

Course Title: **Environmental Justice: historical perspectives and justice initiatives**

Course Number: *Add Course Number Here*

Course Pre- and Co-requisite(s): *None*

Course Location: *School of Public Health*

Course Date & Time: *Options: Monday afternoon 3-5 pm; Wednesday 5-7 or 6-8 pm; Thursday afternoon*

Course Instructor: Nancy Fiedler, Ph.D.; ENOHJ, SPH, EOHSI, room 210.
Nfiedler@eohsi.rutgers.edu; Office phone: 848-445-

Office Hours: *By Appointment only*

Course Assistant: *None*

Course Website: canvas.rutgers.edu)

Required Course Text: *None*

Additional/Supplemental Readings/Resources: *References and readings are listed for each lecture*

Course Description: An overview of the history and practice of addressing environmental justice in the U.S. and globally will be presented with a combination of lectures, community experiences and panel discussions with environmental justice activists.

Selected Concentration Competencies Addressed:

Each Concentration identifies competencies for each degree offered. The competencies addressed in this course are as follows:

MPH in Environmental Health Sciences:

- Describe the major environmental health problems facing the general public as well as among specific communities or susceptible, vulnerable sub-populations
- Describe the federal and state regulatory programs relating to environmental (community) protection

MPH in Occupational Safety and Health:

- Identify occupational safety and health issues in the workplace and as applicable the related exposure risks to the general public as well as to vulnerable communities or susceptible sub-populations;

MPH in Occupational and Environmental Medicine:

- Evaluate the impact that environmental factors have on vulnerable populations;

MPH in Urban Public Health

- Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

1. Develop a working knowledge of the history of environmental justice in the U.S. and globally
2. Analyze the relationships among related social movements involving race and class
3. Use principles of environmental justice and social change to critically analyze an environmental justice issue
4. Evaluate cumulative impacts of environmental and social stressors as determinants of public health disparities
5. Compare and contrast governmental, community, and industry approaches to problems of environmental justice
6. Evaluate environmental justice case studies

Course Requirements and Grading:

Readings for each class are included in the syllabus and should be completed BEFORE class. Each week, an experiential exercise is planned and attendance is mandatory. If necessary, some exercises will be virtual, but if possible, tours of communities and attendance at governmental meetings will be required. One examination will be conducted at the 5th week of class covering the history of environmental justice and governmental approaches to environmental justice. A debate on energy production is planned with students assigned to small groups to develop a debate among the following vested interests: community concerns, governmental approach, industry proposal. A term paper performing an analysis of an approved environmental justice case is due at the end of the course. Milestones for the term paper will be assigned and are expected to be completed on time. An infographic and verbal presentation summarizing the highlights of the term paper will be presented by each student in the final class of the semester.

The following is a list of requirements for the term paper:

1. Select an EJ issue not discussed in class (list of topics provided)
2. History of the issue
3. Analyze the injustice based on principles of social movements and justice
4. Goals of the movement- what are they and what is the critique of those goals
5. Who will benefit from this EJ movement
6. Are there any potential unintended consequences you can anticipate
7. What has been accomplished from this EJ movement – e.g. accomplishment of immediate demands; organization or sociocultural change
8. Have the stated objectives been achieved
9. What is the temporal and political context for the issue
10. What are the internal characteristics of the movement – leadership, strategies
11. What are the short term and longer term outcomes of the movement

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| 1. Story Core Activity | 5 pts. |
| 2. Examination | 30 pts. |
| 3. Debate participation | 15 pts. |
| 4. Term Paper | 40 pts. |
| 5. Infographic and class presentation | 10 pts. |

Total: 100 pts.

- Class participation is not included except based on the debate participation and final class presentation with infographic.

Grading Policy:	94 – 100	A
	90 – <94	A-
	87 – <90	B+
	84 – <87	B
	80 – <84	B-
	77 – <80	C+
	70 – <77	C
	<70	F

Course Schedule:

Week	Date	Course Topic	Online 30	Assignments/Assessments	Link To Competencies And Assessments
1		Introduction to Environmental Justice (Fiedler)	Attend a NJ DEP public meeting related to S-232 NJ EJ legislation on cumulative impacts (virtual)	Taylor, D. 2014. Toxic Communities Chaps 1 and 4. Pellow, D & Brulle, R. 2005. Power, Justice, and the Environment. Chap 1 &3. Commission for Racial Justice. United Church of Christ. 1987. Toxic Wastes and Race. Introduce Debate topic Term Paper topics	Describe the major environmental health problems facing the general public as well as among specific communities or susceptible, vulnerable sub-populations. (Debate; Examination)
2		EJ and Race: the historical roots of the EJ movement (Sheats)		TBD	(Examination; Story core)
3		An analytic framework for evaluation of social movements (Fiedler)	Story core: interview an EJ activist (list of interviewees will be provided – virtual)	Pellow D., & Brulle, R. 2005. Power, Justice, and the Environment. Chap. 5. Suh, D. 2012. Intricacies of Social Movement Outcome Research and Beyond: “How can you tell” Social Movements Prompt Change? Sociological Research. Bump, J. 2019. When do Governments Support Common Goods for Health? Four Cases on Surveillance, Traffic Congestion, Road Safety, and Air Pollution. Health Systems and Reform. Mohai, P. 2018. Environmental Justice and the Flint Water Crisis.	Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities. (Story core; Term paper)
4		Environmental Justice within the US Environmental Protection Agency (EPA): scope, evolution	EPA screen tool exercise (virtual)	https://www.epa.gov/sites/production/files/2017-09/documents/epa_office_of_environmental_justice_factsheet.pdf Allen, et al. <i>Int J Environ Res Public Health</i> 2019 16: 2117	Describe the federal and state regulatory programs relating to environmental (community) protection. (Examination) Topic for term paper due.

Week	Date	Course Topic	Online 30	Assignments/Assessments	Link To Competencies And Assessments
		and approaches of EJ (Rivera-Nunez)		https://www.nj.gov/dep/bcrp/resilientnj/index.html	
5		Examination	Debate prep; small group meetings (virtual)		2-hour examination covering history of EJ and EPA approaches
6		Energy Production and Environmental Justice (Rivera-Nunez)	Debate prep	Finley-Brook and Holloman. <i>Int J Environ Res Public Health</i> 2016 13: 926 https://www.state.nj.us/dep/aqes/oepa-clean-energy.html https://njdep.maps.arcgis.com/apps/webappviewer/index.html?id=601fb450bdd14d6790768c811419daf4 https://www.eia.gov/state/analysis.php?sid=NJ	Describe the federal and state regulatory programs relating to environmental (community) protection. (Debate during class exercise)
7		Debate on S-232	S-232 representing stakeholders from business, community, and NJ government		Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities. (Debate and Term paper)
8		Indigenous communities and Environmental Justice (BurgerGochfeld)		Burger, J, Gochfeld M. 2011. Conceptual environmental justice model for evaluating chemical pathways of exposure in low-income, minority, native American and other unique exposure populations. <i>AJPJ</i> 101: S1 https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2010.300077	Evaluate the impact that environmental factors have on vulnerable populations. (Term paper) EJ issue history and goals section of term paper due.

Week	Date	Course Topic	Online 30	Assignments/Assessments	Link To Competencies And Assessments
				<p>Gochfeld, M, Burger J. 2011 Disproportionate exposures in environmental justice and other populations: the importance of outliers. <i>AJPH</i> 101:S53 https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2011.300121</p> <p>Burger J, Gochfeld M, Kosson DS, Powers CW, et al. 2005. Science, policy, and stakeholders: developing a consensus science plan for Amchitka Island, Aleutians, Alaska. <i>Environ Manage.</i> 2005 May;35(5):557-68. https://link.springer.com/article/10.1007/s00267-004-0126-6</p> <p>This explained what we planned to do to answer the question if the food is “safe”.</p> <p>Burger J, Gochfeld M, Pletnikoff K. Burger J, et al. Collaboration versus communication: The Department of Energy's Amchitka Island and the Aleut Community. <i>Environ Res.</i> 2009 09(4):503-10. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4300131/ [Published with our Aleut colleagues as co-authors this explains what we accomplished and how we communicated with stakeholders]</p> <p>Vickery J, Hunter LM. 2016. Native Americans: Where in environmental justice research. <i>Society & Natural Resources</i> 29:36-52.</p>	
9		Scientific Researchers, Communities, and Environmental Justice: Pitfalls	Panel discussion – scientists and community activists (virtual)	O'Fallon LR, Dearry A. Community-based participatory research as a tool to advance environmental health sciences. <i>Environ Health</i>	Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities.

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		and Progress (Laumbach)		<p><i>Perspect.</i> 2002;110 Suppl 2(Suppl 2):155-159. doi:10.1289/ehp.02110s2155</p> <p>Spears Johnson CR, Kraemer Diaz AE, Arcury TA. What Does It Mean for Something to Be "Scientific"? Community Understandings of Science, Educational Attainment, and Community Representation Among a Sample of 25 CBPR Projects. <i>Health Educ Behav.</i> 2017;44(2):271-277.</p> <p>Commodore A, Wilson S, Muhammad O, Svendsen E, Pearce J. Community-based participatory research for the study of air pollution: a review of motivations, approaches, and outcomes. <i>Environ Monit Assess.</i> 2017;189(8):378. doi:10.1007/s10661-017-6063-7</p>	Term paper; infographic)
10		Food Justice and the Built Environment (Downs)	Tour of Newark food environment (S. Downs will provide an alternative- perhaps individual walks in designated neighborhoods)	<p>Alkon, A.H. and Mares, T.M., 2012. Food sovereignty in US food movements: Radical visions and neoliberal constraints. <i>Agriculture and Human Values</i>, 29(3), pp.347-359.</p> <p>Horst, M., McClintock, N. and Hoey, L., 2017. The intersection of planning, urban agriculture, and food justice: a review of the literature. <i>Journal of the American Planning Association</i>, 83(3), pp.277-295.</p>	<p>Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities.</p> <p>(Term paper)</p> <p>Consequences of EJ movement and accomplishments sections of term paper due.</p>
11		Air Pollution and EJ (Kipen)		TBD	
12		Climate Change and EJ – A New Frontier		Nicky Sheats, Achieving Emissions Reductions for Environmental Justice Communities	Use relevant sources (including public health literature and qualitative and quantitative data)

Week	Date	Course Topic	Online 30	Assignments/Assessments	Link To Competencies And Assessments
		(Budolfson/EJ collaborator)		Through Climate Change Mitigation Policy, W&MELPR, 2017 Danae Hernandez-Cortes and Kyle Meng, Do environmental markets cause environmental injustice?, NBER, 2020 Muller and Mendelsohn, selection from Using Marginal Damages in Environmental Policy: A Study of Air Pollution in the United States, AEI Press, 2014	to identify the health status and disparities in urban populations and communities. (Term Paper)
13		Globalization and Environmental Justice – Roots and Case Studies from Today (Schwander)		<i>The Health of people who live in slums - The history, geography, and sociology of slums and the health problems of people who live in slums.</i> Alex Ezeh et al. Lancet 2017; 389: 547–58. Then write a 250-word reflection on the environmental contributors to health or disease in informal urban settings.	Evaluate the impact that environmental factors have on vulnerable populations. (Term Paper)
14		Environmental Justice and Occupation (Caruth)		Schwartz N, VonGlascoe C, Torres V, Ramos L, Soria-Delgado C. "Where they (live, work and) spray": Pesticide exposure, childhood asthma and environmental justice among Mexican-American farmworkers. Health and Place. 2015 vol: 32 pp: 83-92 Rector J. Environmental justice at work: The UAW, the war on cancer, and the right to equal protection from toxic hazards in postwar America. Journal of American History. 2014 vol: 101 (2) pp: 480-502 Pellow, David and Lisa Sun-Hee Park (2003) Chapter 5: The Political Economy of Work and Health in Silicon Valley. Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High Tech Global Economy, New York University Press, pp. 85-111.	Identify occupational safety and health issues in the workplace and as applicable the related exposure risks to the general public as well as to vulnerable communities or susceptible sub-populations. Term paper & infographic due

Week	Date	Course Topic	Online 30	Assignments/Assessments	Link To Competencies And Assessments
				<p>Bonacich, Edna and Richard Appelbaum (2000) "Chapter 1: Introduction: The Return of the Sweatshop." Behind the Label: Inequality in the Los Angeles Apparel Industry, University of California Press, Berkeley, pp. 1-26.</p> <p>Soriano, Jen "Globalization and the Maquiladoras" Mother Jones Magazine November 24, 1999. https://www.encyclopedia.com/politics/legal-and-political-magazines/globalization-and-maquiladoras. Accessed 09/02/2020.</p>	
15		Term paper and infographic presentations			

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more

information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html