

San Jose State University
College of Social Sciences / Environmental Studies and African American Studies
Departments
ENVS/AFAM 151, Section 1: Race, Poverty, and Environment
Spring 2017

Instructor:

environmental justice.

Understand theories concerning environmental inequities.

Understand environmental justice as an academic field of study and a social movement.

Analyze public and private responses to environmental inequities.

Identify and analyze environmental inequities in the local context.

REQUIRED BOOKS

Walker, G. (2012). *Environmental Justice: Concepts, Evidence and Politics*. London; New York: Routledge.

A series of journal articles will also be assigned for each week. Please refer to the course schedule.

CLASSROOM PROTOCOL

Classroom Format

This is a face-to-face course that includes lectures and class discussions. Students are expected to attend all classes and be prepared for in-class discussion. All students will be expected to lead one (1) class discussion. Reading all assigned materials before class time will help to advance our discussions. Furthermore, class discussions will be extended through out-of-class interaction on Canvas, our interactive learning management system (LMS). All original Canvas posts are due Sundays. Replies to classmates are due before class on Tuesdays. Finally, all students will be expected to present the results of a collaborative project in class.

Student Responsibilities

The keys to success in this class include (1) reading all assigned materials, (2) doing all assignments, and (3) participating in class and online discussions. All course activities are designed to engage students in a robust learning experience. All students should be prepared to devote up to six hours of out-of-class time to course assignments and online discussions.

Office Visits

Come visit me! One of my favorite things to do is talk to students about environmental issues and research. We can chat about the course, address any questions you have about readings and/or assignments, or just talk about your interests more broadly.

Assignments

The assignments provide a mechanism to learn a variety of material, connect issues, gain skills and to express knowledge and research primarily through writing and discussion. The information below indicates the value of each course requirement.

- Online Discussion: 20%
- In-Class Participation: 20%
- Collaborative Field Investigation:

- 500 word collaborative project description: 10%
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academic requirements.” Plagiarism in written assignments will result in NO CREDIT for the assignment. But, we’ll take measures together to prevent this from happening, especially by using TurnItIn.com. If you have questions about the official SJSU policy on plagiarism, please read the Academic Integrity Policy referenced above. You might also want to go through the simple plagiarism tutorial, developed by the library staff, found at this link: <http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm>. If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or to ask for clarification, before handing in written work.

**CAMPUS POLICY IN COMPLIANCE WITH THE AMERICANS WITH
DISABILITIES ACT**

Canvas. Upper-division Communication Studies students staff the Center and are trained in coaching students on a variety of topics related to our department courses. Enrollment



COURSE READINGS

Bradley, K., & Galt, R. E. (2014). Practicing food justice at Dig Deep Farms &

Produce, East Bay Area, California: self-determination as a guiding value and intersections with foodie logics. *Local Environment*, 19(2), 172–186.

<https://doi.org/10.1080/13549839.2013.790350>

Brulle, R. J., & Pellow, D. N. (2006). ENVIRONMENTAL JUSTICE: Human Health and

Environmental Inequalities.

Katz, C. (2008). Bad elements: Katrina and the scoured landscape of social reproduction. *Gender, Place & Culture*, 15(1), 15–29. <https://doi.org/10.1080/09663690701817485>

Leventhal, A., Field, L., Alvarez, H., & Cambra, R. (1994). The Ohlone: Back from Extinction. *The Ohlone Past and Present: Native Americans of the San Francisco Bay Region*, 297–336.

LOS ANGELES, T. A. S. (2003). USC Center for Sustainable Cities. Retrieved from http://www.hollywoodunitednc.org/tempreport_haynes.pdf

Nixon, H., & Salazar, D. (2010). Building community through engaged students: Communiversity and experiential, service-based education. *Education*, 2010. Retrieved from http://www.jsedimensions.org/wordpress/content/building-community-through-engaged-students-communiversity-and-experiential-service-based-education_2013_05/

Schlosberg, D. (2013). Theorising environmental justice: the expanding sphere of a discourse. *Environmental Politics*, 22(1), 37–55. <https://doi.org/10.1080/09644016.2013.755387>

Zimmerman, M. A. (2000). Empowerment theory. In