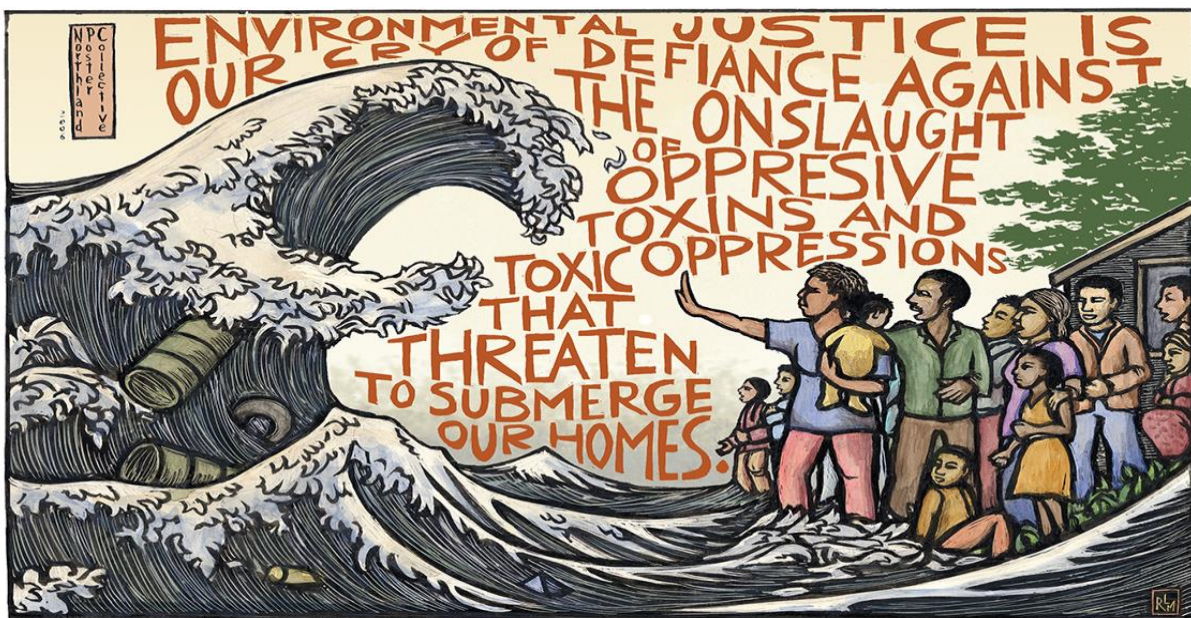


CES/SOC 541
Fall Semester 2022
Mondays and Wednesdays 4 – 5:15 PM
Classroom: 351 Moore Hall

Instructor: Alexis Econie
Office: 308G Agriculture Hall
Office Hours: W 3-4PM and by appt.
econie@wisc.edu

ENVIRONMENTAL STEWARDSHIP AND SOCIAL JUSTICE

COURSE DESCRIPTION: Application of sociological theory and analysis to environmental issues. Course examines the ways in which environmental stewardship and conflict are embedded within broader cultural, social, and political contexts.



Course Overview

How are environmental stewardship and social justice linked? What groups are most affected by environmental injustices? Who gets to define 'justice' and who benefits from injustice? How do political and media portrayals of environmental justice struggles compare to the lived experiences of those most impacted? And how can we move forward in addressing and overcoming these issues? We will attempt to answer these questions and others together over the course of the semester in this advanced undergraduate/graduate social science course in the sociology of environment.

Course learning objectives. This course does not seek to simply inform students of pressing environmental justice problems and acquaint them with relevant sociological theory. It also aims to equip students with the tools of analysis necessary to understand and critique the way these issues are portrayed in mainstream media and political discourse, and to inspire them to think critically (and perhaps optimistically!) about the potential structural solutions to these problems.

As such, the goals of this course are to (1) familiarize students with the major theories and debates in environmental sociology, (2) foster students' critical thinking and analytic skills such that they can apply sociological theories to understand prominent environmental justice issues and evaluate the way they are discussed in mainstream media and public discourse, and (3) hone students' written and oral communication skills to the extent that they can articulate these connections to a general audience.

Departmental learning objectives. Beyond the specific content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully:* Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See Things from a Global Perspective:* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
- *Improve project management skills:* Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

Course Requirements and Policies

Prerequisites. Unless you have received an override or waiver, students must have previously completed one or more of the following: Sociology (SOC/C&E: 140, 181, 210, 211) OR Forest and Wildlife Ecology (ENVIR ST 112, 113, 248 or GEOG 101, 139, 337, 339). It is not required, but I highly recommend that students complete their COMM-A and COMM-B training requirements before enrolling in this writing and library research intensive course. Graduate students are exempt from these prerequisites.

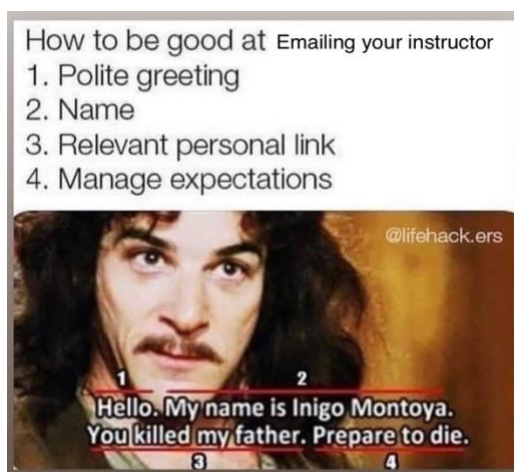
Lectures. All lectures will be in person (351 Moore Hall), unless notified otherwise. We will meet virtually on our course Canvas page Zoom room on 12/5 and 12/7. You can access the course Zoom room by going to Canvas and navigating to the "Zoom" tab on the vertical ribbon on the left side of the home page for this class.

Readings. All course readings will be provided for you in digital format on Canvas. You do not need to purchase any books for this course. Many of these readings will be scans from my personal library and will include moderate annotations. If this is an issue for you, please feel free to request a copy of the text from the library.

I assign approximately 50 – 100 pages of reading per week. Please complete the readings in the order they are listed on the syllabus. I provide the number of pages for each individual reading in the course reading schedule so that you can plan accordingly. You are responsible for completing the assigned readings prior to the class meeting in which they will be discussed and must do so consistently across the semester to pass this class. Please bring your readings and notes to class. *If you are struggling with the difficulty or amount of reading, please see me in office hours or schedule an appointment so we can figure out how to make it manageable for you.*

Office hours. My office is currently pending. I will hold office hours virtually, by appointment until I am assigned an office. Please email me to schedule a meeting. I will announce the time and location of my office hours as soon as they have been determined.

Contacting me. Please feel free to get in touch with me at econie@wisc.edu. I will reply within two business days or less (no weekend emails guaranteed). Please include “CES 541” in the subject line of your email and write to me using professional and courteous language. Please do not send me messages through Canvas; I will never see them.



Learning Community Agreements and Classroom Culture. Our classroom is a learning community in which all perspectives are valuable. We each have unique personal histories that help inform our ideas about the world. We want our classroom to be a safe space for you to dress and present how you like – you have permission to be yourself!

We will establish ourselves as a learning community on the first day of class by co-constructing a “community agreement.” This agreement will help us to maintain a learning environment where everyone feels comfortable to learn and engage in discussion. We will adhere to our community agreement for the entire semester as a set of guidelines for what is appropriate, acceptable, and unacceptable in our classroom. This includes things such as: uses and limitations of use for technology and electronics in class, expectations for audience members during other students’ oral presentations, respectability, etc. Our community agreement will be uploaded to Canvas and attached to this syllabus as addendum after we create them during our first-class meeting. Students in violation of our community agreements will lose attendance and/or participation points for the day. Discriminatory, aggressive, or hate-fueled language or behavior of any sort will not be tolerated. It is critically important for us to respect, listen to, and include each other by discussing and critiquing *ideas*, rather than the people conveying those ideas.

Diversity and Inclusion. [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background –people who as students, faculty, and staff serve Wisconsin and the world.

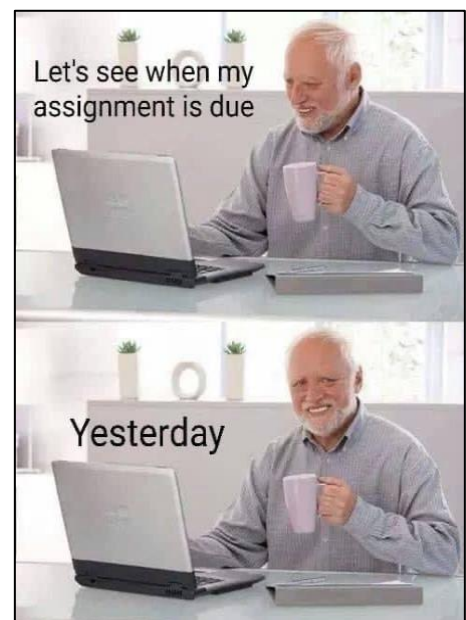
McBurney Visas and Other Accommodations. As an educator, I aim to make sociology accessible to all students, regardless of ability or previous educational experience. Students with disabilities, including temporary impairments, are encouraged to contact the McBurney Disability Resource Center (<http://www.mcburney.wisc.edu>) and explore the available services. Students with accommodations must present their McBurney VISA to me at the beginning of the semester. Similarly, athletes and students on other university teams should submit their travel schedules to me at the start of the term.

Academic Integrity. I've reported students for cheating/plagiarism before and I'll do it again. It makes me sad, and it will make you sad. Please do not cheat. Anything you submit for this class must be entirely your own work. Academic dishonesty may result in failing the assignment or even the class. For more information about the University's policies on academic honesty and plagiarism, visit the Office of Student Conduct and Community Standards website at: <https://conduct.students.wisc.edu/academic-misconduct>. Lack of familiarity with the policies does not excuse failure to comply with them.

Grading. There are 100 total points in this course. This means that every assignment point equals one percentage point of your overall course grade. The assignments are not weighted; all elements of your performance in this course are evaluated as equally important.

I take grading seriously and emphasize written feedback on writing assignments as a tool to help students hone their writing skills. If you have questions about my comments or how to mobilize my suggestions for your next writing assignment, please let me know. If you would like to request a grade reevaluation or refute a grade you must submit your request to me via email *within seven days of the grade posting*. Your request for reevaluation must include a detailed description of the issue and some proposed times to meet for a grade reevaluation meeting.

You must turn in your assignments on Canvas in by the deadline. Same-day late submissions result in a 0.5-point deduction. You will lose one point for every day your assignment is overdue after that. I understand that students lead busy and sometimes hectic lives. If you need an extension to complete an assignment, *you can request an extension up to 48 hours before the deadline*. This request must be made via email.



Assignments and Evaluation

Course Grading Scale

A	94 – 100%
AB	89 – 93%
B	83 – 87%
BC	78 – 82%
C	70 – 77%
D	60 – 69%
F	59% or below

Course Points Breakdown - Total Points in Course: 100

- **Library Research Paper** – 50 points
 - o Annotated bibliography – 10 points
 - o Introduction and Background – 10 points
 - o Analysis of issue using CEJ framework – 20 points
 - o Potential solutions, policy directions, conclusion – 10 points
- **Final Research Presentation** – 20 points
- **Discussion Leading** – 20 points
- **Participation and Attendance** – 10 points

Attendance and Participation. *10% of total course grade.*

Your participation is required. An upper-level, discussion-based course such as this simply will not work without the active participation of its members. Students will need to do more than simply show up on time to earn points. You'll need to be physically *and* mentally present; this means being prepared for a thoughtful group discussion of the readings, practicing active listening, and engaging in activities in and out of the classroom.

I will take attendance at the beginning of each class meeting. You must show up on time and stay for the entire duration of the class to earn attendance points for that day. We will meet for class in person 27 times and will meet virtually twice. You may miss two classes without penalty, no questions asked. You do not need to notify me if you will be missing from class for the first two absences unless you are scheduled to lead discussion. After that, you will lose points for absences unless you email me prior to the class you will be missing and receive an excused absence from me.

You will lose attendance and/or participation points if you violate our classroom community agreement or behave in any way that is aggressive, disrespectful or disruptive. I will notify you if you have lost points due to misconduct. Attendance and participation points will be posted at the end of the semester.

Discussion Leading. *20% of total course grade.*

You will take turns facilitating a 30-minute discussion in class with a partner. You'll lead discussion twice during the semester and will sign up for your turn during the second week of class. When it's your turn, you will do all assigned readings for that day ahead of time and write

up a 1-2 page handout for your classmates about the readings. You'll also prepare a list of discussion questions for the class to talk about together (this can be included in the handout), as well as two examples of news, political, art, or other popular media relevant to the week's topical focus. One of the media exemplars should be news media, opinion editorial, blog, podcast, etc. and one can be a more creative exemplar, such as a song, video clip, internet meme, or other art. These three items (handout, discussion guide, media exemplar) will be due on Canvas by midnight the day before the class meets for the discussion. Each group member must submit these materials separately. Your grade for discussion leading will be posted after each discussion session you lead.

Course Research Paper. *50% of total course grade.*

This research paper will be the primary intellectual product representing what you've learned this semester. It is a rigorous, semester-long library research project that you will begin work on in the second week of the semester and continue through the final day of class. For this research paper, you will research and write about one environmental justice issue in great depth. You will finalize your research paper topic in week four. The pieces of the research paper will be due throughout the semester and graded separately. I will also assign an overall grade to the full, finished paper and your final grade will reflect whichever score is higher, as long as: 1) *you submit high-quality work for each of the individual submission throughout the semester* (i.e., earning no less than a 65% on each completed submission turned in on time); and 2) *you submit a detailed editorial memo discussing the changes you've made to each section of your research paper over the course of the semester* as a cover letter to your final submission.

The pieces of this paper to be turned in separately throughout the semester include:

- Annotated bibliography (10 points): Original summaries of at least five peer-reviewed scholarly articles or books, three news or popular media sources, and two policy sources. The annotated bibliography will be submitted on 10/5, but the sources can be changed or expanded for the submission of the final paper at the end of the semester.
- Introduction and Background (10 points): You will write a detailed description of the environmental justice struggle, including where the problem came from, who benefits from it and who is harmed by it, and how it is discussed in popular media discourse.
- Analysis using the Critical Environmental Justice Framework (20 points): This is the main portion of the paper. In this section, you will write a detailed description (1) acknowledging the intersecting forms of oppression and inequality that inform and uphold the issue, (2) evaluating the role of scale in the creation and impacts of the issue, (3) exploring the role of systemic inequality embedded in state power in exacerbating the issue, and (4) and examining of the role of socially constructed 'expendability,' including a discussion of marginalized and othered populations as indispensable to our collective futures.
- Ways Forward and Conclusion (10 points): You will summarize the points made throughout the paper and provide suggestions for systemic change to improve, mitigate, or solve the environmental justice problem you are studying.

You will be given more information about the specific requirements of each section of the paper (including a grading rubric) in the first weeks of the semester.

Research presentations. *20% of total course grade.*

You will give a final presentation of your course paper during the last week of class (12/12 and 12/15). You will create a PowerPoint presentation and accompanying talk that covers all the parts of your course research paper, plus a short Q&A with the audience. We may make these presentations open to the public, but that will be determined later in the semester. Presentation materials are due to be uploaded on Canvas by midnight the day before you present. You will need to rehearse beforehand so your presentation is relaxed and professional. I'll provide refreshments. It will be fun and rewarding!

You may have a good reason to *not* want to give an oral presentation. If this is the case, you may create a podcast, YouTube video, or other similar presentation of equivalent length and content to be presented during our virtual class meeting on 12/7, followed by a virtual Q&A session with the class. Good reasons to not give a traditional oral presentation include such things as: you're a mass media/journalism/etc. major and it would be helpful to your professional development to create a high-quality media presentation to add to your portfolio; you're deeply passionate about podcasts and familiar enough with audio editing software to create your own; you're truly afraid of public speaking and would rather do anything else than give a solo presentation. This option should not be understood as an 'easier' presentation option; in fact, it might even be more work than a regular presentation. I will not provide group training on video or audio editing, so you need to make sure you have the necessary skills before selecting this option. You must let me know via email if you would like to take this alternative presentation option by week three of classes and receive written permission from me to do this rather than a traditional oral presentation.

Extra Credit. You can earn 1% point of extra credit by creating a meme of what you will reMEM(E)ber from this course. It must be submitted via Canvas by 12/7. I do not round course grades up to the nearest percentage. If you are right on the cusp of a higher grade, this extra credit opportunity should get you there. Have fun with this!

Course Reading and Assignments Schedule

WEEK 1: Introduction to the course

Wednesday, September 7th

- Readings Due: Syllabus
- Assignments Due: None

WEEK 2: The Anthropocene, the Capitalocene

Monday, September 12th

- Readings Due:
 - Purdy, Jedediah. 2018. *After Nature: A Politics for the Anthropocene*.
 - Prologue (pps 1-10)
 - Introduction (pps 11- 21; 45-50)

- Moore, J. 2017: The Capitalocene, Part I: on the nature and origins of our ecological crisis. *The Journal of Peasant Studies*.
- Assignments Due: None, start brainstorming research paper topics

Wednesday, September 14th

- Readings Due:
 - Wright, E. O. 2019. How to be an Anti-Capitalist in the 21st Century.
 - Chapter 1, Why Be an Anticapitalist? (pp. 1-21)
 - Chapter 2, Diagnosis and Critique of Capitalism (pp. 23 – 35)
 - Harlan, S. Pellow, D. Roberts, J. T., Bell, S. Holt, W. and Nagel, J. 2015. Chapter 5, Climate Justice and Inequality. In *Climate Change and Society*. 2015. Eds. Dunlap, R. and Brulle, R. (pp. 127 – 142)
- Assignments Due: None; continue brainstorming paper topics, begin collecting potential sources for annotated bibliography

WEEK 3: The social construction of nature and how we talk about environmental problems

Monday, September 19th

- Readings Due:
 - Purdy, Jedediah. 2018. *After Nature: A Politics for the Anthropocene*. Introduction (pp. 21-45)
 - Cronon, W. 1996. The trouble with wilderness: or getting back to the wrong nature. *Environmental history*, 1(1), 7-28.
- Assignments Due: None; finish narrowing and refining paper topic ideas list, continue collecting potential sources for annotated bibliography

Wednesday, September 21st

- Readings Due:
 - Nixon, R. 2011. *Slow Violence and the Environmentalism of the Poor*. Chapter 1: Slow Violence, Neoliberalism, and the Environmental Picaresque. pps 1-10, 13, 21-24 (Start halfway down p. 21 at “the recent turn within, end on p. 24 at “religious fundamentalism”), 38–40 (start on last paragraph of p. 38)
 - Dunlap, R. and McCright, A. *Climate Change and Society*. Chapter 10: Challenging Climate Change; The Denial Countermovement. In *Climate Change and Society*. 2015. Eds. Dunlap, R. and Brulle, R. (pps. 300-322).
- Assignments Due: Submit list of 3 potential research paper topics on Canvas by midnight

WEEK 4: Sociological frameworks for understanding climate change and environmental problems; introduction to environmental justice and CEJ scholarship

Monday, September 26th

- Readings Due:
 - *Climate Change and Society*, Ch. 2 The Human (Anthropogenic) Driving Forces of Global Climate Change. In *Climate Change and Society*. 2015. Eds. Dunlap, R. and Brulle, R. (pp. 32-35, 38-53).

- Mohai, P., Pellow, D., Roberts, T. 2009. Environmental Justice. Annual Review of Environment and Resources. (entire article, pp 1-22).
- Assignments Due: None; review comments on potential research topics submission and make changes, finalize topic, continue work on annotated bibliography.

Wednesday, September 28th

- Readings Due:
 - Pellow, D. N. and Brulle, R. J. 2005. Chapter 1: Toward Critical EJ Studies. In Power, Justice, and the Environment. (1-19).
 - Pellow, 2018. What is Critical Environmental Justice? Chapter 1, Critical Environmental Justice Studies (pp. 1-33)
- Assignments Due: Final decision of research topic and statement of focus due on Canvas by midnight

WEEK 5: Environmental racism, theories of race, state-sanctioned violence

Monday, October 3rd

- Readings Due:
 - Pellow, 2018. What is Critical Environmental Justice? Chapter 2, Black Lives Matter as an Environmental Justice Challenge (all, pp. 34-66)
 - Dillon, L. and Sze, J. 2016. Police Power and Particulate Matters: Environmental Justice and the Spatialities of In/Security in U.S. Cities
- Assignments Due: None; continue gathering and reading potential sources, work on finalizing annotated bibliography

Wednesday, October 5th

- Readings Due:
 - Pellow, 2018. What is Critical Environmental Justice? Chapter 3, Prisons and the Fight for Environmental Justice (pp. 67-109)
 - Pulido, L. 2017. Geographies of race and ethnicity II: Environmental racism, racial capitalism, and state sanctioned violence
- Assignments Due: Annotated bibliography due on Canvas at midnight

WEEK 6: Geopolitics, colonialism, wrap up intro to CEJ

Monday, October 10th

- Readings Due:
 - Pellow, 2018. What is Critical Environmental Justice?
 - Chapter 3, The Israel/Palestine Conflict as an Environmental Justice Struggle (pp. 110-148)
 - Conclusion (pp. 149-153)
- Assignments Due: None; work on introduction and background section

Wednesday, October 12th

- Readings Due:
 - Taylor, D. Toxic Communities. 2014 Chapter 3: Internal Colonialism; Native American Communities in the West. (pp. 47 – 68)

- Hooks, G., & Smith, C. L. (2004). The treadmill of destruction: National sacrifice areas and Native Americans. *American Sociological Review*, 69(4), 558-575.
- Assignments Due: None; continue working on introduction and background section

WEEK 7: Community EJ; micro and macro factors in siting environmental hazards

Monday, October 17th

- Readings Due:
 - Taylor, D. Toxic Communities. 2014. The Siting Process: Manipulation, Environmental Blackmail, and Enticement p. 123-145
 - Dougherty, M. L. and Olsen, T. D. 2014. “They have good devices: trust, mining, and the microsociology of environmental decision-making. *The Journal of Cleaner Production*.
- Assignments Due: None; continue working on introduction and background section

Wednesday, October 19th

- Readings Due:
 - Auyero, J. and Swiston, D. A. 2009. Flammable: Environmental Suffering in an Argentine Shantytown.
 - Introduction, p. 1-20.
 - Chapter 1: Villas del Riachuelo; Life amid Hazards, Garbage, and Poison. p. 21-28.
 - Chapter 2: The Compound and the Neighborhood. p. 28-61.
- Assignments Due: Introduction and background section due on Canvas by midnight

WEEK 8: Environmental justice struggles in the workplace

Monday, October 24th

- Readings Due:
 - Auyero, J. and Swiston, D. A. 2009. Flammable: Environmental Suffering in an Argentine Shantytown. *Flammable*, Chapter 3. Toxic Wor(l)ds (pp. 62-80).
 - Carrillo, I., & Pellow, D. 2021. Critical environmental justice and the nature of the firm. *Agriculture and Human Values*, 38(3), 815-826.
- Assignments Due: None, work on CEJ analysis sections

Wednesday, October 26th

- Readings Due:
 - Sokas, R. K. 2008. Environmental justice and work. *Environmental Justice*, 1(4), 171-176.
 - Keller, Gray, and Harrison. Milking Workers, Breaking Bodies: Health Inequality in the Dairy Industry. *New Labor Forum* (entire article, pp. 1-6)
 - Carillo and Ipsen, 2021. Worksites as Sacrifice Zones: Structural Precarity and COVID-19 in U.S. Meatpacking. *Sociological perspectives* (entire article, 1-15)
- Assignments Due: None, work on CEJ analysis sections

WEEK 9: CEJ research and examples

Monday, October 31st

- Readings Due:
 - Goodling, E. 2020. Intersecting hazards, intersectional identities: A baseline Critical Environmental Justice analysis of US homelessness. *Environment and Planning E: Nature and Space*, 3(3), 833-856.
 - Johnson, M. A., & Niemeyer, E. D. 2008. Ambivalent landscapes: environmental justice in the US–Mexico borderlands. *Human Ecology*, 36(3), 371-382.
- Assignments Due: None, continue working on CEJ analysis sections

Wednesday, November 2nd

- Readings Due:
 - Olmos, D. 2022. Unsung Heroes or Exploited Workers? Latino Migrant Day Laborers in Post-Harvey Houston and Critical Environmental Justice. *Resilience: A Journal of the Environmental Humanities*, 9(2), 46-62.
 - Alvarez, C. H., Shtob, D. A., & Theis, N. G. 2022. Analyzing the Military's Role in Producing Air Toxics Disparities in the United States: A Critical Environmental Justice Approach.
- Assignments Due: CEJ analysis section part 1&2 (intersectional inequalities and multi-scalar analysis) due on Canvas by midnight

WEEK 10: Sustainability (formerly Denialism)

- Readings TBD

Monday, November 7th

- Readings Due:
 - Norgaard, K. M. Living in Denial. Climate Change, Emotions, and Everyday Life.
 - Introduction (pp. 1-12).
 - Chapter 2, Experiencing Global Warming: Troubling events and public silence (pp. 33-62)
- Assignments Due: None, continue working on CEJ analysis sections

Wednesday, November 9th

- Readings Due:
 - Norgaard, K. M. Living in Denial. Climate Change, Emotions, and Everyday Life.
 - Chapter 7, Conclusion (pp. 208-229).
 - Chapter 3, People want to protect themselves a little bit, the why of denialism. (pp. 63 – 95).
- Assignments Due: None, continue working on CEJ analysis sections

WEEK 11: Ways forward I

Monday, November 14th

- Readings Due:

- Jones, V. 2008. The Green Collar Economy: How One Solution Can Fix Our Two Biggest Problems.
 - Introduction: Reality Check (pp. 1-17)
 - Chapter 4: The Green New Deal (pp. 79-113)
- Assignments Due: None, continue working on CEJ analysis sections

Wednesday, November 16th

- Readings Due:
 - Econie, A., & Dougherty, M. L. 2019. Contingent work in the US recycling industry: Permatemps and precarious green jobs. *Geoforum*, 99, 132-141.
 - Rosengern, C. 2019. High Risk, Hidden Workforce. Waste Dive. (pp. 1-24) <https://www.wastedive.com/news/recycling-labor-mrf-high-risk-hidden-workforce/568550/>
 - Scheiber, N. 2021. Building Solar Panels May Not Build the Middle Class. New York Times. (pp. 1-12)
- Assignments Due: Assignments Due: CEJ analysis section part 3&4 (state-backed power and expendability/indispensability) due on Canvas by midnight

WEEK 12: Ways forward II

Monday, November 21st

- Readings Due:
 - Harrison, 2019. From the Inside Out: The Fight for Environmental Justice within Government Agencies. Introduction (pp. 1-32)
 - Bullard, R. D., Mohai, P., Saha, R., & Wright, B. (2008). Toxic wastes and race at twenty: Why race still matters after all of these years. *Envtl. L.*, 38, 371. (pp. 379 – 385).
 -
- Assignments Due: None, work on ways forward and conclusion sections

Wednesday, November 23rd

- Readings Due:
 - Power, Justice, and the Environment. Chapter 10, Environmental Justice and the Legal System (pp. 131-170)
 - Climate Change and Society, 2015. Chapter 5, Climate Justice and Inequality: Politics and just policies for managing climate change (pp 142-153)
- Assignments Due: None, enjoy turkey and work on ways forward and conclusion sections

WEEK 13: Environmental and EJ movements and the future of EJ

Monday, November 28th

- Readings Due:
 - Cole, L. and Foster, S. 2001. From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement.
 - Chapter 1, A History of the Environmental Justice Movement (pp. 19-33)

- Chapter 6, In Defense of Mother Earth: The Indigenous Environmental Network (pp. 134-150)
- Assignments Due: None; work on ways forward and conclusion sections, prepare for final presentations

Wednesday, November 30th

- Readings Due:
 - Cole, L. and Foster, S. 2001. From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement. Chapter 7, Transformative Politics (pp. 151-166)
 - Brulle, R. J. and Pellow, D. N. The Future of Environmental Justice Movements. In Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement. P. 293 - 300
- Assignments Due: Ways forward and Conclusion due on Canvas at midnight

WEEK 14: Fiction and art (and virtual presentations)

Monday, December 5th (virtual class)

- Readings Due:
 - Selections from Octavia's Brood TBD
 - Selections from Late Empire TBD
 - Other selections TBD
- Assignments Due: None, prepare for final presentations

Wednesday, December 7th (virtual class)

- Readings Due: None
- Assignments Due: virtual presentations, if any podcast or video presentations; extra credit due on Canvas by midnight

WEEK 15: Final presentations

Monday, December 12th

- Readings Due: None
- Assignments Due: In-class final presentations, Part I

Wednesday, December 15th

- Readings Due: None
- Assignments Due:
 - In-class final presentations, Part II
 - Full final submission of course paper due on Canvas by midnight. Submission should include all parts of paper previously submitted, PLUS references and editorial memo.