



UNIVERSITY
of VIRGINIA

SCHOOL OF CONTINUING
AND PROFESSIONAL STUDIES

Environmental Justice
PSPA 5050
University of Virginia
Fall 2016
3 credits
Graduate Level

Professor: Celeste Murphy Greene, Ph.D., MPA

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Required Texts

Bullard, Robert. (Ed.) (2007). Growing Smarter: Achieving Livable Communities, Environmental Justice, and Regional Equity. Cambridge:MA. MIT Press.

Pellow, David and Bruelle, Robert (Ed.) (2005). Power, Justice and the Environment: A Critical Appraisal of the Environmental Justice Movement. Cambridge: MA. MIT Press.

Selected environmental justice case studies and articles available on Collab.

This course is designed to provide students with an introduction and overview of environmental justice (EJ). The course will cover topics such as the origins of the EJ movement, national environmental policy issues, the distribution of the effects of environmental pollution across ethnic, racial, income and occupational groups, environmental risk, economic environmental issues and finally, state and local issue pertaining to EJ.

Teaching Method

This is a Web-based course. I see myself as the facilitator of your learning. We will be using several types of learning tools and new technology. Collab serves as the learning platform for the course. All course interaction will take place on Collab. Weekly review questions and all assignments will be posted on Collab under the "Assignments" heading. Weekly discussion questions will be posted each week under the heading "Discussion Board". The discussion board allows for students to interact each week by responding to each other's responses to the readings. BbCollab will be used to conduct the live discussion session. You can click on the Live Sessions link from the main course webpage. The course will be taught in an asynchronous format, meaning students can work at their own pace each week, following the assigned weekly due dates. We will meet on four evenings using BbCollab, a form of technology that allows us all to talk to each other as if we were in a real classroom. We will be using the audio format. A combination of teaching methods will be used in this course. These methods include online and live class discussions, lectures, and written assignments.

Learning Objectives

After completing this course, students will be able to:

- 1) Analyze the way minority and low-income populations are impacted by pollution;
- 2) Distinguish between different contributors to the field of environmental justice;
- 3) Demonstrate an understanding of environmental policies;
- 4) Demonstrate effective oral and written communication through individual projects and presentations.

Learning Resources

All written assignments must be written following the format of the American Psychological Association (APA) Style Manual or the Chicago Manual of Style. It is strongly recommended that each student purchase two small pocket size guides: one is for writing and grammar titled A Pocket Style Manual by Diana Hacker. The other is to help with Internet references called Online by Andrew Harnack and Eugene Kleppinger.

Student Expectations

As an online course it is important to respect each other's viewpoints and perspectives. Please be respectful of your fellow classmates and only use appropriate language during online and audio discussions.

Students are expected to be active participants in the learning process. All writing assignments must be typed and double-spaced, using page numbers, and title pages. The use of headings and subheadings is also recommended. If a student cannot meet class assignment deadlines, future arrangements must be made with the professor. Late assignments will result in the reduction of one assignment grade for each day late, unless advance notice is given and approved by the instructor. If you are unable to attend one of the four course discussions, please provide advanced notice to me.

Students are expected to participate in online discussions weekly. Your online postings must be:

- 1) Substantive-reflecting your knowledge of the readings,
- 2) Professional-respectful and appropriate,
- 3) Pertinent,
- 4) Clearly expressed

All assignments are due by 11:50 p.m. on Sunday of the week the assignment is due.

Course Requirements

Students are expected to be active participants in the learning process. Writing assignments must be typed, double-spaced. Students are expected to be active participants in weekly online discussions. If a student cannot meet class assignment deadlines, future arrangements must be made with the professor. Late assignments will result in the reduction of one assignment grade, unless advance notice is given and approved by the instructor.

- 1) Class Participation: Class participation accounts for 10% of the total course grade. As part of the class participation grade, students are expected to be active participants in class discussions, contributing to the quality of class discussion. Weekly class discussions will take place online in Collab. Students' contribution to class discussions should reflect his/her knowledge of the assigned readings.
- 2) Case Studies: Each student is assigned two case studies. Students are responsible for providing a one to two-page executive summary of each case study. The summary should
 - 1) Identify what environmental justice issue is being addressed;
 - 2) Who are the stakeholders?
 - 3) What government agencies are involved?
 - 4) How was the problem resolved?
 Each summary should be typed and double-spaced. Each summary is worth 10% for a total of 20% of the overall grade.
- 3) Midterm: All students will complete a midterm exam. The exam will consist of several questions based on the readings and is worth 30% of the overall course grade.
- 4) Final Research Paper: All students choose a topic related to environmental justice to research. This could be a federal, state, local or international issue. The paper should include a literature review of the topic including a historical analysis of the issue. Students are **not** to conduct survey research for this paper, but are encouraged to include interviews with stakeholders. Some of the questions to be covered in the paper are; Who are the stakeholders? What are the major environmental justice issues? What, if anything, is being done to address the issue? Students should use at least seven sources and one must be a book. Sources must be scholarly sources. Avoid Internet sites ending in .com. The paper should be approximately 10 pages in length, not including title paper and reference sheet and will count for 40% of the overall course grade.

Course Grading

Class Participation	10%	20 points	A	100-95%
Case Studies 2 @ 10% each	20%	40	A-	94-90%
Midterm	30%	60	B+	89-87%
<u>Final Paper</u>	<u>40%</u>	<u>80</u>	B	86-84%
Total	100%	200	B-	83-80%
			C+	79-77%
			C	76-74%
			C-	73-70%
			D+	69-67%
			D	66-64%
			D-	63-60%
			F	59% and below

Course Schedule

	Topic	Assignment
Week 1 9/26-10/2	Personal introductions, overview of course, overview of environmental policy, assign case studies and articles	Review course syllabi and assignments. Assignment #1
Week 2 10/3-10/9	Intro. to Environmental Justice	Read Pellow and Brulle Ch. 1-4. Article #1 Assignment #2 <i>First Live Session</i>
Week 3 10/10-10/16	Distribution of Environmental Pollution	Read Pellow and Brulle Ch. 5-11; Case study 1: <i>Cypress Freeway</i> Assignment #3
Week 4 10/17-10/23	Impacts of Pollution on Minority & Low-Income Populations	Read Pellow and Brulle Ch. 12-15 Case Study 2: <i>Fruitvale BART</i> Article #2 Assignment #4 <i>Second Live Session</i>
Week 5	Environmental Risk	Read: Pellow and Brulle Ch. 16-18 Case study #3: <i>South Park</i> Article #3 Assignment #5
Week 6 10/24-10/30	Midterm	Midterm
Week 7 10/31-11/6	Global Issues of Environmental Justice	Read: Bullard: Ch. 1-4 Article #4 & 5 Assignment #6 <i>Third Live Session</i>
Week 8 11/7-11/13	The Future of Environmental Justice	Read: Bullard: Ch.5-8 Case Study #4: <i>Courdes Junction</i> Assignment #7
Week 9 11/14-11/20	Collaborative Environmental Justice	Read: Bullard Ch. 9-14 Reach: EPA EJ Collaborative Problem Solving Model Assignment #8 <i>Fourth Live Session</i>
Week 10 11/21-11/27	Final Paper	Final Paper Due

Grading Rubric
Celeste Murphy Greene, Ph.D.

Possible Points	5 (Excellent)	4 (Good)	3 (Fair)	2 (Poor)	1 (Unacceptable)
Ideas: Central idea is clearly conveyed. Demonstrates thorough understanding of sources and critically analyzes each source. Clearly defines terms.					
Organization & Coherence: Paper is well organized. Uses headings and subheadings throughout the paper. Transitional sentences are used to link one paragraph to the next and shows a logical progression and development of ideas.					
Support: Uses appropriate evidence to support ideas and convince the reader.					
Style: Chooses words to express specific meaning. Uses well structured sentences which are varied yet flow well together and are not long and rambling.					
Mechanics: Paper is free of spelling, punctuation and grammatical errors.					
Subtotal					
Total					

Environmental Justice Resources

Websites

U.S. Environmental Protection Agency
U.S. Office Of Environmental Justice

www.epa.gov
www.epa.gov/environmentaljustice

Environmental Justice Case Studies by U.S. Dept. of Transportation
http://www.fhwa.dot.gov/environment/environmental_justice/case_studies/caseintro.cfm

University of Michigan Environmental Justice Case Studies
<http://www.umich.edu/%7Esnre492/cases.html>

Technical Specifications: Computer Hardware

- Operating system: Microsoft Windows 8.1 (64-bit) or Mac OS X 10.10
- Minimum hard drive free space: 100GB, SSD recommended
- Minimum processor speed: Intel 4th Gen Core i5 or faster
- Minimum RAM: 8GB

Technical Support Contacts

- Login/Password: scpshelpdesk@virginia.edu
- UVaCollab: collab-support@virginia.edu
- BbCollaborate Support: <http://www.tinyurl.com/uvabbc>

UVa Policies

SCPS Grading Policies: Courses carrying a School of Continuing and Professional Studies subject area use the following grading system: A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; F. S (satisfactory) and U (unsatisfactory) are used for some course offerings. For noncredit courses, the grade notation is N (no credit). Students who audit courses receive the designation AU (audit). The symbol W is used when a student officially drops a course before its completion or if the student withdraws from an academic program of the University. Please visit www.scps.virginia.edu/audience/students/grades for more information.

Attendance: Students are expected to attend all class sessions. Instructors establish attendance and participation requirements for each of their courses. Class requirements, regardless of delivery mode, are not waived due to a student's absence from class. Instructors will require students to make up any missed coursework and may deny credit to any student whose absences are excessive. Instructors must keep an attendance record for each student enrolled in the course to document attendance and participation in the class.

University Email Policies: Students are expected to check their official UVa email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

Mid-Term and End-of-Class Evaluations: Students may be expected to participate in an online mid-term evaluation. Students are expected to complete the online end-of-class evaluation. As the semester comes to a close, students will receive an email with instructions for completing this. Student feedback will be very valuable to the school, the instructor, and future students. We ask that all students please complete these evaluations in a timely manner.

Please be assured that the information you submit online will be anonymous and kept confidential.

University of Virginia Honor System: All work should be pledged in the spirit of the Honor System at the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”. The pledge must be signed by the student. For more information, visit www.virginia.edu/honor.

Special Needs: It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any SCPS student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. Further policies and statements are available at www.virginia.edu/studenthealth/sdac/sdac.html

For further policies and statements about student rights and responsibilities, please visit www.scps.virginia.edu/audience/students