

# ENST 499: Infrastructure and Environmental Justice in United States History

Discussion seminar, 4.0 units, section 33069R

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**Seminar meetings:** Tuesdays and Thursdays, 10:00am – 11:20am in SOS B51.

**Office hours:** Tuesdays and Thursdays, 3:30pm – 4:30pm, in CAS 112.

*I invite you to meet with me during office hours. Bring questions! I'm happy to discuss course topics, recommend readings, or help with your research.*

Environmental justice is more important than ever.

This course dives into the intricate historical relationship between infrastructure development and environmental justice issues in the United States. From water distribution systems to transportation networks and power generation facilities, every facet of infrastructure has profound implications for the distribution of environmental benefits and burdens, with marginalized communities often shouldering a disproportionate share of environmental harms. Throughout this semester, we will trace the historical evolution of infrastructure projects to engage with the historical context of environmental racism, the role of policy and law in shaping outcomes, and the intersectionality of environmental justice concerns with issues like land, labor, Indigenous rights, and the climate crisis.

By the end of the semester, students will not only possess a comprehensive historical perspective on the environmental justice challenges embedded in various infrastructural systems but will also be equipped to critically evaluate contemporary infrastructure proposals and advocate for just and equitable environmental policies. The course encourages interdisciplinary thinking, drawing together historical analysis and environmental studies. Students emerge with the tools to engage meaningfully in ongoing conversations about sustainable, equitable, and just infrastructure development in the United States.

There are five major assignments. You'll introduce yourself as a scholar with a statement of learning goals. Next, you'll critically read a single primary source, informed by scholarly arguments, in two source analysis essays. You'll adapt the second essay into a short, compelling presentation and into a caption for a pop-up exhibit. Finally, you'll reflect on your work.

This syllabus provides you with course policies, all major assignments and deadlines, and our reading schedule. Please read it in full and look here first for information about our course. **You are responsible for meeting the obligations and deadlines detailed below.**

## ASSIGNMENT SUBMISSION

Submit all course work via this Google Form: [forms.gle/4UUcVoEfX6g2zd4L7](https://forms.gle/4UUcVoEfX6g2zd4L7)

## COURSE OBJECTIVES

Students will...

- ask questions: by identifying and interrogating meaningful issues in the relationship between infrastructure and environmental justice
- do research: by finding, evaluating, and interpreting archival primary sources related to

infrastructure and environmental justice

- **conduct analysis:** by using historical methods to contextualize and explain these primary sources
- **work together:** by collaborating with colleagues to identify, understand, and propose solutions to complex environmental justice problems
- **show what they know:** by communicating their research through writing, peer meetings, and in-class presentations

## COURSE EXPECTATIONS

- **Engagement:** We have a lot to cover! Every class matters. I expect you to attend all class meetings, and to complete the reading and written assignments on schedule. If something prevents you from attending a class, please let me know as soon as you can, **and we'll figure out a plan together.**
- **Participation:** I expect you to meaningfully contribute to our discussions. We'll use computers selectively. Sometimes we'll work together in Google Docs, and sometimes we'll focus on live discussion. When you're in class, please minimize computer distractions by muting, hiding, or logging out of email, messaging, and social media
- **Originality:** I'm excited to know what *you* think about what you read and research. To that end, I expect you to produce your own work and to appropriately cite work by other writers, consistent with the rules outlined in [The USC Student Handbook](#). **Note: Text generated partly or entirely by AI (e.g., ChatGPT, Gemini, Bing) doesn't meet my standards for originality.**
- **Timeliness:** I expect you to meet your deadlines. That said, in most cases, quality is more important to us than punctuality. If you think you won't be able to meet a deadline, **email me with a new proposed deadline and your plans for staying on track.**
- **Self-advocacy:** What do I need to know to help you succeed in this course?

## COURSE ASSIGNMENTS

### Participation assignments

- **Share your questions.** For each reading or video, submit one quotation that stood out to you and one question **by 11:59pm on the day before our class meets.** Do you disagree with the author? What about the reading surprised you, or helped you see something in a new way? What connections do you see with previous readings? Share these via this Google Form: [forms.gle/D2ZVvby9vCFTS4S6](https://forms.gle/D2ZVvby9vCFTS4S6).
- **Cultivate our discussions.** Each of us has something to offer: Come prepared to talk in class by asking a question, dissecting an author's argument, or forging a connection between course readings. And each of us has something to learn: Come ready to listen, to invite your colleagues into conversation, and to respectfully disagree.

### Writing assignments

There are five primary writing assignments.

#### **Assignment #1: Statement of learning goals** (2–3 pages, double-spaced)

Use this statement to introduce yourself as a student and scholar. How do you practice environmental studies? What do you want to learn in this class, and why? How does this class fit into your scholarly and professional trajectory? What skills are you interested in developing?

What about infrastructure and/or environmental justice interests you?

Your statement is due by **11:59pm on Monday, September, 2**. Submit a PDF.

**Assignment #2: Midterm Source Analysis Essay** (4–6 double-spaced pages, plus cover letter)

How does a single primary source help us understand the relationship between infrastructure and environmental justice? In this assignment, you'll locate a relevant primary source and tell its story.

Your source can be textual, visual (including paintings, maps, and photographs), material (an object or artifact), or sonic (songs, music, anthropological recordings). Some places to look: U.S.C.'s Digital Library ([digitallibrary.usc.edu](http://digitallibrary.usc.edu)), or another digital archive, like those at the University of California ([calisphere.org](http://calisphere.org)) or Library of Congress ([loc.gov](http://loc.gov)). You'll share your source in class on **Tuesday, September 24**.

First, figure out the source. What is this source? Who created it, when, and why? Who was the intended audience? Then, find the larger story. How does this source fit into histories of infrastructure and environmental justice? Use the arguments of two different scholars (at least one drawn from our course readings) to analyze and contextualize your source. How do their ideas help us understand your source?

Your finished essay is due by **11:59pm on Wednesday, October 9**. Submit a PDF, including a one-page cover letter reflecting on your work.

**Assignment #3: Final Source Analysis Essay** (4–6 double-spaced pages, plus cover letter)

How does a single primary source help us understand the relationship between infrastructure and environmental justice? This assignment is identical to assignment #2, except for three things:

- First, your primary source must be held by USC Special Collections.
- Second, your primary source must be of a different media than the source for your first essay.
- Third, at least **one** of your two scholars must be drawn from *outside* our course readings.

Request the primary source you've chosen (or are considering) for your final source analysis essay from USC Special Collections **by 5:00pm on Monday, October 28**. During our class visit to USC Special Collections on **Thursday, November 14**, you'll briefly share your chosen primary source and explain why you've chosen it. Your finished essay is due by **11:59pm on Friday, November 22**. Submit a PDF and cover letter.

**Assignment #4: Research presentation** (6 minutes total: 6 slides, 1 minute per slide)

How can you reframe your research, analysis, and argument in a short, compelling presentation to your colleagues? Introduce your source and explain how it helps us understand the relationship between infrastructure and environmental justice. Be prepared for questions.

You must use one slide to present a brief (~3–4 sentence) museum-style label for your primary source, succinctly explaining what it is and why it matters.

Your presentation is due by **11:59pm on Wednesday, December 4**. Submit a PDF and cover letter.

**Assignment #5: Course reflection** (2–3 pages, double-spaced)

Use this space to reflect on your work in our course. To prepare, read back over your statement of learning goals, your cover letters, and your notes from meetings with me and your colleagues.

First, where have you done the strongest work for this course? What skills have you learned? How did your performance improve over the course of the term? Describe what you think you have done most successfully in our course and explain why.

Second, what did you find most challenging about this course? How did you approach these challenges? What could you have done differently to get more out of the course? What will you continue to work on in future classes or beyond USC?

Finally, what grade has your work in our course earned, and why?

Your course reflection is due by **11:59pm on Tuesday, December 10**. Submit a PDF.

### **Cover letters**

You'll include a one-page, single-spaced cover letter when you submit your midterm source analysis essay (assignment 2), final source analysis essay (assignment 3), and research presentation (assignment 4). These cover letters offer you an opportunity to reflect on what you've accomplished, provide your readers with a snapshot of your argument and your writing process, and ask your readers for feedback on specific parts of your writing. Format these documents like a letter, starting with the salutation "Dear Reader" or "Dear Readers."

Your cover letter should address the following areas:

- **Explain your question.** Why have you written this essay? What intrigued you? What puzzle are you trying to figure out?
- **Restate your thesis.** Use different language than in your draft—that is, do not simply copy and paste from your essay. The thesis may be something that you discovered as you wrote. Tell your reader where in the paper they should look for your thesis.
- **Wave your flag.** Describe what you think you have done most successfully in this draft and explain why.
- **Point out challenges.** Describe what you are struggling with most at this stage in the writing process. What are your concerns or uncertainties at this point?
- **Ask for help.** Based on these concerns, pose two questions for your reader about the areas in which you would like specific feedback.
- **Chart a course.** Looking ahead, set yourself some personal goals for future writing. What would you like to focus on and improve?

### **Submission checklist**

- Start every file name with your last name** (e.g., "Fraga research proposal.pdf").
- Set all written assignments in 12-point Times New Roman font (or close equivalent).
- Double-space your text.
- Set all page margins to one inch.
- Include page numbers in the bottom-right corner.
- Cite your sources using Chicago, MLA, or APA.
- Proofread your writing before submitting.
- Submit your work as a PDF.
- Submit your course work via this Google Form: [forms.gle/4UUcVoEfX6g2zd4L7](https://forms.gle/4UUcVoEfX6g2zd4L7)

## IMPORTANT DATES

### Planned due dates

- **Week 2:** Your statement of learning goals is due by **11:59pm on Monday, September 2.**
- **Week 5:** In class on **Tuesday, September 24**, you'll briefly share the primary source you've chosen for your midterm research essay and explain why you've chosen it.
- **Week 7:** Your midterm research essay and cover letter is due by **11:59pm on Wednesday, October 9.**
- **Week 13:** During our class visit to USC Special Collections on **Thursday, November 14**, you'll briefly share the primary source you've chosen for your final research essay and explain why you've chosen it.
- **Week 14:** Your final research essay and cover letter are due by **11:59pm on Friday, November 22.**
- **Week 15:** Your research presentation and cover letter are due by **11:59pm on Wednesday, December 4.**
- Your course reflection is due by **11:59pm on Tuesday, December 10.**

**Again, all deadlines are firm deadlines.** That said, in most cases, quality is more important to me than punctuality. If you won't be able to meet a deadline, email me (as far in advance of the deadline as you can) **to propose a new deadline and tell me your plans for staying on track.**

### Other important dates

- **Week 5:** Class visit to USC Special Collections. Meet at Doheny Memorial Library (DML) 206 on **Thursday, September 26 at 10am.**
- **Week 10:** Class visit to USC Special Collections. Meet at DML 206 on **Thursday, October 31 at 10am.**
- **Week 12:** Class visit to USC Special Collections. Meet at DML 206 on **Thursday, November 14 at 10am.**
- **Week 15:** Class visit to USC Special Collections for student-curated pop-up exhibit. Meet at DML 206 on **Thursday, December 5 at 10am.**

## COURSE POLICIES

### Grading and Assessment

In assessing your work for our course, I'm following Jesse Stommel's approach. As Stommel writes, "this course will focus on qualitative not quantitative assessment, something we'll discuss during the class, both with reference to your own work and the works we're studying. While you will get a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and complete the assignments. You should consider this course a 'busy-work-free zone.' If an

assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions."<sup>1</sup> These policies apply to our course as well.

### Grading Scale

	A	100–93	A-	92–90		
B+	89–87	B	86–83	B-	82–80	
C+	79–77	C	76–73	C-	72–70	
D+	69–67	D	66–63	D-	62–60	F 59 and below

### TEXTS AND MATERIALS

Please purchase the following required books:

- Nick Estes, *Our History is the Future: Standing Rock versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (New York: Verso, 2019).
- Dan Nott, *Hidden Systems: Water, Electricity, the Internet and the Secrets Behind the Systems We Use Every Day* (New York: RH Graphic, 2023).

All other assigned course texts and materials are available through our Blackboard course site.

### WARNING OF GRAPHIC MATERIALS

U.S. environmental history is marked with violence, death, and loss. This course's assigned materials include subject matter and imagery that can be graphic and upsetting. If you find any aspect of this course distressing or disturbing, I invite you to let me know at any point in the semester so that we can minimize your interaction with such material.

### ACADEMIC RESOURCES

**I want you to succeed—and so does U.S.C.** These offices and programs are here to support your personal and academic development, at no cost to you or your family.

- **U.S.C. Libraries** offers research guides ([libguides.usc.edu](http://libguides.usc.edu)) that explain how to access and use the library's resources. Librarian **Robert Labaree** is available for further research assistance, including free one-on-one consultations ([labaree@usc.edu](mailto:labaree@usc.edu)).
- **The Kortschak Center For Learning And Creativity** offers free workshops on academic strategies and free one-on-one consultation sessions so that you can get the most out of your courses and your time here. [kortschakcenter.usc.edu/programs-services](http://kortschakcenter.usc.edu/programs-services)
- **The Writing Center** offers free workshops and free one-on-one writing feedback sessions with experienced fellow writers who can support you at any stage of the writing process: generating ideas, crafting an argument, or revising drafts. [dornsife.usc.edu/writingcenter](http://dornsife.usc.edu/writingcenter)
- **U.S.C. Student Health** is here to support your physical and mental well-being. [studenthealth.usc.edu](http://studenthealth.usc.edu) and [studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)
- As your professor, I am always happy to talk. [sfraga@usc.edu](mailto:sfraga@usc.edu)

<sup>1</sup> Jesse Stommel, "Why I Don't Grade," *Jesse Stommel* (blog), October 26, 2017, <https://www.jessestommel.com/why-i-dont-grade/>

## ADVICE FROM PREVIOUS STUDENTS

At the end of each course, I ask students: What advice would you offer to future students in this course? Students anonymously offer tips, hints, and suggestions. A selection of this advice from previous students appears below.

"Make sure to stay caught up with the readings! Not only important for each class, but having as much knowledge as possible going into midterm/final essays will be so helpful."

"Make a document where you write down ~5 bullet points about each reading, as this is very useful both for making connections, as well as planning writing assignments. It's not that much work to do, but it really adds up over time."

"I kept a google doc with bullet points and saved the questions I wrote for every article that we read in the class and it helped me organize my thoughts throughout the semester. << keep a google doc with all of your reading questions >>"

"Be prepared to do a lot of reading but don't worry about always understanding things 100% because there is a lot of discussion and chances to talk with others to help fill in gaps (also things are usually up to interpretation and its ok to have different perspectives)"

"Start early. Make sure you have some ideas or plans for your assignments when coming to class. This will make it possible for you to get feedback throughout the writing process."

"Start your research as early as possible!"

"Start earlier than you think you'll need to on the research project."

"If you're a serial procrastinator (like me) refusing to take the 'start the research project early' advice, at least start it the weekend before the deadline. I promise you can't get it done in one night."

"Pace yourself throughout the term! Writing a bit here and there will let you make good progress on an assignment."

"Think out of the box. It took me awhile to discover what I wanted to focus my research on, but when i found something i was REALLY interested in, it made the experience more FUN than WORK motivated."

**SEMESTER CALENDAR**

<b><u>Week 1</u></b>
<b><u>Introductions and Definitions</u></b>
<i>Tuesday, August 27, 2024</i>
<ul style="list-style-type: none"> <li>• Read this course syllabus and bring questions to our first class meeting.</li> </ul>
<i>Thursday, August 29, 2024</i>
<ul style="list-style-type: none"> <li>• Langdon Winner, "Do Artifacts Have Politics?" <i>Daedalus</i>, vol. 109, no. 1 (Winter 1980): 121-136.</li> <li>• Dan Nott, introduction and ch. 1, "Lines of Light," in <i>Hidden Systems: Water, Electricity, the Internet and the Secrets Behind the Systems We Use Every Day</i> (New York: RH Graphic, 2023), 1–62.</li> </ul>
<b>Independent work:</b>
<ul style="list-style-type: none"> <li>• Schedule a meeting with me to discuss your goals for the course.</li> <li>• <b>Due:</b> Your statement of learning goals is due by <b>11:59pm on Monday, September 2</b>. Submit a PDF.</li> </ul>
<b><u>Week 2</u></b>
<b><u>Seeing Infrastructure and Environmental Justice in Daily Life</u></b>
<i>Tuesday, September 3, 2024</i>
<ul style="list-style-type: none"> <li>• No class. Instead, meet with me individually to discuss your learning goals.</li> </ul>
<i>Thursday, September 5, 2024</i>
<ul style="list-style-type: none"> <li>• Nott, ch. 2, "Power Grid," in <i>Hidden Systems</i> (New York: RH Graphic, 2023), 63–144.</li> <li>• Laura Pulido, "Historicizing the personal and the political: Evolving racial formations and the environmental justice movement," in <i>The Routledge Handbook of Environmental Justice</i>, ed. Ryan Holifield, Jayajit Chakraborty, and Gordon Walker (London: Routledge, 2017): 15–25.</li> </ul>
<b>Independent work:</b>
<ul style="list-style-type: none"> <li>• Meet with me to discuss your statement of learning goals.</li> <li>• Infrastructure scavenger hunt: Take a photo of some manifestation of infrastructure that you encounter in your daily life, and bring the photo <b>to class on Tuesday, September 10</b>.</li> </ul>



**Week 3****Infrastructure, Law, and Environmental Justice***Tuesday, September 10, 2024*

- Gwen Ottinger, "Opening black boxes: Environmental justice and injustice through the lens of science and technology studies," in *The Routledge Handbook of Environmental Justice*, ed. Holifield, Chakraborty, and Walker (London: Routledge, 2017): 89–100.
- Keller Easterling, introduction, in *Extrastatecraft: The Power of Infrastructure Space* (New York: Verso, 2014): 11–23.

*Thursday, September 12, 2024*

- Deborah Cowen, "Law as Infrastructure of Colonial Space: Sketches from Turtle Island," *AJIL Unbound* 117 (2023) 5–10.
- Nick Estes, prologue and ch. 1, "Siege," in *Our History is the Future: Standing Rock versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (New York: Verso, 2019): 1–65.

**Independent work:**

- Begin researching possible primary sources for your midterm source analysis essay.

**Week 4****Indigenous Infrastructure***Tuesday, September 17, 2024*

- Alfred W. Crosby, "Prologue" and "Weeds," in *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (New York: Cambridge University Press, 2015 [1986]), 1–7, 145–70.

*Thursday, September 19, 2024*

- Christine DeLucia, "Introduction: Placemaking and Memorializing after the Great Watershed," in *Memory Lands: King Philip's War and the Place of Violence in the Northeast* (New Haven: Yale University Press, 2018), 1–26.
- Estes, ch. 2, "Origins," in *Our History is the Future* (New York: Verso, 2019): 66–87.

**Independent work:**

- Select a single primary source for your midterm source analysis essay. You'll share your chosen source in class on **Tuesday, September 24**.

**Week 5****Power, Property, and Infrastructure in the Early Republic***Tuesday, September 24, 2024*

- Stuart Banner, "Native Proprietors," and "From Contract to Treaty," in *How the Indians Lost Their Land: Law and Power on the Frontier* (Harvard University Press, 2009), 10–48, 85–111.
- John Lauritz Larson, "Introduction: An Experiment in Republicanism" and "3. The Problems with State Initiatives" in *Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States* (Chapel Hill: University of North Carolina Press, 2001), 1–7, 71–107.
- Share the primary source you've chosen for your midterm source analysis essay in class on **Tuesday, September 24.**

*Thursday, September 26, 2024*

- Class visit to USC Special Collections. Meet at Doheny Memorial Library (DML) 206.
- No reading.

**Independent work:**

- Begin writing your midterm source analysis essay.

**Week 6****Plantation Infrastructure and Enslaved People in the U.S. South***Tuesday, October 1, 2024*

- Sven Beckert, "Introduction," and "Slavery Takes Command," in *Empire of Cotton: A Global History* (New York: Vintage Books, 2014), ix–xxii, 98–135.
- "Plantation Ecology," podcast episode, *BirdNote: Threatened*, August 31, 2021, 28 minutes, [birdnote.org/listen/podcasts/threatened/plantation-ecology](https://birdnote.org/listen/podcasts/threatened/plantation-ecology). [Transcript available]

*Thursday, October 3, 2024*

- Aaron Hall, "Slaves of the State: Infrastructure and Governance through Slavery in the Antebellum South," *Journal of American History* 106, no. 1 (June 2019): 19–46.
- "Reflections on the Plantationocene: A Conversation with Donna Haraway and Anna Tsing," podcast episode, *Edge Effects*, June 18, 2019, 1 hour, 19 minutes, [edgeeffects.net/haraway-tsing-plantationocene/](https://edgeeffects.net/haraway-tsing-plantationocene/). [Transcript available]

**Independent work:**

- Continue writing your midterm source analysis essay.

**Week 7****Territorial Expansion***Tuesday, October 8, 2024*

- Patricia Nelson Limerick, "Property Values," in *The Legacy of Conquest: The Unbroken Past of the American West* (New York: W. W. Norton & Company, 1987), 55–77.
- Estes, ch. 3, "War," in *Our History is the Future* (New York: Verso, 2019): 88–131.

*Thursday, October 10, 2024*

No class — Fall recess.

**Independent work:**

- **Due:** Your midterm source analysis essay is due this week by 11:59pm on **Wednesday, October 9**. Submit a PDF, including a one-page cover letter reflecting on your work.

**Week 8****Infrastructure for Shrinking Space***Tuesday, October 15, 2024*

- Cameron Blevins, "Introduction: The Gossamer Network," and "Geography and State Power," in *Paper Trails: The U.S. Post and the Making of the American West* (New York: Oxford University Press, 2021), 1–35.

*Thursday, October 17, 2024*

- Jay Sexton, "Steam Transport, Sovereignty, and Empire in North America, circa 1850–1885," *Journal of the Civil War Era* 7, no. 4 (Dec. 2017): 620–647.
- Manu Karuka, "Continental Imperialism," in *Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad* (Berkeley: University of California Press, 2019): 168–184.

**Independent work:**

- Meet with colleagues to discuss your midterm source analysis essay.

**Week 9****Water and Dams***Tuesday, October 22, 2024*

- Andrew Curley, "Infrastructures as Colonial Beachheads: The Central Arizona Project and the Taking of Navajo Resources," *Environment and Planning D: Society and Space* 39, no. 3 (June 2021): 387–404.
- Estes, ch. 4, "Flood," in *Our History is the Future* (New York: Verso, 2019): 132–167.

*Thursday, October 24, 2024*

No class.

**Independent work:**

- Begin researching primary sources for your final source analysis essay. Your primary source must be held by USC Special Collections.
- **Due:** Request potential primary sources from USC Special Collections by **5:00pm on Monday, October 28**, so that they are available for our class visit to Special Collections on November 14.

**Week 10****Race and Waste***Tuesday, October 29, 2024*

- Robert Bullard, ch. 2, "Race, Class, and the Politics of Place," and ch. 6, "Environmental Justice as a Working Model," in *Dumping in Dixie: Race, Class, and Environmental Quality*, Third Edition (Taylor and Francis, 2018 [1990]): 21–36, 113–136.
- Rob Nixon, selection from introduction, in *Slow Violence and the Environmentalism of the Poor* (Cambridge: Harvard University Press, 2011): 1–22.

*Thursday, October 31, 2024*

- Class visit to USC Special Collections. Meet at DML 206.
- No reading.

**Independent work:**

- Select a primary source for your final source analysis essay. Your primary source must be held by USC Special Collections.

**Week 11****Cities and Suburbs***Tuesday, November 5, 2024*

- Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California," *Annals of the Association of American Geographers* 90 (2000): 12–40.
- Eric Avila, ch. 4, "A Matter of Perspective: The Racial Politics of Seeing the Freeway," in *The Folklore of the Freeway: Race and Revolt in the Modernist City* (Minneapolis: University of Minnesota Press, 2014): 119–147.

*Thursday, November 7, 2024*

- Laura Pulido, "Geographies of Race and Ethnicity II: Environmental Racism, Racial Capitalism and State-Sanctioned Violence," *Progress in Human Geography* 41, no. 4 (August 2017): 524–533.
- Juan de Lara, ch. 3, "The Spatial Politics of Southern California's Logistics Regime," in *Inland Shift: Race, Space, and Capital in Southern California* (Berkeley: University of California Press, 2018): 37–60.

**Independent work:**

- Begin writing your final source analysis essay.
- Meet with colleagues to discuss your in-progress final source analysis essay.

**Week 12****Disaster and Community***Tuesday, November 12, 2024*

- Rebecca Solnit, "The Uses of Disaster: Notes on Bad Weather and Good Government," *Harper's Magazine*, October 2005.
- Robert Bullard and Beverly Wright, "Race, place and the environment in post-Katrina New Orleans," in Bullard and Wright (eds.), *Race, place, and environmental justice after Hurricane Katrina: Struggles to reclaim, rebuild, and revitalize New Orleans and the Gulf Coast* (Routledge, 2009): 19–47.

*Thursday, November 14, 2024*

- Class visit to USC Special Collections. Meet at DML 206.
- Briefly share the primary source you've chosen for your final source analysis essay during our class visit to Special Collections on **Thursday, November 14**.
- No reading.

**Independent work:**

- **Due:** Request your chosen primary source from USC Special Collections by **5:00pm on Thursday, November 14**, so that it is available for our class visit to Special Collections on December 5.

**Week 13****Activism in a Globalizing World**

*Tuesday, November 19, 2024*

- Estes, ch. 5, "Red Power," in *Our History is the Future* (New York: Verso, 2019): 168–199.
- David Pellow, "Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge," *Du Bois Review* 13, no. 2 (2016): 221-236.

*Thursday, November 21, 2024*

- Estes, ch. 6, "Internationalism," in *Our History is the Future* (New York: Verso, 2019): 200–245.
- Easterling, ch. 6, "Extrastatecraft," in *Extrastatecraft* (New York: Verso, 2014): 211–238.

**Independent work:**

- **Due:** Your final source analysis essay is due this week by **11:59pm on Friday, November 22**. Submit a PDF, including a one-page cover letter reflecting on your work.

**Week 14****The Climate Crisis**

*Tuesday, November 26, 2024*

- Shannon O'Lear, "Climate science and slow violence: A view from political geography and STS on mobilizing technoscientific ontologies of climate change," *Political Geography* 52 (May 2016): 4–13.
- Estes, ch. 7, "Liberation," in *Our History is the Future* (New York: Verso, 2019): 246–257.

*Thursday, November 28, 2024*

No class — Thanksgiving recess

**Independent work:**

- Meet with colleagues to discuss adapting one of your source analysis essays into a research presentation.
- Adapt one of your source analysis essays into a research presentation.

**Week 15**

**Research Presentations and Future Directions**

*Tuesday, December 3, 2024*

- Nott, ch. 3, "Waterworks," and conclusion in *Hidden Systems*, 145–241.

*Thursday, December 5, 2024*

- Class visit to USC Special Collections. Meet at DML 206.
- Pop-up exhibit and in-class research presentations.
- No reading.

**Independent work:**

- **Due:** Your research presentation is due by **11:59pm on Wednesday, December 4**. Submit a PDF and cover letter.

**Reading Period**

- **Due:** Your course reflection is due by **11:59pm on Tuesday, December 10**. Submit a PDF.

## STATEMENT ON ACADEMIC INTEGRITY

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.



## STATEMENT ON UNIVERSITY ACADEMIC AND SUPPORT SYSTEMS

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services \(OSAS\)](#) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Student Financial Aid and Satisfactory Academic Progress:**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

### **Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services (OSAS) - (213) 740-0776*

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*USC Campus Support and Intervention - (213) 740-0411*

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity, Equity and Inclusion - (213) 740-2101*

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)*

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.