

## Sociology 4047: ENVIRONMENT AND JUSTICE

### Professor Jill Harrison

Office: 404 Fleming Hall

Office hours: Thursdays 2:00-4:00, and by appointment

jill.harrison@colorado.edu

(303) 492-1605

University of Colorado at Boulder

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Class: Tues/Thurs 9:30-10:45

in MUEN E431

### COURSE OVERVIEW AND OBJECTIVES

*We require a thick commitment to justice, one that entails questioning fundamental concepts and one that steers clear of righteousness. We need a justice that elevates us at the same time that it keeps us grounded, attentive to the specific “cuts” that our enactments of it make: the lives that are made and lost (Barad 2007). This justice, as Maria Puig de la Bellacasa teaches us, comes not only from victories—from what is gained. It comes also from recognizing the other possible worlds never pursued, as well as those that might still be enacted (Puig de la Bellacasa 2011). “[I]t might have been otherwise,” Leigh Star wisely reminded us (Star 1991, 53). We must stay with both the trouble and the power of that possibility. (Jenny Reardon, 2013, pp. 191-192)*

The overarching goal of this course is to take seriously the connection between environment and justice: What might ‘environmental justice’ look like? How do we get there? Who should help make such decisions? We will crack open the black box of ‘justice’. We will do so by drawing on major concepts from the field of political philosophy, whose scholars have outlined numerous different political theories of justice – normative positions about what the government’s responsibilities should be. Throughout the course, we apply these theories to environmental case studies to understand the contexts in which specific theories of justice pervade environmental politics and/or are bolstered by predominant trends in environmental policy, activism, and practice. To orient the abstract theories of justice toward the sociological goal of understanding social life, we will also draw on core concepts from environmental sociology, sociology of race and ethnicity, and social movement theory throughout the semester. As we discuss the implications of the different conceptions of justice and how they manifest in contemporary environmental politics, I will challenge each of you to evaluate your own beliefs about what ‘environmental justice’ should look like.

I want to be clear from the beginning that this is a theory-driven course and will require a significant time commitment from each student. Also, the problems we will confront throughout this course are incredibly complex and daunting, defying simple, ‘silver bullet’ solutions. You should be prepared to grapple with, struggle with, consider, and deliberate multiple and often conflicting perspectives about the causes of serious environmental problems, as well as equally varied (and inconclusive) debates about how these problems should be solved. I am more concerned with posing difficult questions (and showing why they matter) than with offering definitive answers. My primary goals are to help you develop your critical thinking skills, to become better equipped to engage in environmental problem solving in a way that takes justice seriously, and to become a more compassionate and engaged citizen.

## REQUIRED READINGS

The following books are REQUIRED for all students and can be purchased from the campus bookstore:

Gwen Ottinger. 2013. *Refining Expertise: How Responsible Engineers Subvert Environmental Justice Campaigns*. New York: NYU Press.

Lisa Sun-Hee Park and David Pellow. 2011. *The Slums of Aspen: Immigrants Vs. the Environment in America's Eden*. New York: NYU Press.

David Schlosberg. 2007. *Defining Environmental Justice: Theories, Movements, and Nature*. Oxford: Oxford University Press.

All other readings, some lecture materials, and other key information will be available through Desire2Learn (D2L).

You should check your campus email and log on to D2L regularly to stay informed of changes to the schedule and new materials.

## ASSIGNMENTS

Your final grade for this course will be based on the following requirements (1000 points total):

### 1. **Participation** (100 points)

This course requires active participation. You need not always have something to say, but your consistent and informed participation in class is a course requirement. To get full credit for your participation, you must attend regularly, show up on time, be prepared to discuss required readings, and participate regularly in class discussions, small group discussions, and/or office hours. Students who participate only occasionally *or* are often absent or late will receive 75 points. Students who participate only occasionally *and* are often absent or late will receive 50 points. Students who rarely attend class will receive fewer than 50 points, to be determined on a case-by-case basis.

I highly recommend keeping an eye on how the news media covers current course-related issues, and bringing your observations and questions to class and/or office hours.

### 2. **Reading Responses** (5 at 20 points each = 100 points total)

Every week, I will post reading questions on D2L to help guide you through the readings. On certain dates (those marked with "Reading response" on p. 7 of the syllabus), you have the opportunity to submit a reading response that addresses the reading questions posted about that day's readings. These will help you prepare for class discussions on those dates, and they will help me gauge your comprehension of those readings. *You can submit up to five reading responses during the semester; each is worth a maximum of 20 points.*

Your reading response must demonstrate meaningful engagement with the reading and the assignment prompts. Your responses must be *one page or less*, double-spaced, professionally composed, coherently organized, proofread, typed in 12-point Times New Roman font, and formatted with 1-inch margins. If you decide to use direct quotations from the readings, do so sparingly, and *do not allow quotations to replace your own statements*. For each reading response, you will earn full credit for a response that demonstrates a "high" level of engagement with the reading and the assignment prompt(s) and meets the assignment guidelines; half credit for a response that demonstrates a "medium" level of engagement with

the reading and the assignment prompt(s) and/or incompletely meets the assignment guidelines; or zero credit for a response that demonstrates little or no engagement with the reading and the assignment prompt(s). These are due on the dates listed *in hard copy at the very beginning of class*.

*Late policy for reading responses:* I will only accept late reading responses for *documented* cases of illness, injury, family emergency, etc.

3. **Essays** (5 at 80 points each = 400 points total)

I have designed five essay assignments to get you to engage with particular course concepts and readings and to be ready to discuss them together in class. Each assignment poses several questions relating to one or more required readings, films, or course concepts, and instructs you to write an essay in response to the prompts. The number of points you receive for each essay depends on how accurately and how meaningfully you address the specific questions/tasks for each assignment, and the degree to which you adhere to the assignment guidelines. You will not be judged on how well you adhere to what you believe my point of view is.

Assignment guidelines: Unless otherwise indicated, essays must be 2-4 double spaced pages, professionally composed, coherently organized, proofread, typed in 12-point Times New Roman font, and formatted with 1-inch margins and page numbers. Be sure to put your name at the top of the document. If you decide to use direct quotations from the readings, do so sparingly, and *do not allow quotations to replace your own statements*. Within your essay, be sure to cite your sources using the following in-text citation format: (lecture 9/2/11), (Smith 2007), or (Smith 2007, p. 1). You do not need an end-of-text references list (bibliography) unless you reference a source not assigned for this course. You **must** submit each essay to the appropriate dropbox on D2L by the date and time listed below as a .pdf, .doc, or .docx file; and you must also bring a hard copy to the start of class on the due date. You are welcome to print your essay double-sided. Be sure to staple your essay before you come to class. (Note: Do not copy and paste your essay into the 'comments' box in D2L; rather, you must upload the document. Come see me for help if this is not clear.)

*Late policy for essays:* Both the hard copy and the D2L copy must be submitted on time to be considered on time. If you submit the hard copy of your paper after class, I will consider it late. Your submission to D2L must be submitted in the correct file format and by the due date and time to be considered submitted "on time". If the hard copy is submitted on time but the D2L version is late, or vice versa, your essay will lose 10% of the points. If both the online and hard copies are late, your essay will lose 50% of the points it would have otherwise earned. I will not grade your essay until you submit it to D2L and in hard copy. It is your responsibility to make sure that your essay has been successfully uploaded to D2L and in an acceptable file format (.pdf, .doc, or .docx); for your own protection, keep documentation of each successful submission. I will waive a late penalty only for documented cases of illness, injury, family emergency, etc.

Essay #1: Due in class and to D2L on February 10.

Essay #2: Due in class and to D2L on February 17.

Essay #3: Due in class and to D2L on March 10.

Essay #4: Due in class and to D2L on April 14.

Essay #5: Due in hard copy to my office (404 Fleming) and to D2L by 5pm on April 23.

4. **Tests** (2 at 200 points each = 400 points total)

This semester, there will be two in-class tests. Each will include of a combination of multiple-choice and short essay questions. Test #2 focuses on material covered *since* the first test.

Test #1: 2/26 in class

Test #2: 4/30 in class

Note: On the day I return the first test in class, I will collect them from you before you leave the room. If you do not return your test to me before you leave this room, you will earn a *zero* on that test.

*Make-up policy for tests:* If you miss one of the tests due to a death in your family, a medical emergency, a court date, a religious conflict, or your participation in a university-supported activity in which you are obligated to participate, you must provide me with written documentation of that conflict in order to take the make-up exam. Such documentation must be provided prior to your absence. Or, if the situation is an emergency that prohibits prior notice, you must provide documentation within one week of your absence. I will then allow you to take a make-up exam during the scheduled final exam period (Sunday, May 3, from 4:30-7:00pm). The make-up final exam will be an essay exam that will test your comprehensive understanding of *all* course material for the entire semester.

## GRADES

*In sum, your final grade will be based on the following:*

100 points	Participation
100 points	Reading responses (5 @ 20 points each)
400 points	Essays (5 @ 80 points each)
400 points	Tests (2 @ 200 points each)
<u>1000 points total</u>	

Your total points earned will correspond to the following final letter grades:

930-1000	A	800-829	B-	670-699	D+
900-929	A-	770-799	C+	630-669	D
870-899	B+	730-769	C	600-629	D-
830-869	B	700-729	C-	0-599	F

## OTHER COURSE POLICIES

Preparation: I expect each student to come to class with the reading done on the day it is listed on the syllabus. "Doing the readings" well means carefully reading, taking notes about the main arguments and evidence, jotting down your questions, and re-reading. Please bring the reading materials and your notes with you to class and be prepared to ask questions or make comments that occurred to you while doing the readings. I expect you to actively engage with the readings in class, so preparation is essential. You are expected to spend an average of six hours per week preparing for this course (outside of our time together in the classroom).

Attendance: To do well in this course, you will need to regularly attend class. When you are absent, you are responsible for taking the initiative to find out what you missed. You should obtain notes from a fellow classmate; you may then come ask me about updates to the syllabus and clarifications on specific points that you do not understand. I will not post or otherwise share my slides or lecture notes.

**Punctuality:** It is very important that you arrive to class on time and stay for the entire class, as arriving late and leaving early are disruptive and distracting. Come see me ASAP if you anticipate that you will regularly be late. If you must leave early, sit near the door and slip out quietly.

**D2L troubles:** It is your responsibility to make sure that you are able to successfully upload your essays to D2L; double-check to make sure that each submission actually gets uploaded to D2L, and keep a copy of your submission confirmation email. If you have troubles with D2L, contact the CU IT Service Center at 303-735-4357 (5-HELP from a campus phone). Because D2L could have problems, be sure to download your readings ahead of time, and keep copies of your own essays and course readings on a flash drive or other backup device.

**Make-up exam:** If you miss one of the tests due to a death in your family, a medical emergency, a court date, a religious conflict, or your participation in a university-supported activity in which you are obligated to participate, you must provide me with written documentation of that conflict. Such documentation must be provided prior to your absence. Or, if the situation is an emergency that prohibits prior notice, you must provide documentation within one week of your absence. I will then allow you to take a make-up exam during the scheduled final exam period. The make-up final exam will be an essay exam that will test your comprehensive understanding of *all* course material from the entire semester. I will not allow make-up exams for any other reason.

**Grades:** I will grade your work very carefully and try to be as transparent as possible about my grading decisions. If you want to discuss with me the grade you received on one of your essays or exams, you must put your concerns into writing and make an appointment to see me in office hours. If you decide to dispute a grade, I reserve the right to alter the grade as I see fit (i.e., either up *or* down).

**Laptops, cell phones, and other electronic communication devices:** Because the use of laptops, cell phones, and other such devices distracts both the user and other students, I generally do not allow their use in the classroom and require that they be stored out of sight during class. If I see you checking your cell phone, I will ask you to leave. There are two exceptions to the laptop rule. First: If you believe that you must use a laptop during class, please talk to me privately about this, bring documentation from the appropriate authority (e.g., Disability Services, or your doctor) stating that you need to use a laptop every day, and keep in mind that, if I decide to permit you to use it, you may only do so for taking notes. Second: When we are discussing a particular required reading, and you have that available in electronic form instead of in hard copy, you may use your laptop or other electronic communication device to view the required reading. I will revoke this right if I find that students are abusing this policy.

**Classroom behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards will be subject to discipline. If you fall asleep, text, or chat during class, I will instruct you to leave. If I have to do so more than once, I will drop you from the course. Such behaviors are disruptive to me and others around you and send a message of disrespect. Save your conversations for after class, and raise your hand to ask me questions when you need clarification or want to comment on course material.

## **UNIVERSITY POLICIES**

**Disability accommodations:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that we can figure out how to address your needs. Disability Services determines accommodations based on documented disabilities. Their contact information is 303-492-8671 and [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with me.

CU-Boulder Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

Plagiarism is one important aspect of this honor code. All work that you submit for this class must be your own work, and you are required to quote and cite all references properly. Although this mandate appears straightforward, I am well aware of how murky the task can be. Wherever you are unsure about quoting and citing, please come see me to figure out the best strategy. If you want to cite an idea I proposed in lecture, cite it accordingly with an in-text citation such as (lecture 1/31/13). If you want to cite a direct quote from a Powerpoint slide, put it in quotes.

Discrimination and harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

Respectful classroom environment: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Observance of religious holidays: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled examinations, assignments, or required attendance. In this class, I will make every effort to accommodate all students who have such conflicts with scheduled examinations, assignments, or attending class; students must notify me of such absences by the second week of the semester.

## SCHEDULE OF TOPICS, REQUIRED READINGS, AND ASSIGNMENTS

Please note: I will periodically assign additional short readings and make other small changes to the syllabus.

Week	Date	Topic	Reading(s)	Written Work
1	1/13	Introduction to the Course	Mills 1959	
	1/15		Cronon 1998	
2	1/20	Utilitarianism: Background	Kymlicka 2002, Brighouse 2004a, Swift 2001a	
	1/22	Utilitarianism in Environmental Politics	Low and Gleeson 1998a, Bryner 2002	Reading response
3	1/27		Gottlieb 2005, Hays 1959	
	1/29	[no class today]	Rachel Carson film, Wellock 2007, Andrews 1999, worksheet	
4	2/3	Distributive-Egalitarian Justice: Background	Khan 2014, Reardon 2013, This American Life 2013	Two worksheets due
	2/5		Rawls 2004, S.M. 2013, Wright 2006, Boyd 2012 [Optional: Brighouse 2004b, Swift 2001b]	
5	2/10	Distrib-Egal Cont.: Ecological Marxist Variations	Bell 2009	Essay #1 due
	2/12	Neoliberal Reform	Johnson 2013, Steger and Roy 2010, Stiglitz 2011	Reading response
6	2/17	Neoliberal Culture	Szasz 2007	Essay #2 due
	2/19	Entitlement Theory	Low and Gleeson 1998b, Swift 2001c, Nozick 2004	
7	2/24		Libertarian Party Website	
	2/26	Test #1 in class	[prepare for test]	Test #1 in class
8	3/3	EJM: Distrib-Egal Environmental Politics	Cole and Foster 2001, Mock 2014a	
	3/5	EJM: Justice as Recognition	Coates 2014, Johnson 2006	Reading response
9	3/10		Schlosberg book pp. 3-78, Mock 2014b	Essay #3 due
	3/11		Schlosberg book pp. 79-99	
10	3/18	EJM: Justice as Participatory Parity	Brown 2000	Reading response
	3/19		Mascarenhas 2009	
<i>Week of March 23rd: SPRING BREAK [no class]</i>				
11	3/31	Population and Environmental Privilege	Park and Pellow book: first half	Reading response
	4/2		Park and Pellow book: second half	
12	4/7	Experts in EJ Controversies	Ottinger book: first half	Reading response
	4/9		Ottinger book: second half	
13	4/14	Climate Justice		Essay #4 due
	4/16		Dunlap and McCright 2011, Mulvaney 2013	
14	4/21		Pastor et al 2013	
	4/23	[no class today]	Living Dangerously film	Essay #5 due by 5pm
15	4/28	Justice to Non-Human Nature	Schlosberg book pp. 103-162	Reading response
	4/30	Test #2 in class	[prepare for test]	Test #2 in class

**LIST OF REQUIRED READINGS**  
**(not including required books)**

C. Wright Mills. [1959]. The sociological imagination. Reprinted in *The Meaning of Sociology*.

William Cronon. 1998. The trouble with wilderness, or, getting back to the wrong nature. In *The Great New Wilderness Debate*, ed. J. Baird Callicott and Michael P. Nelson. Athens, GA: University of Georgia Press.

Will Kymlicka. 2002. Selections from *Contemporary Political Philosophy: An Introduction*. Oxford: Oxford University Press. (pp. 1-7)

Harry Brighouse. 2004a. Selections from *Justice*. Cambridge: Polity. (pp. 1-8)

Adam Swift. 2001a. Selections from *Political Philosophy: A Beginner's Guide for Students and Politicians*. Malden, MA: Polity Press. (pp. 9-18)

Nicholas Low and Brendan Gleeson. 1998a. Selections from *Justice, Society, and Nature: An Exploration of Political Ecology*. London: Routledge. (pp. 73-78)

Gary C. Bryner. 2002. Selections from "Assessing claims of environmental justice: conceptual frameworks." In *Justice and Natural Resources: Concepts, Strategies, and Applications*, ed. Kathryn M. Mutz, Gary C. Bryner, and Douglas S. Kenney. Washington, DC: Island Press. (pp. 40-42)

Robert Gottlieb. Selections from *Forcing the Spring: The Transformation of the American Environmental Movement*. Washington, DC: Island Press.

Samuel P. Hays. 1959. Selections from *Conservation and the Gospel of Efficiency*. Cambridge, MA: Harvard University Press.

Thomas R. Wellock. 2007. Selections from *Preserving the Nation: The Conservation and Environmental Movements 1870 – 2000*. Wheeling, IL: Harlan Davidson, Inc.

Richard N. L. Andrews. 1999. Selections from *Managing the Environment, Managing Ourselves*. New Haven: Yale University Press.

Shamus Khan. 2014. The marriage of poverty and inequality. *Al Jazeera America*. Feb 20.  
<http://america.aljazeera.com/opinions/2014/2/the-marriage-of-povertyandinequality.html>

Sean F. Reardon. 2013. No rich child left behind. *New York Times*. April 27.

This American Life. 2013. Trends with benefits: Act One." March 22. <http://www.thisamericanlife.org/radio-archives/episode/490/trends-with-benefits?act=1#play> (Act One starts at 7:20 and runs for 22 minutes.)

John Rawls. 2004. Selections from *Justice as Fairness*. From *Introduction to Contemporary Political Theory*, ed. Colin Farrelly. Sage.

S.M. 2013. Obama's Rawlsian vision. *The Economist*. Feb 19.  
<http://www.economist.com/blogs/democracyinamerica/2013/02/equality-opportunity>

Erik Olin Wright. 2006. Two redistributive proposals—universal basic income and stakeholder grants. *Focus* 24(2): 5-7.



- David R. Boyd. 2012. The constitutional right to a healthy environment. *Environment: Science and Policy for Sustainable Development*. July/August.  
<http://www.environmentmagazine.org/Archives/Back%20Issues/2012/July-August%202012/constitutional-rights-full.html>
- Harry Brighouse. 2004b. Selections from *Justice*. Cambridge: Polity. (pp. 30-66)
- Adam Swift. 2001b. Selections from *Political Philosophy: A Beginner's Guide for Students and Politicians*. Malden, MA: Polity Press. (pp. 98-106)
- Michael Mayerfeld Bell . 2009. *An Invitation to Environmental Sociology*. Los Angeles, CA: Pine Forge Press, pp. 58-67.
- Allan G. Johnson. 2013. If not capitalism, what? <http://www.agjohnson.us/glad/if-not-capitalism-what/>
- Manfred B. Steger and Ravi K. Roy. 2010. Selections from *Neoliberalism: A Very Short Introduction*. Oxford: Oxford University Press. (pp. 1-20)
- Joseph E. Stiglitz. 2011. Of the 1%, by the 1%, for the 1%. *Vanity Fair*. May.  
<http://www.vanityfair.com/society/features/2011/05/top-one-percent-201105>
- Andrew Szasz. 2007. *Shopping Our Way to Safety: How We Changed from Protecting the Environment to Protecting Ourselves*. Minneapolis: University of Minnesota Press. (selections)
- Nicholas Low and Brendan Gleeson. 1998b. Selections from *Justice, Society, and Nature: An Exploration of Political Ecology*. London: Routledge. (pp. 79-84)
- Adam Swift. 2001c. Selections from *Political Philosophy: A Beginner's Guide for Students and Politicians*. Malden, MA: Polity Press. (pp. 30-39)
- Robert Nozick. 2004. The entitlement theory of justice. From *Introduction to Contemporary Political Theory*, ed. Colin Farrelly. Sage.
- Libertarian Party. 2014. Libertarian Party Website. [www.lp.org](http://www.lp.org).
- Luke Cole and Sheila Foster. 2001. A history of the environmental justice movement. In *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: NYU Press.
- Brentin Mock. 2014a. Are there two different versions of environmentalism, one "white," one "black"? *Grist*. July 31. <http://grist.org/climate-energy/are-there-two-different-versions-of-environmentalism-one-white-one-black/>
- Ta-Nehisi Coates. 2014. The case for reparations. *The Atlantic*. June.  
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>
- Allan G. Johnson. 2006. *Privilege, Power, and Difference*. Second Edition. New York: McGraw-Hill. (pp. 12-40)
- Brentin Mock. 2014b. Why environmentalists should support the Black Lives Matter protests. *Grist*. Dec 8.  
<http://grist.org/living/why-environmentalists-should-support-the-black-lives-matter-protests/>
- Phil Brown. 2000. Popular epidemiology and toxic waste contamination: Lay and professional ways of knowing. In *Illness and the Environment: A Reader in Contested Medicine*, ed. Steve Kroll-Smith, Phil Brown, and Valerie J.

Gunter. New York: New York University Press.

Michael Mascarenhas. 2009. Neo-liberalism, water and First Nations. In *Environmental Conflict and Democracy in Canada*, ed. Laurie Adkin. Vancouver: UBC Press, pp. 229-242.

Riley E. Dunlap and Aaron M. McCright. 2011. Organized climate change denial. From *The Oxford Handbook of Climate Change and Society*, ed. John S. Dryzek, Richard B. Norgaard, and David Schlosberg. Oxford: Oxford University Press, pp. 144-160.

Dustin Mulvaney. 2013. Opening the black box of solar energy technologies: Exploring tensions between innovation and environmental justice. *Science as Culture* 22(2): 230-237.

Manuel Pastor, Rachel Morello-Frosch, James Sadd, and Justin Scoggins. 2013. Risky business: Cap-and-trade, public health, and environmental justice. From *Urbanization and Sustainability: Linking Urban Ecology, Environmental Justice and Global Environmental Change*, ed. C.G. Boone and M. Fragkias. Dordrecht: Springer.