

**MCD 5120-01: Environmental, Social and Economic Justice (2 credits)**  
**Winter Term II, 2018, Tuesday, 6:40 – 8:30 p.m.; Briggs 101**

Dr. Gloria Albrecht: 313-863-0862 (H); [albrecgh@udmercy.edu](mailto:albrecgh@udmercy.edu)

Office hours: By appointment. Please call, e-mail, and ask.

Dr. Greg Banazak: 248-683-0419; [banazaga@udmercy.edu](mailto:banazaga@udmercy.edu) and [gabanazak@yahoo.com](mailto:gabanazak@yahoo.com)

**Course Description:** This course examines the contested meanings of *social justice* within the U.S., a society which understands itself to be a *liberal democracy* that values “liberty and justice for all.” This course will raise questions about the ethical adequacy of existing social norms (legal and ethical) by examining concrete social, economic and environmental issues related to the dehumanizing conditions that shape communities of marginalized people in the U.S., disproportionately persons of colors, as well as women and children of every race. The question “are we a just society?” can only be answered by (a) knowing what is going on and (b) applying a concept of justice. What you (or I) think is “just” is influenced by what we think is going on. So, what do you *know*? Why (or how) do you “*know*” that? And, what do you mean by “justice”? In addition to our assigned readings, the city of Detroit and its people will be a living text.

This course is shaped by a specific theory of knowledge (*epistemology*) called “critical theory.”

*That Justice is a blind goddess  
 Is a thing to which we black are wise:  
 Her bandage hides two festering sores  
 That once perhaps were eyes.*

Langston Hughes, “Justice”  
<https://hellopoetry.com/langston-hughes/>



*“Ethics for Hispanics can be done only with one’s feet firmly planted on the concrete sidewalks of the barrios, the dirt roads of the migrant trails, the rich soil of the farms, or anywhere else Latina/os find themselves struggling against oppressive structures.”*

Miguel De La Torre, *Latina/o Social Ethics*, 2010 (71-72)

Critical theory argues that in an unequal society *dominant knowledge*, including social norms, public policies and what is assumed to be common sense, has been, and is being, *socially constructed* by privileged social groups. Therefore, this course will intentionally introduce contesting *subordinate (subjugated) knowledges* from marginalized voices and from those who are committed to the empowerment of such voices. Methods and principles involved in doing *social ethics*, that is, for evaluating whether a society is *just*, will also be explored. Guest speakers will be invited to provide links to local community issues and activism.

**Learning Outcomes:** The student who successfully completes this course is expected to demonstrate:

- a. The capacity to *think critically*: to identify the assumptions and values that support diverse social policy perspectives and the constituencies most likely to benefit from such assumptions.
- b. The capacity to apply principles of social ethics to specific social issues.
- c. The capacity to do *social analysis*; that is, (i) to identify the social forces and institutions that shape the current social context; (ii) to identify forces and institutions that attempt resistance; and (iii) to identify where radical transformation is needed in the pursuit of *social justice*.
- d. Knowledge of specific issues and relevant data related to social, environmental and economic justice, as well as an understanding of the contested values represented by diverse views.
- e. Knowledge of several theories of justice.
- f. Knowledge of the vocabulary used in the course. Italicized words in this syllabus are part of that vocabulary.
- g. The ability to apply all this to the goals and work of community development.

**Readings:**

1. Readings are on blackboard, the internet, library reserve shelf or handed out in class as indicated in the syllabus. *They are to be read/studied prior to class and brought with you on the date they are due.*
  2. Other relevant readings may be introduced from current events or suggested throughout the course.
  3. Handouts with data, information about authors, and brief discussions of how to do social ethics will be provided.
- ↓↓↓

4. As educated people, it is expected that students will keep themselves informed about local, national and international issues related to this course: economic justice and environmental justice as components of social justice. To do this, students need to read a serious newspaper and listen to in-depth news.

### Criteria for Student Evaluation:

1. **Attendance and informed participation** (15%) are critical to the success of both the individual learner and the learning community in a graduate level seminar.
  - a. Therefore, on-time attendance is expected as the normal responsibility of an adult learner. Lateness and absences will cause deductions from a student's course grade.
  - b. Informed participation means participation in class discussions as we probe the meaning of readings and the issues being raised. Such participation requires *thoughtful reading of the material assigned*.
  - c. **Reading Notes:** All students have a weekly responsibility to identify the major points in assigned readings related to (i) the issue(s) and their contexts; (ii) the position(s) of the author(s), and (iii) the ethical issues raised. Students are expected to contribute this information to class discussion. Students should come to class with these points written on 8 ½ x 11 paper that will be collected at the end of class. While not "graded," obvious lack of effort will impact a student's course grade. *Note: the first academic task is to understand the arguments made by the authors.*
    - Formatting your reading notes: One 8 ½ x 11 page is sufficient
      - What are the major issues or problems being raised? On what pages do we find them?
      - What is/are the position(s) taken by the author(s) on these issues/problems? What pages?
      - What are the major reasons/evidence for taking these positions? What pages?
      - What have you learned from reading this? What questions do you have?
  - d. All course assignments are to be submitted on time; late papers will be penalized or rejected. (Reading Notes will not be accepted late.)
  
2. **Academic Summary Papers** (60%) addressing issues that have been discussed. Students will submit a total of 3 summary papers. Each of these papers is 20% of the course grade. In general, summary papers are graded according to timeliness and the quality and completeness with which they do the following. More specific instructions will be given as the due dates approach.
  - a. Exhibit a thorough knowledge of the important aspects of the issue(s) *as presented by* assigned readings, guest speakers, and class lectures/discussions.
  - b. *Critically* examine the role of social forces and institutions impacting the issue.
  - c. Identify the ethical concerns raised by the readings and relevant ethical principles.
  - d. Attempt to identify appropriate community agents and the actions they may take in response to these ethical concerns.
  - e. Attempt to answer the question: "what does this mean to someone working to develop or sustain a marginalized local community?"
  - f. Typed, 5-6 pages in length (double-spaced, 1" margins, 12 pt. font), plus a title page and "Works Cited" page; grammatically correct, and appropriately referenced as necessary. (See MLA style guide at <https://owl.english.purdue.edu/owl/resource/747/01/> for how to do in-text citations and Works Cited pages.)
 

**Note: Plagiarism**, as defined below, is considered a major breach of ethics in our culture. It may result in a reduced or failing assignment or course grade. Please become familiar with its meaning.

**Note:** See also the definition of an MCD **academic paper** below.

**Paper #1 is due** at 6:40 p.m. on 2/6/18.

**Paper #2 is due** at 6:40 p.m. on 3/13/18.

**Paper #3 is due** at 6:40 p.m. on 4/3/18.
  
3. **"D" Tour Project. Due by 6:40 p.m. on April 24** (25%) This project requires you to follow an "un-tourist" tour of some neighborhoods of Detroit (Directions will be on Blackboard soon) and then to write a *theoretically informed* 8-10 page academic paper (double-spaced, 1" margin, 12 pt. font, grammatically correct, and appropriately referenced as necessary) plus a title page and "Works Cited" page, which...

- (a) describes what you saw and how what you saw would be interpreted *by the readings* related to economic oppression and environmental justice;
- (b) using Collins and Young, explains the epistemological issues related to “how you interpret what you see”;
- (c) shows how one or more theory of justice would specifically respond to what you saw; and
- (d) reflects on how this theoretically informed experience will impact your approach to community development.

**Note:** Students are encouraged to take this tour in groups and to discuss what you are seeing (and feeling) as you do it. However, the written project is to be done individually. You may also want to do the tour in several segments over the course of the semester and to repeat a section of the tour to refresh your memory or to see how class work changes what you “see.”

### Grading Scale:

95.0 – 100	A	90.0 – 94.9	A-	87.0 – 89.9	B+	83.0 – 86.9	B
80.0 – 82.9	B-	77.0 – 79.9	C+	73.0 – 76.9	C	70.0 - 72.9	C-
60- 69.9	D	<60	F				

Letter grades are converted to the number at the middle of each span in order to calculate course grade average.

### MCD Academic Paper Guidelines

At the graduate level, unless otherwise instructed by the professor, papers submitted for grading should be “academic” in content and form.

**Form:** Academic papers are typically in 12 pt. font, double-spaced, and with 1” margins on all sides.

- Academic papers typically include a title page: title, author, date
- Works cited and/or Bibliography pages are included as necessary.
- In the MCD program, citations should follow the most recent MLA style.
- MLA Format: <https://owl.english.purdue.edu/owl/resource/747/01/>
- Academic papers should be free of grammatical and spelling errors.

### Content:

In general, an academic paper focuses on understanding what *is known* about a topic under study in an academic field. The student must distinguish between what s/he *thinks* or *feels* about some topic and what s/he *has learned* about the topic based on reading and research. Evidence, subject to analysis, takes precedence over personal views or the expression of emotions about a subject. Throughout, the writer attempts to present a logical flow of information and analysis of information that leads to a conclusion or a point of view supported by the evidence presented.

### University Reminders: Compliance with UDM Student-Related Policies

Students of the University of Detroit Mercy are expected to comply with all policies and practices established by the College and/or University. Listed below are a few specific UDM policies; however the list is not intended to be exhaustive. A complete listing of all UDM policies can be found in the UDM Graduate Catalog and UDM Student Handbook. Students are expected to be familiar with all UDM student-related policies.

**UDM Policy on Plagiarism and Academic Integrity:** As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Among the most serious academic offenses is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. *Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one’s own writing without quotation marks or*

*documentation. One also plagiarizes by paraphrasing the work of another: retaining another writer's ideas and structure without documentation.*

Students are advised always to set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' words and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students that purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment or in a course to dismissal from the University.

### **UDM Policy on Incomplete Work**

A petition for a grade of I, Incomplete, is required and may be approved or disapproved at the discretion of the instructor. This grade is only appropriate at the end of the term when the majority of the course requirements have been completed but for serious reason the student is unable to complete the remaining course requirements. Students may not sit in the class in a future semester to complete the work of the original course. Faculty are required to enter a Last Date of Attendance when an I grade is issued at the end of the semester. Failure to remain in the course through the end of the semester may impact your financial aid eligibility for that course.

Graduate regulations require that the work be completed no later than April 1 for fall term courses and December 1 for courses in winter or summer terms. The instructor, the department, or the college may establish earlier dates for the completion of incomplete work. Students should acquaint themselves with the deadlines established by their programs. Students who fail to complete the course by the established deadlines lose the right to complete the course. The grade of I remains the grade of record on the permanent transcript. Some colleges/schools will issue a grade of "F" for failure to complete the "I" grade by the deadline.

Students with an excused absence from a final examination must complete the examination within two weeks of the scheduled date, unless the appropriate college administrator permits a further extension of the deadline in writing.

**Available Support Services:** The University of Detroit Mercy has a wide array of support services available to all students that include the libraries, media centers, tutoring and writing centers. The UDM Student Handbook contains information regarding location and hours of operation of the University's support services. Students are encouraged to utilize the support services provided by the University, as needed. Learning and Writing Centers: The Learning Center provides tutoring on the ground floor of the Student Center. Help with reading comprehension and writing skills is available in the Writing Center in Briggs. 225.

**Students with Disabilities:** UDM is committed to all students achieving their potential. If a student has a disability or believes that s/he may have a disability (including a physical, mental, or emotional disability) that may require an accommodation, students should contact Emilie Gallegos in the University Academic Services (UAS) office for further discussion. The UAS office is located on the ground floor of the Student Center and the phone: (313) 578-0310. Because accommodations often require adequate time to implement, students should make arrangements to contact the UAS as soon as possible.

As protected personal information, all information regarding a student's disability is confidential and must be maintained in a confidential manner in compliance with state and federal laws, including but not limited to information regarding the fact that a student may be experiencing a disability and the nature of the disability.

**Student Course Evaluations:** Student course evaluations are an important source of information for curricular and teaching improvement. As such, all students are strongly urged to complete an online course evaluation. Course evaluations are completed during the week preceding final exams each semester. Information is provided to students through email explaining how to complete the evaluation online.



2. Brief introduction to course concepts: *social ethics and social analysis; social institutions and social forces; social construction of knowledge; power; oppression in a liberal, democratic society; marginalization, exploitation, discrimination by race, class, gender; conditions of human wellbeing in community, critical thinking, etc.*
3. Discussion of “ethics,” as defined in pre-class assignment, and the question of knowledge. Based on the videos and the reading, be prepared to discuss the meaning of “ethics,” its two phases, the relationship of ethics to conscience and religion, and the hazards that misinform moral discourse: myths, forbidden memories, false analogies, moods (Maguire, *Ethics* (Fortress Press, 2010), xiv).

### **COURSE TOPIC I: The Issue of Knowledge (Epistemology) in Social Ethics**

“...access to the network of the wealthy does not necessarily buy a politician’s vote. It buys his mind.” (Reich, Robert, 2010. *After-Shock*, 110) Reich was Secretary of Labor in the Clinton administration. You might find useful Reich’s “Resistance Reports” on YouTube.

“There just has to be a new system of reason and logic devised by us who are at the bottom” (Malcolm X, “The Leverett House Forum of March 18, 1964,” in *Speeches of Malcolm X at Harvard*, ed. Archie Epps, Wm. Morrow & Co., 1968, 131)

#### **1/16 Example: The *Myth* of Race in America and its consequences**

##### **1. Issue Reading:**

**Go to** “Race: the Power of an Illusion” at [http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

- a. Click on “Learn More” and read the information in numbers 1 thru 10 “quick facts.”
- b. Click on “Sorting People” and take the quiz. How do you do?
- c. Click on whatever interests you in the next three sections.
- d. Click on “Where Race Lives” and read the 3 subsections: “Uncle Sam.” A Tale of Two Families,” and “The Downward Spiral.”

##### **2. Reading in Theory (Library Reserve Shelf) :** Ibram X. Kendi, *Stamped from the Beginning* (Nation Books, 2016). Read the “Prologue” and “Epilogue.” Of course, you are welcome to read all 500+ pages!

- Notice the data on racial disparities that the author provides.
- What 3 arguments have been made historically to explain these disparities?
- What is Kendi saying about the relationship between racist ideas, discrimination, and hatred/ignorance? Does this make sense to you?
- What are the 3 failed strategies for over-coming racism?
- What does Kendi offer as the way forward toward ending racism? How would this shape community development?

#### **1/23 Example: The *Myth* of Race in America and its consequences**

##### **1. Reading in Theory:** Patricia Hill Collins, *Black Feminist Through: Knowledge, Consciousness, and the Politics of Empowerment*, 2<sup>nd</sup> ed. (Routledge, 2000). Read “Preface to Second Edition” and all of Ch. 11 “Black Feminist Epistemology.”

This book is on-line at <https://uniteyouthdublin.files.wordpress.com/2015/01/black-feminist-though-by-patricia-hill-collins.pdf>. You can print out this reading for easier access.

- Identify her major points and terms; be prepared to point them out in class.
- Describe her theory of knowledge (epistemology). What is our cultural epistemological norm?
- How do these two theories of knowledge differ?
- Identify what you do not understand.

##### **2. Issue:** Watch “Latino Americans: Episode 5 “Prejudice and Pride” (55 min.). You are welcome to watch additional episodes! <http://www.pbs.org/video/latino-americans-episode-5-prejudice-and-pride/>

- a. **Take notes!** Watch for examples of oppression and of resistance.
- b. Can you see connections between the analyses by Kendi and Collins based on Black experiences and the experiences of American Latino/as shown in this video? ↓↓↓↓

c. Can you “pivot the center”? (Collins, 270)

## 1/30 **The Myth of Race in America and its consequences: Detroit and Racial Disparities in Health Issue Reading: (Blackboard)**

1. Schulz, et, al., “Racial and Spatial Relations as Fundamental Determinants of Health in Detroit” *The Milbank Quarterly*, Vol. 80, No. 4, 2002: 677-707. (Blackboard)
  - Be able to explain the meaning of “Fundamental causes,” “Intermediate” and “Proximate” factors”
  - How does this article illustrate the issue of knowledge (epistemology)?
  - How does it explain racial health disparities in Detroit?
  - How does this article contribute to your understanding of what is involved in community development work?
  - What is the connection between residential racial segregation, deepening poverty, and the health of individuals, families and communities?
2. Data: briefly scan “Mortality Rates by Race and Ethnicity.” Follow your health interests. (Blackboard)
3. Not required: this PBS piece shows the connection between health and the neighborhood one lives in: <https://www.pbs.org/newshour/show/giving-poor-families-more-choices-in-where-to-live-can-greatly-improve-health>

### Readings in Ethical Theories:

1. Ch. 5 “Theories of Justice” in Maguire, *Ethics on the Reserve Shelf*, McNichols Library (pp. 51-63)
2. Velasquez, et. al., “Rights” at <http://www.scu.edu/ethics/practicing/decision/rights.html>
3. Velasquez, et. al., “The Common Good,” <http://www.scu.edu/ethics/practicing/decision/commongood.html>
4. Excerpt from U.S. Catholic Bishops, *Economic Justice for All* (1986). Read “Human Rights: the Minimum Conditions for Life in Community,” pp. 19-20 (paragraphs 79-84) at [http://www.usccb.org/upload/economic\\_justice\\_for\\_all.pdf](http://www.usccb.org/upload/economic_justice_for_all.pdf)
  - Note the argument for “*economic rights*” that are “*positive rights*.” What would this mean for “development” as it is being done in Detroit?
  - Note their use of the idea of the “common good.” What would that mean for Detroit? Think about the controversy over the use of tax incentives to “develop” Detroit.
  - Note their emphasis on the importance of *participation in community* as it relates to human dignity. Think about the controversy over *community benefit agreements*.
  - How might these 2 theories of justice speak to the problem of racial disparities in health as Schulz describes it?
  - But, be aware of the weaknesses of each of these theories (the common good and human rights)! Be able to discuss these weaknesses.

## 2/6 **Hearing Diverse Voices and Learning to “Pivot the Center”**

**Summary Paper #1 covering 1/9/18 – 1/30/18 due at 6:40 p.m.**

### Speakers:

1. Raul Echevarria, Director of Land Use & Economic Development, Urban Neighborhood Initiatives
2. Yusef Bunchy Shakur, Michigan Roundtable for Diversity and Inclusion

### Readings:

1. Julian Brave NoiseCat, “13 Issues Facing Native People Beyond Mascots And Casinos,” (7/30/15) at [https://www.huffingtonpost.com/entry/13-native-american-issues\\_us\\_55b7d801e4b0074ba5a6869c](https://www.huffingtonpost.com/entry/13-native-american-issues_us_55b7d801e4b0074ba5a6869c)
2. Doing Social Ethics #1 (Blackboard)

### **COURSE TOPIC II: Basic Issues in Economic Justice**

“What is logical to the oppressor isn’t logical to the oppressed. And what is reason to the oppressor isn’t reason to the oppressed. The black people in this country are beginning to realize that what sounds reasonable to those who exploit us doesn’t sound reasonable to us. There just has to be a new system of reason and logic devised by us who are at the bottom” (Malcolm X, “The Leverett House Forum of March 18, 1964,” in *Speeches of Malcolm X at Harvard*, ed. Archie Epps, Wm. Morrow & Co., 1968, 131)

“Why are there forty million poor people in America? .. ...an edifice that produces beggars needs restructuring. ... Now when I say question the whole society, it means ultimately coming to see that the problem of racism, the problem of economic exploitation, and the problem of war are all tied together. These are the triple evils that are interrelated.” (MLKing, Jr., “Where Do We Go from Here” ) <https://vimeo.com/11154217>

## 2/13 Economic data: wages, jobs, wealth, poverty, and economic inequality in a liberal democracy

### Reading in Theory:

1. Shaw, *Business Ethics*, pp. 115-130. (Reserve Shelf)
2. Eduardo Porter, “At the Polls, Choose Your Capitalism,” *New York Times* (10/31/12). (Blackboard)
3. Andre and Velasquez, “Calculating Consequences: The Utilitarian Approach to Ethics,” at <http://www.scu.edu/ethics/publications/iie/v2n1/calculating.html>

### Issue Readings:

1. “Reading the Economic Data” (Blackboard) will be discussed in class, along with additional sources of economic data related to wages, jobs, income and wealth inequality, poverty and international standings.

## 2/20 Economic oppression in a liberal, democratic society??? A Structural Argument

The readings for 2/20 identify *structural* issues that impact the economy, communities, families and individuals. Young argues that commonly accepted economic and/or public policies and practices result in unequal opportunities and outcomes that are unjust. However, *distribution* of stuff is not her main measure of justice. What is? And, therefore, what are her underlying views about the nature and meaning of human life?

### Reading in Theory: democratic socialism

1. Iris Marion Young, *Justice and the Politics of Difference* (Princeton: Princeton University Press, 1990). Read p.37, paragraphs 2 and 3, and p. 38; Read all of c h.2 “Five Faces of Oppression.” (Blackboard and reserve shelf. You will need to read pp.37-38 from the book on reserve.)
  - How does Young define *justice, injustice, oppression and domination*?
  - How does oppression function in a modern, liberal society such as the US?
  - What are the five faces of oppression?
  - Why is “distribution of material stuff” an inadequate way to define justice?
  - Do you think the economic data supports Young? Can you connect the data to her “faces”?

### Issue Reading:

1. Democratic Socialism: Read “Building the Next Left: The Political Perspective of the Democratic Socialists of America” [https://d3n8a8pro7vhmx.cloudfront.net/dsausa/pages/144/attachments/original/1357684955/Next\\_Left.pdf?1357684955](https://d3n8a8pro7vhmx.cloudfront.net/dsausa/pages/144/attachments/original/1357684955/Next_Left.pdf?1357684955)
  - Read Senator Sanders views on a variety of current issues, especially economic ones: <https://www.sanders.senate.gov/legislation>

**Feb 26 - Kendi** will discuss his recent book, *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, which won the 2016 National Book Award for Nonfiction. A book signing will follow. 7 p.m., Student Fitness Center

## 2/27 Economic oppression in a liberal, democratic society??? A Libertarian/Individualistic Argument

**Readings in Theory:** Key words have different meanings in different ideologies. So, watch how familiar language is used to mean different things. What assumptions about human nature lie behind this meaning of *freedom*? What is said to be the primary source of injustice? How are two theories of justice (“rights” and the “common good”) used, used differently or not used?

1. Libertarianism: Watch the video in which Dr. Nigel Ashford explains 10 principles of “classical liberalism” at [https://www.youtube.com/watch?v=iU-8Uz\\_nMaQ](https://www.youtube.com/watch?v=iU-8Uz_nMaQ) What are they?

### Issue Readings: ↓↓↓



1. Libertarian 2016 Party Platform. Read especially the principles related to the economy(2.0): <https://www.lp.org/platform/>
2. Libertarian Party's views on current issues, especially about taxes, the economy, and healthcare: <https://www.lp.org/issues/>
3. Read "Doing Social Ethics #2"
4. **Read and Think!!!** Think about what you see as the purpose(s) of any economy. Read the following short piece from "Economic Justice for All": ch. 1, Paragraph #1 and 5; and ch. 2 #80 and #81 at [http://www.usccb.org/upload/economic\\_justice\\_for\\_all.pdf](http://www.usccb.org/upload/economic_justice_for_all.pdf).. So, what do you think?



### 3/6 SPRING BREAK

#### 3/13 Economic oppression in a liberal, democratic society??? Disposable communities

**Summary Paper #2 is due TONIGHT on readings/discussions of 2/13-2/27, primarily. Other earlier readings may also be referenced if relevant to your discussion.**

##### Issue Reading: What created the Detroit of today?

1. Sugrue, *The Origins of the Urban Crisis*, (1996). Introduction" and ch. 5 "The Damming Mark of False Prosperities': The Deindustrialization of Detroit." (Reserve shelf)
  - What are the "structural" issues that Sugrue identifies as the underlying causes of Detroit's slide into urban and racialized poverty?
  - What does he name as the two issues that the US does not face and has not resolved?
2. Sugrue, *The Origins of the Urban Crisis*, "Preface to the 2014 edition, xv – xxvii (Handout)
  - How does Sugrue explain Detroit's bankruptcy?
3. Choose one of the following short pieces from Rothstein, *The Color of Law* (2017). (Reserve Shelf)
  - Pp. 48-55 the "color blind" use of zoning
  - Pp. 93-99 the Federal government's creation of "white flight"

#### 3/20 Economic oppression in a liberal, democratic society: accounting for "the poor" in rich America

##### Reading in Theory:

1. A Conservative explanation of white poverty: Kevin D. Williamson, "Chaos in the Family, Chaos in the State: The White Working Class's Dysfunction," *National Review* (3/17/16). (Blackboard)
2. A Liberal explanation of Black poverty: W.J. Wilson, *More Than Just Race*, Ch. 2 "The Forces Shaping Concentrated Poverty," (Reserve shelf)
  - What does he mean by "structural" forces and "cultural forces"?
  - How do these forces impact each other?
  - How do they impact individuals?
  - Where does Wilson end up on the question of which is more important?
3. An anti-racism view of Black poverty: Ta-Nehisi Coates, "Black Pathology and the Closing of the Progressive Mind," (Blackboard)
4. And BTW, what would Iris Marion Young say? What about the RC Bishops? Sugrue?

#### 3'27 Class Discussion: What do you mean by "economic justice" in a just society?

**Everyone** is expected to present their thoughts on the following. Given what we have read and learned,...

Is economic justice primarily an issue of "distribution" or of participatory decision-making?

What theories of justice do you find best describe your own sense of economic justice?

How do you explain poverty in a rich country? What does "poverty" mean in a rich society?

Is economic inequality a serious issue?

Does race or gender play a role in explaining inequality? Or poverty?

What does "equal opportunity" mean to you? Do we have it?

Is the US a just society? Why? Why not? What needs to change?

**3/29 last day to withdraw**

### COURSE TOPIC III: Environmental Justice

“Most disadvantaged people contribute little to global environmental deterioration, but they often bear the brunt of its impacts.” (United Nations Human Development Report 2013: 95)

“Under the current energy policies, rising economic prosperity will go hand-in-hand with mounting threats to human development today and the well-being of future generations. ... Combating climate change demands that we place ecological imperatives at the heart of economics. That process has to start in the developed world – and it has to start today.” (UNHDR 2007-2008, 27.)

#### 4/3 Environmental Justice: Who benefits? Who Loses? A Local Perspective

**Summary Paper #3 is due TONIGHT on readings/discussions of 3/13-3/27, primarily.**

**Speaker: Sandra Turner-Handy**, MI Env. Council: <http://www.environmentalcouncil.org/about/staff.php>

##### Issue Readings:

1. Watch “The Road to Executive Order 12898 on Environmental Justice at <https://www.youtube.com/watch?v=Sx93yKLxSyk>
2. Read “Principles of Environmental Justice” at <http://www.ejnet.org/ej/principles.html>
3. Choose one of the following articles. Be prepared to report to the class and discuss with our speaker.
  - Matheny, “Did the MDEQ put economic growth ahead of people?” *DFP* (3/26/16) at <https://www.freep.com/story/news/local/michigan/flint-water-crisis/2016/03/26/michigan-deq-flint-water-environment/80525006/>
  - Joel Kurth, Mike Wilkinson, “Detroit demo blitz linked to rising lead levels in children,” *Bridge* (11/13/17) at <http://www.bridgemi.com/children-families/detroit-demo-blitz-linked-rising-lead-levels-children>
  - Zoe Schlanger, “Choking To Death In Detroit: Flint Isn't Michigan's Only Disaster,” *Newsweek* (3/30/16). <http://www.newsweek.com/2016/04/08/michigan-air-pollution-poison-southwest-detroit-441914.html>

#### 4/10 Environmental Justice: Who benefits? Who Loses? A Global Perspective

##### Reading in Theory

1. Rachel’s Newsletter,” Environmental Research Foundation (Blackboard)
2. Read “Overview” (pp.1-18) in “Fighting Climate Change,” UN Human Development Report 2007-2008 at [http://hdr.undp.org/sites/default/files/reports/268/hdr\\_20072008\\_en\\_complete.pdf](http://hdr.undp.org/sites/default/files/reports/268/hdr_20072008_en_complete.pdf)
  - What are the effects of climate change that imperil the health and lives of the world’s people?
  - How do the positions of rich and poor nations differ with regard to causality, benefits, burdens, and capacity to limit harm?
  - What ethical issues does the report raise and how does it answer those issues?
  - How does this information impact what “human development” must mean in the US?
3. Watch “The Story of Stuff” (20 min.) at <https://www.youtube.com/watch?v=9GorqroigqM>
4. **For your amusement, if you choose:** John Oliver at <https://www.youtube.com/watch?v=cjuGCJJUGsg> (warning, contains some bad words) You may also want to watch the short videos on the “Story of Stuff” page – like the story of bottled water, etc.

#### 4/17 Environmental Justice: Who benefits? Who Loses? Connecting the Issues for Social Justice

##### Reading:

1. Jedediah Purdy, “Environmentalism Was Once a Social-Justice Movement - It can be again,” *The Atlantic* (12/7/16) <https://www.theatlantic.com/science/archive/2016/12/how-the-environmental-movement-can-recover-its-soul/509831/>. (or on Blackboard)
  - What does this article suggest about doing “community development”??
2. “Doing Social Ethics” #3

#### 4/24 D-Tour Paper due

## 2018 Black History Month Events

The University has planned a strong set of programs for Black History Month in February 2018. We encourage you to attend if you can. More information (including venues) will be forthcoming.

**Tiya Miles** -- Feb. 9, 5:30 pm (Friday) Ballroom

Miles will discuss her latest book, *The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straights*, which recovers the city's early complicity in slavery. It has recently been highlighted in the *Chronicle of Higher Education*, the *New York Times*, and other national publications. A book signing will follow.

Miles is the Mary Henrietta Graham Distinguished University Professor at the University of Michigan, where she teaches courses in American Culture, History, Afroamerican & African Studies, Women's Studies, and Native American Studies. She is a MacArthur "Genius" Fellow.

**The Henry "Box" Brown Performance** -- Feb. 13, 7 pm (Tuesday) Coffee House

Actor and magician Rory Riddick will portray the life of Henry "Box" Brown in this one-man show. Brown was shipped out of slavery in a box, became a prominent speaker and performer in the transatlantic antislavery movement, and toured after the Civil War as a mesmerist and magician.

**Love Stories from the Underground Railroad** -- Feb. 14, 1 pm (Wednesday) Ballroom

A bicentennial tribute to Frederick Douglass, the most famous and important African American of the nineteenth century. Roy E. Finkenbine, Professor of History and Director of the Black Abolitionist Archive, will talk about Douglass's escape northward to join his beloved Anna, their subsequent marriage, and his importance as a black abolitionist speaker. A dramatic reading of one of his most famous antislavery speeches will follow.

***Born in the Struggle*** -- Feb. 21, 7 pm (Wednesday) Chemistry 114

Educator and filmmaker Kamasi Hill will screen his recent documentary about the children of African American radical activists of the 1960s and 1970s. Those featured include Tupac Shakur, Ayanna Gregory, Fred Hampton, Jr., Ras Baraka, and Ta-Nehisi Coates. A talkback by Hill will follow.

**Ibram X. Kendi** -- Feb. 26, 7pm (Monday) Student Fitness Center

Kendi will discuss his recent book, *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, which won the 2016 National Book Award for Nonfiction. A book signing will follow.

Kendi is Professor of History and International Relations and founding Director of the Anti-Racist Research and Policy Center at American University.