

## CRD 149: Environmental Justice and Community Development



Tuesdays/ Thursdays 2:10-4:00pm  
202 Wellman Hall

---

Professor Jonathan K London

Department of Human Ecology/ Community and Regional Development [ijklondon@ucdavis.edu](mailto:ijklondon@ucdavis.edu)

Office Hours: Tuesdays 10:00-12pm. 2335 Hart Hall

Sign up on-line: <https://calendly.com/ijklondon/15min>

TA: Lupe Franco

[gmfranco@ucdavis.edu](mailto:gmfranco@ucdavis.edu)

Office Hours XX: 2305 Hart Hall

---

Environmental justice refers simultaneously to a vibrant and growing academic research field, a system of social movements aimed at addressing various environmental and social inequalities, and a set of public policies crafted to improve conditions of environmental and social injustice. Over the last 30 years, environmental justice movements have grown from combating environmental racism in the United States to an influential global phenomenon on environmental inequality organized across multiple spatial scales, issue foci, and populations. Environmental justice research has also undergone spectacular growth and diffusion in the last three decades. The field now draws on and enriches many different academic disciplines including geography, urban planning, public health, law, ethnic studies, and public policy. This course explores the histories, policies, and innovations associated environmental justice movements in the United States and around the world.

**Course Objectives:**

- Introduce concepts and themes fundamental to understanding the topic of environmental justice;
- Introduce a wide range of methodological frameworks and approaches in environmental justice studies
- Promote critical thinking about dynamics of race, class, gender, and other factors in shaping environmental, social and political history and contemporary conflicts.
- Develop writing and other important skills, such as discussion facilitation and public presentation.
- Get inspired about how YOU can support environmental justice in your academic, professional and civic life!

**Specific course topics will include:**

- Environmental justice case studies from California and elsewhere focused on contamination of air, water, land, food, and other resources
- Public policy and social movement responses to environmental injustices
- The roles of science and scientists in environmental justice conflicts
- Connections between environmental justice and community development theories, policies and practices.

**Assignments (NOTE ⚠ See Canvas for full descriptions and rubrics for all assignments)****1. Class participation (10 points)**

Learning is an interactive process: active participation class is a requirement. My hope is that this class can become a supportive and intellectually adventurous community of learning and teaching.

The assessment of class participation will include:

- Being present for class: we expect students to attend all classes or send an email to the professor and TA in advance of class to notify us of your absence. After two absences with no valid excuse, students will be marked down for classes missed.
- Active engaging in class discussions and activities. Active participation is not limited to speaking and also includes listening and reflection.

Classes will be recorded and posted on Canvas along with the lecture slides after class but this is intended to supplement, not a substitute for in-person attendance.

## **2. EJ Autobiography Story Map: (5 points. Due: April 15, 11:59pm)**

Select or create at least 5 or more photographs/ maps/ graphs/ videos that illustrate the conditions of environmental justice and injustice in your hometown(s). Create a story map using ARC Story Map with these images and a 3-4 sentence caption for each image that responds to one or more of the following question.

- a. Describe your daily interactions with your environment (the places where you lived, where you went to school, played, worked).
- b. What were the healthiest aspects of your community? What were the least healthy?
- c. What factors created these environmental and health conditions?
- d. How did these conditions vary across different sections of town? Across different socio-economic populations in town? Compared to other nearby towns?
- e. Why do you think these differences existed?
- f. What were people (and/or what were you) doing to change these conditions?

As one of the 5 images, use at least 1 map, using the CalEPA's CalEnviroScreen <https://oehha.ca.gov/calenviroscreen/report/calenviroscreen-40> or the US EPA's Climate and Environmental Tool <https://screeningtool.geoplatform.gov/en/about#3/33.47/-97.5> (for US sites outside of California) to illustrate the theme of environmental justice where you grew up. If you grew up outside of the US, you can use the EJ Atlas: <https://ejatlas.org/>

Submit the link on Canvas.

## **2. Paper topic memo. 5 points; 3 pages double-spaced: Due April 22, 11:59pm.**

This short essay will provide an opportunity for you to select a broad topic for your final paper and allow you to start collecting information to be used for your literature review and outline assignments. Using class readings (you may want to skip ahead to topics later in class to find materials) and outside sources (websites, news articles) select an issue (such as water pollution, air pollution, Indigenous people., food justice, climate justice etc.) that interests you. Identify one or more EJ organization, one or more government agency, and one or more corporation that is involved in this issue. Select one or more campaigns (efforts to achieve environmental justice associated with this topic. Why is this topic interesting to you? What are some supports from the teaching team that can help you?

## **3. Literature Review (5 pages double-spaced, plus references; 10 points)**

**Due: May 10, 11:59pm**

Any good research project must acknowledge that it build on existing knowledge. Your first step is to learn what work has been done already (don't reinvent the wheel) and what gaps in knowledge exist by those who have been studying and thinking about this. The review will help you document: What are the key concepts and theories from the class readings and other related sources that can help you define and shape your paper? How do these sources address the key themes of the course (such as race, class, gender, sexuality, the

state, capital) in ways that will be helpful for the project? What else has been written about your topic that you can learn from as you research your own paper?

The literature review must include at least 3 sources from the class readings and at least 5 other sources from the broader field of environmental justice studies relevant to your topic. These should use only academic sources and theoretical concepts (peer-reviewed books and articles) – not websites, blogs, videos, newspaper articles etc. - about environmental justice. You will use references related to your specific case study in the final paper. To be clear: This paper is not a draft of your final paper and should not address your specific case study. It is intended to provide the broader background of theories and concepts from the environmental justice literature to inform your final paper.

#### **4. Final Paper Outline (3 pages double spaced; 10 points)**

**Due May 17, 11:59pm**

This assignment will provide an outline of the final paper. This will help you organize your thoughts allow the teaching team to give you feedback to guide the production of the final paper. Use the same structure as the final paper. (Introduction, Methods, Key Findings, Discussion, Conclusion. You are welcome to, but do not need to include references if you want our feedback on these. This assignment does not include the literature review.

#### **5. Peer Review of Paper. (In text comments on Canvas and 150 word paragraph summarizing comments) 5 points.**

**a. Paper due to Peer: May 31 11:59pm**

**b. Paper comments back to Peer June 7 11:59**

Reading and commenting on your peers' papers is a useful way to improve your own writing. You will be assigned one other student's paper to read and comment on. Comments should be constructive and include both things they did well and things they can do to improve the paper. You will be assessed on the thoroughness and thoughtfulness of your comments. Be as specific as possible. You will not be graded on your own draft paper. It is for review purposes only. The 4 points for this assignment are based on your review of your peer's paper. The assignment includes making direct comments in the text on Canvas **and** as a summary paragraph of advice to the writer of about 150 words. These edits and comments will be submitted on Canvas and emailed directly to your peer review partner.

#### **6. Final Paper "Portraits of Environmental Justice Struggles"**

**(10 pages of text double spaced plus references (45 points points) Due June 12, 11:59pm**

The final paper will produce a portrait of an environmental justice social movement related to one or more themes of the course of your choice (e.g., air quality, indigenous peoples, pesticides toxics, water quality, etc.)

Papers will address several key elements of their topic. These are:

- A. What is the context of the EJ issue (the specific kinds of pollutants, who is affected, how they are affected, what is the historical context for why this is happening)
- B. The social movement organizations (non-profits) involved in advocating on that issue,
- C. The government agencies that regulate and/or create the issue,
- D. The corporations creating the pollution; and
- E. One or more case studies of specific EJ campaigns (the issue, the strategies, the outcomes) that seek to confront this pollution.

The structure of the paper is:

- 1) Introduction: Presents the topic, key questions, thesis (the argument) of the paper.
- 2) Methods (Where and how did you get your information?)
- 3) Key Findings: What did you learn about your topic? (This is where you address the topics A-E above). You should have an individual heading for each of these sections.
- 4) Discussion: How do these findings help you answer your key questions and support your thesis?
- 5) Conclusion: Why is this topic important to the field of environmental justice studies? Are there any limitations to your study? What future research would you recommend to build on your study?
- 6) References cited (does not count towards the 10 page length) . In-text and bibliographic references in APA style .

#### **7. Final Paper Story map: 5 pts; Due: June 12th, 11:59 p.m.**

Select or create at least 5 or more photographs/ maps/ graphs/ videos to illustrate your final paper and create a story map with these images, accompanied by a minimum 3-4 sentence caption for each image. The images should be aligned with the main parts of your final paper (background on the issue, key actors, key campaigns etc.)

#### **Submission:**

- Each image should have a brief (3-4 sentence) caption that explains what the image is, why it is important to your study, and include the source.
- This is to be submitted as a separate assignment on Canvas from your final paper and does not count toward the 10 pages of the final research paper.
- **Please submit a link to your story map as well as a PDF copy!**

#### **7. EJ Learning Journey, Due: June 13, 11:59pm (4 points, 3 pages double-spaced)**

This short essay is intended to help you reflect on your learning process and outcomes for the course. The paper should include a description of the ideas, lessons, or examples that you found most interesting and an explanation of why. See Canvas site for specific prompt questions.

## 8. Extra Credit

- a. **Attend an EJ Event: 1 event required (1 point) and one additional 1 point of extra credit available for attending a second event. Both due by: June 7 , 11:59pm**

Throughout the quarter there will be EJ-related events that students can attend on and off campus (as well as online). Some will be shared by the professor. Students can also propose to attend other relevant events. To receive credit, students must submit a 1-page (double-spaced) essay about each event. Prompts: Who was speaking? What EJ issues were discussed? How it related to the themes of the class?; What new insights about EJ did it provide?; Other impressions/ insights?

## Class/Community Standards

### Readings

Class readings form the backbone of the course, providing the structure on which our class discussions and your out-of-class assignments will be developed. Therefore, you are expected to have read all the assigned readings for each class and come prepared to engage in a thoughtful discussion on them. Active participation in discussing the readings will be an important contribution to the participation grade.

- Course texts are on the course Canvas organized for each week.
- Many week reading sections also include links to relevant websites. Please browse these and pick out readings, projects, resources, or links that are most relevant to your interests.

### Late assignment policy

- No late assignments will be accepted without written approval from the instructor and a documented excuse (medical/ family emergency or other issue.) Ideally, we would like to receive prior notice of a potential delay in submitting an assignment. With approval of the instructor, late assignments will be accepted and receive a drop in one grade per day (that is, from an A+ to an A to an A- etc.). We understand that these are challenging times so will work with you to accommodate unavoidable events that may have caused a delayed submission.

### Class climate

- **Holistic learning.** We learn with our whole selves (mind, memory, body, spirit). We will start each class with a brief mindfulness practice to ground ourselves in our bodies and experiences in the moment and to prepare ourselves for the topics may feel traumatic. You are welcome to participate in the ways that feel comfortable to you. We also

welcome you to share stories and experiences from your own lives and communities that can help illustrate the course topics. We all have wisdom to share.

- **Come to class prepared.** We expect everyone to come to the class familiar with the reading assignments associated with lecture for that session. To facilitate active learning, these sessions often include small and larger group activities aimed at identifying and clarifying questions and concepts that are confusing, difficult, or unclear.
  - You and your classmates benefit most from these experiences when you are already familiar with the main ideas from the readings. You do not have to understand it all; you should in fact come to class ready to share at least two questions you have about the readings (chances are that many others will have the same or similar ones).
- **Community expectations.** This class is a learning community and will function best if we all agree and abide by principles of reciprocity, fairness and compassion, and collaboration. We will set mutual agreements in the first class session, but these will include:
- **Pro-active approach to microaggressions:** Microaggressions are forms of systemic everyday symbolic violence, such as daily, intentional or unintentional, verbal, behavioral, and environmental indignities. They can be layered assaults that include insults or judgments related to race, ethnicity, citizenship, gender identity, sexual orientation, age, type of college (4-year or transfer student), immigration status, language, disability, socioeconomic status, and religion. Microaggressions found in classrooms and other educational settings can have a psychological, academic, and physical toll on those who experience them.

In order to foster a safe learning environment for all those participating in CRD 149, please:

- Be conscientious about creating space where all feel safe, supported, and encouraged to ask questions and participate. Keep in mind this sometimes means stepping back so that others can step forward.
- Respect: Give undivided attention to the person who is speaking (professor, classmates, guests, field research experts).
- Nonjudgmental approach—We can disagree with another person's point of view without putting that person down.
- Openness: Avoid assigning intentions, beliefs, or motives to others.
- Be conscientious about things that are said and done in the classroom that may be considered a microaggression.
- Recognize and respond to microaggressions when they occur. This includes either speaking to the individual outside of class, stopping the behavior, or requesting to have a class dialogue about the issue.
- Do not assume that all are familiar with U.S. or other cultures.
- Do not make assumption about gender, race, ethnic background, religion, etc. when presenting material, asking for opinions, or making a commentary.

## Communication

- Please send questions/ concerns/ requests about the class to **both** the professor – Jonathan London ([ijklondon@ucdavis.edu](mailto:ijklondon@ucdavis.edu)) and TA – Lupe Franco ([gmfranco@ucdavis.edu](mailto:gmfranco@ucdavis.edu))
- One of us will respond to emails about the class within 24 hours of your email, Monday through Friday. Always include “CRD 149” in your subject line.
- We will only occasionally open or respond to emails after 5pm on Fridays, or on Saturdays and Sundays.

## Accommodations:

- We want this class to be accessible and comfortable to all. We will gladly make needed accommodations that can help you deal with disability issues or any other issue that could be an obstacle to you getting the most out of the class.
- Please consult the Student Disability Center <https://sdc.ucdavis.edu/> for assistance in setting up an accommodation plan for you.
- Please let us know as early as possible in the quarter to tell us what accommodations you will need.

## Plagiarism and the Student Code of Conduct

- All should be familiar with the Student Code of Academic Conduct that includes definitions and policies about plagiarism and related issues. See: <https://ossja.ucdavis.edu/code-academic-conduct>
- Using AI (ChatGPT etc) for any text submitted in an assignment is considered plagiarism. You may use AI to find resources that you draw on for your own writing.
- Please review this carefully and ask me if you have any questions. Remember that I am obliged to refer you to Student Support and Judicial Affairs in all cases of violation or suspected violation.

## 7. Using your own written material from other courses

In addition to the well-known problems of plagiarism and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes. However, it is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

- You inform the instructor beforehand.
- You clearly identify the portions where you quote yourself (or have collaborated with others)
- You provide a copy of the work you have submitted / will be submitting in the other class to the instructor.



- To ensure that you receive good grades, make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
- If you have any doubts about the extent to which you can use already written materials, please speak with the instructor or the TA prior to making any submission.

#### 8. Student Support:

- The Office of Student Support and Judicial Affairs provides consultations and referrals for all UC Davis student support programs. You can make a referral for yourself and get a response from a helpful case worker. <https://ossja.ucdavis.edu/> (Note: this is distinct from the “Judicial Affairs” part of the office and has no disciplinary function.)
- Please consider using the assistance from the Student Academic Success Center to help with writing strategies, editing, grammar, formatting and other issues. Writing Support: <http://success.ucdavis.edu/academic/writing.html>. They also have a Study Skills service. <https://opportunity.ucdavis.edu/services/scls>
- Confidential and professional support for social, emotional, and psychological issues can be accessed through the Student Health and Counseling Service: <https://shcs.ucdavis.edu/counseling-services>
- The UC Davis Center for Advocacy, Resources & Education (CARE): Advocacy Office for Sexual and Gender-based Violence and Sexual Misconduct): <http://care.ucdavis.edu/>
- The Pantry is a student-run resource that provides free food and personal items for students. <http://thepantry.ucdavis.edu/>
- AB 540 and Undocumented Student Center: <http://undocumented.ucdavis.edu/>

#### 9. UC Davis Library:

This is an under-utilized resource for research: <https://www.library.ucdavis.edu/>

There are reference librarians who can help you identify resources and develop research strategies. David Michalski is the social sciences librarian. He is very friendly and is knowledgeable about Community and Regional Development issues.

<https://www.library.ucdavis.edu/author/david-michalski/>

Date	Theme	Readings	Activities	Assignment (Due on Canvas by <u>11:59pm</u> unless otherwise noted)
<p><u>Week 1</u></p> <p>Tues April 2</p>	<p>Class overview</p> <p>Meet your instructor, TA, and classmates</p>	<p>None</p>	<p>Liberatory mindfulness (breath/body awareness to start each class).</p> <p>Small group dialogues and group writing: “current understanding of environmental justice”</p>	
<p>Thurs April 4</p>	<p>EJ Mapping in your community</p>	<p>Pachamama “Awakening the Dreamer” (free: 2 hour course)  <a href="https://landing.pachamama.org/awakening-the-dreamer-2-hour-online-course">https://landing.pachamama.org/awakening-the-dreamer-2-hour-online-course</a></p>	<ol style="list-style-type: none"> <li>1. Discussion about “Awakening the Dreamer”</li> <li>2. Guest lecture: Gaurav Thapa            EJ Data Scavenger Hunt:  <a href="https://tinyurl.com/43s8mzsc">https://tinyurl.com/43s8mzsc</a>            Group discussions on “EJ in my community”</li> </ol>	<p>Course pre-survey: XXXXX</p>

<p><u>Week 2:</u> April 9</p>	<p>Overview/ History of EJ</p>	<ul style="list-style-type: none"> <li>• Cole, L. W., &amp; Foster, S. R. 2001 <i>From the Ground up: Environmental Racism and the Rise of the Environmental Justice Movement</i> Pages (pp. 1-33)</li> <li>• The Principles of Environmental Justice</li> </ul>		
-----------------------------------	------------------------------------	--	--	--

<p>Thurs April 11</p>	<p>Foundations of EJ Theory: Race, Class, Space, Inequality 1</p>	<ul style="list-style-type: none"> <li>• Sze and London, 2008. "Environmental Justice at the Crossroads." <i>Sociology Compass</i>.</li> <li>• David Pellow: <i>What is Critical Environmental Justice?</i> pp 1-33</li> <li>• [Optional: Finney, Carolyn. <i>Black faces, white spaces: Reimagining the relationship of African Americans to the great outdoors</i>. Pp. xi-xviii; 21-31; 92-115; 141-142; 148-150.]</li> </ul>	<p>Video: Carolyn Finney. <i>Black faces, white spaces: Reimagining the relationship of African Americans to the great outdoors</i></p>	<p><b>Short essay # 1 EJ Autobiography Story Map</b></p> <p><b>Due: <u>FRIDAY</u> 4/12. 11:59pm</b></p>
---------------------------	---	--	---	---

<p><u>Week 3:</u> Tues April 16</p>	<p>Foundations of EJ Theory: Race, Class, Space, Inequality 2</p>	<ul style="list-style-type: none"> <li>• Pulido, L. 1996. A Critical Review of the Methodology of Environmental Racism Research. <i>Antipode</i></li> <li>• Pulido, Laura. 2000. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California." <i>Annals of the Association of American Geographers</i>.</li> <li>• Miller, Brittney J. 2022. "Racism Drives Environmental Inequality — But Most Americans Don't Realize." <i>Nature.com</i>. June 14. <a href="https://www.nature.com/articles/d41586-022-01283-0">https://www.nature.com/articles/d41586-022-01283-0</a></li> </ul>		
<p>Thurs April 18</p>	<p>Capital and EJ</p>	<ul style="list-style-type: none"> <li>• Faber, Daniel, 2005. <i>Capitalizing on Environmental Injustice</i>. Chapters 1&amp;2 (pp. 1-66.)</li> <li>• Clegg, Roger: Is your pollution politically correct and racially balanced? <a href="https://tinyurl.com/l3bpft7">https://tinyurl.com/l3bpft7</a></li> </ul>	<p>Prepare EJ Debate Small group debates: Race/ Class/ Market/ Combination? Other?</p>	

<p><u>Week 4:</u> Tues April 23</p>	<p>EJ and Black Lives Matter+</p>	<ul style="list-style-type: none"> <li>• David Pellow: 2018. BLM in <i>What is Critical Environmental Justice?</i> pp. 34-66.</li> <li>• <i>BLM and Climate Change</i></li> </ul>	<p>Perform: Debate Small group debates: Race/ Class/ Market? Combination/ Other?</p>	<p><b>Short Paper 1: Final Paper Topic Memo Due <u>Monday April 22<sup>nd</sup> 11:59pm</u></b></p>
<p>Thurs April 25</p>	<p>EJ and the State</p>	<ul style="list-style-type: none"> <li>- Jill Harrison and Jonathan London: <i>Seeking Environmental Justice Through the State: Insider Allies in U.S. State and Federal Government Agencies</i></li> <li>- Selections from Joe Biden's EJ policies: TBA</li> <li>- Debates over US EPA's EJ Program: Washington Post:</li> <li>- <a href="https://tinyurl.com/kpt5f98">https://tinyurl.com/kpt5f98</a> National Review: <a href="https://tinyurl.com/lkw449l">https://tinyurl.com/lkw449l</a></li> </ul>	<p>Small group discussions:  EJ policies and how they affect you and your communities</p>	
<p><u>Week 5:</u> Tues April 30</p>	<p>EJ Gender and Sexuality</p>	<ul style="list-style-type: none"> <li>• Buckingham, S., &amp; Rakibe, K. 2009. Gendered geographies of environmental injustice. <i>Antipode</i></li> <li>• Di Chiro, Giovanna. "Polluted politics? Confronting toxic discourse, sex panic, and econormativity." In <i>Queer ecologies: Sex, nature, politics, desire</i>.</li> </ul>		

<p>Thurs May 2</p>	<p>EJ and Youth</p>	<ul style="list-style-type: none"> <li>• Johnston, Jill E., et al. "Youth engaged participatory air monitoring: A 'day in the life' in urban environmental justice communities." <i>International Journal of Environmental Research and Public Health</i> 17.1 (2020): 93.</li>   <li>Rebecca Solnit and Thelma Young</li> <li>• Lutunatabua, Not Too Late: Changing the Climate Story from Despair to Possibility: pp. 143-149.</li>   <li>Youth United for Community Action  <a href="http://youthunited.net/ourwork/">http://youthunited.net/ourwork/</a></li> </ul>	<p>Guest Lecture; ?</p>	
<p><u>Week 6:</u> Tues May 7</p>	<p>Food Justice</p>	<ul style="list-style-type: none"> <li>• White, Monica . "Sisters of the soil: Urban gardening as resistance in Detroit." <i>Race/ethnicity: Multidisciplinary global contexts</i> <ul style="list-style-type: none"> <li>• Alkon Alison 2018. Food Justice: An EJ approach to food and agriculture. In <i>Routledge EJ Handbook</i>. Pp. 412-424.</li> </ul> </li> </ul>	<p>Meet in Paper Affinity Groups</p>	

<p>Thurs May 9</p>	<p>Indigenous People and EJ and the Military Industrial Complex</p>	<ul style="list-style-type: none"> <li>• Gilio-Whitaker, Dina. As Long as Grass Grows. Introduction, Chapters 2 &amp; 8.</li> <li>• SNAG: The Future is Indigenous. Pp, 4-13.</li> </ul> <p>Brune, Michael. 2020. "Pulling Down Our Monuments." The</p> <ul style="list-style-type: none"> <li>• Sierra Club. <a href="https://www.sierraclub.org/michael-brune/2020/07/johnmuir-early-history-sierra-club">https://www.sierraclub.org/michael-brune/2020/07/johnmuir-early-history-sierra-club</a>.</li> </ul> <p>Optional: Whyte, Kyle Powys. 2017. "The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism." <i>Red Ink</i> 19(1): 154169.</p>	<p>Small group discussions: View and discuss:</p> <ul style="list-style-type: none"> <li>• "Mni Wiconi: The Stand at Standing Rock" <a href="https://tinyurl.com/mt33dre">https://tinyurl.com/mt33dre</a></li> </ul> <p>Activity: Historical and living presence of Native Americans/ Indigenous Peoples in my Communities</p>	<p><b>Literature Review: Due FRIDAY May 10<sup>th</sup>, 11:59pm</b></p>
<p><u>Week 7:</u>  Tues May 14</p>	<p>Water and EJ</p>	<ul style="list-style-type: none"> <li>• Ranganathan, M. 2016. Thinking with Flint: Racial Liberalism and the Roots of an American Water Tragedy, <i>Capitalism Nature Socialism</i>.</li> <li>• London et al 2018. <i>The Struggle for Water Justice in the San Joaquin Valley</i>.</li> </ul> <p>Optional: Pauli, Benjamin J. 2020. "The Flint Water Crisis."</p>	<p>View and Discuss: View: Flint: It Isn't Over: <a href="https://tinyurl.com/je8lubx">https://tinyurl.com/je8lubx</a></p>	

		<p>WIREs Water e1420.  <a href="https://doi.org/10.1002/wat2.1420">https://doi.org/10.1002/wat2.1420</a></p>		
Thurs May 16	EJ, Science, and Community- based Research	<ul style="list-style-type: none"> <li>Balazs, Carolina L., and Rachel Morello-Frosch. "The three Rs: how community-based participatory research strengthens the rigor, relevance, and reach of science." <i>Environmental Justice</i></li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>Wilson, Sacoby et al. A Review of Community-Engaged Research Approaches to Achieve EJ, in <i>Routledge EJ Handbook</i> pp. 283-296.</li> </ul>	Guest Lecture: Dr. Alfonso Aranda	<b>Final Paper Outline Due: FRIDAY 4/17 11:59pm</b>
Week 8:  Tues May 21	Globalizing EJ	<ul style="list-style-type: none"> <li>Temper, Leah 2018. Globalizing EJ: radical and transformative movements in <i>Routledge EJ Handbook</i>. Pp 490-503.</li> <li><i>Optional:</i> Malini Ranganathan &amp; Carolina Balazs (2015) Water marginalization at the urban fringe: environmental justice and urban political ecology across the North–South divide</li> </ul>	Explore case studies from the EJ Atlas: <a href="https://ejatlas.org/">https://ejatlas.org/</a>	



<p>Tues May 23</p>	<p>EJ and Climate Justice</p>	<p>UC Climate Justice Videos:</p> <ul style="list-style-type: none"> <li>• Tracey Osborne, Introduction to Climate Justice</li> <li>• Jonathan London: Climate Justice and Resilience</li> </ul> <p>Klinsky, Sonja. 2021. "Climate Change Is a Justice Issue – These 6 Charts Show Why." The Conversation. <a href="https://theconversation.com/climate-change-is-a-justice-issuethese-6-charts-show-why170072">https://theconversation.com/climate-change-is-a-justice-issuethese-6-charts-show-why170072</a></p> <p>Optional readings:</p> <ul style="list-style-type: none"> <li>• Mendez, Michael, 2020. <i>Climate Change from the Streets</i>. Pp. 91114.</li> </ul>		
<p><u>Week 9:</u>  Tues May 28</p>	<p>EJ in the Central Valley</p>	<ul style="list-style-type: none"> <li>• Gustavo Aguirre: <i>Beyond Organizing: The Indispensable Principles to Organize and Empower People</i> . Pages TBA.</li> <li>• London, J., Huang, G., Zagofsky, T. 2011. <i>Land of Risk/ Land of Opportunity: Cumulative environmental vulnerability in California's San Joaquin Valley</i>.</li> </ul>	<p>Guest Lecture: Gustavo Aguirre Sr, Gustavo Aguirre Jr. &amp; Cesar Aguirre</p>	

Thurs May 30	EJ and Fiction/ Course	<ul style="list-style-type: none"> <li>Brown and Imarisha Eds. Octavia’s Brood: Science Fiction Stories from Social Justice Movement (Choose 2) . Pp: 1-14; 23-31; 215-223; 259-277</li> <li>Rebecca Solnit and Thelma Young Lutunatabua, Not Too Late: Changing the Climate Story from Despair to Possibility: pp. 150-157.</li> </ul> <p>View one of these:</p> <ul style="list-style-type: none"> <li><a href="http://octaviasbrood.com/index.php?page=brood-voices">http://octaviasbrood.com/index.php?page=brood-voices</a></li> <li><a href="https://soundcloud.com/bitchmedia/what-can-social-justiceactivists-learn-from-science-fiction">https://soundcloud.com/bitchmedia/what-can-social-justiceactivists-learn-from-science-fiction</a></li> </ul>	Write/ draw and then share on small groups “Imagine your own environmentally just world”	<b>Draft Paper to Peer Reviewer Due: <u>FRIDAY</u> 5/31 11:59pm</b>
<u>Week 10</u> Tues June 4	Course Synthesis	<ul style="list-style-type: none"> <li>Reread your EJ Autobiography</li> <li>Rebecca Solnit and Thelma Young Lutunatabua, Not Too Late: Changing the Climate Story from Despair to Possibility: pp. 3-27; 158-169</li> </ul>	Small Group activity: Reflection on your learning journeys	
Thurs June 6	Optional: Class time to work on final paper		Professor and TA will hold individual and small group consultations <u>in the classroom</u> for questions about the final paper	<b>Draft Paper Review back to Author Due <u>FRIDAY</u> June 7<sup>th</sup>, 11:59pm</b>

<u>Week</u> <u>11</u>	Finals Week: No Class			<p><b>Final Papers and Story Maps</b>  <b>🕒 Due: <u>WEDNESDAY</u></b>  <b>June 12, 11:59pm</b> <i>No extensions without validated reason</i></p> <p><b>Short Paper 2: Learning Journey</b>  <b>→Due</b>  <b><u>THURSDAY 6/13</u></b>  <b>11:59pm.</b>  <i>No extensions without validated reason</i></p>
--------------------------	--------------------------	--	--	--