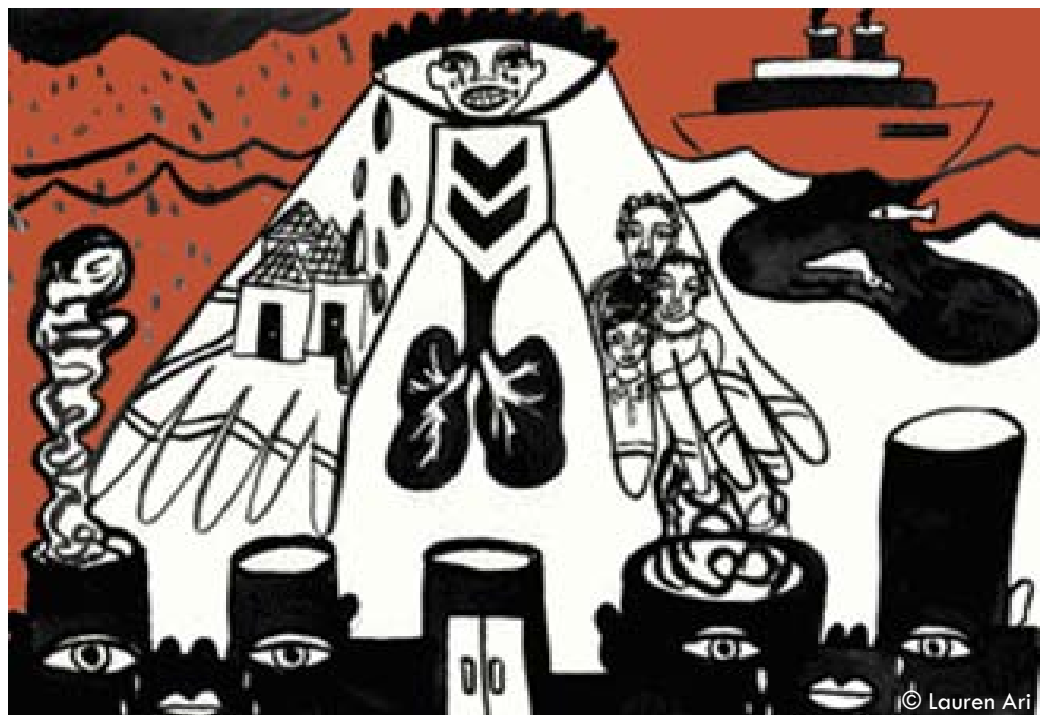


PROCEEDINGS  
EJ CURRICULUM DEVELOPMENT  
WORKSHOPS  
WINTER 2013



6/20/2013

UCLA Environmental Justice Initiative

Establishing UCLA at the forefront of EJ theoretical, empirical and engaged scholarship through innovative collaborative efforts involving students, faculty and staff from both north and south campus.

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# Proceedings

## EJ Curriculum Development Workshops

### Winter 2013

#### **ESTABLISHING UCLA AT THE FOREFRONT OF EJ THEORETICAL, EMPIRICAL AND ENGAGED SCHOLARSHIP**

#### INTRODUCTION | THE UCLA EJ INITIATIVE & CURRICULUM PROJECT

It is often the case that environmental risks, hazards and negative health impacts are unfairly distributed across socioeconomic groups and communities. Environmental justice involves the study of these impacts and efforts to redress these inequalities. The field of environmental justice (EJ) is one of the main themes of “sustainability” but has received less curricular attention than human impacts on the natural environment and the need for economic feasibility. To fill this gap, faculty from North and South Campus proposed the development of a 4-unit undergraduate upper division course with discussion sections on environmental justice within the United States, which was piloted in the Spring of 2013.

With the support from the UCLA Office of Instructional Development, five campus units committed to the collective development of an effective class that examines environmental justice from multiple lenses with the underlying philosophy that such course must cross major disciplinary boundaries and must be jointly developed with shared responsibility. The new course will be co-sponsored by the Institute of the Environment and Sustainability (IoES), the Afro-American Studies IDP (Inter-Departmental Program), the American Indian Studies IDP, the Asian American Studies Department, and the Cesar E. Chavez Department of Chicana/o Studies.

The curriculum project is a part of a larger initiative to promote EJ scholarship at UCLA. This campus is in a unique position to take a leading and pioneering role in the field. The ethnic studies teaching and research programs are among the best in the nation, and the IoES has become a major center of academic excellence. The environmental justice initiative aims to combine these two major components to enhance the university’s teaching, research and service missions. We believe that no other institution of higher learning has the capacity to build bridges across these disciplines. The synergy will enable us to generate new knowledge and more effective real-world practices. A critical component is training our students, and the proposed course is an initial step in that direction. The Department of Urban Planning at the UCLA Luskin School of and the Reference and Special Collection units at the UCLA Library are also partners in this endeavor.

During the Winter quarter of 2013, under the leadership of Professor Paul Ong, the graduate seminar Urban Planning 269, was offered to provide students with an opportunity to actively participate in the development of the new undergraduate EJ course ([See Appendix for Syllabus](#)). The graduate seminar centered on creating, organizing and participating in four curriculum development workshops. The workshops were open to all students, faculty, and staff and designed to help create, mold, and shape the undergraduate EJ class to be piloted in the Spring quarter of 2013. The workshops are listed below in sequential order:

- (1) Week 2, January 17th, EJ Pedagogy, 19 participants
- (2) Week 4, January 31st, Through the Lens of Ethnic Studies, 22 participants
- (3) Week 6, February 14th, Through the Lens of Environmental Sciences, 16 participants
- (4) Weeks 8, February 28th, Through the Lens of Professional Practice, 36 participants

## WORKSHOP OVERVIEW

The first workshop *UCLA Environmental Justice Curriculum Workshop: EJ Pedagogy* covered the key parameters in curriculum development, learning and teaching goals for the curriculum, the teaching/learning process, course requirements, and incorporating partners and embedding other campus units were broadly examined. The workshop created the opportunity to examine the intersections of disparate domains of scholarship and the possibilities to expand interaction and collaboration.

The second workshop *Through the Lens of Ethnic Studies* included staff and students representing a range of departments, including the library, the Luskin School of Public Affairs, American Indian Studies, African American Studies, and Asian American Studies. The workshop's format was divided into five main sections: 1) Introduction to Ethnic Studies, including historical context, goals, and theoretical frameworks. 2) PowerPoint presentation to evoke discussion through visual and artistic representations of environmental justice; 3) Roundtable discussion; 4) Small group discussion; and 5) Summary. Throughout the discussion, participants raised insights and suggestions concerning pedagogy, theories, practical application of Ethnic Studies, and logistics of teaching the class.

The third UCLA Environmental Justice Curriculum Workshop *Through the Lens of Environmental Sciences* was hosted at the Institute of the Environment and Sustainability (IoES) in their main conference room on February 14, 2013. Students and faculty from north and south campus were targeted to attend. The goal of the workshop was to explore how environmental science content could inform both departmental and campus-wide EJ curricula, as well as inform the spring quarter course "Environmental Justice Through Multiple Lenses." This workshop was intended to be an open-ended exploration to discuss how the theoretical frames and empirical findings of the environmental sciences shaped EJ, as well as how these perspectives could be used to drive engaged scholarship and research. The workshop created an opportunity to unite south campus and north campus intellect and to problem-solve south campus engagement and partnership in the EJ movement.

The fourth and last UCLA Environmental Justice Curriculum Workshops was *Environmental Justice through the Lens of the "Problem Solving Professions"*. The UCLA Institute of the Environment and Sustainability (IoES) along with the UCLA Library hosted the workshop on February 28th, 2012 at the UCLA Young Research Library. This workshop focused on developing the key teaching points and methods to help students understand 1) what planning, policy, and other "problem-solving" professions are about 2) what are ways these professions and lines of inquiry see or address equity and environmental challenges, and how they deal with environmental justice, (3) what are the key questions being asked in these professions, and 4) what is engaged scholarship.

## RECOMMENDATIONS

Based on participant discussion at the four curriculum workshops, the new EJ course should incorporate the following:

- Establish an upper division, multidisciplinary environmental justice course;
- Integrate the course into the curriculum of affiliated departments;
- Expand by adding additional graduate and undergraduate courses in the future;
- Incorporate engaged scholarship and service learning; and
- Encourage similar efforts at other universities and colleges.

## WORKSHOP 1 EJ PEDAGOGY

**Paul Ong & Silvia Jimenez**

### Workshop Summary

The following contains a summary of the first *UCLA Environmental Justice Curriculum Workshop: EJ Pedagogy*. The UCLA Institute of the Environment and Sustainability (IoES) along with the UCLA Library hosted the workshop on January 17<sup>th</sup>, 2012 at the UCLA Young Research Library. The workshops included individuals from north and south campus – the social sciences and humanities and the scientific fields, respectively – and those with knowledge about the institutional requirements to implement a new upper-division environmental justice course for Spring 2013. The goal of the workshop was to broadly examine the key parameters in curriculum development, learning and teaching goals for the curriculum, the teaching/learning process, course requirements, and incorporating partners and embedding other campus units. The workshop created the opportunity to examine the intersections of disparate domains of scholarship and the possibilities to expand interaction and collaboration.

**Paul Ong**, Professor of Urban Planning and Asian American Studies, welcomed participants and defined the objective of the workshop as bringing together faculty, staff and students interested in sharing their knowledge and experiences, and in contributing to the development of a new multidisciplinary course focusing on environmental justice (EJ) in the United States, with the plans of expanding geographical focus at a later time. He explained that unfortunately there are no courses at UCLA covering the multifaceted aspects of EJ and that filling that gap in the curriculum is one of the goals of a wider UCLA EJ Initiative. Ong then outlined the UCLA Initiative and future events. He also explained that UCLA is in a unique position to further EJ teaching, research, and service as the university's ethnic studies programs and research centers are among nation's best and the IoES is a global leader in the study of the environment. Ong finally outlined the structure of this workshop, emphasizing that it was designed to be highly participatory.

### Attendees

**Adam Dorr**, doctoral student, Urban and Regional Planning\*

**Ashley Fuller**, postdoctoral researcher, **Climate Vulnerability Project**, IoES

**Chantal Walker**, master's student, American Indian Studies\*

**Chloe Green**, master's student in the Urban and Regional Planning\*

**Cully Nordby**, academic director, IoES, and behavioral ecologist, Ecology and Evolutionary Biology

**Hilary Wilson**, master's student, Urban and Regional Planning\*

**Jennifer Osorio**, social sciences and humanities lead librarian, UCLA Library

**Jonathan Collins**, doctoral student, Political Science

**Juan Garibay**, doctoral student, Higher Education

**Kazue Chinen**, master's student, Environmental Health Sciences\*

**Keith Camacho**, undergraduate advisor and professor, Asian American Studies

**Kristin Fukushima**, master's student, Asian American Studies

**Silvia Jimenez**, master's student, Urban and Regional Planning\*

**Sophia Cheng**, master's student, Asian American Studies\*

**Stan Paul**, undergraduate advisor, undergraduate advisor, Luskin School of Public Affairs

**Susan Anderson**, curator of *Collecting LA*, UCLA Library

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\*Participants are part of the Winter 2013 seminar *Urban Planning 269: EJ Pedagogy, Understanding, Discovering and Acting Through Multiple Lenses*, which encourages and support students' interest and/or activities in EJ, provides a space to think about EJ intellectually, and offers an opportunity to contribute to the development of multi-disciplinary EJ scholarship at UCLA.

**Susan Nakaoka**, doctoral student, Urban and Regional Planning

**Wendy Teeter**, curator of Archeology, Fowler Museum, and professor, American Indian Studies

## Workshop Agenda

### Introductions

- Brief personal introductions
- Overview
- See flyer
- EJ Initiative & Future Events
- Curriculum Workshops

### Discussion 1: Three key parameters in curriculum development

- What are student wants and needs?
- How will course prepare them for life?
- Transferable skills?
- What intellectual leadership should faculty provide?
- How do we define EJ?
- How is knowledge produced?
- What are the broader institutional requirements to implement an EJ course?
- Not department specific but campus requirements we need to meet
- Process to approve of course

### Discussion 2: Learning & teaching goals for the curriculum based on 5 themes

- What knowledge, skills, and values/world views should be part of curriculum?

### Discussion 3: The teaching/learning process

- Based on experience, how should the course be structured?
- Traditional lectures
- Socratic style of leading through questioning
- Experimental
- Individuals and group processes (educating individuals vs. opportunity for group work)
- Are there any specific styles needed for EJ teaching?
- How is EJ taught at other universities?

### Discussion 4: Course requirements

- Are there opportunities to fit EJ course into the curriculum?
- If so, would the course be an elective or can it meet a requirement?
- Which department would house the course? Who would teach? How should course be structured?

### Discussion 5: Incorporating partners and embedding in other units (1:00pm-1:20pm)

- What are the resources available to promote EJ teaching, service and research?
- Library (Susan)
- What can academic departments contribute?
- Can course be part of other academic programs?
- Certificate programs
- Minors



## Discussion 1: Three key parameters in curriculum development

### What are Student Wants and Needs?

**Cully Nordby** noted that students should gain a broad understanding of what is causing environmental injustices but that students in the environmental sciences not only want to listen to the negative aspects but also want to learn about what has worked and what students can do about injustices. **Adam Dorr** asked the questions: “What should be emphasized?” and “Do we need to collect information on student wants and needs?” **Paul Ong** gave an example of how the Asian American Studies (AAS) program conducted a survey and focus group of student majoring in their program as well of students that did not take any of AAS courses, and that doing so helped inform departmental outreach efforts to increase student enrollment. **Jonathan Collins** agreed that a survey should be conducted and suggested survey should also ask for recommendation about what methods should be used, for instance having interactive course segments. **Susan Anderson** also agreed that having this type of data will be helpful; noting that it will help refine the interdisciplinary focus of the course and attract more students from different parts of campus. **Kristin Fukushima** said that there are many avenues to approach students but that when preparing for life, students need to be exposed to different tools and learn new skills that will help them professionally.

### What intellectual leadership should faculty provide?

**Ashley Fuller** highlighted the need to make clear what the teaching scope of the course will be, such as the geographical scope, and whether the course will be applied or theoretical. She suggested looking at EJ theory from 1980s on and the rise of African American activism in the Environmental Justice movement as a result of EJ problems in Warren County. She also suggested including a history of EJ, theoretical debates, and discussions on what came first (people or environmental problems). **Fuller** also suggested examining dispute resolution mechanisms, law practicum, and Robert’s rule if a more applied approach will be followed. **Ong** noted that a free ranging curriculum that spans general education requirements, and thinking about EJ, society, justice, and the natural environment opens a window to discuss other social factors.

### What are the broader institutional requirements to implement an EJ course?

See Discussion 4.

## Discussion 2: Learning & teaching goals for the curriculum

### What knowledge, skills, and values/world views should be part of curriculum?

**Juan Garibay** suggested providing opportunities for students to recognize environmental injustices and EJ as well as provide students an opportunity to critique the built environment (in reference to Toxic Tours, see next page). **Susan Nakaoka** asked if there will be an overall critical framework, a lens that will unify course, and how to ensure that a critical lens and perspective is not lost given its centrality to environmental justice. **Jimenez** suggested addressing how different ethnic groups experience environmental injustices pointing out that some groups are exposed to environmental hazards based on their occupation while others are not. **Anderson** disagreed with the latter and said that EJ should not be about different group experiences but collective experiences and not equivalency. **Dorr** asked “How do we define EJ? What is the focus of EJ in the US?” and whether answering these questions needs to be part of a theoretical discussion of the modern, narrower critical lens or more traditional critical view. **Ong** noted that there is still debate on how EJ is part of the larger concerns about society, equity, fairness, and justice; whether it should be reduced to being a social justice issue or if it is uniquely different; and how it relates to access to a positive, fairness, and EJ as a negative burden. **Cully** noted that her interpretation of EJ is that it is a third-leg of sustainability and ensuring positive access. **Teeter** noted the need to acknowledge history and separation between culture and

environment. **Ong** added that there is subjectivity in any body of knowledge that frames how we decide to act, and that all disciplines and views have something to offer to EJ. **Chantal Walker** said it is important to have students think about the unique perspectives each discipline perceives EJ through, and incorporating practice from knowledge. She also suggested making a choice about the teaching framework after the different disciplinary perspectives are presented in subsequent workshops.

### Discussion 3: The teaching/learning process

#### Based on experience, how should the course be structured?

**Ong** explained that engaged scholarship is an important learning experience for students that helps them understand how to practice scholarship and more directly connect it to the real world. **Osorio** asked the questions: “How do students engage with the real world?” and “How can [an EJ course] can be a part of this [engagement]?” **Ong** gave an example of how in the past, the Urban & Regional Studies minor capstone project used service learning to promote engaged scholarship, explaining that students had the opportunity not only to work with a “client” but also learn from community stakeholders. **Dorr** followed with the example of the 2013 Urban Agriculture Comprehensive Project for students in the Master’s in Urban and Regional Planning, highlighting the positive student response to guest speakers from organizations engaged in urban agricultural work and how this gave students a window into a real world avenue for making change. **Nordby** shared that speakers are a regular part of all courses at the IoES, pointing out that UCLA Alumni, **D’Artagnan Scorza**, is a student favorite in the annual Sustainability Speaker Series hosted by the Social Justice Learning Center.

#### Are there any specific teaching styles needed for EJ teaching?

**Norby** mentioned that IoES courses often introduce students to the subject of social justice by hosting a bus tour where they can observe change, such as by visiting Scorza’s Social Justice Learning Institute. **Juan Garibay** also liked the idea of bringing students out into the community and suggested using social media, Facebook, or having a photo project to document student experiences. **Garibay** also suggested taking students on a Toxic Tour, which allows students to recognize environmental injustices and EJ as well as provide an opportunity to critique the built environment. **Chloe Green** added that a current MA student in Urban Planning works with the organization East Yard for Communities for Environmental Justice, which offers Toxic Tours. **Ong** provided a final example of the 2009 Urban & Regional Studies minor capstone project and the positive feedback from students that were able to take part in a tour of the Los Angeles River with writer/activist Jenny Price. The tour provided the opportunity to engage and use the physical landscape to open up discussions on societal issues.

**Chloe Green** noted that for those outside of the science fields, it is often difficult for students to get past the feeling of science feeling impenetrable and that the EJ course should offer the opportunity to build on practical applications, such as collaboration, so that students may teach each other and learn new tools just by participating. **Ong** added that the purpose of the course should be not to make scientists and engineers but for students outside of these disciplines to appreciate science. Likewise, **Ong** added, the purpose should be for students in the sciences to take science to the streets so that both north-south campus students can develop a mutual understanding of what it takes to produce research in the other’s field. **Ong** mentioned Participatory Action Research (PAR) advocates may have a minimal sense of science but their exposure, collaboration, participation with scientists in activities such as ground-truthing provide advocates with new skills and appreciation for the scientific process.

**Nakaoka** recommended service learning, noting that some programs require a three-quarter commitment. **Wendy Teeter** discussed how she often uses organizing combined with community activism inside the classroom. She provided the example of monitoring and surveying indigenous tribes, preservation officers, land use and planning and cultural resource managers to bring back native traditions and cultural knowledge into the land.

**Ong** mentioned the possibility of focusing on the impacts from air pollution to health, siting of toxic sites, planning, and the role of the state. **Oso** suggested examining urban agriculture, food production, and school nutrition.

#### **How is EJ taught at other universities?**

**Ong** pointed to **Silvia Jimenez's** research on EJ teaching, that only a handful of the schools with the top environmental science programs actually have EJ courses and that only about one-quarter offer these courses in a sustainable, continuous fashion. **Jimenez** added that courses are usually not multidisciplinary and offered only a view from a particular discipline. **Jimenez** gave the example of a new EJ course scheduled to be taught through the UCLA Urban Planning department in Spring 2013, which seems to be loosely structured.

### Discussion 4: Course requirements

#### **Are there opportunities to fit EJ course into the curriculum? If so, would the course be an elective or can it meet a requirement?**

**Sophia Cheng** pointed out consideration of whether a course meets an institutional requirement affects a student's decision to take a course. She mentioned that, in her experience, students opt for courses that meet the College of Letters and Science's General Education or Writing II requirement as well as First-Year Clusters, which meet interdisciplinary requirements. **Nordby** noted that clusters are only for freshmen and that the target of the EJ course is the upper division level. **Nordby** also noted that cluster courses are taught usually by a team of four different faculty. **Jennifer** asked whether it is better to start out with a class that focuses on meeting the needs of a specific group of students or a course that meets the needs of all students. For instance, she mentioned that new courses are often fit into the Los Angeles cluster and then expanded to meet broader requirements and integrate EJ issues.

#### **Which department would house the course? Who would teach? How should course be structured?**

**Kazue Chinen** noted that the Environmental Health Sciences courses are mechanical and calculation based and that embedding EJ into the curriculum would most likely require a lab component. **Cully** suggested having an extra one-unit lab class but noted that there are few faculty in the IoES that could teach such a course. She also proposed following the California Education and the Environment Initiative (EEI) guidelines and suggested contacting Mark Gold, whom is part of the campaign executive committee. **Ong** discussed that the moral support and openness of cross listing an EJ course by various departments and programs but acknowledged that there is also a need for commitment of resources, either by directly hiring a lecturer or new faculty, or indirectly by assigning faculty or a teaching assistant to the course. **Anderson** suggested examining the possibility of a joint appointment. **Cully** agreed to explore the possibility of funding a teaching assistant through the IoES. **Dorr** suggested discussing this possibility with the School of Public Affairs. **Ong** asked workshop participants to identify potential partners and examine how to embed the course and make a strong case on how it could make contributions to their current efforts.

## Discussion 5: Incorporating partners and embedding in other units

### What are the resources available to promote EJ teaching, service and research?

**Anderson** discussed how Los Angeles is lab for environmental justice work, how the area's hyperdiversity lends itself to study the subject, and the unique opportunity this provides students. She stated that the UCLA Library, department of Special Collections has a good foundation on the environmental movement in LA and has collected and is collecting primary records from various environmental organizations, such as Friends of the Los Angeles River (FoLAR), and environmental leaders. She discussed how Special Collections is working with undergraduates, through the Clusters Requirement, to give students the opportunity to use such a unique resource. **Anderson** also mentioned that there is an accumulation of historical records that yet need to be analyzed, which provides an opportunity for undergraduates. **Nordby** suggested bringing in Digital Humanities. **Ong** noted the variety of new teaching resources and facilities, such as the high-tech learning pods, at the Young Research Library that allows students to digitize data in geo-based systems for public use. **Anderson** suggested having a formal presentation of resources based in the Library. **Collins** added that partnering with Career Services may provide networking opportunities. **Osorio** and **Anderson** suggested reaching out to the Anderson School of Management given the growth of "green business" strategies and the move of the EJ field to professionalize work to find synergy with these businesses. **Cully** noted that the Library is critical to helping embed ideas of EJ outside of the proposed class and embedding EJ and related concepts into existing classes. **Paul** suggested looking into resources available through the Center for Community Learning.

### Can course be part of other academic programs?

**Keith Camacho** mentioned the course could be part of the Service Tract in Asian American Studies but that EJ teaching should be considered more in the context of a certificate or minor with a set of core courses as well as other courses that evolve organically. He also suggested making an EJ certificate available to community members but noted that this would require resources for organizing such effort. **Nakaoka** discussed the structure of a proposed fee-based social justice certificate at the Luskin School of Public Affairs, which would include four core classes and electives for a total of 16 units. The certificate would be marketed to both the UCLA and outside community.

**Stan Paul** welcomed the course to meet the capstone requirements for the Urban & Regional Studies Minor. **Dorr** recommended exploring the possibility of making the course part of the Environmental Analysis & Policy area of concentration in the MA program in Urban Planning, as well as the possibility of making it a concurrent (graduate/undergraduate) course. **Green** suggested that it be a core class in the Leaders in Sustainability (LIS) certificate program given that the programs currently offers little opportunity to address social equity. **Cully** agreed with the suggestion of the course as an elective for LIS. **Garibay** noted that there are five different division in the Education program and that he has hear no conversation regarding the intersection of environmental justice and education, how to embed the subject of EJ or related subjects such as health.

## WORKSHOP 2: THROUGH THE LENS OF ETHNIC STUDIES

**Sophia Cheng & Chantal Walker**

The following summarizes the intersection of ethnic studies and EJ in both academic and community literature, and to provide some advice on the development of an EJ curriculum at UCLA. This paper was written in the context of an inter-disciplinary curriculum workshop conducted in Winter Quarter 2013 at UCLA, examining EJ in the context of ethnic studies, professional programs (i.e. social work, urban planning, public policy), and the sciences.

### Historical context of Ethnic Studies

Ethnic Studies was created out of the longest student strike in United States history. Swept up and inspired by the global decolonization and anti-war movements of the 1960s, students, faculty and community members launched the Third World Strike in 1968 to establish open admissions and relevant education at San Francisco State University. Five months later, the school capitulated and the School of Ethnic Studies was established.<sup>2</sup> Campuses across the United States, especially on the West and East Coasts, followed suit.

While Ethnic Studies has specific subfields, such as African American Studies, Asian American Studies, American Indian Studies, and Chicano/Latino Studies, it is helpful to look at the field as a whole because of its common roots and goals, and in the case of many campuses, intertwined existence. For example, the University of Southern California has a Department of American Studies and Ethnicity rather than distinct departments for each field.

Since its creation in 1969, Ethnic Studies has developed as individual courses, programs, and full-fledged departments across the United States. In most cases, and to this day, students have achieved these programs and departments through a combination of advocacy and activism. Over the decades, the field has not only become more institutionalized in a variety of academic institutions, but has also evolved in terms of theories, normative goals, and pedagogical practices.

External developments, such as privatization of education and pressure to prove itself within the framework of traditional academic benchmarks have led to Ethnic Studies' increasing institutionalization. Umemoto argues that this institutional absorption, as well as the changing political climate at large in the U.S., has shifted Ethnic Studies from a focus on self-determination to ideals of diversity, cultural pluralism, and student input.<sup>3</sup> In addition to its institutional evolution, Ethnic Studies has also developed theoretically, notably influenced by postmodernism and cultural studies, as well as theories of diaspora, neo-colonialism and globalization.<sup>4</sup>

Though the field currently encompasses diverse, even conflicting, theories and teaching practices, its core is socially committed and focused on the experiences of people of color. Kenneth Monteiro, dean of SFSU's College of Ethnic Studies, summarized it well in a recent article condemning Arizona's HB 2281, which outlawed Ethnic Studies:

“...ethnic studies is, indeed, anchored in the histories, traditions, literatures, and philosophies of American people of color and their diaspora. The field also supports social justice and equality for all. Thus the law indicates a fundamental misunderstanding

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<sup>2</sup> Umemoto, Karen. “‘On Strike!’ San Francisco State College Strike, 1968-69: The Role of Asian American Students.” *Amerasia Journal* 15.1 (1989): 3-41.

<sup>3</sup> *Ibid.*

<sup>4</sup> Okihiro, Gary Y. “The Future of Ethnic Studies.” *The Chronicle Review*. July 4, 2010.

of the history, development, and role of ethnic studies. It is not, and has never been, about pitting ‘us against them.’”<sup>5</sup>

This commitment to advancing the lives of well-being of communities of color, from the perspective of communities themselves, is a commonality across all Ethnic Studies fields. At the same time, each field also has its own priorities, canon, and set of key players.

### **African American Studies**

According to Manning Marable, African American Studies is grounded in the Black Intellectual Tradition of organic intellectuals, and is descriptive, corrective and prescriptive.<sup>6</sup> Like any other field, African American Studies has evolved over the decades from a more Afrocentric view of the world, to a more complicated view of blackness, through Critical Race Studies and Radical Black Feminism.<sup>7</sup> Through increasing flows of migration between the U.S., the Caribbean and Africa, African American Studies has also begun to adopt a more diasporic, global analysis of the Black American experience. In fact, and echoing Marable’s reminder that the Black community has always had organic intellectuals, African American movements have long been grounded in an internationalist perspective, from the 19<sup>th</sup> century Back to Africa movement initiated by ex-slaves. Reflecting this focus on an expansive, rather than narrow, understanding of African American experience, Henry Louis Gates Jr. advocates, “African American Studies should be the home of free inquiry into the very complexity of being of African descent in the world, rather than a place where to seek to essentialize our cultural selves into stasis, and drown out critical inquiry.”<sup>8</sup> (8)

African American Studies has been a critical part of defining the “environmental racism” aspect of environmental justice. Robert Bullard is a sociologist largely credited with introducing and defining “environmental justice” as an analytical framework to academics, through his research in the early 1990s.<sup>9</sup> Bullard’s focus on disproportionate environmental impact on Black communities in the South helped to develop the concept of environmental racism. Although Bullard is not an African American Studies scholar, per se, his keen focus on race drew from Ethnic Studies.

### **American Indian Studies**

American Indian Studies is an interdisciplinary field with strong roots in the humanities and social sciences, and dedicated to study and “interpretation of Indian life, history and culture.”<sup>10</sup> Indigenous scholar Andrea Smith argues that genocide/extinction is the “logic” that enables the oppression of American Indians today. That is, the narrative of American Indian extinction justifies trampling of treaty rights and denial of sovereignty because in the mainstream U.S. imagination, there are no more American Indians. Thus, American Indian Studies exhibits an important social commitment to not only document the history of indigenous people, but to also detail and analyze their current conditions.

Environmental justice is an enormous part of the struggles that American Indians currently face. Yamamoto and Lyman point out that American Indians often frame EJ in terms of “cultural and economic self-determination and belief systems that connect their history, spirituality, and livelihood to the natural

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<sup>5</sup> Monteiro, Kenneth. “Who Gets to Define Ethnic Studies?” *The Chronicle Review*. July 4, 2010.

<sup>6</sup> Marable, Manning. *Dispatches from the ebony tower: Intellectuals confront the African American experience*. Columbia University Press, 2000.

<sup>7</sup> Collins, Patricia. *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge, 1999.

<sup>8</sup> Gates Jr, Henry Louis. “African American Studies in the 21st Century.” *Black Scholar* 22.3 (1992): 3-9.

<sup>9</sup> For example: Bullard, Robert D. *Dumping in Dixie: Race, Class, and Environmental Quality*. Vol. 3. Boulder, CO: Westview Press, 1990.

<sup>10</sup> Champagne, Duane. “American Indian Studies Is For Everyone.” *American Indian Quarterly* 20.1 (Winter 1996): 77-82.



environment.”<sup>11</sup> In this way, the overarching concern of sovereignty and spiritual/historical relationship to the land provides a different framework for understanding EJ than, say, disproportionate impact. Yamamoto and Lyman caution against collapsing “political and civil rights” with sovereignty rights. They are distinct and lead to not only analytically different approaches to EJ redress, but also necessitate different legal strategies and claims. To situate the chemical exposure that Native Americans face within the context of white settler colonialism, Bullard has referred to the EJ issues of Native Americans as “radioactive colonialism.”<sup>12</sup>

### **Asian American Studies**

Asian American Studies seeks to address the experiences of Asian communities in the U.S., which include diverse national origin groups from East Asia, South Asia, and Southeast Asia. The field also sometimes encompasses Pacific Islander Studies. Given the extremely diverse population that Asian American Studies covers, the field’s key theories and tenets attempt to address this diversity. Key concepts – some of which originated outside of Asian American Studies proper but have been deeply incorporated into the field – include Omi and Winant’s racial formation, Kimberlé Crenshaw’s intersectionality, and Edward Said’s orientalism. More recently, Asian American Studies has incorporated a more global perspective, with transnational analysis. Common pedagogical practices include community-specific studies (e.g. study of a particular gender, sexuality, geographically-based or ethnic group) as well as service-learning.

In terms of environmental justice, Julie Sze summarizes Asian American participation in EJ movements by reviewing specific campaigns.<sup>13</sup> Sze mentions three campaigns around housing and urban redevelopment in Boston, Philadelphia and New York City Chinatowns. Sze writes, “Asian immigrant communities are taking the mantle of community activism and of the EJ issues that affect them in their own localities. These range from urban issues to occupational concerns, but in general they are linked through the prism of exclusion based on race, culture, language and citizenship issues, all of which affect the ability of Asian immigrant communities to fully participate and achieve full justice.”

### **Chicano/Latino Studies**

Chicano/Latino Studies addresses the conditions of Latino/as racialized people in the U.S., including Mexicans, Central Americans and South Americans. Key concepts in Chicano/Latino Studies include colonialism, an intersectional analysis of race, class and gender, globalization, and border-crossing (both literal and figurative).<sup>14</sup> Chicano/Latino Studies has addressed EJ in rural and urban communities, as well as the worksite. For example, Laura Pulido’s work integrating environmental and economic justice is focused on rural case studies.<sup>15</sup> Eric Ávila’s work traces the health, cultural, and economic consequences of freeway expansion in Los Angeles.<sup>16</sup> For occupational environmental hazards, classic case studies include pesticide use among Latino/a farmworkers, which Cesar Chávez campaign against with the United Farm Workers.<sup>17</sup>

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<sup>11</sup> Yamamoto, Eric K. and Jen-L W. Lyman. “Racializing Environmental Justice.” *University of Colorado Law Review* 311 (2001).

<sup>12</sup> Bullard, Robert D. and Glenn S. Johnson. “Environmental Justice: Grassroots Activism and Its Impact on Public Policy Decision Making.” *Journal of Social Issues* 56.3 (2000): 555-578.

<sup>13</sup> Sze, Julie. “Asian American activism for environmental justice.” *Peace Review* 16.2 (2004): 149-156.

<sup>14</sup> For example: Anzaldúa, Gloria. *Borderlands: La Frontera*. Aunt Lute Books: 1999.

<sup>15</sup> Pulido, Laura. *Environmentalism and economic justice: Two Chicano struggles in the Southwest*. University of Arizona Press, 1996.

<sup>16</sup> Avila, Eric. *Popular culture in the age of white flight: Fear and fantasy in suburban Los Angeles*. University of California Press, 2006.

<sup>17</sup> Gordon, Robert. “Poisons in the fields: The United Farm Workers, Pesticides, and Environmental Politics.” *The Pacific Historical Review* (1999): 51-77.

## Other Disciplines

This white paper addresses the Ethnic Studies field. Although it is beyond the scope of this paper to address other fields, we feel it is important to also mention academic disciplines focused on the study of women, gender, sexuality, and disability.<sup>18</sup> Similar to Ethnic Studies, these fields seek to study the experience and advance the well-being of socially oppressed and marginalized communities. It is an unfortunately common complaint that Ethnic Studies privileges the study of race over gender, and that Women's Studies traditionally privileges white women's experiences rather than women of color, or a broader examination of gender. Despite these critiques, it is worth mentioning all of these fields together because environmental justice impacts people in a multi-layered way, not isolating one aspect of identity or experience.

## Intersection of EJ and Ethnic Studies

The most widely used definition of "environmental justice" comes from the 1991 First National People of Color Environmental Summit.<sup>19</sup> The summit's EJ Principles were keenly aware of race and advanced a holistic, person-centered approach to the environment. EJ defines the environment as encompassing the places where people "live, work and play." In this way, EJ extends beyond the pristine wilderness privileged in traditional environmentalism, which has historically been oblivious about race or even openly racist, promoting population control of people of color. Bullard's definition of the EJ framework is four-fold: 1) focus on prevention, 2) the burden of proof is on polluters, 3) focus on effect instead of intent, and 4) targeted, e.g. race-based, benefits to people who suffer from environmental injustice.<sup>20</sup>

It is important to note that EJ is a self-conscious movement, with its own formal principles, as well as an analytical framework. Many activities and struggles that scholars and activists now recognize as "EJ" struggles may not have been defined as such by people engaged in those struggles. Bullard captures this well when he writes, "What started out as local and often isolated community-based struggles against toxics and facility siting blossomed into a multi-issue, multiethnic, and multiregional movement" through the articulation and promotion of an EJ framework.<sup>21</sup>

Both environmental justice (EJ) and ethnic studies share in common their roots in grassroots struggle. As such, both are intertwined not only with academic study and research, but also with action. They both originally deal primarily with race and class, and have expanded to encompass a more intersectional analysis that takes seriously arrangements of power and identity in other aspects, such as gender, immigration status. Both fields also seek to understand and correct injustice. The best way to understand their intersection is to see EJ as a "framework" – thus, although EJ formally launched as a self-conscious, mass movement in the 1990s, communities of color have waged "EJ struggles" since well before the 1990s, such as campaigns against pesticide use among Chicano/a and Filipino/a farmworkers, and toxic waste distribution in Louisiana. Thus, rather than looking only for research intersections of the formally distinct fields of environmental justice and ethnic studies, it is more helpful to see how these two, as analytical frameworks and practice, have been interwoven throughout history.

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<sup>18</sup> UCLA has a Disability Studies minor and Department of Gender Studies.

<sup>19</sup> *Proceedings: The First National People of Color Environmental Leadership Summit*. United Church of Christ, Commission for Racial Justice. The Washington Court on Capitol Hill, Washington, D.C. October 24-27, 1991.

<sup>20</sup> Bullard, Robert D. and Glenn S. Johnson. "Environmental Justice: Grassroots Activism and Its Impact on Public Policy Decision Making." *Journal of Social Issues* 56.3 (2000): 555-578.

<sup>21</sup> *Ibid.*



## Literature review of EJ and ES intersection

The literature combining Ethnic Studies and EJ can be summarized along three themes: disproportionate impact on communities of color; accounts of specific campaigns and EJ activism; and cultural production and analyses, such as literature and art.

Studies of disproportionate impact are among the most prominent EJ research. Although other fields, such as environmental studies and urban planning may also focus on disproportionate impact, the different approach that Ethnic Studies brings is an analysis of the group's social identity and relative power within society. Since Ethnic Studies provides a historical and theoretical context for the state of people of color within the U.S., studies on disproportionate impact take into account the overall historic and structural context for environmental injustice.

Ethnic Studies also provides accounts of specific campaigns and activism. For example, Bindi Shah's work on environmental justice organizing by Laotian girls in California highlights not only the environment in which the girls live, but also their identity formation and role negotiation within the Laotian American community at large.<sup>22</sup> Shah's argument, ultimately, is that the girls redefine citizenship and American belonging through their activism. Her work provides a good and recent example of EJ-focused Ethnic Studies – community is the subject, rather than the object, of the research, and Shah focuses on community members' lives in a holistic manner, including their social relationships, ethnic formation, and agency, rather than only examining them through the lens of environmental suffering or injustice.

Finally, but definitely not least of all, Ethnic Studies addresses EJ through cultural production and analysis, both in and outside of the academy. For example, Favianna Rodriguez is a socially committed artist who collaborates with community organizations to use social media and art, especially mass-reproducible posters, to pose questions and raise consciousness. Rodriguez's work has been used to bring attention to a range of issues, such as environmental justice, immigrant rights, and the defense of Ethnic Studies.

In addition to the production of original art, Ethnic Studies examines EJ themes within literature. For example, literary work by Ruth Ozeki,<sup>23</sup> Louise Edrich,<sup>24</sup> Audre Lorde<sup>25</sup>, and Cherríe Moraga,<sup>26</sup> among others, has been analyzed at the intersection of environmental justice and Ethnic Studies.

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<sup>22</sup> Shah, Bindi. *Laotian daughters: working toward community, belonging, and environmental justice*. Temple University Press, 2012.

<sup>23</sup> Fish, Cheryl J. "The Toxic Body Politic: Ethnicity, Gender, and Corrective Eco-Justice in Ruth Ozeki's *My Year of Meats* and Judith Helfand and Daniel Gold's *Blue Vinyl*." *MELUS: Multi-Ethnic Literature of the US* 34.2 (2009): 43-62.

<sup>24</sup> Adamson, Joni. *American Indian Literature, Environmental Justice, and Ecocriticism: The Middle Place*. University of Arizona Press, 2001.

<sup>25</sup> Richardson, Tina. "Changing Landscapes: Mapping Breast Cancer as an Environmental Justice Issue in Audre Lorde's *The Cancer Journals*." Ed. Sylvia Mayer. *Restoring the Connection to the Natural World: Essays on the African American Environmental Imagination*. Vol. 10. Lit Verlag, 2003.

<sup>26</sup> Ybarra, Priscilla Solis. "'Lo que quiero es tierra': Longing and Belonging in Cherríe Moraga's Ecological Vision." 240-248. Ed. Rachel Stein. *New perspectives on environmental justice: Gender, sexuality, and activism*. Rutgers University Press, 2004.

## Workshop Summary

On January 31, 2013, twenty-two faculty, staff and students representing a range of departments, including the library, the Luskin School of Public Affairs, American Indian Studies, African American Studies, and Asian American Studies, came together to develop a UCLA EJ curriculum.<sup>27</sup> Specifically, we prioritized the analyses and pedagogies offered by Ethnic Studies. This was the second in a four-part series of workshops that also looked at EJ curriculum in the context of other academic and professional fields, including environmental science, urban planning, social work and public policy.

The workshop was facilitated by the authors of this white paper, Chantal Walker (MA student in American Indian Studies) and Sophia Cheng (MA student in Asian American Studies). The workshop's format was as follows: 1) Introduction to Ethnic Studies, including historical context, goals, and theoretical frameworks. We analyzed Ethnic Studies as a whole, tracing its origins in the Third World Strike at San Francisco State, as well as the specific histories and trajectories of African American, Chicano/a, American Indian and Asian American Studies;<sup>28</sup> 2) PowerPoint presentation to evoke discussion through visual and artistic representations of environmental justice; 3) roundtable discussion; 4) small group discussion; 5) summary. See Appendix 2 for the workshop agenda. Throughout the discussion, participants raised insights and suggestions concerning pedagogy, theories, practical application of Ethnic Studies, and logistics of teaching the class.

## Attendees

**Brittany Morey**, Community Health Services  
**Stan Paul**, School of Public Affairs  
**Jennifer Osorio**, UCLA Library  
**Kazue Chinen**, Environmental Health Science  
**Chantal Walker**, American Indian Studies  
**Alice Tokunaga**, Anthropology  
**Wendy Teeter**, American Indian Studies/Fowler Museum  
**Paul Kroskrity**, American Indian Studies/Anthropology  
**Keith Camacho**, AASD  
**Miriam Torres**, Urban Planning  
**Jonathan Collins**, Political Science  
**Hilary Wilson**, Urban Planning  
**Chloe V. Green**, Urban Planning  
**Emma L. Snuggs**, American Indian Studies  
**Ami Patel**, AASD  
**Jane Lee**, AASD  
**Kristin Fukushima**, AASD  
**Sophia Cheng**, AASD  
**Jon Ong**, AAS  
**Paul Ong**, Urban Planning  
**Carol Thompson**, Library  
**Chhandara Pech**, Urban Planning

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<sup>27</sup> See Appendix 1 for list of participants.

<sup>28</sup> These reflect the specific Ethnic Studies departments and programs at UCLA. As a relatively young and often politically contested field, Ethnic Studies manifests differently at different colleges and universities. For example, Columbia University has the Center for the Study of Ethnicity and Race, while the Claremont Colleges offer Chicano/Latino Studies, to reflect the diversity of Latino/a community, beyond Mexican-origin immigrants.

## Workshop Agenda

### Goals

- Identify theories and frameworks from Ethnic Studies for an EJ curriculum
- Identify teaching practices from Ethnic Studies for an EJ curriculum
- Identify UCLA Ethnic Studies resources and gaps regarding environmental justice

### Agenda

- Icebreaker (10 minutes: 11:30-11:40)
- About Ethnic Studies & EJ (30 minutes: 11:40-12:10)
- Assess prior knowledge: share what you know about Ethnic Studies
- Discussion and presentation on ethnic studies & EJ
- Ethnic Studies generally
- American Indian Studies
- Chican@ Studies
- African American Studies
- Asian American Studies
- Ethnic studies & EJ scholarship/activism
- UCLA Ethnic Studies resources and gaps
- Summary of library resources (10 minutes: 12:10-12:20)
- Curriculum discussion (60 minutes: 12:20-1:20)
- Intersectional analysis
- Community-based learning, “serve the people”
- Wrap-up (10 minutes: 1:20-1:30)

## Discussion 1: What would motivate students to take an EJ course?

Students in American Indian Studies may be particularly interested in topics like legal rights and protection of sacred sites for Tribal land. The conservation, preservation, and reclamation of sacred sites is a significant goal of many tribes. American Indians identify with their land and place of home. Land can also be gendered and linked to issues of reproduction and health.

Provide students service-learning opportunities. For example, students in American Indian Studies might spend two to three weeks 2-3 weeks on a tribal site to learn about its history and environment.

Students want to come away with transferrable professional skills, such as program and project planning. They want to gain deeper community connections and understand the real-world relevancy of what they learn in an EJ course.

Students also want the freedom of choice in the classroom, where students can take on their own projects they desire to do.

Students in Asian American Studies expressed interest in courses that connect EJ to movement building and community engagement. They suggested focus on specific issues, such as food justice, or existing EJ organizations, such as the Asian Pacific Environmental Network.

## Discussion 2: What Ethnic Studies theories and approaches are useful in an EJ curriculum?

### Interdisciplinary study, intersectional analysis, systemic analysis, racial formation

With specific regard to each discipline, American Indian scholar Andrea Smith delineates the specific histories that have influenced racialization in the U.S. grounds. Specifically, Smith identifies the logic of slavery/capitalism has been crucial in shaping African American experience; genocide/colonialism for American Indian experience; and orientalism/war for Asian Americans.<sup>29</sup> Expanding on Smith's work, we suggest that the logic of immigration/labor has deeply shaped the experience of Latino/as in the U.S.

## Discussion 3: What kinds of questions need answering?

**What kind of questions need answering through the lens of Ethnic Studies from an Environmental Justice standpoint?** EJ struggles occur around the world, including places with diasporic ties to the United States. This reference can be a good starting point for connecting EJ as a global issue to the conditions of people of color within the U.S. Diasporic analysis should be incorporated into an EJ curriculum, such as questions of mobility and migration, both forced and voluntary, for different communities. **Key questions include:** where do people end up when they move to the U.S.? What countries might not exist in the future because of climate change? Ethnic Studies adds to EJ deeper analysis on social movements, case studies, and specific theoretical frameworks, such as diaspora, racial formation, and intersectionality.

Through the perspective of American Indian Studies, it is important to consider how a certain law or policy intended to protect the environment may inadvertently result in environmental injustice. For instance, the Marine Protection Act of California, a piece of environmental legislation, tramples on the treaty rights of Native communities. Native American tribes along the coast must decide whether to fight back on the basis of treaty rights, or whether to appeal to the State Governor.

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<sup>29</sup> Smith, Andrea. "Heteropatriarchy and the three *pillars of white supremacy*: rethinking women of color organizing."

Ethnic Studies points out the inter-locking, linked nature of oppression, as well as the relationship between individual experience and structural conditions. An EJ course from the perspective of Ethnic Studies should examine how different communities (racial, ethnic, gender, etc.) are affected by environmental issues.

## Discussion 4: What questions and issues still need to be answered?

### How can we build interest and buy-in from all the different Ethnic Studies departments?

To date, there has been strong participation from American Indian Studies and Asian American Studies. Students suggest developing stronger personal relationships with faculty, staff and students in Chicano and African American Studies.

### How can we address students' interest to incorporate EJ into their professional work?

For American Indian Studies, the land for native populations is intertwined within their culture. One cannot separate native land from native people; it is part of what makes them who they are. The approach of American Indian Studies to EJ has this spiritual dimension that is not necessarily a part of other Ethnic Studies.

Environmentalism can be often seen as a bourgeoisie white elite class movement, and it needs to be reframed to be relevant for students of color.

EJ itself will be very multidisciplinary, where people can come and learn from each other, including, legal, science, and so on. But the question arises how can we embed these other disciplines into our framework?

How will this course be funded? The course could be funded between departments on a rotational basis. However, difficulty arises as to which departments will fund the course, for how long, and how often.

## Recommendations

### Logistical recommendations

The logistics of the EJ course needs to consider the short amount of time in a quarter. Because of the time limitations, an assignment involving a community-based project is very challenging. As a potential solution to this, Ethnic Studies courses can serve as a pre-requisite for the EJ class. For example, American Indian Studies already has a course series called "Working in Tribal Communities." There may be a potential to receive honors credit for the EJ course, which can be petitioned on an individual basis.

Looking at other courses helps prepare the EJ course for further development. For instance, Chicano Studies and Asian America Studies students must complete pre-requisites before taking a field work or service-learning course.

There should be an opportunity for group projects, especially between students coming from different fields of study. There can also be an individual paper option for students who are not able to do the group work.

There needs to be a way to pay for the curriculum. For instance, departments can rotate between each other but for this to be effective, collaboration between department heads is necessary.

A willing and knowledgeable faculty member must be able to frame the introductory course. Different faculty members must be willing to pick up and continue the course after its first iteration.

For the pilot course in Environmental Justice, there needs to be volunteers who are willing to contribute to helping design and give lessons next quarter.

**Topical/thematic recommendations**

Gender and the environment, such as problematizing the metaphor of land as female; exploring the gendered risks of specific environmental exposures (e.g. nail salon industry); and theories, such as ecofeminism.

The use of case studies is important within EJ. These studies highlight individual and community-level impacts.

Some environmental justice struggles have historically been carried out even before EJ was formally articulated as a theory and movement. A prominent example is the United Farm Workers Union campaign against pesticide use. Some participants emphasized that environmental justice is more of an analytical framework than a “new” idea. In this case, to explore EJ in people of color communities, it is very important to think about framing the environmental aspect of prominent or already-known case studies and stories.

The history of movements is also another topic to consider when discussing EJ. Who is leading these movements? What is the political climate during the time these movements are taking place? Why are they taking place?

As a starting point, the class should focus on the City of Los Angeles and within this geographic location have the four ethnic groups embedded into this location.

Address the multiple, people-centered facets of environmental justice, including mental, spiritual, physical, and emotional. In line with the value of Ethnic Studies to provide a relevant education, the course should provoke students to examine the relationship between their own daily lives and the environment.

## WORKSHOP 3: THROUGH THE LENS OF ENVIRONMENTAL STUDIES

**Adam Dorr & Kazue Chinen**

### Workshop Summary

The following contains a summary of the third *UCLA Environmental Justice Curriculum Workshop: Through the Lens of Environmental Sciences*. This workshop was hosted at the Institute of the Environment and Sustainability (IoES) in their main conference room on February 14, 2013. Students and faculty from north and south campus were targeted to attend. The goal of this workshop was to explore how environmental science content could inform both departmental and campus-wide EJ curricula, as well as inform the spring quarter course *Environmental Justice Through Multiple Lenses*. The long-term goal of the workshop was a three-course series that could be used as part of an EJ certificate program. More specifically, this workshop was meant to more broadly explore what environmental justice (EJ) meant in the context of environmental science and to discuss environmental justice by topic areas of air, soil, water, biota, climate and technologies in order to generate ideas for a future EJ curriculum. This workshop was intended to be an open-ended exploration to discuss how the theoretical frames and empirical findings of the environmental sciences shaped EJ, as well as how these perspectives could be used to drive engaged scholarship and research. The workshop created an opportunity to unite south campus and north campus intellect and to problem-solve south campus engagement and partnership in the EJ movement.

**Adam Dorr**, PhD Candidate, Urban Planning, opened up the workshop with a recorded video from Dr. Arthur Winer, Professor Emeritus, Environmental Health Sciences, UCLA John Fielding School of Public Health. This video detailed Dr. Winer's experience as an air pollution researcher. In his video, Dr. Winer explained how he used the science of measuring exposure to air pollutants to gain additional insights into several environmental justice issues in southern California, namely, that he needed to go into neighborhoods with his own air monitoring instruments to obtain accurate local data on air pollution exposure. The three studies that Dr. Winer touched on were: 1) finding high levels of pollutant (ultrafine particles, black carbon diesel exhaust particulate) in Wilmington West Long Beach due to the huge shipyards 2) finding high levels of air pollution in Boyle Heights as opposed to the control sites (West Los Angeles, Santa Monica) due to the five to six surrounding freeways rail lines and high emitting gas vehicles in community 3) discovering that self-pollution from the school bus itself unduly exposed of children on diesel school buses in southern California on a bus route from south central Los Angeles (picking up primarily African-American, Latino children) to a science magnet school in Brentwood. This ultimately brought up the question of why these children did not have an excellent school in their own community, and how the children could function well in school or be healthy. **Dr. Paul Ong**, Professor of Urban Planning, Social Welfare and Asian American Studies at the UCLA Luskin School of Public Affairs, briefly explained that the objective of this series of workshops was a multiyear initiative of research, teaching, and service in collaboration with IoES. Dr. Ong elaborated that UCLA was in a great position to take leadership in this area as a pioneer. Thus, the one main goal was to enrich curriculum; the long-term goal was to establish a curriculum, multi-course, or certificate program, that bridged north and south campus and trained a future generation scholars. Dr. Ong commented that there was already an upper division course for the spring. In summary, Dr. Ong said that the workshops were intended to evolve and add ideas to both the curriculum and the spring quarter course by bringing together people's expertise and experience, listening to constituents and potential constituents, seeing what different discipline suffered, and finding out what students could gain from such a course.

## Attendees

**Bradley Cleveland**

**Keith Camacho**, AASD

**Cully Nordby**, IoES

**Diane Ward**, Geography

**Adam Dorr**, Urban Planning\*

**Hilary Wilson**, Urban Planning\*

**Silvia Jimenez**, Urban Planning\*

**Mark Gold**, IoES

**Oswaldo Garcia**, Urban Planning

**Chloe Green**, Urban Planning\*

**Tyler Watson**, Environmental Health Sciences

**Jonathan Ong**

**Paul Ong**, Urban Planning\*

**Kazue Chinen**, Environmental Health Sciences\*

**Chhandara Pech**, Urban Planning

**Dolly Sithounnolat**, Urban Planning

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\* Participants are part of the Winter 2013 seminar *Urban Planning 269: EJ Pedagogy, Understanding, Discovering and Acting Through Multiple Lenses*, which encourages and support students' interest and/or activities in EJ, provides a space to think about EJ intellectually, and offers an opportunity to contribute to the development of multi-disciplinary EJ scholarship at UCLA.



## Workshop Agenda

This workshop is intended to explore how environmental science content can inform both departmental and campus-wide EJ curricula in general, and an EJ course to be offered in the Spring Quarter of this year in particular. This workshop is intended to be an open-ended exploration of how both the theoretical frames and empirical findings of the environmental sciences shape EJ, as well as how these can be used to drive engaged scholarship and research.

### **Welcome and Arthur Winer Guest Video (11:30-11:45)**

#### **Introductions (11:45-12:00)**

- Introduction to the EJ Initiative, future events and workshops (Paul Ong)
- Personal Introductions

#### **Definitions and Meanings: Environmental Justice in context of Environmental Science (12:00-12:30)**

- What is the definition of the term *environment* within the context of environmental science?
- Environmental justice definitions and meanings
- Is there an accepted definition
- Can there be one?
- Should there be one?
- What is the relationship between *environmental* justice and *ecological* justice?
- Are these definitions mutually exclusive?
- How do these definitions inform one another?
- Environmental negatives/burdens/costs
- How are these measured?
- Environmental positives/privileges/benefits
- How are these measured?

#### **Topic Areas (12:30-1:00)**

- Air
- Atmospheric and air quality
- Water
- Ground water and drinking water quality
- Freshwater ecosystems
- Estuarine and marine ecosystems
- Soil
- Soil quality
- Terrestrial ecosystems
- Agriculture and runoff
- Biota
- Ecosystems, ecologies and biodiversity
- Climate
- Climate zones and dynamics
- Flood, drought, heat waves and cold snaps
- Climate change

- Cases (e.g. the Dust Bowl, Hurricane Katrina, Hurricane Sandy)
- Sustainability and Resilience
- Exposure, vulnerability, adaptive capacity
- Technologies
- Energy, sanitation, transportation, chemistry, nanotechnology, etc.

**Future Prospects: Translating Knowledge into Action (1:00-1:30)**

- In the face of much bad news, is there cause for hope?
- Students report discouragement after receiving “only bad news”
- Is there scope for meaningful change?
- Engagement
- The science-practice interface
- The science-policy interface
- What specific actions can students take individually and professionally?

## Discussion 1: Definitions and meanings

### **What does Environmental Justice mean in the context of Environmental Science?**

Tyler Watson said that environmental justice meant measuring different hazards with different media. He said this could mean focusing on one of several media e.g. Dr. Winer (air). Tyler asked, "How do we demonstrate the environmental problems that people know exist?" Tyler answered his own question, "Exposure assessment and air pollution." Tyler said that a lot of indicators were oftentimes used. From a modeling perspective, impaired water bodies and leaking storage tanks could be indicators. Dr. Mark Gold said that environmental justice in this context meant the elimination of disproportionate impacts to a community, but said that it could be an environmental impact such as open space. Dr. Cully Nordby said that environmental science meant recognizing that it was not just one discipline that was needed to look at environmental problems e.g. chemists, social scientists, and economists. To her, environmental science meant pulling together all different types of disciplines for an environmental problem, and applying different disciplines to solve problems. Dr. Nordby noted that the policy realm or economics at this time were more compartmentalized to the natural sciences, but that it was opening up more. She echoed Dr. Gold: environmental justice meant recognizing that those environmental problems were disproportionately affecting some communities more than others, and trying to eliminate that imbalance.

### **What does environmental justice mean when framed from a negative baseline i.e. looking at measurements of environmental negatives or dysfunctions with less of an emphasis on the distribution of environmental benefits? What does environmental justice mean when framed from a positive perspective of how benefits and privileges are distributed?**

Dr. Paul Ong said that he wanted to hear more about the relationship of the scientist and engineer to environmental justice. At one level, Dr. Ong said that it was normative and it was unfair if there was an unequal access or burden. Theoretically, we created the knowledge of the existence of inequality. The question was, "How do you practice that as a scientific engineer professional? What needs to be done?" For Arthur Winer, Dr. Ong said that it was how Dr. Winer connected the practice (not just personal values), and how he brought his own skills in monitoring and assessing. While Dr. Winer adhered to good science, it was how he used his profession and practice and connected that to the work that needed to be done. Dr. Ong asked, "What does the field have to offer to us, to those interested in environmental justice?" To Dr. Ong, the belief in the objective world was to try to understand how the objective material world operated i.e. the empirical side or the scientific method, which is the core of epistemological framing. Dr. Ong asked a series of question: "What does that have to offer to those interested in the environmental justice area? Are there ways of practicing that link to environmental justice work? Is there a way to think that is applicable to those in environmental justice studies? What can this class offer to those from the environmental engineering field? What do we teach from environmental scientific engineering perspective to those who are not scientists? Dr. Mark Gold commented that there were big disconnects in environmental justice in California. He said that there was a failure in the science and engineering arena in terms of regulations. He said that there was a large disconnect in what scientists were doing i.e. monitoring, risk assessment, and in effective communication skills with the affected communities. Dr. Gold said that scientists and engineers had come into a community, but there was no trust with that community. Thus, most well-intentioned scientists and engineers were discounted by communities. Dr. Gold explained that many times this was because the communications skills of scientists and engineers were not appropriate. Dr. Gold asked, "How do you bridge that gap and engender trust? What is the most effective way to deal with environmental justice: As environmental justice, or, as an environmental issue that has an environmental justice component?" Dr. Gold said that it was more of the former than the latter but still asked -what is more effective? Dr. Gold wanted the latter but the former was dealt with usually. Dr. Cully Nordby responded by commenting on the uncertainty of the scientific world. She said that you could

not say for sure what would happen or what would for sure be the cause of something else. Dr. Nordby said that when talking to a non-scientist, this was the major reason why a non-scientist would discount what a scientist was saying. Dr. Nordby commented that a scientist was trained to speak that way. For example, on the topic of climate change, most scientists would think in terms of uncertainty so it would be easy to discount. Dr. Nordby said that it was on the scientist to bridge this gap and to explain him or herself, and to train citizens on how science was run. In other words, it would be necessary to frame the conversation a bit.

## Discussion 2: How to make meaningful changes?

**What steps do students need to take professionally? How should students take the environmental science knowledge that was acquired from this course, and feel positive as opposed to feeling discouraged and afraid?**

Tyler Watson said that one could use success stories. Scientists do engage communities. Tyler said that you could highlight community participation and collaborations, as well as to let students identify factors that allow them to be successful. Tyler spoke about his internship. He said that he looked at three kinds of large models to screen environmental justice communities. Two models had done the groundwork to build trust and develop the community participation alongside them as opposed to a top down approach. For example, when national data sets i.e. national air toxics inventory, were applied locally, communities would verify that the location/emission source was still there and where the dataset said it was. Tyler said that one could use community members as tools for “ground-truthing” efforts and to build trust by involving them in actual research steps.

Dr. Cully Nordby suggested using a case study that worked, which could be contrasted with what did not work and why. Dr. Nordby said that the time scale and spatial scale were big issues and it would be necessary to translate what that meant. Dr. Nordby said that sometimes science could be done fast but most of the time it takes awhile; a comparison could be made between the disconnect in time and spatial scales versus time and spatial scale policy and regulations, which are based on community issues. Osvaldo Garcia suggested bringing in a community organizer who did not have an environmental science background. Os said that when one has information that was not readily accessible, there was a lot of work to interpret it, and the community organizer may not be confident throughout process. Os said that somewhere between being the organizer and the scientist, there needed to be communication; the burden should be put on the scientists to help community organizers understand that what they are producing has a real lasting impact. Dr. Keith Camacho said that it was important to know that what one might see as important and fun and exciting, the students might not see it that way. In developing a course and curricula, there has to be a celebratory angle- a fun angle- a concrete and tangible angle. For example, undergrads talk about how to get around LA and it may be relevant to talk about a subject that exists locally, such as the electric ZIP cars. Dr. Camacho said that a second example could be community gardens and the science of the earth/soil. Explaining how mixed race communities loved their vegetables could contextualize this. One could then bring in people who were part of that process. Chloe Green said that one could talk about soil sampling contaminants and fertility. She said that one could look at a science topic by looking at two different sides of the same coin. Chloe suggested a leadership exercise, such as how to read through leadership language as a means to build trust within communities. Communities have worked hard for credibility so it would be important to listen to them. Chloe said that this could be built into a playful and dynamic classroom exercise that focused on looking at topics from multiple angles. Dr. Mark Gold said that when teaching community participation in environmental justice, it would be important to differentiate: how to deal with issues with regulatory urgency versus when one actually has time to community build. Dr. Gold said that a lot of times, monitoring finding drove things with a tremendous urgency and this confused the community. Dr. Gold said that this happened a lot with air and water. In most of his experience at the Regional Water Quality Control Board, hundreds of people came in

and they were scared. For example, a community member would say, “My daughter contracted this.” Dr. Gold said that one needed to explain the difference between a proposed project where you have two years as opposed to an immediate problem solved over night.

### Discussion 3: How do communities reach out and engage scientists directly?

#### How do students, professionally, bridge this gap between science and practice at an interpersonal level?

Dr. Mark Gold said that if there is no incentive for engagement, students are not going to get engaged. He said that this was true for professors. For the person who has the best skill set to deal with the EJ community, there were oftentimes no motivation if there was not money or a publication. Dr. Gold said that this was a reality that he dealt with in Heal the Bay. Hillary Wilson asked, “Is there a non-science, ethnic studies class which could fulfill all GE requirements?” Hillary said that if all students had an ethnic studies requirement, then an EJ class that touched on environmental science could attract science majors. Dr. Cully Nordby said that there were other issues for some scientists to overcome. Some scientists put themselves out, and engaged, but somehow they got burned by the press. These scientists tried to do best to expend their expertise, but they were now reluctant to create a controversial/public profile. Dr. Nordby said that Dr. Arthur Winer was a perfect example of this. Dr. Winer had told her that he would only talk to a reporter from the New York Times or Washington Post because he had been misquoted and misrepresented enough times. Dr. Nordby said that for this reason, some scientists were reluctant to get into advocacy. In fact, Dr. Nordby said that climate change started this conversation among scientists. Climate scientists said, “We can no longer sit back anymore and we have to get engaged.” The scientific professional organizations pulled their best people along with educators and produced materials to do this in a concerted effort. Chloe Green said that this could be a cultural barrier. She said that a scientist could ask himself or herself, “If my work is this political, then the science will be questioned more, and people will assume that my work had some kind of bias.” Dr. Cully Nordby gave an example where a colleague of hers studied seabirds in Alaska, thinking there would eventually be a big oil spill. Dr. Nordby’s colleague studied this population for five to six years then funding for the project fell off. A year later, Exxon Valdez had their oil spill. The Department of Fish and Wildlife went to Dr. Nordby’s colleague and said, “Go back up and assess but use our protocol.” However, Dr. Nordby’s colleague could not use the Department of Fish and Wildlife’s protocol. Exxon went to her and said they would pay her to do her own method on the bird population. Dr. Nordby’s colleague agreed but she said that the money would run through the university and everything that she found would be her own data. After Exxon agreed, Dr. Nordby’s colleague finally started her monitoring 1.5 years after the spill; she did not find a devastated population. In fact, she found a lot of juvenile seabirds. While something had happened, the population was doing fine two to three years later. Dr. Nordby said that the moral of this story was, that scientists would get engaged if the project were appropriate and transparent. Dr. Paul Ong said that for the short-term, a third of the enrollment was in the environmental science program, a third was in environmental studies program, and a third was a mix of social science/ethnic studies; this was a good mix students from different perspectives. Dr. Ong wanted environmental science people to ask, “What would this look like from science engineering perspective?” Dr. Ong said that he wanted a scientific engineer who felt a personal/professional obligation to be engaged in the best way they could practice and to make a contribution through that. Dr. Ong wanted to know how to inform them and have them think about big things as well as concrete things, how to support them and encourage them, how to train them to go to the next stage, how to put this into a course. Dr. Cully Nordby responded by saying that there were different ways of knowing, and science was one of them. The way science framed that was, one could not prove anything. Dr. Nordby said to put a positive spin on what one could contribute. Dr. Nordby suggested having the attitude that science was a process, a very collaborative communal process. There have been shortcomings such as

scientists who were paid by the tobacco community. Dr. Nordby said that we acknowledged that we do not know everything, nor did we always understand how the world works today.

#### Discussion 4: Successes and failures

**How does environmental science approach and identify environmental problems? Is there anything EJ is missing where there is a failure on how EJ is conceived outside of environmental science? Could something be improved? Does something need more of a positive or less of a negative, to make a more useful concept, effective social movement, powerful idea?**

Dr. Cully Nordby said that to access to the positive, one could go into the realm of sustainability. The environment, economy and social equity were also about positive benefits when solving environmental problems. Dr. Nordby said that those positives have to be equally accessible as well. For example, the positive cannot be just about cleaning up toxic spills; they needed to be about personal experience for those people in the community at risk. Dr. Nordby asked, "Is there an economic prosperity of how to relate this to the issue?" Dr. Nordby suggested creating a much more positive, holistic future and creating that community. Diane Ward suggested George Linkoff to look at systemic causes, caused throughout a system or this one way caused it. Diane suggested artist groups in LA to try and address some of these issues. Diane gave the example of a metabolic studio (cornfield) interested in environmental issues, which was funded by The Annenberg Foundation.

## WORKSHOP 4: ENVIRONMENTAL JUSTICE & THE PROBLEM SOLVING PROFESSIONS

**Chloe Green & Hilary Wilson**

### Workshop Summary

The following paper provides a summary of the fourth and last UCLA Environmental Justice Curriculum Workshop: Environmental Justice through the Lens of the “Problem Solving Professions.” The UCLA Institute of the Environment and Sustainability (IoES) along with the UCLA Library hosted the workshop on February 28th, 2012 at the UCLA Young Research Library. Students and faculty from north and south campus gathered to examine salient questions and themes coming out of Urban Planning, Law, Public Policy, and Social Welfare that should be incorporated into an environmental justice curriculum. Here are the proceedings in brief.

Chloe Green, master’s student of Urban and Regional Planning and participant in the Winter 2013 EJ Curriculum Workshop, explained the background and context of the day’s meeting as part of a series of workshops and of a larger collaborative and interdisciplinary effort to enhance the environmental justice curriculum and scholarship at UCLA. Green also explained that this particular session would focus specifically on the “problem-solving professions,” and that the day’s meeting was aimed to develop tools and frameworks that will be incorporated immediately into a the curriculum for Environment 188A: *Environmental Justice through Multiple Lenses*, an upper division course offered to undergraduate students from a variety of disciplines. Because the course is interdisciplinary, students who join may know a lot about environmental sciences for example, but this may be their first introduction to the professional fields of planning or policy.

As the fourth workshop in a series, *this* workshop was focused on developing the key teaching points and methods to help students understand 1) what planning, policy, and other “problem-solving” professions are about 2) what are ways these professions and lines of inquiry see or address equity and environmental challenges, and how they deal with environmental justice, (3) what are the key questions being asked in these professions, and 4) what is engaged scholarship.

### Attendees

**Ezra Justin Lee**, master’s student, Urban and Regional Planning  
**Chad Horsford**, master’s student, Urban and Regional Planning  
**Hilary Wilson**, master’s student, Urban and Regional Planning\*  
**Diane Ward**, PhD Student, Geography  
**Adam Dorr**, doctoral student, Urban and Regional Planning\*  
**Jennifer Osorio**, social sciences and humanities lead librarian, UCLA Library  
**Paul Ong**, Professor, Urban and Regional Planning, Asian American Studies  
**Silvia Jimenez**, master’s student, Urban and Regional Planning\*  
**Chirag Rabari**, master’s student, Urban and Regional Planning  
**Miriam Torres**, master’s student, Urban and Regional Planning  
**Brie Ortega**, master’s student, Social Welfare  
**Jonathan Collins**, PhD Student, Political Science  
**Chloe Green**, master’s student, Urban and Regional Planning\*  
**Marena Lin**, master’s student, Urban and Regional Planning  
**Isella Ramirez**, master’s student, Urban and Regional Planning  
**Austin Sos**, master’s student, Urban and Regional Planning  
**Daniela Simunovic**, master’s student, Urban and Regional Planning

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\* Participants are part of the Winter 2013 seminar *Urban Planning 269: EJ Pedagogy, Understanding, Discovering and Acting Through Multiple Lenses*, which encourages and support students’ interest and/or activities in EJ, provides a space to think about EJ intellectually, and offers an opportunity to contribute to the development of multi-disciplinary EJ scholarship at UCLA.

**Ara Kim**, master's student, Urban and Regional Planning  
**Karna Wong**, PhD student, Urban and Regional Planning  
**Linda Khamoushian**, master's student, Urban and Regional Planning  
**Laurel Hunt**, master's student, Urban and Regional Planning  
**Paul Kroskrity**, Professor, American Indian Studies, Anthropology  
**Cully Nordby**, academic director, IoES, and behavioral ecologist, Ecology and Evolutionary Biology  
**Tarita Alarcon Rapu**, Visiting scholar  
**Shawn Kennedy**, master's student, Public Policy  
**Saira Gandhi**, master's student, Public Policy  
**Jenny Binstock**, master's student, Public Policy  
**Erin Steva**, master's student, Public Policy  
**Greg Pierce**, PhD student, Urban Planning  
**Susan Nakaoka**, doctoral student, Urban and Regional Planning  
**Chantal Walker**, master's student, American Indian Studies\*  
**Kazue Chinen**, master's student, Environmental Health Sciences\*  
**Keith Camacho**, undergraduate advisor and professor, Asian American Studies  
**Sophia Cheng**, master's student, Asian American Studies\*  
**Stan Paul**, undergraduate advisor, undergraduate advisor, Luskin School of Public Affairs  
**Wendy Teeter**, curator of Archeology, Fowler Museum, and professor, American Indian Studies

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a space to think about EJ intellectually, and offers an opportunity to contribute to the development of multi-disciplinary EJ scholarship at UCLA.



## Workshop Agenda

### Introductions

- Who we are
- Why we're here

### Defining the “*problem-solving professions*” and *engaged scholarship*

#### Group Activity:

- Definition matrix for planning, policy, social work, and law)

### Small Group Discussion of 4 Key Questions

- Engaged scholarship
- Planning/Policy/Law and Climate Change: planning for the unknown future
- Case studies: An excellent teaching tool.
- Procedural Justice?

### Long term

- Operationalizing this move towards increasing our offerings in Environmental Justice: (Whole group discussion)
- How does this fit into our current curriculums in our various schools? What current requirements should it fit into?

### VI. Thank you, Wrap up, Reflection, and Action Items

## Defining Key Terms: Problem-Solving Professions and Engaged Scholarship

The “Problem-Solving Professions” (Urban Planning, Public Policy, Law, and Social Work) and areas of study are aimed finding and describing problems, and choosing the tools and methods to solve these problems. But *who* defines problems and *how* we define problems, *who* “solves” them and *how* they solve them, have implications for the environment and implications for equity.

As Professor Paul Ong says, “These professions are not inherently noble.” In many cases, they are problem-creating professions, often because of the people that define the problems and how to solve. UCLA master’s students may come to planning or policy school wanting to change the world for more equity and fairness, but we have to understand and critique these professions’ sordid past with regards to race and the environment. For example, one of the most powerful tools in planning is land use control.

Zoning, for example, has a rational element: isolating noxious uses from housing and schools, coordinating land use and transportation for environmental outcomes. But it has historically been used to segregate communities and control communities of color. The earliest case of zoning in this country was devised in Modesto, CA, to restrict Chinese laundries. The policy very clearly motivated by and justified by racist rhetoric and ideology. In the words of a UCLA alumni of the Law School, “The law is the grease that makes machine of racism work.”

Engaged scholarship, as expressed by Professor Paul Ong, is defined as bridging the academy and the political/community/activist field VIA *scholarship*, which is to say the production, dissemination, and application of knowledge. It is not just students showing up and volunteering, though that may also be valuable. The concept of engaged scholarship is that learning may involve the study of text and lecture, but also engagement with the people who are trying to address those problems. Key questions include: What is the relationship between the academy and the community activist? Who defines the scholarship? Who owns the research? There are different models for how engaged scholarship should be done well, and this workshop seeks to elicit reflections on best practices.

### Discussion 1: Developing a Matrix of Problem Solving Professions

Workshop participants self-sorted into groups representing the 4 professions present: Urban Planning, Social Work, Public Policy, and Law in order to answer the following questions:

- What is a plan/policy/etc.?
- What tools do planners/policymakers/lawyers use?
- What are the institutional frameworks/locations in which planning/social work/policy/law happen?
- Who participates in the formation of plans, policies, and laws? Who should participate?
- If we want environmental fairness and equity, what do planners/policy-makers focus on?

From this exercise, a matrix was developed. See Appendix.

At the conclusion of this discussion, the group engaged in brief conversation about pedagogical tools for teaching these disciplines. Generally, the problem solving professions are taught through case studies, practicum, tools training (GIS, policy analysis), and through history and theory. Workshop participants were asked to offer additional ideas from their experience:

Marena Lin related that in her environmental law course the professor uses game theory and simulations, which she finds effective. Brie Ortega described the Social Work model of the longer “lab” project, or macro project, as well as the micro work: role planning as client-therapist in dyads. Adam Dorr discussed the client project and group comprehensive project model, and described the current urban planning project focused on urban agriculture in which the client is interested in how urban agriculture plays a role for improving environmental conditions and improving justice outcomes and for communities. This was a good example, he said, of a place-based practicum project. Erin Steva spoke about the frequent use of *cost-benefit analysis* in public policy coursework, but also posited that environmental benefits are more difficult to quantify. She suggested that a class should include discussion of the valuation of environmental benefits. Jenny Binstock elaborated on this point, remarking that good pedagogy does not just examine real world policies, but also the ingrained *attitudes* towards how they are developed. A good class, she argued, should look critically at the shortcomings in various methods, and how to tease out what those are. Cully Nordby echoed Lin’s comments advocating for simulations: a mock hearing with different stakeholders. Lin said in her class they did the mock hearing, then they compared the outcomes of their mock exercise to actual outcomes. Like the others, she also stated that investigating the motivations embedded in the actions and in context is valuable.

Key visuals (like those Chantal presented in workshop 2) were also suggested as a teaching tool. Saira Gandhi suggested a Toxic Tour, or an exercise testing water quality or soil in various places. Heal the Bay has a workshop along these lines. With all these teaching tools in mind, the group was ushered into the next small discussion session- delving more deeply into four topic areas related to teaching environmental justice through the lens of the problem-solving professions.

## Discussion 2: Exploration of 4 key questions

Participants were asked to self-select into a group to discuss curricular elements in one of the following topic areas:

### *Engaged Scholarship*

- Thinking back to your undergrad, what worked for you, what would have been helpful to understand this? What would you have liked?

### *Planning/Policy/Law and Climate Change: planning for the unknown future*

- Long term versus short term: what ethical, philosophical, and practical questions do we want students to chew on?

### *Case studies: An excellent teaching tool.*

- What case studies simply must be included? Why? What are the key takeaways from these cases?

### *Procedural Justice?*

- What procedures for planning/policy-making are necessary for just and sustainable future?
- What should students learn about just processes in these fields?

The notes from these discussions follow, the matrix developed from the discussion can be found in the [Appendix](#):

### **Engaged Scholarship:**

**Thinking back to your undergrad, what worked for you, what would have been helpful to understand this? What would you have liked?**

First and foremost, it is important for students to self reflect about relationship with environment, this group concluded. Self-reflection is key to critical thinking and connecting with the subject. This group also suggested students working on live project with an organization that is trying to push for an environmental justice initiative. Engaged scholarship happens where students are involved in environmental justice activism in such a way that they bring the things that students have access to: for example policy briefs, literature reviews, or environmental monitoring technology. These are tools and resources that community-based groups and organizations might not have. When practitioners are invited to speak in the class, there should be a diversity of activists, they said.

This group, when addressing the question of how do you define engaged scholarship, said it is participatory; it is engaging with community in meaningful, contributing way. This group spoke about finding case studies that reflect success stories of academy and community working together.

**Planning for an unknown future: Long term versus short term: what ethical, philosophical, and practical questions do we want students to chew on?**

This group reported that for planning to occur, different professions might need to agree on common set of definitions. Is this possible? they asked. Can different people and professions have common *enough* definitions of *environment*, *justice*, *value*? The group wondered whether or not workable solutions could emerge without shared definitions. They thought this question would be interesting and challenging for students.

In trying to conceive of an unknown future, one tack is to relate past events with potential ones in the future. Looking at past “unforeseen” (in terms of the magnitude of their damage) events like Katrina and Sandy and how cities, states, etc. responded differently to them can provide a jumping off point for discussing what we cannot predict going forward. Flexibility in the face of uncertainty is important. How do we achieve flexibility as adaptation capacity? Systems are dynamic, always changing.

This group said it would be important in a classroom to think about the connection between *how we define* the terms and the assumptions we make in our culture/society, and the norms, and political and economic structures we operate in. The current structure we are in sets up individualistic and reckless short-term approach vs. precautionary principle. Within the current dominant framework, “leaping before you look” or assuming that chemicals are safe until proven dangerous instead of opposite, is the norm.

This group also discussed the idea of different forms of knowledge and their role in adaptiveness to climate change. They discussed both indigenous knowledge systems and the importance of technology and asked, “Can we engineer our way out?”

Lastly, they suggested that students have an opportunity to talk with policy-makers and planners about these questions- to have an opportunity to ask professionals in the field about the different tools used in planning in response to climate change: particularly with respect to regulation, enforcement, accountability, and culpability.

By the end of this discussion, Daniela Simunovic explained that within climate change dialog, there are very different definitions between environmentalism and environmental justice- these are two different movements and need to be explained as such.

Jenny Binstock stated that it is important to address how different communities deal with climate change, how they are affected, how resources are distributed differently. The people whose voices are included in planning will shape the outcomes and experiences of people living in these scenarios (e.g., indigenous societies). She also talked about the issue of uncertain future being complicated because of the lack of appropriate science. We don't yet have all the modeling we need. So how do you plan to make policy when you don't have reliable science to guide your decisions?

**Case Studies: What case studies simply must be included? Why? What are the key takeaways from these cases?**

Case studies are often used in EJ courses. They partly help us in our professions connect what has happened in past to what's happening today present. We can learn about Sandy by understanding Katrina). The case studies group said first, don't have repetitive case studies. In other words, select stories and studies that bring out different things. Also, highlight resistance and positive outcomes. Finally, like the first point, this group urged that quality is better than quantity, and the quality of the framing is key. In other words, it's not so much about what case studies you use, but how you frame them. So how might we codify different case studies? The group suggested that folks pick one of these frames and then select unique case studies that are distinct within the frame.

Frames or themes through which to look at different case studies:

- Institutional scale: at what level of government and environmental jurisdiction are we talking about? Oceans? A neighborhood?
- Methods? (e.g. About zoning, specifically)
- Resources (e.g. About food, parks, healthy soil, or clean air)
- Accessibility (e.g. Property ownership, biodiversity)
- Different geographies (rural vs. urban...etc.) – *perhaps this is the most accessible to talk about?*
- Populations/people

The following case studies were identified as potential for use in the classroom:

- South Bronx Greenway, Huntington Point
- Clean-up Green-up and Boyle Heights
- The impact of commercial agriculture
- Tourism/ Cruise Ships
- Mining
- Cornfield Arroyo Seco and CASP
- International Convention on Biodiversity
- LADWP and Owens Valley
- LA Skid Row and Public Health Scare
- Urban Renewal and Displacement (Good example: Hope 6 project that resulted in giant asbestos pile being dumped in an empty lot in Roxbury, MA. Community fought to get it cleaned up)
- South Central Farm- urban agriculture and property rights
- SELA & Water Contamination

- Disparate impact case studies- like “Cancer Alley”
- Worker health- nail salon workers and differential exposure to chemicals

**Procedural Justice: What procedures for planning/policy-making are necessary for a just and sustainable future? What should students learn about just processes in these fields?**

Daniela started the discussion noting that CEQA is an important aspect of procedural justice. Any discussion about procedural justice must include a discussion about CEQA because it allows people in the community to participate in the development and policy-making process. There are already organizations and advocacy groups out there utilizing CEQA as a tool to protect communities. These organizations serve as a resource for communities - particularly low-income and communities of color - by utilizing popular education techniques to break down technical language and Environmental Impact Reports, and by informing the community about where and when to participate and who to contact to get involved.

Erin pointed out that in Policy, an agency (like the EPA) has discretion over how to implement a plan or policy. The implementation period is the most likely stage that an agency would seek out feedback from the public (e.g. at a public hearing). Public Policy generally ignores equity unless policy-makers / analysts explicitly use it as a metric in a cost-benefit analysis or other assessment process. Participants in the group agree that, however, that equity should be the main concern when creating a policy or plan.

The group suggested that the fragmented regulatory system is a barrier to more just and inclusive procedures. Regulations are enforced at a multitude of levels (i.e. federal, state, districts, etc.) and different agencies have different functions and jurisdiction over different geographical and policy areas.

A common theme throughout the discussion was that expanding / improving public participation in the policy-making and planning process is a way of creating more just procedures. In planning, public participation may be required for short-range planning, general planning, and long-range planning. One way to break down barriers to participation is wide availability and dissemination of information. Daniela brought up that access to information is often the jumping off point for communities to get involved in the process, but there are lots of barriers to getting information in practice. To make procedures more just, there should be a centralized place for information relevant to EJ communities' needs.

The group discussed the idea that communities, particularly disadvantaged communities, need more than representation on a committee / advisory board, or the opportunity to participate, but rather they need influence and power. What is the difference between testimony and commentary, and community-led / community-driven planning? The Brown Act serves as an example of an attempt at the state level to establish “procedural justice” [in that it requires public participation in certain projects].

Erin Steva reminded the group that in “inclusive” processes, communities with more resources and power could end up having more influence, which doesn't solve the issue of justice.

The undergraduate EJ course should include case studies of unjust and just procedures in planning and policy-making to understand barriers as well as ways in which people have overcome them.

The group also discussed path-dependency of policy: how do we break it? How are new laws formed? What sorts of interventions are necessary to *interrupt* the current regulatory workings? This will be key to understanding how to mitigate Environmental Injustice and climate change.

## Conclusion: Moving forward

This paper has outlined the important takeaways of the fourth and last of the Environmental Justice Curriculum Workshop series. It represents the input of 36 students and faculty, primarily from the “problem solving professions,” but also from the sciences and from ethnic studies, as well as other departments. Both the content as well as the exercises themselves can be useful in the development of the spring course, and in other courses at UCLA going forward from here.

## APPENDICES



## Urban Planning 269 Syllabus

URBN PL 269 Seminar on Environmental Justice Pedagogy  
Understanding, Discovering and Acting through Multiple Lenses  
Developing a Multi-disciplinary, Multi-Population Course

Winter 2013, Th 11:30am-1:30pm, Plus Additional Group Meetings

Class at Rm 6274 Public Affairs Building, Workshops at YRL West Electronic Classroom, Rm 23167 Instructor:  
Professor Paul Ong ([pmong@ucla.edu](mailto:pmong@ucla.edu))

### Course Description

This graduate seminar is for students interested in race and the environment. The seminar centers around organizing and participating in the UCLA Curriculum Workshop on Environmental Justice. The four workshops bring together faculty and students interested in sharing their knowledge and experiences, and in contributing to the development of a new course focusing on environmental justice (EJ) in the United States. The course is grounded in the principle that EJ issues are complex, and the multifaceted aspects are best understood through a multi-disciplinary approach that includes both the social sciences and sciences. Students are eligible to receive academic credit for participating. Because of the exploratory nature of the seminar, students should consider the S/U option. For those who want or need to take the course for a grade, grading will be based on the progress on your individual research or study plan and the quality of your contribution to team work.

### Overview of the UCLA Curriculum Workshop on Environmental Justice

The workshop addresses an unfortunate reality within the environmental arena. Race, ethnicity and economic status are powerful determinants of quality of life, a societal process permeating every corner of existence. Among the most pernicious is an inequality in environmental risk. Persons of color, along with others who are economically disadvantaged, suffer greater exposure to pollutants from cars and other vehicles, toxic chemicals used in production, residual waste from consumption, and contaminated food and water. The cumulative impact is a lifetime of poor health, from neonatal underdevelopment to childhood asthma and to adult cancer. This population also has less access to green resources, such as parks. The drive to mitigate and eliminate environmental damages must also tackle the deeply embedded inequality, a struggle commonly known as environmental justice. Strategies, tactics, policies and programs must be informed and guided by knowledge from numerous intellectual domains. It is essential that students learn that solutions should be based on sound science and knowledge of an increasingly diverse and complex society. Unfortunately, there is no course covering these themes.

Filling that gap in the curriculum is one of the goals of an UCLA EJ Initiative, which includes the creation of new multidisciplinary EJ course. The proposed 4-unit upper division course will be co-sponsored by the Institute of the Environment and Sustainability (IoES), the Afro-American Studies IDP (Inter-Departmental Program), the American Indian Studies IDP, the Asian American Studies Department, and the Cesar E. Chavez Department of Chicana/o Studies. The course will also examine action and agency through professional practice, such as public health and urban planning.

The EJ curriculum workshop is a critical step in developing the course. Its primary objective is to develop a broad understanding of cross-cutting and population-specific themes through multi-disciplinary and multi-ethnic lenses. The workshop covers theoretical and empirical knowledge, along with materials on action and interventions. The workshop includes individuals from both north and south campus, from the social sciences and humanities along with those from scientific and technical fields. This creates an opportunity to examine the intersections of disparate domains of scholarship intersect, how they should engage around boundaries, and possibilities to expand interaction and collaboration. Participants have an opportunity to share their expertise, with an objective of synthesizing the disparate fields into a coherent course syllabus.

The participants in the workshop will help identify relevant readings, case studies and examples that address one or more of five themes:

- (1) Understanding the nature, magnitude, causes and consequences of environmental inequality;
- (2) Understanding how culture and socio-economic status shape perceptions about the relationship between people and their environment, and influence normative positions on policy prescriptions;
- (3) Understanding environmental justice as a social movement, rooted in community action and linked to the larger struggle for social justice;
- (4) Understanding how government has responded to EJ demands through modifying the decision making process, adopting EJ policies and establishing EJ programs; and
- (5) Understanding effective interventions and actions that produce material improvements for overburdened populations and close the environmental gap.

In particular, the course will draw from the existing literature in ethnic studies (African American Studies, American Indian Studies, Asian American Studies, and Chicano/a Studies), Environmental Science and Engineering, Environmental Studies, and the applied fields (Business, Law, Public Policy, and Urban Planning). The course should also incorporate relevant insights from the literature on environmental justice in developing countries, including those from political ecology.

The class is organized around the following activities: (1) four curriculum workshops, (2) individual or group meetings to discuss issues related to organizing the workshops, and (3) individual or small group discussions about your review of the literature on a specific aspect of EJ and/or research. The first and second set of activities will be organized during the first week of the course around people's schedule. The calendar for the Winter workshops:

- (1) Week 2, January 17<sup>th</sup>, EJ Pedagogy;
- (2) Week 4, January 31<sup>st</sup>, Through the Lens of Ethnic Studies;
- (3) Week 6, February 14<sup>th</sup>, Through the Lens of Environmental Sciences; and
- (4) Weeks 8, February 28<sup>th</sup>, Through the Lens of Professional Practice

Workshop 1: EJ Pedagogy. This workshop is open to core faculty, partner, and graduate students, and explores long-term pedagogical goals for an EJ curriculum and immediate objectives for an EJ course. This workshop discusses the goals, teaching/learning approaches, knowledge content (broadly defined), and course requirements for an EJ curriculum. The session focuses on integrating perspectives from ethnic studies and environmental science. (Future efforts will examine integrating perspectives from the humanities and creative fields.) The session discusses overall curricular issues and implementation as courses. The initial class will be a new upper-division introductory EJ course for Spring 2013, which can be used to fulfill requirements in multiple departments. The long-term goal is a three-course series that can be used as a part of an EJ certificate program. Students should address the topics from two perspectives: (1) what should students in your field learn from other disciplines, and (2) what does your field offer to students from other disciplines.

The following is an outline of the topics (subject to revisions):

- Four key parameters in curriculum development
- Individual student wants and needs (preparation for real life)
- Intellectual leadership and framing (epistemological, theoretical, interpretive)
- Institutional requirement and opportunities (larger educational agendas, administrative)
- Learning and teaching goals for the curriculum
- What knowledge (theoretical and abstract, applied, non-mainstream)
- What skills (analytical tools, critical thinking, communication)
- What values and world views (ethics, social/civic obligations, environmental concerns)

- The teaching/learning process
- Traditional lectures (transmitting content of a body of knowledge)
- Socratic (interpretative, subjectivity, dialectic)
- Experiential (hands on learning by doing, engaged scholarship, reflective)
- Individual and group processes
- Course requirements
- Position within the curriculum
- Prerequisites (basic courses from the two domains)
- Structure and organization (co-teaching, multi-disciplinary TAs, outsiders)
- Assignments and activities (readings, papers, tests, field work, etc.)
- Incorporating partners and embedding in other units
- Campus resources (library, OI)D)
- Academic departmental
- Other programs (e.g., certificate)

Curriculum development is partially guided by previous efforts, both at UCLA and other institutions of higher learning. We do not have to reinvent the wheel, and we should adopt approaches and practices that are appropriate to this campus. Silvia Jimenez is preparing a scan of existing courses, and information from a survey being conducted by The Council of Environmental Deans and Directors of the National Council for Science and the Environment. Possible people to invite: Student advisors from relevant programs, individuals who have worked on similar curriculum development efforts, and instructors of EJ courses.

Workshop 2: Through the Lens of Ethnic Studies. This session is organized by students and is open to Ethnic Studies faculty and graduate students. The workshop should include but not limited to a brief overview of the core intellectual approach of each ethnic studies program (emphasis, epistemological approach, dominant theoretical frames, and scholarly practice), the state of the EJ literature in those fields relative to the five themes listed above, current EJ research and the incorporation of those with scientific background into ethnic studies. Group discussion includes questions related to the key insights and essential elements that should be included in an EJ course, including lesson plans for those from ethnic studies and those from the other disciplines and academic fields. The team will produce a written summary of the workshop, which includes background materials and the workshop discussions.

Workshop 3: Through the Lens of Environmental Sciences. This session is organized by students and is open to ESE, environmental health and IoES Studies faculty and graduate students. The workshop addresses the general topics and requirements listed for Workshop 2 from an environmental-science perspective. This workshop should also address the issue of diversifying the field.

Workshop 4: Through the Lens of Professional Practice. This session is organized by students and is open to ESE, environmental health and IoES Studies faculty and graduate students. The workshop addresses the general topics and requirements listed for Workshops 2 and 3 from a professional-practice perspective. This workshop should also address the issue of community participation in practice.

Student Presentations, Weeks 9 & 10. These open sessions give students an opportunity to present their EJ research and scholarship, including a discussion about how their work could contribute to an EJ curriculum and course. Where appropriate, students should discuss how knowledge from other disciplines can enrich their work. Each presentation should last 25 minutes, which includes 10 minutes for Q&As.

## Course Requirements & Policies

Your final grade will be based on 4 required elements: (1) group workshop facilitation, (2) group workshop report, (3) project paper and presentation, and (4) class participation.

Individual EJ paper and presentation 50%  
Group workshop facilitation 15%  
Group workshop report 25%  
Class participation, discussion, and attendance 10%

### Paper Prospectus on Individual Project (Due Beginning of 2<sup>nd</sup> Week)

One-page description of the project, addressing the following: (1) research question, (2) how will your project contribute to EJ research and/or scholarship; (3) what do you hope to learn from other disciplines and how will this benefit your research; (4) methodology/research design, (5) current status of your project, and (6) deliverable at end of this class.

### Individual EJ Paper (Due Friday of Week 9)

Students should have an individual EJ research project or conducting a significant review, critique and synthesis of the literature related to an EJ related theme. The research project can be at any stage (e.g., the development of a research proposal, conducting field work or analysis, interpretation of data, writing up results, refining a paper for submission to a journal). Your work will be evaluated on the progress you make during the quarter. The literature review can be focused on environmental justice, or on how EJ is addressed within a larger field. Possible topics include but not limited to the following: the impacts of pollution and environmental hazards on disadvantaged communities, social movements for environmental justice, and environmental-justice policies and programs. Students are encouraged to identify and meet with faculty to discuss their studies and research. Paper should be about 15 pages, double-spaced. Students will have an opportunity to present their work at the end of the quarter, with an emphasis on how the specific topic can be integrated into an EJ course.

### Workshop Co-Facilitation

Students will work as teams to help organize and conduct a workshop. This includes framing the session, preparing background materials, inviting and hosting participants, moderating the session, and summarizing the discussion in a written report. Students can participate in the teams that focus on ethnic studies, environmental sciences, or professional practice. Each team is expected to develop and implement a workshop plan, organize and coordinate members around tasks, and work with the instructor as needed. The first workshop (EJ Pedagogy) will be organized by the instructor and Silvia Jimenez, and will serve as a model for subsequent workshops. Each team should schedule regular weekly meetings, although the team can cancel if there is no business for the week.

### Workshop Report

Each team will produce a 20-page report that includes the following elements: (1) a description of the core theories, dominant epistemological approaches, and prevailing practices of the relevant disciplines or fields; (2) the state of environmental analysis within the disciplines or fields; (3) the application to the study of environmental justice analysis; (4) an assessment of EJ courses offered by relevant departments at UCLA and other comparable universities; (5) key EJ and non-EJ concepts and information that students outside the disciplines/fields should know; and (6) key EJ and non-EJ concepts and information from other domains of knowledge covered by the class that students within the disciplines/fields should learn. When possible, provide concrete lesson plans for (5) and (6). The report should use materials from the literature, discussions from the workshops (use proper citation) and primary sources (course syllabi, interviews and correspondences with key individuals, etc.). Select two or three disciplines or fields within your domain of knowledge (ethnic studies, environmental studies and professional practices), preferably based on your team's academic

background and training. Much of the analytical work can be done before your workshop, and integrate that material into the workshop. Use any available background materials to inform the workshop.

### **Attendance & Participation**

During non-workshop weeks, the class will have an opportunity to work collectively, discuss the organizing of workshops, examine issues related to individual research or studies, share experiences related to the challenges and opportunities of pursuing EJ scholarship at UCLA, and attend EJ lectures. Attendance is mandatory at all class sessions and workshops. If you are sick or have an unavoidable conflict, please notify me via email. Active participation is expected.

### **Due Dates (Subject to revision)**

- *Topic prospectus for individual paper (Hardcopy Due Week 2 in class)*
- *One-page Memo on Organizing Workshop (Hardcopy Due Week 3 in class)*
- Outline of workshop (schedule, topics, and possible participants), list of division of responsibilities and duties, and timetable for major activities.
- *One-page Description of Group Workshop Report (Hardcopy Due Monday of Week 3)*
- Outline of report, list of division of analytical and writing duties, and timeline.
- *One-page Mid-term update on individual and group papers (Hardcopy Due at Friday of Week 5)*
- Note progress relative to original plans, any unexpected difficulties, and any changes.
- *Individual EJ Paper Presentation (Weeks 9 and 10)*
- Hardcopy of PowerPoints are due the Monday before the presentation. Print and bring handouts to session.
- *Individual Papers (Due Friday of Week 9)*
- Completed paper written in an academic style.
- *Workshop Report (Due First Day of Finals Week)*
- Completed report written in professional style.

## Matrix of the Problem Solving Professions

	Policy	Planning	Social Welfare	Law
Unit : "What is a..."	<ul style="list-style-type: none"> <li>● Guides behavior</li> <li>● Promotes and outcome (incentives)</li> <li>● Agenda of laws or individual laws</li> <li>● Regulates</li> <li>● Framework for law</li> <li>● Problem - can be vague                             <ul style="list-style-type: none"> <li>○ This can be a barrier</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● A vision for the future, both physical and non-physical (E.g. a design)</li> <li>● Scale important: from neighborhood to region (inter-city/ inter-state)</li> <li>● "Blueprint"</li> </ul>	<ul style="list-style-type: none"> <li>● Interventions (bio / psycho / social) (PIE)</li> <li>● Micro to Macro interventions                             <ul style="list-style-type: none"> <li>○ Micro: individual or group therapy, for example</li> <li>○ Mezzo: program development in an agency</li> <li>○ Macro: policy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Laws develop through legislation                             <ul style="list-style-type: none"> <li>○ Agreed upon</li> <li>○ Lawsuits</li> <li>○ Treaties</li> <li>○ Laws often do not have "teeth" (implementation power)</li> </ul> </li> <li>● Laws create situations that apply to different parties (examples:                             <ul style="list-style-type: none"> <li>○ American Indians have limited sovereignty</li> <li>○ State laws do not trump federal laws</li> <li>○ City/county ordinances</li> </ul> </li> <li>● Idea of sovereignty is very important</li> </ul>
Tools	<ul style="list-style-type: none"> <li>● Incentives (laws, regulation, taxes, subsidies)</li> <li>● Bans</li> <li>● Mandates</li> <li>● Rhetoric</li> <li>● Further study                             <ul style="list-style-type: none"> <li>○ Cost / benefit analysis</li> </ul> </li> <li>● "Road maps"                             <ul style="list-style-type: none"> <li>○ Goals</li> <li>○ Framework</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● GIS and maps</li> <li>● Zoning codes</li> <li>● Evaluations</li> <li>● Impact assessment, needs assessment</li> <li>● Forecasts and modeling</li> <li>● Survey designs [mine: survey instruments, qualitative data collection (e.g. interviews)]</li> <li>● Budgets</li> <li>● Transportation planning</li> </ul>	<ul style="list-style-type: none"> <li>● Micro: counseling, case management</li> <li>● Mezzo: Programs</li> <li>● Macro: policies</li> <li>● Critical race theory key at all levels</li> </ul>	<ul style="list-style-type: none"> <li>● Court cases, settlements, filing suits, torts</li> <li>● Protest in order to change laws</li> <li>● The legislative process</li> <li>● Cases inform rulings (tools that aid in interpretation and rulings)</li> <li>● White papers</li> <li>● Research, which can lead to action</li> <li>● Commissions, whose findings can influence laws</li> </ul>
Institutional Frameworks	<ul style="list-style-type: none"> <li>● Government                             <ul style="list-style-type: none"> <li>○ Legislatures</li> <li>○ Agencies</li> </ul> </li> <li>● Community / public</li> <li>● Interest groups                             <ul style="list-style-type: none"> <li>○ NGOs</li> <li>○ Trade / industry</li> </ul> </li> <li>● Focus:                             <ul style="list-style-type: none"> <li>○ Challenging definition of "environmental issue"</li> <li>○ Issue connections</li> <li>○ Responsibility / solutions</li> <li>○ Accountability</li> </ul> </li> <li>● Frameworks to give people in poverty access</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Sectors (public, private, nonprofit, [can't decipher last one])</li> <li>● local, state, and federal regulatory frameworks</li> <li>● Market economies: Corporations, NGOs</li> <li>● Monitoring and enforcement frameworks (e.g. police / law enforcement)</li> <li>● Hearings, working groups / charities</li> <li>● Politics and power dynamics, political climate, public opinion</li> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Social service agencies, hospitals, government, judicial system, education systems</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Governments (federal, state, local, international)                             <ul style="list-style-type: none"> <li>○ Also tribal governments</li> </ul> </li> <li>● NGOs</li> <li>● Universities</li> <li>● Courts (national, international, state, local)                             <ul style="list-style-type: none"> <li>○ Three branches of U.S. government (judicial, legislative, executive)</li> </ul> </li> </ul>

	Policy	Planning	Social Welfare	Law
Who should?	<ul style="list-style-type: none"> <li>Stakeholders</li> <li>People impacted by problems</li> <li>Who should they [can't read]?</li> <li>Marginalized groups</li> <li>Visitors (e.g. tourists)</li> <li>Non-citizens</li> <li>Broader international community</li> <li>People who don't have access</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders</li> <li>Those who bear the costs of the policies in proportion to their stake</li> <li>The public</li> </ul>	<ul style="list-style-type: none"> <li>People in affected communities</li> <li>More practitioners from disadvantaged communities</li> </ul>	<ul style="list-style-type: none"> <li>Everyone!</li> </ul>
Environmental Justice		<ul style="list-style-type: none"> <li>Expressions of those that feel the burden</li> <li>Focus on the environment (giving a voice to the environment)</li> <li>Exhaustive list of possible outcomes                             <ul style="list-style-type: none"> <li>Assessing risks</li> <li>Costs/benefits</li> </ul> </li> <li>Access to information</li> <li>Access to decision-makers (building trust, accountability)</li> <li>Be a part of decision making</li> <li>Power of oversight / implementation</li> </ul>	<ul style="list-style-type: none"> <li>Homelessness</li> <li>Nutrition related to mental health and availability/affordability of quality food</li> <li>Emphasis on nutrition and human development</li> <li>Environmental stresses</li> <li>Healthy spaces</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder participation</li> <li>Definitions!</li> <li>The legal process                             <ul style="list-style-type: none"> <li>Reaching out to public (e.g. workshops)</li> </ul> </li> <li>Protest                             <ul style="list-style-type: none"> <li>Accountability</li> </ul> </li> <li>Lobbies / watchdogs</li> <li>Implementation of progressive legislation</li> </ul>