

**Jeffrey Alan Johnson, Ph.D.**

**email:** jajohnson@westminstercollege.edu

**web:** <http://johnsonanalytical.com>

**phone:** (801) 998-3818

**Class Meetings:** TTh 2:00 – 3:50, Converse 202

**Office Hours:** immediately after class or by  
appointment.

This course examines the implementation of public policies to promote environmental ethics, focusing on environmental justice. The course will begin by reviewing different concepts of environmental justice. We then look to see how one might determine that a situation constitutes an environmental injustice. The third part of the course examines the processes and policies that are used to promote environmental justice in the United States. We conclude by examining specific policy areas in which environmental justice plays a significant role.

### *COURSE COMPETENCIES*

Students will demonstrate competency in relation to the following core concepts in environmental policy:

1. concepts of environmental justice.
2. methods of analyzing environmental justice problems.
3. policy processes in environmental justice.
4. application of environmental justice policy to specific policy areas.

Students will demonstrate the following general intellectual skills:

1. professionalism in the performance of their duties.
2. sound written and oral communication skills.
3. sound critical reasoning skills.

Students will demonstrate the following skills with regard to the subject matter of the course:

4. comprehension of the core concepts of the course.
5. the ability to apply, using analytical and synthetic reasoning, those core concepts such that they can understand, give explanations for, and develop responses to issues in environmental justice policy.
6. the ability to analyze, synthesize, and evaluate those core concepts, both in themselves and in practice, such that they add new material to those concepts.

### *GRADING*

This course is based on a system of competency-based grading. Grades will be assigned based on demonstrated mastery of competencies as follows:

- A. Student has demonstrated superior mastery of all course competencies by submitting an outstanding project and four satisfactory essays.
- B. Student has demonstrated mastery of competencies 1-5 by submitting a satisfactory project and four satisfactory essays.

- C. Student has demonstrated mastery of competencies 1-4 by submitting four satisfactory essays and an unsatisfactory project.
- D. Student has demonstrated marginal mastery of competencies 2-4 by submitting three satisfactory essays.

Students who fail to demonstrate knowledge and comprehension of at least three of the core competencies of the course will receive a failing grade.

## *ASSIGNMENTS*

Assignments for this course are designed to demonstrate the competencies described above. All assignments are to be completed online.

Essay exams: Essay exams consist of 300 word responses to case studies requiring that the student explains a concept and uses it in practice. Essay exams will be assigned grades of satisfactory, unsatisfactory, or failing. Satisfactory essays demonstrate (1) comprehension of the concept at issue, (2) an application of that concept to the case that is logically sound and accounts for all available evidence, and (3) satisfactory grammar, style, and organization. A satisfactory grade on all four essays demonstrates competencies 2, 3, and 5.

Research project: Students will complete a 3,000 word paper analyzing an issue in environmental justice, which will be presented to the class. Papers will be assigned grades of satisfactory, unsatisfactory, or failing. Satisfactory papers demonstrate (1) sound analysis, synthesis, and empirical evaluation of environmental justice policy that develops the concepts beyond the material provided in course material, (2) a sound response to issue that accounts for the major aspects of the situation and the concept as developed and either makes a prediction of the likely outcome or proposes a policy solution, and (3) satisfactory grammar, style, and organization. A satisfactory grade demonstrates competencies 2, 3, and 6.

Students may resubmit each written assignment once after initial grading. Assignments that are satisfactory on resubmission will be given a final grade of satisfactory if the initial submission was unsatisfactory or a grade of unsatisfactory if the initial grade was failing. Failing assignments will remain failing if the resubmission is unsatisfactory.

Students must complete all assignments in good faith and in compliance with the ethical standards of scholarship in order to demonstrate mastery of competency 1. Failure to submit an assignment, submission of work that does not demonstrate a good-faith effort to complete the assignment as required, or the inclusion of undocumented outside sources (whether or not in violation of academic conduct policies) in an assignment will constitute failure to demonstrate mastery of this competency and result in a course grade no higher than D.

## *READINGS*

All students must purchase:

Clifford Rechtschaffen, and Eileen Gauna, *Environmental Justice: Law, Policy & Regulation* (Durham, NC: Carolina Academic Press, 2002).

In addition, the following electronic texts, which are available through the college library, will be used extensively:

- Edward Lao Rhodes, *Environmental Justice in America* (Bloomington, IN: Indiana University Press, 2003); <http://site.ebrary.com/lib/wminslc/Doc?id=10021835>.
- Luke W. Cole and Sheila R. Foster, *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement* (New York: NYU Press, 2001); <http://site.ebrary.com/lib/wminslc/Doc?id=10032503>.

- Kathryn M. Mutz (ed.), *Justice and Natural Resources: Concepts, Strategies, and Applications* (Island Press, 2001); <http://site.ebrary.com/lib/wminslc/Doc?id=10064680>.

Note that off-campus access to these texts requires going through the campus library web site. Students may wish to find hard copies of these texts through the usual online sources if they find online reading inconvenient.

### *WORKLOAD*

According to the accreditation standards that validate your degree as a legitimate one, to receive four semester credit hours requires 180 hours of study, including not more than 60 hours in class. In this course, study hours are budgeted as follows: Classes (60 hours), Readings (60 hours), Paper (45 hours), Essays (12 hours), miscellaneous (3 hours).

### *ACADEMIC CONDUCT*

Please refer to the Academic Catalog or the Student Handbook for the College's statement on academic honesty. All students are subject to the university's policies regarding academic integrity. If you have questions about whether something would violate these policies, feel free to talk to me about how to avoid that. In general, the assignments permit you to discuss work done outside of class among yourselves, but each student must make one's own argument and write one's own paper. Plagiarism (the use of the ideas of others without attribution, whether quoted directly or indirectly) will especially not be tolerated; while additional research is commended, each student must properly cite ideas from other sources. Note that even inadvertent violations of academic honesty policies demonstrate the failure to master competency 1, which is a requirement to receive a grade of C or higher in this course.

### *EMAIL*

All correspondence between students and the instructor is to be treated in a professional manner. I will not respond to any messages from inappropriate email addresses, or to messages with sensitive contents where the address is held by anyone other than the student. All communication should use correct spelling, grammar, punctuation, and capitalization. For useful information on email etiquette, google "What is Netiquette?" and "The Core Rules of Netiquette."

### *DISABILITY ACCOMMODATIONS*

If you have a disability for which you will need accommodations in this class, please let me know as soon as possible. You will be required to provide documentation of your disability to the Services with Disabilities program in the START Center in Carleson Hall at 832-2280 (TDD 832-2286).

### *STUDENT PRIVACY*

Under the United States Family and Educational Rights to Privacy Act, all student records are considered private. Information regarding student performance or behavior will not be communicated except in person directly to the student or in writing to the student's mailing address of record without expressed written consent from the student. Grades will not be communicated by phone or email, nor can they be communicated to anyone other than the student, including parents, without such consent except as required by law.

### *REVISION OF POLICIES AND SYLLABI*

All policies are provisional, and are subject to addition, deletion, change, or waiver with or without notice when, in the sole judgment of the instructor, doing so would further the educational goals of the

course. Revision of the documents on the instructor's web site shall constitute notice of changes in policies for which students are held responsible. While the instructor will endeavor to notify students of such changes through announcements in class, students are encouraged to review these policies and the course syllabus periodically for changes. Changes after the beginning of the term will be identified with a revision date.

Where these policies conflict with university regulations, university regulations shall prevail.

## *COPYRIGHT*

All lectures and other course materials © 2008 Jeffrey Alan Johnson except as noted. The course is not a public event. Neither materials nor accounts or other descriptions of the lectures may be disseminated without the expressed written consent of the instructor. Students enrolled in this class during this term may disseminate course materials, notes, or other accounts to other enrolled members of the class this term for non-commercial purposes only. Any commercial distribution of course materials will be pursued as civil copyright violation.

## *COURSE SCHEDULE*

1/8	Course Introduction	No readings
1/13	Distributive Justice	<ul style="list-style-type: none"> <li>John Rawls, from <i>A Theory of Justice</i></li> </ul>
1/15	Non-distributive Justice	<ul style="list-style-type: none"> <li>Iris Marion Young, <i>Justice and the Politics of Difference</i>, chs 1 &amp; 2</li> </ul>
1/22	Environmental Justice	<ul style="list-style-type: none"> <li>First National People of Color Environmental Leadership Summit, "Principles of Environmental Justice," Washington, D.C., October 24-27, 1991; <a href="http://www.ejnet.org/ej/principles.html">http://www.ejnet.org/ej/principles.html</a>.</li> <li>Cole and Foster, ch. 1.</li> <li>Rhodes, ch. 2</li> </ul>
1/27	Environmental Racism	<ul style="list-style-type: none"> <li>Cole and Foster, ch. 3.</li> </ul>
1/29	Environmental Equality	<ul style="list-style-type: none"> <li>Kristin Shrader-Frechette, <i>Environmental Justice: Creating Equity, Reclaiming Democracy</i> (Oxford: Oxford University Press, 2006), ch. 2, 5; <a href="http://site.ebrary.com/lib/wminslc/Doc?id=10142422">http://site.ebrary.com/lib/wminslc/Doc?id=10142422</a>.</li> </ul>
2/3	Causes of Environmental Injustice	<ul style="list-style-type: none"> <li>Cole and Foster, ch. 2.</li> <li>Rechtschaffen and Gauna, ch. II</li> </ul>
2/5	Methods of Environmental Justice Assessment	<ul style="list-style-type: none"> <li>Rhodes, ch. 8</li> <li>Mutz, ch. 2</li> </ul>
2/10	Evaluating Environmental Justice Data	<ul style="list-style-type: none"> <li>Rhodes, ch. 9</li> <li>Rechtschaffen and Gauna, ch. III</li> </ul>
2/12	Risk Assessment	<ul style="list-style-type: none"> <li>Rechtschaffen and Gauna, ch. IV</li> </ul>
2/17	Public Policy Process	<ul style="list-style-type: none"> <li>Rhodes, chs. 4 and 7</li> </ul>
2/19	Regulatory Responses	<ul style="list-style-type: none"> <li>Rechtschaffen and Gauna, ch. V.</li> <li>Reading on EO 12898 TBA</li> </ul>
3/3	Regulatory Responses	<ul style="list-style-type: none"> <li>Rechtschaffen and Gauna, chs. VI, VIII</li> </ul>
3/5	Structural Responses	<ul style="list-style-type: none"> <li>Rechtschaffen and Gauna, chs. VII, XV</li> </ul>

3/10	NEPA	<ul style="list-style-type: none"> <li>• Rechtschaffen and Gauna, ch. XIV</li> <li>• Mutz, chs. 10, 11.</li> </ul>
3/12	EJ Law and Litigation	<ul style="list-style-type: none"> <li>• Rechtschaffen and Gauna, ch. X</li> </ul>
3/17	Civil Rights Approaches	<ul style="list-style-type: none"> <li>• Rechtschaffen and Gauna, chs. XIII, XIV</li> </ul>
3/19	Beyond Policy	<ul style="list-style-type: none"> <li>• Cole and Foster, ch. 7.</li> <li>• O'Leary et al., "Environmental Conflict Resolution," in Robert F. Durant et al., <i>Environmental Governance Reconsidered</i> (Cambridge, MA: MIT Press, 2004).</li> </ul>
3/24	Public Participation in Environmental Justice	<ul style="list-style-type: none"> <li>• Jason Corburn, <i>Street Science : Community Knowledge and Environmental Health Justice</i> (Cambridge, MA: MIT Press, 2005), chs. 2, 4 and 7; <a href="http://site.ebrary.com/lib/wminslc/Doc?id=10173568">http://site.ebrary.com/lib/wminslc/Doc?id=10173568</a>.</li> </ul>
3/26	Toxic Waste	<ul style="list-style-type: none"> <li>• Rechtschaffen and Gauna, chs. IX</li> </ul>
3/31	Air and Water Pollution	<ul style="list-style-type: none"> <li>• Rechtschaffen and Gauna, chs. XI</li> </ul>
4/2	Conservation	<ul style="list-style-type: none"> <li>• Mutz, chs. 9, 12</li> </ul>
4/7	Natural Disaster Risk	<ul style="list-style-type: none"> <li>• Readings TBA</li> </ul>
4/9	Urban Design	<ul style="list-style-type: none"> <li>• Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California," <i>Annals of the Association of American Geographers</i>, Vol. 90, No. 1 (Mar., 2000), pp. 12-40; <a href="http://www.jstor.org/stable/1515377">http://www.jstor.org/stable/1515377</a>.</li> <li>• Julian Agyeman and Tom Evans, "Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions," <i>Annals of the American Academy of Political and Social Science</i>, Vol. 590, Rethinking Sustainable Development (Nov., 2003), pp. 35-53; <a href="http://www.jstor.org/stable/3658544">http://www.jstor.org/stable/3658544</a>.</li> </ul>
4/14	Transportation Planning	<ul style="list-style-type: none"> <li>• Steven C. Bourassa, "The Community Land Trust as a Highway Environmental Impact Mitigation Tool," <i>Journal of Urban Affairs</i>; Sep2006, Vol. 28 Issue 4, p399-418; <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=aph&amp;AN=22063344&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=aph&amp;AN=22063344&amp;site=ehost-live</a>.</li> <li>• Adjo Amekudzi and Michael D. Meyer, "Considering the Environment in Transportation Planning: Review of Emerging Paradigms and Practice in the United States," <i>Journal of Urban Planning &amp; Development</i>, Mar2006, Vol. 132 Issue 1, p42-52; <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=aph&amp;AN=19792291&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=aph&amp;AN=19792291&amp;site=ehost-live</a>.</li> </ul>
4/16	Environmental Justice and Cultural Identity	<ul style="list-style-type: none"> <li>• Cole and Foster, ch. 6.</li> <li>• Bornali Halder, "'Ecocide and Genocide': Explorations of Environmental Justice in Lakota Sioux Country," in Anderson and Berglund, <i>Ethnographies of Conservation: Environmentalism and the Distribution of Privilege</i> (New York: Berghahn Books, 2003).</li> </ul>
4/21 – 4/30	Presentations	No readings
05/5	Conclusions	No readings