

Environmental Inequality and Justice

Sociology 3314

Monday, Wednesday, and Friday: 11:30 - 12:20

Buttrick 305

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- *“We require a thick commitment to justice, one that entails questioning fundamental concepts and one that steers clear of righteousness. We need a justice that elevates us at the same time that it keeps us grounded, attentive to the specific ‘cuts’ that our enactments of it make: the lives that are made and lost (Barad 2007). ‘[I]t might have been otherwise,’ Leigh Star wisely reminded us (Star 1991, 53). We must stay with both the trouble and the power of that possibility... To achieve this, justice must move from a topic of reflection and writing in philosophy, law, and science studies to an orienting goal of institutional change”. (Jenny Reardon, 2013)*
- *“In a real sense all life is inter-related. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be...This is the inter-related structure of reality.” (Martin Luther King Jr., Letter from a Birmingham Jail, 1963)*

Course description: Over the course of the last 200 years the texture of social life has been dramatically transformed in nearly every corner of the globe. Often times these transformations are viewed through the lens of the benefits they have brought to bear. However, in the face of the incredible feats of human ingenuity and creativity that have characterized the historical trajectory of global society since the industrial revolution, we have often failed to question what the price of such progress is, has been, and will be. This failure is facilitated by the fact that the cost of our progress has never been shared by all those who benefit from it. Time and again, the most marginalized and invisible of us have been handed a disproportionately large bill— a tab that has been paid in the destruction of our bodies, our resources, our environments. This arrangement is not only unjust, it has proven to be unsustainable. Locally and globally environmental processes are being transformed by the byproducts of our progress in ways that threaten the well-being of humans, non-human animals, and the natural spaces that bind them. We do not yet fully comprehend the scale or nature of these threats. There is now clear evidence, however, that while the extent of the environmental mutation we are confronted with is unprecedented, the socially destructive transformation of environmental space has occurred regularly throughout the history of modernity. The primary difference is that in the past such transformations were successfully limited to the spaces and bodies of the most devalued members of our species, and broader socio-ecological community.

Considering as much, it has never been more important to consider the processes by which particular populations and their environments are sacrificed as payment for the

maintenance of the modern, global society. This is the task we take up in this course. The goals of our term together are:

- 1) to interrogate and better understand the structures of our society that are generative of the inequalities we have come to term environmental injustice.
- 2) to consider what progress the environmental justice movement has made in reducing these inequalities, what the limitations of the movement have been, and what shape the movement is likely to take in the future.
- 3) Finally, we will consider what the global nature of contemporary climate crises means for a society that is intent of maintaining the progress of the past, while also protecting our natures and reducing the social inequality that has made our progress possible.

Required texts

- ❖ Taylor, Dorceta E. 2016. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York University Press, New York City.
- ❖ Dunbar-Ortiz, Roxanne. 2015. *An Indigenous Peoples' History of the United States*. Beacon Press, Boston.
- ❖ Pellow, David Naguib. 2018. *What is Critical Environmental Justice*. Polity Press Books, Cambridge, UK.

Recommended texts

- ❖ Cole, Luke W., and Foster, Sheila R. 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*.
- ❖ Harrison, Jill Lindsey. 2019. *From the Inside Out: The Fight for Environmental Justice within Government Agencies*.
- ❖ Pellow, David Naguib. 2016. *Total Liberation: The Power and Promise of Animal Rights and the Radical Earth Movement*.
- ❖ Schlosberg, David. 2007. *Defining Environmental Justice: Theories, Movements and Nature*.
- ❖ Harrison, Jill Lindsey. 2011. *Pesticide Drift and the Pursuit of Environmental Justice*.
- ❖ Bonilla Silva, Eduardo. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America 4th Edition*.
- ❖ Omni, Michael & Howard Winant. *Racial Formation in the United States 3rd Edition*.
- ❖ Kendi, Ibram X. 2019. *How to be an Anti-racist*.

A note on course readings:

It is worth noting that this course is somewhat reading intensive. For each of the three scheduled course days you can expect roughly 40-50 pages of reading. While I have tried where I can to limit the reading that is required, the truth is that the field of environmental justice is at once theory-laden, empirical, and interdisciplinary. The issues we will discuss throughout the course are complex, and have unfolded and taken shape throughout the course of modern development processes- that is, over the last 500 years. That is to say, these are not necessarily new problems and developing a strong grasp of where we are will require some consideration of where we have been. While I hope that we can work together in attempts to find solutions to many of the problems that concern us, the complex nature of socio-environmental concerns elides simple, or straight-forward, and in some cases win-win, solutions. Considering as much, here we will be more focused on posing, discussing, and better understanding the vexing

problems we are currently confronted with than memorizing definitive solutions. Our aim here is to learn of the origins, causes, and impacts of a critically important contemporary problem. In doing that we will further develop our critical thinking skills and become more capable, engaged, and empathetic community members.

Course structure- The ongoing pandemic presents us with significant organizational challenges. The primary difficulty is the inability for more than 16 students to be in class on any given day. Compounding this challenge is the unfortunate fact that at any given moment the extent and severity of the pandemic is shrouded in uncertainty, and as a result the current course structure may need to be changed with little notice. To reduce the disruption to our learning in the event that such a change is required I have organized the course as follows.

- 1) **Lectures, prompts, and responses:** Two lectures will be posted to Brightspace every week. The format of the lectures will vary, but they will end with a discussion or activity prompt that you will be required to respond to. These lectures are created in advance and you may engage with, and respond to them on your own time, asynchronously. That said, you must finish all responses and activities by the end of the week unless told otherwise.
- 2) **In class discussions:** Students will be put into groups that attend class in person on either Monday, Wednesday, or Friday. Your group will rotate which day it attends the in-person discussion. This way all groups will have an opportunity to attend discussion each day of the three weekly course days throughout the term. These in-person meetings will function as discussion sections and lab spaces for students to work on assignments throughout the term. No student is required be physically present in these sessions. If, for any reason, you are not able to attend you may participate in the session via Zoom. If it is not possible to attend your assigned discussion session in person or via Zoom, then you may attend another group's session via Zoom.
- 3) **Readings:** For the sake of convenience I have assigned particular readings to specific days of the week. Despite this, since we have a rotating discussion schedule and lectures are asynchronous, it is not necessary that readings be completed by the day which they are listed on. However, it is highly recommended that the readings are completed before you attend discussion session or engage with the weekly lectures. All readings must be completed by Friday at the latest in order for you to successfully participate in the class and submit your weekly reading journals.

Course Assignments:

10 weekly journals (40%): Throughout this course, you will be asked to keep a weekly journal. In these journals, you will be asked to reflect on the various content explored throughout the course. The journals are due on Fridays at the end of each week by 11:59 PM on Brightspace. You are expected to write about the course readings, class discussions, in class videos, and guest speakers. You may write a journal entry in response to any of the weekly course modules, but you must submit at least 10 journal entries during the course of the term. There is no maximum page length for these journals. You should write as much as you think is necessary. However, to demonstrate that you are actively engaged with the readings journal entries should be at least 300 words. Journals will be graded based on how well they engage with course content and your critical reflections. A strong journal entry will engage critically with readings and other course materials and make connections between the readings, current events, your own life, and/or other course material.

Participation (15%): Though daily attendance is not taken, you are expected to be present and active in your learning experience. Class participation is evaluated based on a number of different criteria, including your attentiveness throughout the course, and your participation in group discussions and activities. Video lectures available online will end with a prompt that you are expected to respond to. Most often these prompts will involve participating in a discussion board. You will be expected to contribute your thoughts and questions to this discussion. In order to help facilitate this process the first few minutes of class will be provided for you to discuss the reading and formulate questions with a neighbor. Before the term is over (i.e. no later than December 11th, you are required to submit a short, 1-2 paragraph, self-evaluation of your course participation. Your self-evaluation can be submitted by selecting “Participation” in the “Assignments” page on Brightspace.

Environmental Autobiography- (20%): How do you understand the environment? What about your role in it? What do you believe distinguishes the natural from the non-natural? These are important, personal questions that often go unexplored. However, in the interest of understanding the way the environmental spaces and socio-cultural systems come together to protect and empower some, while disempowering others and exposing them to environmental risk, it is imperative that we examine our own life experiences and in doing so exercise our sociological imagination- connecting our personal experience to broader social, historical, and policy contexts. To create the space for such reflection we will write a 5-page double-spaced analysis of your environmental identity and how it has been shaped by the social and environmental context in which you have lived – its landscapes, privileges, inequalities, injustices, movements, politics, etcetera. You may use historical and social research on your hometown, discussions of local environmental politics and movements, interviews with locals and family, personal reflections, or any other resources that are pertinent. We will have opportunities to discuss these analyses of our environmental identities in class and learn from one another about the complexities and challenges of environmental inequality in our lives. Your Environmental Autobiography is due in Brightspace on Friday, October 9th, at 11:59pm. The Friday following the submission of your autobiography- October 16th– there will be a short video abstract due by 11:59 pm.

Final Paper- (25%): The final project is a 10-page double-spaced paper documenting and discussing a movement for environmental and social justice. This can be a traditional report on a movement of your choosing (from class discussion or beyond) with approximately one half dedicated to a discussion of the movement's historical and social context, its grievances and goals, its strategies, its opponents, its evolution over time, and any successes or failures. The second half should be focused on the movement's combination of social and environmental concerns, and its efforts to mobilize, reconcile, and meet the needs of multiple constituencies. This should be informed by academic research on the movement, in addition to well-informed websites, news reports, possibly your own interviews, etcetera. In many ways this can be thought of as a case study for a previously 'resolved' or ongoing instance of environmental injustice and the various stakeholders it involves. The final paper project is due in Brightspace on Friday, December 11th, by 11:59pm. Throughout the term there will also be various assignments to help you formulate and write your final research project. Collectively, these assignments are worth 5% of the final paper. Thus, the final paper, itself, will account for 20% of your final grade in the course. The assignments you will complete on the way to finishing your paper are as follows: 1) a final research paper proposal- a 250 to 500-word document proposing your final paper (2% of final paper grade); and 2) a peer review of the introduction and bibliography of your final research paper (3% of final paper grade). More information about each of these can be found below, or on the class website.

Final Paper assignments and due dates

- **Final Research Paper Proposal (2%)**– Due Friday of week 10 (October 30th). Submit a 250 - 500-word document that details what you plan to study for your final research paper. This document should identify what object you plan to study, and let us know what social and environmental impacts you plan of focusing on. Please exchange a copy of your proposal with your peer review partner (who can be found by clicking the “Groups” link in the “Assignments and Activities” drop-down menu in Brightspace, and then selecting the “Peer Review Group” link. Within 1 week of the assignment due date, please submit the peer review that you provided your partner.
- **Final Research Paper Introduction and Bibliography Review (3%)**–Due Friday of week 13 (November 20th). Submit a rough draft of your introduction (or as much as you have complete) and a tentative bibliography for your research paper (including items you plan on reading to complete the research). Please exchange papers with your peer review partner on the due date. You will have the following two weeks to complete a review of the document you received from your peer and then submit that review to Brightspace. The review is due back to your peer and on Brightspace no later than Friday, December 4th
- **Final Research Paper (20%)**– Due Friday, December 11th. Submit your final research paper on Brightspace. Be sure to include a short note (150-200 words at the end of your paper) detailing how you responded to the feedback supplied by your peer as well.

A note on course assignment formatting- All course assignments should be submitted in Times New Roman, 12 pt. font, with 1-inch margins unless otherwise specified. You may choose any of the following citation formats, but you must be consistent and accurate in your formatting: 1) ASA (American Sociological Association) format; 2) APA (American Psychological Association) format; 3) MLA (Modern Language Association) format; 4) Chicago/Turabian format. Please feel free to get in touch with any questions about formatting.

Course Schedule:

Part 1: *The Rise of the Environmental Justice Movement and it's "First Generation"*

Week 1: Introduction: Talking about inequality, others, and ourselves

Required readings:

Monday: Ch. 1, and 3-4 in Kendi, Ibram X. 2019. *How to Be and Anti-racist*.

Wednesday: Ch. 7, and 12-13 in Kendi, Ibram X. 2019. *How to Be and Anti-racist*.

Friday: Diangelo, Robin J. and Özlem Sensoy. 2014. "Leaning in: A student's guide to engaging constructively with social justice content." *Radical Pedagogy*. 11.

Week 2: Introduction to the Environmental Justice Movement- Theories, evidence, cases

Required readings:

Monday: Ch 1-2 in Taylor, Dorceta. 2016. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*.

Wednesday: Ch. 4 in Cole, Luke C., and Sheila R. Foster. 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*.

Friday: Ch. 4 in Taylor, Dorceta. 2016. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*.

Week 3: Introduction to Environmental Injustice- Mechanisms, causes, and contexts

Required reading:

Monday: Executive Summary, Introduction and Ch. 1-4 in Bullard, R, Mohai, P., Saha, R., and Beverly Wright. 2007. *Toxic Wastes and Race at Twenty 1987—2007: Grassroots Struggle to Dismantle Environmental Racism in the United States*.

Wednesday: Ch. 5 in Taylor, Dorceta. 2016. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. (24 pages)

Friday: Ch. 6 in Taylor, Dorceta. 2016. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*.

Week 4: Emergence of a new framework

Required reading:

Monday: Sze, Julie and Jonathan K. London. 2008. "Environmental Justice at the Crossroads." *Sociology Compass* 2(4):1331–54.

Wednesday: Pulido, Laura. 2000. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California." *Annals of the Association of American Geographers* 90:12- 40.

Wednesday: Rice, James. 2016. "Slow Violence and the Challenges of Environmental Inequality." *Environmental Justice* 9(6): 176-180.

Friday: Conclusion in Taylor, Dorceta. 2016. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*.

Friday: Richter, Lauren. 2018. "Constructing insignificance: critical race perspectives on institutional failure in environmental justice communities". *Environmental Sociology*, 4:1, 107-121, DOI: 10.1080/23251042.2017.1410988

Part 2: Critical Environmental Justice Studies and A Return to History

Week 5: Critical and Intersectional Environmental Justice Studies

Required reading:

Monday: Ch. 1 in Pellow, David. 2018. *What is Critical Environmental Justice?*

Wednesday: Schlosberg, David. 2013. "Theorising environmental justice: the expanding sphere of a discourse" *Environmental Politics*, 22:1, 37-55, DOI: 10.1080/09644016.2013.755387

Friday: Ducre, Kishi Animashaun. 2018. "[The Black feminist spatial imagination and an intersectional environmental justice.](#)" *Environmental Sociology*, 4(1): 22-35.

Week 6: Settler Colonialism, Indigenous History and Environmental Inequity: 1

Required reading:

Monday: Ch. 1-2 in Dunbar-Ortiz, Roxanne. 2018. *An Indigenous People's History of the United States*

Monday: Norgaard, Kari, and Worl, Sara. 2019. "What western states can learn from Native American wildfire management strategies". *The Conversation*. <https://theconversation.com/what-western-states-can-learn-from-native-american-wildfire-management-strategies-120731>

Wednesday: Ch. 4-6 in Dunbar-Ortiz , Roxanne. 2018. *An Indigenous People's History of the United States*

Friday: Hooks, Gregory, and Smith, Chad L. "The treadmill of destruction: National sacrifice areas and Native Americans." *American Sociological Review* 69.4 (2004): 558-575.

Week 7: Settler Colonialism, Indigenous History and Environmental Inequity: 2

Required reading:

Monday: Ch. 7 and 9 in Dunbar-Ortiz , Roxanne. 2018. *An Indigenous People's History of the United States*

Monday: La Duke, Winona. 2002. "Salt, Water, Blood, and Coal" in *Recovering the Sacred*.

Wednesday: Ch. 10-11 in Dunbar-Ortiz, Roxanne. 2018. *An Indigenous People's History of the United States*

Friday: La Duke, Winona. 2002. "Klamath Land and Life" in *Recovering the Sacred* (suggested).

Friday: Whyte, Kyle Powys. "Indigenous Food Systems, Environmental Justice, and Settler- Industrial States." 2015. In *Global Food, Global Justice: Essays on Eating under Globalization*. Edited by M. Rawlinson & C. Ward, 143-156, Cambridge Scholars Publishing.

Environmental Autobiography due on Brightspace by Friday, October 9th at 11:59pm

Week 8: Racial Capitalism, Slavery, Imperialism, and EJ: 1- Understanding racial capitalism

Required reading:

Monday: Stewart, Mart. A. 2006. "Slavery and the origins of African American Environmentalism." Pp. 9-20 in *To Love the Wind and the Rain: African Americans and Environmental History*, edited by Dianne D. Glave and Mark Stoll. Pittsburgh, PA: University of Pittsburgh Press.

Monday: Du Bois, W.E.B. 1946. "The Rape of Africa." Pp. 45-80 in the *World and Africa: An Inquiry into the part which Africa has played in world history*.

Wednesday: Washington, Sylvia Hood. 2006. “‘My Soul Looked Back’: Environmental Memories of the African in America, 1600-2000.” Ch 4 in *Echoes from the Poisoned Well: Global Memories of Environmental Injustice*. Eds. S. H. Washington, P. C. Rosier, H. Goodall. Lanham: Lexington Books. Pp. 55-72.

Friday: Mohai, Paul. 1990. “Black Environmentalism.” *Social Science Quarterly*, 71(4): 744-65.

Environmental Autobiography video abstract due on Brightspace by Friday, October 16th at 11:59pm

Week 9: Racial Capitalism, Slavery, Imperialism, and EJ: 2- Global environmental racism

Required reading:

Monday: Pulido, Laura & Juan De Lara. 2018. “Reimagining ‘justice’ in environmental justice: Radical ecologies, decolonial thought, and the Black Radical Tradition.” *Environment and Planning E: Nature and Space*. 1(1-2).

Wednesday: Clark, Brett, Auerbach, Daniel, & Zhang, Karen Xuan. 2018. The Du Bois nexus: intersectionality, political economy, and environmental injustice in the Peruvian Guano trade in the 1800s, *Environmental Sociology*, 4:1, 54-66, DOI: 10.1080/23251042.2017.1381899

Friday: Ch. 4 in Pellow, David. 2018. *What is Critical Environmental Justice?*

Complete at least two responses to a classmates Environmental Autobiography Video Abstract by Friday, October 23rd at 11:59pm

Week 10: Racial Capitalism, Slavery, Imperialism, and EJ: 3- Racial capitalism and EJ in the U.S. Part 1

Required reading:

Monday: Ch 7 in Taylor, Dorceta. 2016. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*.

Wednesday: Ch. 8 in Taylor, Dorceta. 2016. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*

Final Research Paper Proposal due on Brightspace by Friday, October 30th at 11:59pm

Week 11: Racial Capitalism, Slavery, Imperialism, and EJ: 3- Racial capitalism and EJ in the U.S. Part 2

Required reading:

Monday: Ch. 2 in Pellow, David. 2018. *What is Critical Environmental Justice?*

Monday: Pulido, Laura. 2016. "Flint, environmental racism, and racial capitalism." *Capitalism, Nature, Socialism* : 1-16.

Wednesday: Ch. 3 in Pellow, David. 2018. *What is Critical Environmental Justice?*

Wednesday: Dillon, Lindsey and Julie Sze. 2016. "Police Power and Particulate Matters: Environmental Justice and the Spatialities of In/securities in U.S. Cities." *English Language Notes*.

Friday: McGee, Julius Alexander, and Greiner, Patrick Trent. 2020. Racial Justice is Climate Justice: Racial capitalism and the fossil economy. *The Hampton Institute*.

Final Research Paper Proposal Peer Review due on Brightspace by Friday, November 6th at 11:59pm

Week 12: Gender, Sexuality, Ecofeminism, and Environmental Justice

Required Reading:

Monday: Cook, K. 2007. "Environmental Justice: Woman Is the First Environment." In *Reproductive Justice Briefing Book: A Primer on Reproductive Justice and Social Change*, edited by S. Song, 62–63.
<https://www.law.berkeley.edu/php-programs/courses/fileDL.php?fID=4051>

Monday: Introduction and Conclusion in Bell, Shannon Elizabeth. 2013. *Our Roots Run Deep as Ironweed: Appalachian Women and the Fight for Environmental Justice*.

Wednesday: Hoover, Elizabeth. 2017. "[Environmental reproductive justice: Intersections in an American Indian community impacted by environmental contamination](#)." *Environmental Sociology*, 4(1): 8-21.

Friday: Gaard, Greta. 2019. "Just Ecofeminist Sustainabilities" in *Critical Ecofeminism*.

Friday: Gaard, Greta. 2004. "Toward a Queer Ecofeminism." In *New Perspectives on Environmental Justice: Gender, Sexuality and Activism*.

Part 3: Environmental Justice, Sustainability, and Climate Change

Week 13: Transportation Oriented Development and New Urbanism

Required reading:

Monday: Ch 9-10 in Taylor, Dorceta. 2016. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*.

Wednesday: Checker, Melissa. 2007. "Wiped Out by the Greenwave: Environmental Gentrification and the Paradoxical Politics of Urban Sustainability." *City & Society* 23(2):210–229.

Wednesday: Lubitow, Amy., & Miller, T. R. 2013. "Contesting Sustainability: Bikes, Race, and Politics in Portlandia". *Environmental Justice* (19394071), 6(4), 121-126.

Friday: Gould, Kenneth A. and Tammy L. Lewis. 2016. "Making Urban Greening Sustainable." Pp. 151-176 in *Green Gentrification: Urban Sustainability and the Struggle for Environmental Justice*. New York, NY: Routledge.

Final Research Paper Introduction and Bibliography due on Brightspace by Friday, November 20th at 11:59pm

Week 14: Climate Justice

Required reading:

Monday: Harlan, Sharon L., David N. Pellow, J. Timmons Roberts, Shannon Elizabeth Bell, William G. Holt and Joane Nagel. 2015. "Climate Justice and Inequality." Pp. 127-163 in *Climate Change and Society: Sociological Perspectives*, edited by R. E. Dunlap and R. J. Brulle. New York: Oxford University Press

Wednesday: Klein, Naomi. 2019. "Let Them Drown: The violence of othering in a warming world." And "There's Nothing Natural About Puerto Rico's Disaster." In *On Fire: The Burning Case for A Green New Deal*.

Friday: Maniates, Michael. 2001. "Individualization: Plant a Tree, Buy a Bike, Save the World?". *Global Environmental Politics*, 1(3).

Friday: Klein, Naomi. 2019. "Movement Will Make, or Break, The Green New Deal." In *On Fire: The Burning Case for A Green New Deal*.

Final Research Paper Introduction and Bibliography Peer Review due on Brightspace by Friday, December 4th at 11:59pm

Week 15: Pandemic I and Environmental Justice (optional)- Final Due

Monday: Wallace, R.G., Bergmann, L., Kock, R., Gilbert, M., Hogerwerf, L., Wallace, R. and Holmberg, M., 2015. The dawn of structural one health: a new science tracking disease emergence along circuits of capital. *Social Science & Medicine*, 129, pp.68-77.

Wednesday: Malcom, Kelly, and Sawani Jina. 2020. "Racial Disparities in the Time of COVID-19". *University of Michigan Health lab*.
<https://labblog.uofmhealth.org/rounds/racial-disparities-time-of-covid-19>

Final Research Paper due on Brightspace by Friday, December 11th at 11:59pm

Discussion Group Schedule

WEEK	MONDAY	WEDNESDAY	FRIDAY
Week 1	Group 1	Group 2	Group 3
Week 2	Group 2	Group 3	Group 1
Week 3	Group 3	Group 1	Group 2
Week 4	Group 1	Group 2	Group 3
Week 5	Group 2	Group 3	Group 1
Week 6	Group 3	Group 1	Group 2
Week 7	Group 1	Group 2	Group 3
Week 8	Group 2	Group 3	Group 1
Week 9	Group 3	Group 1	Group 2
Week 10	Group 1	Group 2	Group 3
Week 11	Group 2	Group 3	Group 1
Week 12	Group 3	Group 1	Group 2
Week 13	Group 1	Group 2	Group 3
Week 14	Group 2	Group 3	Group 1

Classroom Policies:

Academic Etiquette: Please be respectful to all members of the class. Please arrive in class on time and do not leave early, or pack up to leave early, or log out of Zoom early. Both arriving late and leaving early can be very disruptive, even on Zoom. There are often extenuating circumstances in digital settings, so the following is not a hard and fast rule, however, unless there is a compelling reason, you should have your Zoom camera on. If you have such a reason (e.g. caring for a loved one who does not wish to be on camera, low bandwidth, no camera access, or any such circumstance) then please do let me know. Seeing each other's faces is an important part of building our small community. In addition, please do not talk while I am lecturing and do not interrupt other members of the class when they are talking (to the extent this is possible on Zoom). To this end, your microphone should be muted until you are ready to speak. Of course, you should always feel free to raise your hand if you'd like to ask a question or make a comment, and you should talk freely and openly on discussion days.

Participation: Success in this class depends largely on your level of participation in online discussion forums, completion of graded and ungraded activities, and participation in in-person and Zoom discussion sections. While I realize that not all students feel comfortable speaking in class (especially when the class is partially mediated through Zoom), my hope is that we can make this an atmosphere in which everyone will feel that they can participate. Each student is responsible for attending class, being prepared for class, and contributing to the activities in class. We will frequently discuss the topics and readings covered in this course, some of which may be controversial. I hope that discussions will be lively and interesting. The beginning of synchronous class sections will typically consist of an open discussion of the readings from the last few days. You will be expected to contribute your thoughts and questions to this discussion. In order to help facilitate this process the first few minutes of class will be provided for you to discuss the reading and formulate questions with a neighbor, or partner on Zoom. I encourage, and expect, everyone to engage meaningfully in these discussions and those that take place in the course of class lectures. I also want to ensure that we are all working to make our classroom a safe environment in which all students are able to feel comfortable. To ensure that our discussions will be productive, it is essential that at all times you are respectful to other members of the class. Disrespectful interactions with other members of the classroom community will result in you being asked to leave for the remainder of the class section.

Attendance: I expect you to be in class physically or otherwise, although I will not typically take attendance. Each of you will be responsible for any material, announcements, assignments, and/or schedule changes presented during class time- though I will of course make sure that each section, or attendance group has the opportunity to hear announcements in their allotted time. However, If you miss a class you will need to ask another student for details of what was covered, or attend another attendance group's discussion through Zoom. I will not repeat information in class for those who have missed classes.

Electronic recording: You do not have permission to record classes. Classrooms are protected spaces where learning occurs. "To record classroom interactions without the knowledge or

consent of others in the classroom violates the principles of honesty and civility, and threatens the principle of scholarship. To use recordings for purposes beyond enhancing personal learning may constitute theft (of intellectual property), undermines the collaborative pursuit of scholarship, and is inconsistent with the principle of civility.”

Academic Honesty:

Vanderbilt’s Honor Code governs all work in this course. In general:

- (1) You may discuss research, test preparation, and homework with other students, but you must do the work yourself (e.g., literature searches, reading and writing for homework, preparation for oral presentations, etc.); and
- (2) You must properly document all sources that you use in your research project using ASA bibliographic style.
- (3) You do not need to reference readings for the homework assignments unless it is to an article that is not part of the assignment.

More information on the Honor Code is available here:

www.vanderbilt.edu/student_handbook/chapter2.html

studentorgs.vanderbilt.edu/HonorCouncil/infostud.php.

If you have any questions, please ask me, not another student, for clarification. Uncertainty about the application of the Honor Code does not excuse a violation.

Student-teacher relationships are built on trust. Students must trust that teachers have made appropriate decisions about the structure and content of a course, and teachers must trust that the assignments students turn in are their own. Acts that violate this trust undermine the educational enterprise. There are several types of academic dishonesty that you should be aware of for this course:

1. Copying your assignment answers from another student. You may discuss the readings with your classmates, but you should do the readings on your own, write them up on your own, and be ready to discuss them in class. Violations will be turned over to the Honor Council.
2. Copying another source in a writing assignment, such as an article or another student’s assignment, including from a previous time the course was offered, without using quotation marks and citing the reference. If the plagiarism is substantial (more than one sentence), your case may be turned over to the Honor Council.
3. Copying minor quotations of a phrase or half sentence or using the ideas of others without attribution. This is known as “patchwork plagiarism” and “theft of ideas.” I tend to treat this problem with a warning at the beginning, but if it continues, your case may be turned over to the Honor Council. When in doubt, add a footnote and a reference even for an idea that you are referencing (that is, even if you do not quote directly the source).
4. Adding to the attendance sheet the name of a student who is not in attendance, or writing offensive or derogatory comments on the attendance sheet.
5. Posting yours or others’ lectures notes or making them more generally available in any way to anyone who is not part of the course (emailing, file sharing, print files, etc.), or making unauthorized recordings in any medium of the lectures. Note the sole exception: If you have been absent, you may copy the notes of another student for your personal use, or you may let another student in the class copy your notes for personal use. Your lecture notes contain the ideas of your

instructor and of other students. They are the instructor's intellectual property, and sometimes they include ideas that have not yet been published. As a result, replication should only occur with permission from the instructor. If you wish to use ideas from lectures in any publications (including electronic ones), you should first get permission from the instructor and then cite the material properly

If I find that you have distributed lecture notes without my permission (except as permitted above), either during the semester or afterwards, I may report the case to the Honor Council.

Gender Fair Language:

Students in this course are expected to use gender fair language in their writing and speaking. Every time you use a masculine-oriented word to refer to people in general, the implicit effect, even if unintended, is to whisper: *women and gender non-conforming individuals don't count*. Classroom assignments that do not use gender fair language may be returned with a request that you rewrite them. The best way to do this is to use plural nouns and pronouns, such as they and them, and you (which can be used plurally, in fact).

Students with Special Needs:

The course requirements will be adjusted to serve the needs and capabilities of students with special needs. You are invited to notify me about your particular situation; you should also be in contact with the Equal Opportunity, Affirmative Action, and Disability Services Department (EAD). Please do so as soon as possible. In general, we expect all students in the course to devote from seven to nine hours a week to course assignments in addition to the time spent in class. You may also be encouraged to attend additional sessions with the teaching assistant so you can draw comparable value from the course. Lectures will be posted for all students.