

Environmental Crime and Justice

Honors or Soc/CRMJUS 490

Part of the Education for Sustainability Curriculum at UMass Boston

Fall 2004

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Office Hours:
Monday 2-4
Wednesday 10:30 –12:30
By Appointment

TA:

Texts and Course Packet Information

Erikson, Kai. 1994. *A New Species of Trouble: The Human Experience of Modern Disaster*.
New York: Norton.

Course Packets are available at the Copy Center and at online reserves. Required readings are also on reserve in the library.

Course Description & Objectives:

This course focuses on the unequal distribution of environmental risks and benefits across various social settings. The course will examine and define environmental crime and environmental justice with special emphasis on man-made disasters. Sociological concepts such as race, class and gender, social capital, social stratification, collective efficacy, and community will be used to frame issues. Social science methods for studying environmental crime and justice will be identified and practiced.

Throughout the course, guest lectures, films, and case studies are drawn upon to illustrate ideas and facilitate learning via critical reviews. Thus, this class will function as a seminar and lecture. The lectures will cover the necessary background information students need to understand concepts and ideas important to the study of environmental justice. The seminar portion of this class will be spent discussing the assigned readings. The specific objectives of this course are:

1. to provide you with knowledge of environmental crime and justice as an area of emphasis in sociology;
2. to develop your analytical skills and knowledge to assess research collection and information concerning environmental crime and justice;
3. to show you how environmental crime and justice may relate to your future career goals and opportunities;
4. to help you develop and assess the appropriateness of proposed solutions to environmental problems and injustices.

Expectations & Grading: Course grading is based on the amount of total points that the student receives on the three quizzes, the community project, and their critical reviews. Ten of the eleven best scores on the critical reviews will count. This means that the lowest critical review score is dropped (missed critical reviews automatically count as the lowest score). Participation in these discussions is required.

What follows is a break down of the total points possible for the semester:

Three quizzes	30 points
Final project	20 points
Class participation	10 points
Critical Reviews (10 points each)	40 points
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Total possible points	100 points

Grades will be assigned as follows:

- A = 90 to 100 points
- B = 80 to 89 points
- C = 70 to 79 points
- D = 60 to 69 points
- F = 0 to 59 points

Late Reviews, Exam Policy and Extra Credit:

Critical reviews (due at the beginning and mid-month) , and projects are considered late if they are not handed in at the start of class on the date that they are due. No late reviews or projects will be accepted. If you are unable to attend class, *request lecture notes from another student*. If you have a valid excuse for being unable to take the exam as scheduled, please let me know as soon as possible PRIOR to the exam. Students who participate in *current events* or the class *debate* have opportunities to receive extra credit. Late term papers or absences from scheduled quizzes are generally unacceptable without a valid explanation (physician note etc.).

Critical Reviews

Every two weeks or so week you must prepare a written review or critique that evaluates an assigned weekly reading, or previous week's guest lecture or film. Each review should be typed, double-spaced and approximately three to four pages long. The review should perform two functions—descriptive and evaluative. Thus, the review should not only summarize the readings for the week but also offer a critique or evaluation of merit. While I would encourage criticism, do not simply make emotional statements. Instead, respond to the readings in an intellectual fashion.

Your reviews should bring in relevant outside sources, and be appropriately referenced and organized. Each review should follow the following guidelines:

1. Introduction: The introduction should be about one-paragraph long. You should state which readings you are reviewing and where your argument will lead the reader.
2. Summary: Provide a brief summary of the central points or arguments the authors present.
3. Assessment: What are the strengths and weaknesses of the author's central argument? Do the authors provide any evidence to support their position? Does that evidence support their conclusions? Say why you agree or disagree with their project and conclusions. [2 paragraphs].
4. Conclusion: The conclusion should be about one-paragraph long. In that conclusion you should provide two discussion questions related to the readings. These questions should be ones that promote class discussion.

Please cite all references using the American Sociological Association format. If you are not familiar with the ASA format, consult www.asanet.org or any ASA journals in the library as a guide.

Community Project

The last week of the semester will be devoted to student presentations. Each student will develop a short (15 to 20 minutes) presentation from research they have done in the field that illustrates trauma to a community via disaster or environmental crime. Your text, Erikson's *A New Species of Trouble: The Human Experience of Modern Disaster* provides good examples of case studies of interest. The presentation should document the issue and include methods of research (field, archival) and a bibliography. What follows is a list of possible presentation topics:

- Toxic waste sites
- Violations or regulations for fishing, hunting
- Dumping on Native American reservations
- Military toxics and federal facilities
- Homelessness
- Lead in public housing
- Contaminated playground

Tips for academic integrity: (1) you have rights and responsibilities regarding your work; (2) always acknowledge your sources and never falsify information; (3) do your own work, recognize your limitations, but be proud of your work. If you have a disability and feel you will need accommodations in order to complete course requirements, please contact the Ross Center for Disability Services (M-1-401) at (617)287-7430.

Environmental Crime and Justice Course and Reading Schedule

SECTION I. Environmental Justice

Week One—Introduction to Environmental Crime and Justice

Course syllabus and course expectations

Week Two – What is Environmental Justice?

text Erikson, Chapter 1

packet Bullard, Robert. 1993. Anatomy of environmental racism. In Richard Hofrichter (Editor) Theory and Practice of Environmental Justice (pp. 25-35). Philadelphia, PA: New Society Publishers.

Pellow, David. 2000. Environmental inequality formation: Toward a theory of environmental injustice. American Behavioral Scientist, 43 (4), 581-601.

[CRITICAL REVIEW # 1 DUE]

Week Three—History and the Environmental Justice Movement

packet Taylor, Dorceta. 2000. The rise of the environmental justice paradigm. American Behavioral Scientist, 43(4), 508-580.

McGurty, EM. 2000. Warren County, NC, and the emergence of the environmental justice movement: Unlikely coalitions and shared meanings in local collective action. Society and Natural Resources, 13 (4), 373-387.

Video A Civil Action

Week Four—Social Science Methods and Studying Environmental Justice

Williams, RW. 1999. The contested terrain of environmental justice research: Community as unit of analysis. Social Science Journal, 36(2), 313-328.

Bowen, W. 2002. An analytical review of environmental justice research: What do we really know? Environmental Management, 29, 3-15

Video: Race to Save the Planet #3: Do We Really Want to Live This Way?

Two dramatic examples of air and water pollution: the city of Los Angeles and Europe's Rhine River illustrate the price we pay for progress. Ways to sustain the environment in Western industrial life are also explored.

QUIZ 1

SECTION II Man Made Disaster and Community Trauma

Week Five—Hazardous Waste

Text Erikson Chapter 4

packet United Church of Christ Commission for Racial Justice. 1987, Toxic Wastes and Race in the United States: A National Report on the Racial and

Socio-Economic Characteristics of Communities with Hazardous Waste Sites. New York. Public Data Access: United Church of Christ. Oakes, M, Anderton D, and A Anderson. 1996. A longitudinal analysis of environmental equity in communities with hazardous waste facilities. *Social Science Research*, 25 (2), 125-148.

Video: Hiroshima Nagasaki - August 1945

This is a historic, unforgettable film featuring the first footage shot following the bombings of Hiroshima and Nagasaki. This film provides a sense of being an eyewitness to the bombs' aftermath, literally walking through the rubble and hospitals jammed with dying people. In August, 1945 the Japanese government commissioned Akira Iwasaki, a filmmaker jailed during WWII for his antiwar beliefs, to document the effects of their new weapon. With only black and white film available, he recorded stark and often simple, but telling images of the vast destruction, such as the shadows of leaves, flowers and other objects burned into stone. The U.S. military classified the raw footage as "secret" for over 20 years, before making it public. In 1970, Professor Barnouw obtained the footage and edited together this film, adding a factual, eloquently understated narration.

[CRITICAL REVIEW #2 DUE]

Week Six—Man Made Trauma

Text Erikson chapter 6

packet Evans, GW. And E Kantrowitz. (2002). Socioeconomic Status and Health: The potential role of environmental risk exposure. *Annual Review of Public Health*, 23, 303-331.

Stretesky PB. and MJ Lynch. (2003). Lead exposure and crime. *Journal of Health and Social Behavior*

Video: Peoples Century 1900 - 1999: 1945 Fallout

The atomic bombing of Hiroshima and Nagasaki marked the end of the Second World War and also heralded the beginning of the nuclear arms race. Simultaneously, the peaceful potential of nuclear energy was held out as the hope of the future, offering cheap, clean, and unlimited energy. But early enthusiasm evaporated as the dangers of radiation and nuclear accidents became evident. Authoritarian governments ignored challenges to nuclear energy programs caused by popular apprehensions, but all governments encountered growing evidence of the costs of such programs.

Week Seven—Man Made Disasters

packet Edwards, B. and A Ladd. 2000. Environmental justice, swine production and farm loss in North Carolina. *Sociological Spectrum*, 20 (3): 263-290.

Pastor M. Sadd JL, Morello-Frosch. 2002. Who's minding the kids? Pollution, public schools, and environmental justice in Los Angeles. *Social Science Quarterly*, 83, 263-280.

Video: American Experience: Rachel Carson's Silent Spring

Rachel Carson had been a consulting biologist for the federal government's Fish and Wildlife Department when she first took note of the unregulated use of pesticides and herbicides, especially DDT, in "agricultural control" farming. In 1963, when she published "Silent Spring", a book on the chemical poisoning of the environment, Carson was viciously attacked. Huge sums of money were spent to discredit her. While her scientific methods were problematic, her message about the environment as an interrelated organic system struck a popular nerve. "Silent Spring" sparked a revolution in government environmental policy and became instrumental in creating a new ecological consciousness. This is the story of how one scientist's courage changed the way we think about our world.

[CRITICAL REVIEW #3 DUE]

Week Eight—Spring Break

Catch-up

[NO ASSIGNMENT OR REVIEW]

Week Nine—Terrorism

Text Erikson, Epilogue and Prologue

Quiz 2

Video: **Race to Save the Planet #9: It Needs Political Decisions**
This segment examines the power of politics in protecting the environment. Three nations in varying stages of economic development - Zimbabwe, Thailand, and Sweden - offer three different strategies for conserving the environmental future

SECTION III Environmental Crime and the Future

Week Ten—Defining Environmental Crime

Text Erikson chapter 2 & 3

packet Carter, Tim. 1998. Policing the environment. In Mary Clifford (Ed.)
Environmental Crime (pp. 169-203). Gaithersburg, Maryland: Aspen
Publication.

Situ, Yingyi and David Emmons. 2000. Criminal Law and the
Environment—Chapter 2. Thousand Oaks, CA: Sage.

Guest: Anthony Abdal Khabir – Environmental Police

[CRITICAL REVIEW #4 DUE]

Week Eleven—Environmental Crime & Regulation and the Workplace

packet Ringquist, EJ. 1998. A question of justice: equity in environmental litigation,
1974-1991. The Journal of Politics, 60 (4), 1148-1165.

Atlas, M. 2001. Rush to judgment: An Empirical analysis of environmental
equity in U.S. Environmental Protection Agency enforcement actions.
Law and Society Review, 35, 633-682.

Guest: OSHA, White Collar Crime

Week Twelve—Global Issues and Environmental Crime & Regulation

Pearce, F and Tombs, S. 1993. US Capital versus the Third World: Union
Carbide and Bhopal. In Pearce and Woodiwiss (Editors) Global Crime
Connections (187-211). University of Toronto Press.

Del Olmo, Rosa. 1998. The ecological impact of illicit drug cultivation and crop
eradication programs in Latin America. Theoretical Criminology, 2, 269-
278.

Video: **Can Tropical Rainforests Be Saved?**
Here is the first documentary to range across the planet in search of answers to the vital
question in the title. Filmed in a dozen rainforested countries in Asia, Africa, and Latin
America, as well as in the country environmental leaders claim is the biggest problem- Japan,

the world's largest importer of tropical rainforest wood. Part 1: Values of rainforests, extent of global deforestation, effects on people and environment...Indonesia...transmigration...road linking Amazon...Asia...Amazon highway. Part 2: Japan's controversial role as major importer of rainforest wood from SE Asia.....sustainable management...public relations campaign...social forestry. Part 3: Economic assets of standing forests...population pressures...

[CRITICAL REVIEW #5 DUE]

Week Thirteen—The Future of the World Community

Text, Erikson, chapter 7

packet Simon, David. 2000. Corporate environmental crimes and social inequality: New directions for environmental justice research. American Behavioral Scientist, 43 (4), 633-645.

Foster, John. 1993. Let them eat pollution: Capitalism and the world environment. The Monthly Review, 44:10-21.

Video: **Caring for an Endangered Planet: Helen Caldicott**

How Then Shall We Live Series, Program 5 Dr. Helen Caldicott, M.D., founder of Physicians for Social Responsibility, proposes options for protecting and preserving life on Earth. "The diagnosis is that we have a terminally ill planet. When terminally ill patients come into the emergency room, we put them in intensive care, and very occasionally, one survives with absolutely dedicated work and a total commitment to their salvation. But there's no short cut. You've got to really make a total commitment. And the commitment is to save the planet."

Week Fourteen—Where are We Going and Where Have we Been

Text Erikson, Chapter 5

packet Rebovich, Donald. 1998. Environmental Crime Research: Where we have been, where we should go. In Mary Clifford (Ed.) Environmental Crime (pp. 341-354). Gaithersburg, Maryland: Aspen Publication.

Video: **The City**

Dramatizes the transformation of the U.S. from a country of small towns and simple industry to an urbanized, highly industrialized society by 1939. Documents the congested city of 1939 through scenes of traffic jams, pollution, people eating on the run, and children playing in the street. Offers a plan of suburban areas connected to the center of the city by a network of rapid highways as an alternative to the crowded city and as places where people could enjoy a sense of community again. Commentary by Lewis Mumford and music by Aaron Copland. Produced for the 1939 New York World's Fair.

QUIZ 3

Course References and Suggested Readings

- Atlas, M. 2001. "Rush to judgment: An Empirical analysis of environmental equity in U.S.Environmental Protection Agency enforcement actions". *Law and Society Review*, 35, 633-682.
- Bowen, W. 2002. "An analytical review of environmental justice research: What do we really know?" *Environmental Management*, 29, 3-15
- Bullard, Robert. 1993. Anatomy of environmental racism. In Richard Hofrichter (Editor) *Theory and Practice of Environmental Justice* (pp. 25-35). Philadelphia, PA: New Society Publishers.
- Bunch, R.. 2001. "Determinants in moving business schools toward sustainability", *Assessing Progress Toward Sustainability in Higher Education consultation presentation paper*. Washington, D.C.
- Carter, Tim. 1998. "Policing the environment". In Mary Clifford (Ed.) *Environmental Crime* (pp. 169-203). Gaithersburg, Maryland: Aspen Publication.
- Cortese, A. D. 1999. "Education for sustainability: The need for a new human perspective". *Second Nature*, <http://www.secondnature.org>, (2000, March 12).
- Del Olmo, Rosa. 1998. "The ecological impact of illicit drug cultivation and crop eradication programs in Latin America". *Theoretical Criminology*, 2, 269-278.
- Edwards, B. and A Ladd. 2000. "Environmental justice, swine production and farm loss in North Carolina". *Sociological Spectrum*, 20 (3): 263-290.
- Erikson, Kai. 1994. *A New Species of Trouble: The Human Experience of Modern Disaster*. New York: Norton.
- Evans, GW. And E Kantrowitz. 2002. "Socioeconomic Status and Health: The potential role of environmental risk exposure". *Annual Review of Public Health*, 23, 303-331.
- Foster, John. 1993. Let them eat pollution: Capitalism and the world environment. *The Monthly Review*, 44:10-21.
- Gardner, H. 1983. *Frames of Mind*, Basic Books, New York, NY.
- Khor Kok Peng, Martin. 1993. "Economics and environmental justice: Rethinking North-South relations". In Richard Hofrichter (Ed.) *Theory and Practice of Environmental Justice* (pp. 219-225). Philadelphia, PA: New Society Publishers.
- MacGregor, J. 2001. *Education for a Sustainable Future: A Paradigm of Hope for the 21st Century* (pp.199-214). Wheeler, K., ed., Kluwer Academic, New York, N.Y

- Mank, Bradford. 1999. "Title VI". In Michael Gerrard (Ed). *The Law of Environmental Justice* (pp. 23-68). Chicago, IL: American Bar Association.
- McGurty, EM. 2000. "Warren County, NC, and the emergence of the environmental justice movement: Unlikely coalitions and shared meanings in local collective action". *Society and Natural Resources*, 13 (4), 373-387.
- McIntosh, M., Cacciola, K., Clermont, S., Keniry, J. 2001. *State of the Campus Environment: A National Report Card on Environmental Performance and Sustainability in Higher Education*, National Wildlife Federation, Reston, VA.
- North American Alliance for Green Education. 2001. <http://www.naage.org> p.1.
- Oakes, M, Anderton D, and A Anderson. 1996. "A longitudinal analysis of environmental equity in communities with hazardous waste facilities". *Social Science Research*, 25 (2), 125-148.
- Orr, D. 1992. *Ecological Literacy: Education and the Transition to a Postmodern World*, State University of New York Press, Albany, NY.
- Pastor M. Sadd JL, Morello-Frosch. 2002. "Who's minding the kids? Pollution, public schools, and environmental justice in Los Angeles". *Social Science Quarterly*, 83, 263-280.
- Pearce. F and Tombs, S. 1993. US Capital versus the Third World: Union Carbide and Bhopal. In Pearce and Woodiwiss (Editors) *Global Crime Connections* (187-211). University of Toronto Press.
- Pellow, David. 2000. "Environmental inequality formation: Toward a theory of environmental injustice". *American Behavioral Scientist*, 43 (4), 581-601.
- Rebovich, Donald. 1998. "Environmental Crime Research: Where we have been, where we should go". In Mary Clifford (Ed.) *Environmental Crime* (pp. 341-354). Gaithersburg, Maryland: Aspen Publication.
- Ringquist, EJ. 1998. "A question of justice: equity in environmental litigation, 1974-1991". *The Journal of Politics*, 60 (4), 1148-1165.
- Ritchie, Mark. 1993. "Trading away the environment: Free-Trade agreements and environmental degradation". In Richard Hofrichter (Ed.) *Theory and Practice of Environmental Justice* (pp. 209-218). Philadelphia, PA: New Society Publishers.
- Seligman, M. 1998. *Learned Optimism*, Simon & Schuster, New York, NY.
- Simon, David. 2000. "Corporate environmental crimes and social inequality: New directions for environmental justice research". *American Behavioral Scientist*, 43 (4), 633-645.

- Situ, Yingyi and David Emmons. 2000. *Criminal Law and the Environment*. Thousand Oaks, CA: Sage.
- Smith-Sebasto, N.J. 1995. "The effects of an environmental studies course on selected variables related to environmentally responsible behavior", *The Journal of Environmental Education*, Vol. 26 No. 4, pp.30-4.
- Stretesky PB. and MJ Lynch. 2003. "Lead exposure and crime". *Journal of Health and Social Behavior*.
- Taylor, Dorceta. 2000. "The rise of the environmental justice paradigm". *American Behavioral Scientist*, 43(4), 508-580.
- Wolfe, V. 2001. "A survey of the environmental education of students in non-environmental majors at four year institutions in the USA", *International Journal of Sustainability in Higher Education*, Vol. 2 No. 4, <http://www.emerald-library.com/ft>, pp.301-315.
- World Game Institute 1997. "What the world wants", <http://www.worldgame.org/wwwproject/index.shtml>, Philadelphia, PA.
- United Church of Christ Commission for Racial Justice. 1987. *Toxic Wastes and Race in the United States: A National Report on the Racial and Socio-Economic Characteristics of Communities with Hazardous Waste Sites*. New York. Public Data Access: United Church of Christ.
- Weinberg, Philip. 1999. "Equal Protection". In Michael Gerrard (Ed). *The Law of Environmental Justice* (pp. 3-22). Chicago, IL: American Bar Association.
- Weissman, Robert. 1993. "Corporate plundering of third-world resources". In Richard Hofrichter (Ed.) *Theory and Practice of Environmental Justice* (pp. 186-196). Philadelphia, PA: New Society Publishers.
- Williams, RW. 1999. "The contested terrain of environmental justice research: Community as unit of analysis". *Social Science Journal*, 36(2), 313-328.

Websites

- <http://www.compact.org>
- <http://www.giraffe.org>
- <http://globe.terc.edu>
- [http://ksgnotes1.harvard.edu/BCSIA/sust.nsf/pubs/pub7/\\$File/2000-33.pdf](http://ksgnotes1.harvard.edu/BCSIA/sust.nsf/pubs/pub7/$File/2000-33.pdf)
- <http://mcweb.mc.maricopa.edu/academic/compact>

<http://www.njheps.org>
<http://www.secondnature.org>.

Higher Education Network for Sustainability and the Environment. 2001. <http://www.hense.org>.

Other Films

Infinite Voyage: Life in the Balance

Discovery Series - Presents the latest findings from important branches of ecological sciences. Also presents students with a direct challenge to take a long-term view of cause and effect

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Infinite Voyage: Crisis in the Atmosphere

Discovery Series - Takes students into an examination of how issues like global warming and the depletion of the ozone layer will affect them in the future. Leaves viewers with an improved understanding of the causes of the problems and their future roles in finding solutions.

Race to Save the Planet #4: In the Name of Progress

Viewers visit Brazil and India to see how some environmental disasters began as well-intentioned development projects and to learn how development could proceed while protecting the environment.

Race to Save the Planet #5: Remnants of Eden

Protecting the diversity of living organisms while addressing the needs of growing human populations is the focus of projects in Thailand's and Costa Rica's tropical forests, Oman's deserts, Kenya's savannah game parks, and Florida's Everglades

Race to Save the Planet #7: Save the Earth - Feed the World

Australia, Indonesia, West Africa, and the American Midwest are rediscovering traditional farming practices and using science and technology to work with nature, rather than conquer it.

