COURSE DESCRIPTION: The poor, indigenous groups, and people of color have historically been exposed to a disproportionate share of environmental hazards. In this course, which is an intermediate Environmental Studies EVS elective [prerequisite: Environment and Society], we will trace the origins of the uneven distribution of environmental problems across communities, examine ways to measure environmental inequality, and analyze how environmental problems—both manmade and natural—reflect and exacerbate social inequality. We will also survey the historical emergence of the environmental justice movement, led largely by impoverished urban nonwhites who felt excluded by mainstream environmentalism, and explore competing moral and political visions for achieving equal protection from environmental hazards for all people. The readings, which include both books and peer-reviewed journal articles, span the fields of sociology, anthropology, philosophy, history, and politics. While most of the material centers on the American context, we will also examine the global dimensions of environmental inequality.

Required Texts [available at NYU Bookstore and on reserve at Bobst]:

*all supplemental book chapters [in italics] and articles are on NYU Classes. Books can be bought at NYU Bookstore or online. Bring assigned readings to class.

ACADEMIC INTEGRITY: “The College is a “community of the mind.” Its students, faculty, and staff all share the goal of pursuing truth through free and open inquiry, and we support one another’s endeavors in this regard. As in any community, membership comes with certain rights and responsibilities. Foremost among these is academic integrity. Cheating on an exam, falsifying data, or having someone else write a paper undermines others who are “doing it on their own”; it makes it difficult or impossible to assess fairly a student’s interest, aptitude, and achievement; and it diminishes the cheater, depriving him or her of an education. Most important, academic dishonesty is a violation of the very principles upon which the academy is founded. Thus, when students enter the College, one of the first things that they are asked to do is to sign a community compact, recognizing these principles of academic integrity. For this reason also, violations of these principles are treated with the utmost seriousness.” For more information on this policy, and sanctions, visit: http://cas.nyu.edu/page/ug.academicintegrity.
**Disclaimer:** The instructor reserves the right to change any aspect of this syllabus, including readings, assignments, and due dates.

**Week 1: Alternative Environmentalisms—Urban and Global Justice Movements**

Dowie: Losing Ground  
Gottlieb: Forcing the Spring  
Guha: Environmentalism: A Global History

**Week 2: Origins of Environmental Inequality—Material and Social Aspects**

Diamond: Guns, Germs and Steel  
Engels: The Condition of the Working Class in England

**Week 3: Environmental Racism**

United Church of Christ: Toxic Waste and Race in the United States  
Bullard: The Quest for Environmental Justice  
Pellow and Park: The Slums of Aspen  
Friedman: The Environmental Racism Hoax

**Weeks 4 & 5: Urban Environmental Inequality & the Civil Rights Movement**

Pellow: Garbage Wars  
Cole & Foster: From the Ground Up  
Sze: Noxious New York  
Pellow and Brulle: Power, Justice and the Environment  
Lerner: Diamond: A Struggle for Environmental Justice in Cancer Alley

**Weeks 6 & 7: Ex-Urban Environmental Inequality & the Anti-Toxics Movement**

Kai Erikson: Everything in its Path  
Cole & Foster: From the Ground Up  
Harrison: Pesticide Drift and the Pursuit of Environmental Justice

***SPRING BREAK***

**Week 8: Measuring and Explaining Environmental Inequality—Core Debates**

Pastor Jr., Manuel, Rachel Morello-Frosch, and James L. Sadd. 2005. “The Air is Always Cleaner on the Other Side: Race, Space, and Ambient Air Toxics Exposures in California.” Journal of Urban Affairs 27(2)

Week 9: Popular Epidemiology and Contested Illnesses
Brown and Morello-Frosch: Contested Illnesses
Corburn: Street Science: Community Knowledge and Environmental Justice
Fagan: Tom’s River

Week 10: There’s No Such Thing as a Natural Disaster
Klinenberg: Heatwave
Dyson: Hurricane Katrina and the Color of Disaster
*Watch at home: “Trouble the Waters”

Week 11: Site Fights: Explaining Activism & Success, Quiescence & Failure
Gaventa: Quiescence and Rebellion in an Appalachian Valley
McAdam and Boudet: Putting Social Movements in Their Place
Aldrich: Site Fights
Pellow and Brulle: Power, Justice and the Environment

Week 12: The Principles and Policies of Environmental Justice
Shrader-Frechett: Environmental Justice
Schlosberg: Defining Environmental Justice
Bullard: The Quest for Environmental Justice
Pellow and Brulle: Power, Justice and the Environment

Week 13: Global Environmental Inequality
Nixon: Slow Violence and the Environmentalism of the Poor
Guha: Environmentalism: A Global History
Bullard: The Quest for Environmental Justice
Cooperative for Assistance and Relief Everywhere: In Search of Shelter: Mapping the Effects of Climate Change on Human Migration and Displacement.

Week 14: Contemporary Issues: Is Fracking an Environmental Justice Issue?
Wilber: Under the Surface
Malin, Stephanie. 2013. “There’s no real choice but to sign: Neoliberalization and
*Watch at home: Gasland, FrackNation
*Special in-class guests TBA

**GRADING**

There will be no midterm or final exam. Grades are based on performance in four areas:

15% **Participation:** Class participation includes, of course, what the student does when he/she is in class. Students are expected to have read the material, reviewed notes from the previous class, and be ready and willing to discuss the readings and contribute to class debates. Students are expected to attend to the comments of other students and the instructor. Attendance will be a substantial part of your final grade for the course. Those students who are disruptive will be removed from class (if you are too tired to stay awake in class, don’t come; turn off your cell phones!).

30% **Essays:** Three two-page (single-spaced, 12 point Times New Roman font, one inch margins) essays will be assigned [10 points each]. These essays must be turned in one week after the date assigned. Papers may be turned in early but will receive one grade deduction for each class period they are late. Each two-page essay will be in response to a question that determines whether the student has critically read the assigned material, and students will also be asked to (briefly) apply concepts from the class to a case study of their choice. Essays longer than two pages, or not in accordance with font and margin guidelines, will not be read by the instructor or graded.

15% **Project Proposal.** Students must submit a two-page proposal at midterm that delineates the case study, key questions, and rationale for their final paper [see below].

40% **Final Paper.** Due on the date of our scheduled final Exam. Students must write an 8-10 page paper in which they identify a particular community problem with environmental justice implications, relate it to concepts and case studies covered in class, propose an intervention to address the inequity, and identify strategies for assessing the success of the proposed intervention. While students may use one of the case studies they wrote about for their short essays, they are required to find, read, and cite at least five scholarly research articles not read in class that offer conceptual or empirical support for their analysis. For ease of presentation, cite sources as footnotes rather than in a bibliography. A list of databases for journal articles, organized by topic [e.g., Environmental Science, Sociology, Economics, Anthropology] is available through NYU’s library. Start here: http://arch.library.nyu.edu/
• For information on identifying and finding research articles, see: http://www.lib.unc.edu/house/how_do_i/
• For information on when and how to cite sources, see: http://library.albany.edu/usered/cite/citing.html