

studies and be able to understand basic regulations and the role of courts within the regulatory system.

By the end of the course, students should be able to understand what is meant by environmental regulation, identify the major environmental statutes, understand the role that race and class play within environmental concerns, and be able to coherently discuss the complexities of environmental regulation and articulate their vision for how to best address environmental issues. Students will also have the opportunity to gain skills in policy analysis and advocacy. The final paper could also serve as a writing sample for internship and job applications.

Participation (20%): You are expected to do all of the course readings and keep up to date. This is a reading intensive seminar. Attendance and preparation are required. Participation in class (coming to class and being a part of discussion) counts for 20 percent of your grade.

Participation is expected as the work that we do in class is critical to your understanding of the material and you will be giving feedback to your peers on many occasions. Discussion and small group activities supply the opportunity for you to demonstrate your learning and put it into practice and allow me to assess whether you are grasping the relevant concepts. However, if there is a medical issue or family emergency, please let me know; I recognize that other life issues can sometimes arise unexpectedly. If you must miss class due to an official Oxy event, or due to [reasons of faith or conscience](#), p12 0 612 79e76.1-3 reC2q03Tf1 0 0 1 72.025 376.13re(t c tr)-6()-2(/F2 1

Review what is the environment?

William Cronon, "The Trouble with Wilderness" ,

<https://faculty.washington.edu/timbillo/Readings%20and%20documents/Wilderness/Cronon%20The%20trouble%20with%20Wilderness.pdf>

Salzman and Thompson: Chapter 1: An Introduction to Environmental Law and Policy

Approaches to environmental law and policy

Salzman and Thompson: Chapter 2: Perspectives on Environmental Law and Policy

The evolution of environmentalism

Dorceta Taylor, The Rise of the Environmental Justice Paradigm: Injustice Framing and the Social Construction of Environmental Discourses:

<http://journals.sagepub.com/doi/pdf/10.1177/0002764200043004003>

An introduction to environmental justice

Sheila Foster, Justice from the Ground Up: Distributive Inequities, Grassroots Resistance, and the Transformative Politics of the Environmental Justice Movement, California Law Review.

<https://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=1579&context=californialawreview>

Read Section I-III only.

Week 4: Wednesday, February 16

Overview of tools used for environmental protection

Salzman and Thompson: Chapter 3: The Practice of Environmental Protection

Enforcement of environmental laws

Salzman and Thompson: Chapter 4: Enforcement

Executive Order 12898

Kristen Lombardi, et. al Environmental Racism Persists and the EPA is One Reason Why,

<https://www.publicintegrity.org/2015/08/03/17668/environmental-racism-persists-and-epa-one-reason-why>

Week 5: Wednesday, February 23

Environmental Justice revisited:

Sheila Foster, Justice from the Ground Up: Distributive Inequities, Grassroots Resistance, and the Transformative Politics of the Environmental Justice Movement, California Law Review. https://www.researchgate.net/publication/254557369_Justice_from_the_Ground_Up_Distributive_Inequities_Grassroots_Resistance_and_the_Transformative_Politics_of_the_Environmental_Justice_Movement/link/5519649d0cf2d241f3566854/download

Read Sections IV-V only.

Luke W. Cole, Environmental Justice and the Three Great Myths of White Americana, <https://crpe-ej.org/wp-content/uploads/2016/12/Environmental-Justice-and-the-Three-Great-Myths-of-White-Americana.pdf>

The Center on Race, Poverty & the Environment, A Right without a Remedy, How the EPA failed to protect the Civil Rights of Latino School Children, <https://crpe-ej.org/wp-content/uploads/2016/12/Right-without-a-Remedy-FINAL.pdf>

Mid-term review –essay prompts will be distributed at end of class and class presentation assignments will be distributed.

No class- mid-term due by 6 pm by email to cfarrell@oxy.edu

Spring Break

In-Class presentation- 3-4:15- prepare with small groups

Small Group Presentation 4:30-5:55

Protecting the air: The Clean Air Act and Global Air Pollution

U.S. EPA, The Clean Air Act in a Nutshell, How it works: https://www.epa.gov/sites/production/files/2015-05/documents/caa_nutshell.pdf

Salzman and ThphThe21.1 399.38 Tm0 g0 GMC-2 reW*nBT/F2 12 Tf1 0 0 1 214.35 328.1 Tm0 g0 G(-)]TJR- RG(a

Michigan Civil Rights Commission, "The Flint Water Crisis: Systematic Racism Through the Lens of Flint" (2017) (pp. 1-

Communities for a Better Environment, ForestEthics, "Crude Injustice on the Rails," (2015), <http://www.cbecal.org/latest-cbe-report-crude-injustice-la-cruda-injusticia-full-report-english-spanish/>

Michael J. Mishak, Big Oil's Grip on California, The Center for Public Integrity (2017), <https://www.publicintegrity.org/2017/02/13/20685/big-oil-s-grip-california>

In-class group exercise and presentation

Toxic substances

Wrap Up and Evaluations

Salzman and Thompson: Chapter 8: Regulating Toxic Substances

Bullard, Mohai, Saha and Wright, Toxic Wastes and Race at Twenty: 1987-2007 (2007) Chapters 1, 4.

Cerrell Associates, Inc., Political Difficulties Facing Waste-to-Energy Conversion Plant Siting (1984)(pp. 1-39) <https://www.ejnet.org/ej/cerrell.pdf>

SB 673 Cumulative Impacts and Community Vulnerability Draft Regulatory Framework Concepts, CalEPA & DTSC (2018) <https://dtsc.ca.gov/wp-content/uploads/sites/31/2015/09/DRAFT-CI-Regulatory-Frameworks-Concepts-10-15-2018.pdf>

Final assignment distributed

: Friday, May 6th by 5pm. - email to cfarrell@oxy.edu

Wednesday, March 2: Mid-term (take home) (GRADED)

Wednesday, March 16: In-class group presentation (GRADED_

Wednesday, April 20: In-class group exercise (GRADED)

Friday, May 6: FINAL PAPER DUE BY 5pm (GRADED)

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