. Gottlieb Robert and Anupama Joshi. 2010. "Growing and Producing Food" (Ch1, pgs. 13-21) Food Justice. Cambridge, MA: The MIT Press. <p>PAPER 1 ASSIGNED</p>

5	2/21	Justice in Recreational spaces and Environmental Privilege	<ul style="list-style-type: none"> ● Kahrl, Andrew W. 2012. "Surviving the Summer." Pp. 115-154 in <i>The Land Was Ours: How Black Beaches Became White Wealth in the Coastal South</i>. Chapel Hill, NC: University of North Carolina Press. ● Park, Lisa Sun-Hee and David Naguib Pellow. 2011. "Environmental Privilege in the Rocky Mountains." Pp. 1-27 <i>The Slums of Aspen: Immigrants vs. the Environment in America's Eden</i>. New York: New York University Press.
	2/23	Indigenous issues and EJ	<ul style="list-style-type: none"> ● Taylor, Dorceta E. 2014. "Internal Colonialism: Native American Communities in the West." Pp. 47-68 in <i>Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility</i>. New York: New York University Press. ● Land Grab Universities
6	2/28	Real life examples in food justice: Guest Speaker, Dr. Yuki Kato, Assistant Professor Food Justice Fellow, Center for Social Justice, Georgetown University	
	3/2	Economics, Capitalism & EJ	<p>PAPER 1 DUE</p> <ul style="list-style-type: none"> ● Pulido 2016. <i>Flint, Environmental Racism, and Racial Capitalism</i> ● Hickel and Kallis, 2020. <i>Is Green Growth Possible?</i> ● Hienberg, 2010. <i>Beyond the Limits to Growth</i>.
7	3/7	International development and EJ	<ul style="list-style-type: none"> ● Ramachandra Guha, "Radical American Environmentalism and Wilderness Preservation"

			<ul style="list-style-type: none"> ● Ch4, The Long March for Livelihoods: Struggle Against the Narmada Dam in India from International Discourses in Political Economy
	3/9	Climate Justice	<ul style="list-style-type: none"> ● Landmark Climate Policy Faces Growing Claims of Environmental Racism ● Battle, C.P. "An Offering from the Bayou" (pgs. 329-333), From All We Can Save: Truth, Courage, and Solutions for the Climate Crisis. ● Rodriguez, F. "Harnessing Cultural Power" (pgs. 121-127), From All We Can Save: Truth, Courage, and Solutions for the Climate Crisis.
8	3/14	Guest Lecture: TBD	
	3/16	Climate Justice: Class Activity Case Study: Environmental And Climate Justice Along The Brahmaputra River	<ul style="list-style-type: none"> ● Case Study: Environmental And Climate Justice Along The Brahmaputra River In Northeast India (ELMS, Files). ● Additional TBD
9	SPRING BREAK 3/20-3/27		
10	3/28	Catch-up Day	
	3/30	EXAM 1	
11	4/4	History of EJ Implementation in the Federal Government	<ul style="list-style-type: none"> ● Villa, Chapter 10, pp. 359-363, 369-372 (ELMS, Course Reserves) ● E&E News Article, EPA's Biggest Civil Rights Obstacle, Itself (ELMS, Files, Readings) <p>PAPER 2 ASSIGNED</p>

	4/6	Title VI of the Civil Rights Act and the Equal Protection Clause of the Constitution	<ul style="list-style-type: none"> ● Villa, Chapter 4, pp. 119-125, 128-136, 140-157 (ELMS, Course Reserves) ● E&E News, DOJ launches EJ investigation in Biden adviser's hometown (ELMS, Files, Readings)
12	4/11	Tribal Rights and Environmental Justice	<ul style="list-style-type: none"> ● E&E News, 'Rights of nature' tribal case may upend pipeline law (ELMS, Files, Readings) ● High Country News, The Klamath River now has the legal rights of a person (ELMS, Files, Readings) <p>TOPIC FOR PAPER 2 DUE</p>
	4/13	Guest Speaker: Taylor Lilley, Environmental Justice Staff Attorney, Chesapeake Bay Foundation	<ul style="list-style-type: none"> ● https://www.cbf.org/issues/environmental-justice/index.html (Specific articles TBA)
13	4/18	Information Disclosure and Environmental Review	<ul style="list-style-type: none"> ● Villa et al. Chapter 12, pp. 407-426 (ELMS, Course Reserves)
	4/20	Information Disclosure and Environmental Review	<ul style="list-style-type: none"> ● Villa et al. Chapter 12, pp. 432-436 (ELMS, Course Reserves) ● <i>Vecinos Para</i> case, pp. 1-8, 14-18 (ELMS, Files, Readings) ● <i>Center for Community Action v FAA</i>, dissenting opinion, pp. 46-63 (ELMS, Files, Readings)
14	4/25	Risk Assessment and Environmental standard setting	<ul style="list-style-type: none"> ● Villa et al., Chapter 3, pp. 83-88, 97-104, and Chapter 5, pp. 171-183 (ELMS, Course Reserves)
	4/27	Permits and Enforcement	<ul style="list-style-type: none"> ● Villa et al., Chapter 6, pp. 238-247, and Chapter 7, pp. 265-278 (ELMS, Course Reserves) ● EJ communities would monitor industry methane under EPA rule, E&E News (ELMS, Files, Readings) <p>PAPER 2 DUE</p>

15	5/2	Environmental justice and natural disasters	<ul style="list-style-type: none"> ● Villa et al., Chapter 15, pp. 521-525, 554-557 (ELMS, Files, Readings) ● FEMA wants to track race of disaster victims for first time, E&E News (ELMS, Files, Readings)
	5/4	Next steps - an analysis of current proposals for federal EJ reform	<ul style="list-style-type: none"> ● TBA - Proposed House and Senate EJ bills, Executive Branch proposals ● Bayview Hunters Point Class Exercise (ELMS, Files, Readings)
16	5/10	LAST CLASS - Course Wrap Up	
	5/14	EXAM 2 (8-10am during final exam slot) - Please note, this is a Saturday	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

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