Environmental Crime and Justice  
Honors or Soc/CRMJUS 490  
Part of the Education for Sustainability Curriculum at UMass Boston  
Fall 2004  

Dr. Stephanie Hartwell  
Office: Sociology, Wheatley, 4th floor, 017  
Phone: (617)287-6271  
stephanie.hartwell@umb.edu  
Website: http://www.umb.edu/faculty/hartwell  
Office Hours:  
Monday 2-4  
Wednesday 10:30 –12:30  
By Appointment  

TA:  

Texts and Course Packet Information  
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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Final project</td>
<td>20</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Critical Reviews (10 points each)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

[CRITICAL REVIEW # 1 DUE]

Week Three—History and the Environmental Justice Movement

Video A Civil Action

Week Four—Social Science Methods and Studying Environmental Justice

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

**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


**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


**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.
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
Guest: Anthony Abdal Khabir – Environmental Police
[CRITICAL REVIEW #4 DUE]

Week Eleven—Environmental Crime & Regulation and the Workplace
Guest: OSHA, White Collar Crime

Week Twelve—Global Issues and Environmental Crime & Regulation
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


**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


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.


**Websites**

http://www.compact.org

http://www.giraffe.org

http://globe.terc.edu


http://mcweb.mc.maricopa.edu/academic/compact
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.

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.