

C&ES 541: Environmental Stewardship and Social Justice

Tuesday & Thursday, 11:00-12:15

Agricultural Hall 10

Spring 2010

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Course Description

People don't get all the connections. They say the environment is over here, the civil rights group is over there, the women's group is over there, and the other groups are here. Actually, all of them are one group, and the issues we fight become null and void if we have no clean water to drink, no clean air to breathe, and nothing to eat.

--Cora Tucker, environmental justice activist

For nearly three decades, the environmental justice movement has challenged the traditional environmental movement to recognize how biases in policy-making and regulatory processes, combined with discriminatory market forces, have created a disproportionate burden of pollution among poor communities and communities of color. This course traces the development of arguments about the adverse impacts of pollution on ecological and human health through the discourses of the traditional environmental and environmental justice movements, to see how the base of scientific evidence about ecological harm has been adopted and amplified by the environmental justice movement into a broader social critique. The environmental justice movement has sought to develop new insights into the junctures of political economy, social justice, discrimination, and environmental degradation, and how these forces disproportionately impact the public's health. In seeking to redress health disparities and inequalities that are associated with unequal exposures to toxics, the movement has challenged the political framework of the mainstream US environmental movement.

This course engages students in developing quantitative and qualitative analytical approaches for understanding the origins and persistence of environmental inequality. We will examine the regulatory, institutional, structural, political, and economic forces that underlie patterns of race and class-based discrimination and their implications for human health impacts among diverse communities.

This course is for advanced undergraduates, who will be expected to participate actively and help facilitate discussions on complex theoretical, empirical, and policy issues presented in the readings and case studies. This course is multidisciplinary in nature and will develop the written, verbal and critical thinking skills of upper-level undergraduates.

Course Objectives

Successfully completing this course will mean that you have or are able to:

1. Understand the scientific frameworks used to evaluate data about ecological and human health impacts of pollution;
2. Understand theoretical and historical frameworks on race, racism and class formation in the United States and apply them to the field of environmental justice research;
3. Understand how the intersection of institutional discrimination with socioeconomic and political forces can lead to disparities in spatial distributions of environmental hazards;
4. Evaluate empirical studies of environmental health in order to understand disparities in community susceptibility to environmental hazards;
5. Analyze and critique quantitative and qualitative studies on environmental justice and injustice;
6. Develop multidisciplinary approaches for addressing policy challenges related to environmental justice.

Evaluation

Your grade in this course will be based on the following assignments:

1. A short **county-level ecological analysis (15%)** of a county of your choice, which should briefly describe the local sources of environmental contamination, assess the overall environmental health risks, and analyze key environmental justice indicators (3-4 pages, *due on February 4*).
2. Twice during the semester, either on your own or with a partner, you will be responsible for **leading class discussion (5% each)**. You are responsible for presenting a brief analysis (~10 minutes) of the week's readings, offering an overview of the main ideas and some perspective on how the selections relate to one another and how they fit into what we have covered so far in the course. Handouts, visuals, and other creative ideas are welcome, but not required. I am available to consult with you on your facilitation plans before class. *You should make an appointment to see me in office hours or send me your facilitation plan by e-mail before 4:00 pm on the day before you are due to present.* Please note that I am available in office hours on Monday mornings and Wednesday afternoons, or by appointment, to assist you in preparing your facilitation plan.
 - a. My facilitation date 1: _____
 - b. My facilitation date 2: _____
3. Two **research papers (30% each)**, approximately 8-10 pages each. In each paper, you will be expected to cite at least three readings from the course syllabus and at least three scholarly sources you have located independently (note: this does not include government agency reports, Internet sources, or websites). Your paper should be appropriately referenced and include a bibliography of works cited. Approximately 80% of the citations in your paper should be to peer-reviewed journal articles or scholarly texts (i.e., not to websites, encyclopedias, or other databases).
 - a. In the first paper (8-10 pages, *due on March 9*), you will *profile an environmental justice community*. This profile should include a quantitative and qualitative assessment of that community's demographic characteristics, and

review the environmental health and social justice problems that the community faces. You should also analyze the strategies and tactics that citizens have employed in their campaign for environmental justice.

- b. In the second paper (8-10 pages, *due on or before May 10*), you should *critically evaluate a policy intervention* that is designed to remediate environmental injustices. Alternatively, you may write a theoretical or methodological paper to review problems in research and data analysis in the environmental justice literature.
4. A series of weekly **reaction papers (15%)**, 2-3 pages each. Each Thursday at the start of class, you will be expected to hand in a short paper (1-2 pages) reflecting on the themes of the week's readings. These should not merely summarize the readings, but should provide a critical perspective on the questions raised by the readings, or you may connect the themes of the current week's readings with those of a prior week. You will receive check, check-plus, or check-minus on each of these writing assignments.

Grading

I do not grade on a curve, which means that you will earn the grade you receive based on your scores on individual assignments, and that you will be able to assess your progress in the course at any time during the semester.

Community-Based Service Learning

If you are currently working with a community group in Madison or Dane County that is campaigning for environmental health or social justice, or if you are considering embarking on such a project, and would like to make this work the focus of a semester-length service learning project, please make an appointment to meet with me *as soon as possible*. I am happy to support your participation in the community, and will consider waiving some of the standard assignments of the course, provided that your project (a) has an environmental health and social justice component; (b) serves the needs of the community group; and (c) provides you with a structured and formal opportunity to reflect critically on the intellectual themes of the course.

Academic Honesty

I expect all students in this course to be familiar with the University's policies on academic honesty and integrity. For more information about the University's policies, please visit the Dean of Students' website at: <http://students.wisc.edu/saja/misconduct/UWS14.html>. Lack of familiarity with the policies will not excuse failure to comply with them. Cheating or plagiarism will result in an automatic failing grade for that assignment, and written reports to dean of your school or college and the Dean of Students. They may (at their discretion) take further disciplinary action.

I expect that all work you hand in during the course will reflect your own original ideas and independent analyses, and I expect you to appropriately cite any supporting data or reference materials. In this course, you will be producing papers that draw on a variety of sources, including scholarly books and articles, government reports, and Internet resources. It can

sometimes be enormously difficult to figure out how to cite such materials. You may use any reference citation format you prefer, provided that (a) you adhere to it consistently, and (b) it provides at least basic information needed to locate the source (e.g., author's name, title, year of publication, volume, page numbers, place of publication, and, for Internet sources, the URL and the date on which you accessed it). The UW Library has a webpage with helpful links to a variety of citation guides:

<http://researchguides.library.wisc.edu/content.php?pid=55110&sid=403476>. If you still have questions about how to cite materials appropriately, please come and see me. I am happy to help you learn about appropriate ways to credit the work referenced in your papers.

Expectations

What I expect of you:

1. ***Class attendance.*** This class is a mix of lecture and discussion. I do not lecture on the assigned readings, and so it is important that you both attend lecture and keep up with the reading. I do not make lecture materials available on the website, so if you miss a class, it is your responsibility to obtain notes from a classmate. If you know in advance that you will have to miss class (e.g., religious observances), please tell me at the beginning of the semester.
2. ***Class participation.*** Keep in mind that a portion of your grade is derived from your success in leading class discussion twice during the semester. Your success in this endeavor thus depends to some degree on how thoughtfully and carefully your classmates have done the readings and how willing they are to participate actively in discussion and reflection. You may return the favor to them by arriving in class on days when they are scheduled to lead discussion with the same level of preparedness and reflective attitude that you would hope to encounter when it is your turn to lead discussion.
3. ***Cell phones and other distractions.*** If it rings, beeps, chirps, squeaks, sings, or whistles, turn it off or leave it at home. No laptops are allowed in the classroom.
4. ***Assignments and late work.*** All assignments should be handed in to me at the start of the class session on which they are due. I will not accept late assignments on the weekly reflection papers. If you must miss a deadline on the county health assessment or the two research papers, you must notify me in advance. Assignments handed in late without prior permission from me will be marked down half a grade for each day they are late (e.g., from an A to an A-, from an A- to a B+, etc.).
5. ***Grammar, spelling, and mechanics.*** All assignments and reflection papers should be typed, double-spaced, with an 11- or 12-point font, and with one-inch margins. Please include page numbers, print your document single-sided, and staple your document in the upper left corner. Please proofread all of your written assignments carefully, including the weekly reaction papers. Papers with frequent misspellings and grammatical errors will be marked down by a half-grade.
6. ***Writing.*** Your success in this course will depend heavily on the quality of your written assignments. Although grammar and mechanics are important, it is even more important that you strive to develop a clear and convincing argument and support that argument with compelling evidence and examples. I urge you to make use of the University's writing center at 6171 Helen C. White Hall. Graduate students and professional staff are available to help you develop your writing. For best results, it is recommended that you

make an appointment for an individual consultation well in advance of the due date of the assignment.

What you may expect of me:

1. **Office hours.** My office is in Agricultural Hall (Room 346B), and my regularly scheduled office hours are Monday mornings from 10:00 am to 12:00 pm, Wednesday afternoon from 2:00 pm to 3:00 pm, or by appointment. I am happy to answer any questions you may have about the course content, navigating the literature on your research topic, helping you locate research materials on the Internet, or discussing your paper topics.
2. **E-mail and telephone communication.** The best way to contact me outside of class is via e-mail (senier@wisc.edu). Generally speaking, you may expect a reply within 24 hours. I am not available by IM or chat.

Required Readings

There are two required texts for this course, available at Rainbow Cooperative, 426 West Gilman Street. The course pack of the other readings is available at the UW Social Science Copy Center, 6120 Sewell Social Science, 1180 Observatory Drive. Copies of the books and course reader are also available on reserve at Steenbock Library.

- Corburn, Jason. 2005. *Street Science: Community Knowledge and Environmental Health Justice*. Cambridge, MA: MIT Press.
- Steingraber, Sandra. 1998. *Living Downstream: A Scientist's Personal Investigation of Cancer and the Environment*. New York, NY: Vintage.

Street Science is also available as an eBook via netLibrary, at <http://madcat.library.wisc.edu/cgi-bin/Pwebrecon.cgi?BBID=8030943>.

So that you may participate fully in class discussions, you are expected to bring copies of the books and readers to class.

Reading Schedule

Week 1—Introduction

- 1/19 Classes Begin: Structure, Class Procedures, Outcomes
- Cappiello, Dina. 2005. "In Harm's Way: Troubled Neighbors." *Houston Chronicle*, January 15. Retrieved November 15, 2009 (<http://www.chron.com/cs/CDA/ssistory.mpl/topstory/2989507>).
 - Bowean, Lolly. 2008. "Little Village Teen Wins Environmental Activism Award." *Chicago Tribune*, November 4. Retrieved November 15, 2009 (<http://archives.chicagotribune.com/2008/nov/04/local/chi-brower-award-04-nov04>).
 - Steingraber, Sandra. 2008. "Environmental Amnesia." *Orion Magazine*, May/June. Retrieved November 15, 2009 (<http://www.orionmagazine.org/index.php/articles/article/2981/>).
- 1/21 History of the Environmental Justice Movement in the US
- Bullard, Robert D. 1993. "Anatomy of Environmental Racism and the Environmental Justice Movement." pp. 15-40 in *Confronting Environmental Racism: Voices from the Grassroots*, edited by R.D. Bullard and B. Chavis. Cambridge, MA: South End Press.
 - Roberts, Timmons, and Melissa M. Toffolon-Weiss. 2001. "EPA's Environmental Justice Test Case: The Shintech PVC Plant." pp. 101-135 in *Chronicles from the Environmental Justice Frontline*, edited by J.T. Roberts and M.M. Toffolon-Weiss. New York, NY: Cambridge University Press.

Week 2—Ecological and Human Health, Part I

- 1/26 Steingraber, *Living Downstream*, Chapters 1-3
1/28 Steingraber, *Living Downstream*, Chapters 4-6

Week 3—Ecological and Human Health, Part II

- 2/2 Steingraber, *Living Downstream*, Chapters 7-9
2/4 Steingraber, *Living Downstream*, Chapters 10-12
** *County Level Health Assessment Due* **
** *FILM: Birdsong & Coffee*

Week 4—Race, Class, and Environmental Health Inequalities

2/9 Empirical readings on EJ, part I

- Faber, Daniel R. and Eric J. Krieg. 2002. “Unequal Exposure to Ecological Hazards: Environmental Injustices in the Commonwealth of Massachusetts.” *Environmental Health Perspectives Supplements* 110(suppl 2): 277–288.
- 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 U.S.” *Social Science and Medicine* 57: 453-464.

2/11 The Human-Nature Relationship

- Cronon, William. 1996. “The Trouble with Wilderness, or Getting Back to the Wrong Nature.” pp. 69-90 in *Uncommon Ground: Rethinking the Human Place in Nature*, edited by W. Cronon. New York, NY: W.W. Norton and Company.
- Moore, Donald, Anand Pandian, and Jake Kosek. 2003. “Introduction to the Cultural Politics of Race and Nature: Terrains of Power and Practice.” pp. 1-49 in *Race, Nature, and the Politics of Difference*, edited by D. Moore, A. Pandian, and J. Kosek. Durham, NC: Duke University Press.

Week 5—Theorizing Environmental Injustice

2/16 Theoretical frameworks, Part I

- Pulido, Laura. 1996. “Subaltern environmental struggles,” pp. 3-30 in *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*, edited by L. Pulido. Tucson, AZ: University of Arizona Press.
- Gee, Gilbert C., and Devon C. Payne-Sturges. 2004. “Environmental Health Disparities: A Framework Integrating Psychosocial and Environmental Concepts.” *Environmental Health Perspectives* 112: 1645-1653.

2/18 The political economy of environmental inequality

- Pellow, David. 2000. “Environmental Inequality Formation: Toward a Theory of Environmental Injustice.” *American Behavioral Scientist* 43(4): 581-601.
- Morello-Frosch, Rachel. 2002. “The Political Economy of Environmental Discrimination.” *Environment and Planning C: Government and Policy* 20: 477-496.

Week 6—The Social Production of Environmental Health and Illness: Rural America

- 2/23 Rural EJ struggles: Agriculture and the American Southwest
- Kuletz, Valerie. 1998. “The View from Yucca Mountain.” pp. 123-158 in *The Tainted Desert: Environmental and Social Ruin in the American West*, edited by V. Kuletz. New York, NY: Routledge Press.
 - Kuletz, Valerie. 1998. “Cultural Politics.” pp. 159-184 in *The Tainted Desert: Environmental and Social Ruin in the American West*, edited by V. Kuletz. New York, NY: Routledge Press.
 - Pulido, Laura. 1998. “Ecological Legitimacy and Cultural Essentialism: Hispano Grazing in Northern New Mexico.” pp. 121-140 in *Chicano Culture, Ecology, Politics: Subversive Kin*, edited by D.G. Peña. Tucson, AZ: University of Arizona Press.
- 2/25 Farmworker health: Pesticide exposure, pesticide drift, and take home exposures
- Pulido, Laura. 1996. “The Pesticide Campaign of the UFW Organizing Committee, 1965-71.” pp. 57-124 in *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*, edited by L. Pulido. Tucson, AZ: University of Arizona Press.
 - Harrison, Jill. 2008. “Lessons Learned from Pesticide Drift: A Call to Bring Production Agriculture, Farm Labor, and Social Justice Back into Agrifood Research and Activism.” *Agriculture and Human Values* 25: 163-167.
 - Arcury, T.A., A. Marín, B.M. Snively, M. Hernández-Pelletier, and S.A. Quandt. 2008. “Reducing Farmworker Residential Pesticide Exposure: Evaluation of a Lay Health Advisor Intervention.” *Health Promotion Practice* 10(3): 447-55.

Week 7—Knowing the Environment—First Person Perspectives

- 3/2 Direct experience of contamination
- Altman, Rebecca Gasior, Rachel Morello-Frosch, Julia Green Brody, Ruthann Rudel, Phil Brown, and Mara Averick. 2008. “Pollution Comes Home and Gets Personal: Women’s Experiences of Household Chemical Exposures.” *Journal of Health and Social Behavior* 49(4): 417-435.
 - Checker, Melissa. 2007. “‘But I Know It’s True.’ Environmental Risk Assessment, Justice, and Anthropology.” *Human Organization* 66(2): 112-124.
- 3/4 Popular and expert epidemiology
- Brown, Phil. 2000. “Popular Epidemiology and Toxic Waste Contamination: Lay and Professional Ways of Knowing.” pp. 364-383 in *Illness and the Environment: A Reader in Contested Medicine*, edited by S. Kroll-Smith, P. Brown, and V.J. Gunter. New York, NY: New York University Press.
 - Wing, Steve. 2000. “Limits of epidemiology.” pp. 29-45 in *Illness and the Environment: A Reader in Contested Medicine*, edited by S. Kroll-Smith, P. Brown, and V.J. Gunter. New York, NY: New York University Press.

Week 8—Knowing the Environment—Street Science

- 3/9 Street Science, part I
- Corburn. *Street Science*. Chapters 1-2.
- ** Paper 1 due**
- 3/11 Street Science, part II
- Corburn. *Street Science*. Chapters 3-4.
- ** GUEST SPEAKER—Jeff Havlena, Wisconsin Childhood Lead Poisoning Prevention Program**

Week 9—Knowing the Environment—Street Science, continued

- 3/16 Street Science, part III
- Corburn. *Street Science*. Chapters 5-7.
- 3/18 Scientist Activism
- Brown, Phil, Sabrina McCormick, Brian Mayer, Steven Zavestoski, Rachel Morello-Frosch, Rebecca Gasior Altman, and Laura Senier. 2006. “‘A Lab of Our Own’: Environmental Causation of Breast Cancer and Challenges to the Dominant Epidemiological Paradigm.” *Science, Technology, and Human Values* 31(5): 499-536.
 - Allen, Barbara. 2004. “Shifting Boundary Work: Issues and Tensions in Environmental Health Science in the Case of Grand Bois, Louisiana.” *Science as Culture* 13(4): 429-448.
- ** GUEST SPEAKER—David Van Sickle, Reciprocal Sciences**

Week 10—The Social Production of Environmental Health & Illnesses: Global EJ

- 3/23 Global circulation of toxics and pollution in the Arctic circle
- Cone, Marla. 2005. “Dozens of Words for Snow, None for Pollution.” *Mother Jones*, January/February. Retrieved on November 15, 2009 (http://www.motherjones.com/news/feature/2005/01/12_402.html).
 - Usher, Peter, Maureen Baikie, Marianne Demmer, Douglas Nakashima, Marc G. Stevenson, and Mark Stiles. 1995. excerpts from *Communicating About Contaminants in Country Food: The Experience in Aboriginal Communities*. Ottawa, Canada: Inuit Tapirisat of Canada.
 - Executive Summary: i-vi
 - Chapter 4.5: Tuktoyaktuk Community Report (pp. 177-194)
 - Chapter 4.6: Findings (pp. 194-200).
 - Chapter 5: Observations and Conclusions (pp. 201-218)

- 3/25 National and International Politics: The Production and Disposal of E-Waste
- Iles, Alastair. 2004. "Mapping Environmental Justice in Technology Flows: Computer Waste Impacts in Asia." *Global Environmental Politics* 4(4): 76-107.
 - Field, Rodger C. 1997. "Risk and Justice: Capitalist Production and the Environment." *Capitalism, Nature, Socialism* 8(2): 69-94.
 - Basel Action Network and Silicon Valley Toxics Coalition. 2002. *Exporting Harm: the Hi-Tech Trashing of Asia*. Seattle, WA: Basel Action Network.
 - Please *skim* this report at:
<http://www.svtc.org/site/DocServer/technotrash.pdf?docID=123>.

Week 11—Spring Break, no classes

3/30

4/1

Week 12—Stakeholders and Coalitions

- 4/6 Organized Labor and the Environmental Movement
- Gottlieb, Robert. 2005. "A Question of Class: The Workplace Experience." pp. 347-388 in *Forcing the Spring: The Transformation of the American Environmental Movement*, by R. Gottlieb. Washington, DC: Island Press.
 - Sokas, Rosemary. 2008. "Environmental Justice and Work." *Environmental Justice* 1(4): 171-176.
- 4/8 Organized Labor and the Environmental Movement
- Levenstein, Charles and John Wooding. 1998. "Dying for a Living—Workers, Production, and the Environment." pp. 60-80 in *The Struggle for Ecological Democracy: Environmental Justice Movements in the United States*, edited by D. Faber. New York, NY: The Guilford Press.
 - Senier, Laura, Brian Mayer, Phil Brown, and Rachel Morello-Frosch. 2007. "School Custodians and Green Cleaners: New Approaches to Labor-Environment Coalitions." *Organization and Environment* 20(3): 304-324.

Week 13—Governmental Action and Legal Strategies

- 4/13 Legal Strategies and Instruments
- Clinton, William J. "Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations." Executive Order 12898 of February 11, 1994. Retrieved on November 15
(http://www.epa.gov/compliance/resources/policies/ej/exec_order_12898.pdf).
 - Gordon, Holly D., and Keith I. Harley. 2005. "Environmental Justice and the Legal System," pp. 153-170 in *Power, Justice, and the Environment: A Critical Perspective of the Environmental Justice Movement*, edited by D.N. Pellow and R.J. Brulle. Cambridge, MA: MIT Press.
 - Lowry, Alma. 2002. "Environmental Justice Advocacy after Sandoval." *Guild Practitioner* 59(1): 37-43.

- 4/15 Legislative Strategies: Evidence in Policymaking
- Morello-Frosch, Rachel, Manuel Pastor, James Sadd, and Seth B. Shonkoff. 2009. *Closing the Climate Gap: Inequalities in How Climate Change Hurts Americans and How to Close the Gap*. Los Angeles, CA: University of Southern California / Program for Environmental and Regional Equity. Retrieved on October 5, 2009 (http://college.usc.edu/perc/documents/ClimateGapReport_full_report_web.pdf).
- ** FILM: Show excerpts from *When the Levees Broke***

Week 14—The Precautionary Principle

- 4/20 Precautionary Principle—Policy
- Kriebel, David, Joel Tickner, Paul Epstein, John Lemons, Richard Levins, Edward L. Loechler, Margaret Quinn, Ruthann Rudel, Ted Schettler, and Michael Stoto. 2001. “The Precautionary Principle in Environmental Science.” *Environmental Health Perspectives* 109(9): 871-876.
 - Morello-Frosch Rachel, Manuel Pastor, and James Sadd. 2002. “Integrating Environmental Justice and the Precautionary Principle in Research and Policy-Making: The Case of Ambient Air Toxics Exposures and Health Risks among School Children in Los Angeles.” *Annals of the American Academy of Political and Social Science* 584: 47-68.
- 4/22 Precautionary Principle in Action—Cases and Applications
- Mayer, Brian, Phil Brown, and M. Meadow Linder. 2002. “Moving Further Upstream: From Toxics Reduction to the Precautionary Principle.” *Public Health Reports* 117: 574-586.
 - Myers, Nancy J, and Peter Montague. 2006. “Answering the Critics,” pp. 119-130 in *Precautionary Tools for Reshaping Environmental Policy*, edited by N.J. Myers and C. Raffensperger. Cambridge, MA: Island Press.
 - Thorne-Miller, Boyce. 2006. “Setting the Right Goals: Marine Fisheries and Sustainability in Large Ecosystems,” pp. 119-130 in *Precautionary Tools for Reshaping Environmental Policy*, edited by N.J. Myers and C. Raffensperger. Cambridge, MA: Island Press.

Week 15—New Horizons in Environmental Justice

- 4/27 Sustainable development and transportation justice
- Agyeman, Julian, and Tom Evans. 2003. “Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions.” *Annals of the American Academy of Political and Social Science* 590: 35-53.
 - Bullard, Robert D., Glenn S. Johnson, and Angel O. Torres. 2000. “Dismantling Transportation Apartheid: The Quest for Equity.” pp. 39-68 in *Sprawl City: Race, Politics, and Planning in Atlanta*, edited by R.D. Bullard, G.S. Johnson, and A.O. Torres. Washington, DC: Island Press.

- 4/29 Brownfields redevelopment—cleanup and reuse of contaminated land
- Shutkin, William, and Rafael Mares. 2000. “Brownfields and the Redevelopment of Communities: Linking Health, Economy, and Justice.” pp. 57-76 in *Reclaiming the Environmental Debate: The Politics of Health in a Toxic Culture*, edited by R. Hofrichter. Cambridge, MA: MIT Press.
 - Spend some time browsing the website for the Wisconsin DNR Brownfields program, at: <http://dnr.wi.gov/org/aw/rr/rbrownfields/index.htm>. Pay particular attention to the page on Accomplishments and Successes. Examine how the different working groups and subcommittees are involved—what stakeholders are included? What can you learn about the division of labor and responsibility for Brownfields cleanup? What communities have been served by the Brownfields program?
 - Spend some time browsing the website for the EPA’s Brownfields program, especially their archive of Success Stories, at <http://www.epa.gov/brownfields/success/index.htm>. Pay particular attention to the information on job retraining programs and Theme-Based success stories.
- ** GUEST SPEAKER—Darsi Foss, Wisconsin Department of Natural Resources Brownfields program**

Week 16—Wrapping Up

- 5/4 Food justice and food security
- Morton, Lois Wright, and Troy C. Blanchard. 2007. “Starved for Access: Life in Rural America’s Rural Food Deserts.” *Rural Realities* 1(4).
 - Gottlieb, Robert, and Andrew Fisher. 1996. “First Feed the Face: Environmental Justice and Community Food Security.” *Antipode* 28(2): 193-203.
- 5/6 Wrapping Up
- Steingraber, Sandra. 2009. “Three Bets.” *Orion Magazine*. Retrieved on November 15, 2009 (<http://www.orionmagazine.org/index.php/articles/article/4678/>).

May 10: Paper 2 due