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|  | **HIST 490: Senior Research Seminar**  **Environmental Justice in Postwar America** |  |
| **Instructor**  **Semester**  **Time**  **Location**  **Office**  **Office Hours** | Prof. Neil Maher (he/him/his)  [maher@njit.edu](mailto:maher@njit.edu)  973-596-6348 (office)  646-325-3704 (cell)  Spring 2021  Tuesdays & Thursdays, 9:00-10:20 a.m.  Online  Cullimore Hall, 329 (not being used this semester)  Tuesdays & Thursdays, 11:00 a.m. – 1:00 p.m. and by appointment. You can attend these office hours in the following three ways:   * Sign up for a specific slot during these hours on our Canvas page. * Simply “drop in” during these hours to my personal WebEx room at: <https://njit.webex.com/meet/mahernjit.edu>. * Email me with a specific day/time you would like to meet.   You can find easy click-able links for each of these options at the top of our Canvas page under “Course Resources.” | |
| **Overview** | Throughout human history, people’s relationship to nature has always been influenced by power. While some groups of people have the authority to gain access to nature, to transform it into natural resources for profit, and then to distance themselves from the negative consequences of such use, other groups do not. This environmental inequality can stem from obvious differences involving race, class, and gender, but is often also based on more subtle distinctions involving age, physical disability, sexual orientation, political affiliation, and cultural practice. In all cases, however, while the powerful tend to reap nature’s benefits, the weak pay the price. This research seminar examines the longstanding, unequal relationship to nature in post-World War II America. | |
| **Schedule**  **Local Research** | The schedule for the semester is divided into three parts. To better understand the history of environmental discrimination in America since 1945, we will spend the first 3 weeks of the semester reviewing the history of environmental discrimination and the environmental justice movement. Beginning with week 4, we will shift our attention to understanding how one “does history.” This will include reading assignments and in-class discussions that will help students choose a research topic, locate archival sources, and organize their research data. Finally, the last 3 weeks of the semester will be dedicated to a “Paper Writing Workshop,” during which the entire class will read and critique a rough draft of your final paper project.  One of the goals of the Federated History Department’s senior research seminar is to familiarize students with both local history and its archival opportunities. To foster this, during the early part of this semester we will take 2 virtual “field trips” to local archives located at Rutgers University’s Dana Library and the Newark Public Library. Both of these online archival tutorials will be undertaken during our normal class hours. | |
| **Mapping Your Work Online**  **Collaboration Across Campus**  **Course Goals** | Throughout the semester students will upload their course assignments to an Environmental Justice Mapping Website that I have created for this course ([ejhistory.com](http://ejhistory.com/)). The website will include a shared map that locates each of your chosen sites in geographic relation to one another, as well as links to individual “project webpages” that have been created for each student. The goal of this website and digital archive is to provide an open-source, interactive, geographic database of environmental justice sites, and their history, in the Newark-New York City region and beyond.  Throughout the semester we will be collaborating with several organizations on the Rutgers-Newark campus, including the Price Institute on Ethnicity and Culture, the Eco-Working Group, and the Humanities Action Lab. All of these groups are working with students who are also involved in environmental justice research but approaching it through art, film, and other disciplines. During the semester there will be opportunities to meet with these students to exchange ideas and information regarding your projects.  There are four major goals for this course.     * Students will understand the history of environmental inequality in the post-World War II United States. * Students will locate both primary and secondary source materials relevant to the history of their chosen environmental justice site. * Students will use those primary and secondary sources to analyze, organize, and write a final historical research paper on their chosen site. * Students will share their research with the public by uploading all of their historical data to the course’s web-based Environmental Justice Map. | |
| **Attendance and Class Participation**  **Reading**  **Assignments**  **Grading**  **Required Texts** | This is an important component of your final grade. Because this is a seminar-style course, class participation should involve active listening and engagement. It is essential that reading be done on time (each day before we meet) and that everyone come to class ready to raise questions and participate actively. Absence from class means you won’t be able to participate, and doing so will therefore hurt your grade. If you do miss a class meeting, you are responsible for finding out what was missed and making up any assignments. Attendance will be taken during each class session.  **WebEx Privacy Issues:** I expect everyone to have their audio and video on during our online class meetings. This will ensure active participation by everyone. If for privacy reasons you would like to use an alternative background during these meetings, you can do so by following these easy steps: <https://help.webex.com/en-us/80jduab/Use-a-Virtual-Background-in-the-Cisco-Webex-Meetings-Suite>    Reading assignments will average approximately 75-100 pages per week, and will consist of three types of materials. During the initial 5 weeks of the semester, we will familiarize ourselves with the history of environmental inequality in America since 1945 by reading several articles on environmental discrimination and the environmental justice movement. In the middle of the semester we will read a book that explains how historians “do” history — this book will help you choose a research topic, locate source materials for that research topic, organize your research, and also help you outline and write your final assignments. Finally, during the last several weeks of the course, your assignment will be to read the secondary and primary sources that you have collected for your own project.  Because this is a senior research seminar for history majors, this class will be a writing-intensive course. Yet you will also have opportunities to express your research in non-written form. For each assignment, I will provide detailed directions beforehand. You will be graded on both your ideas and your writing.  **On-Line Reader’s Responses:**  Before many of our class meetings you will be asked to post to Canvas a “Reader’s Response” to the assigned reading. Directions for each “Reader’s Response” can be found on our Canvas page under each week’s assignment. To locate these directions, log into our course Canvas webpage, go to the week for which you are submitting a response, and click on the “Post Reader’s Response Here” tab. The tab will then open in another window, and you will see my directions for that particular Reader’s Response assignment.  **Historical Data Collection:**  For your final research project, you will first choose a specific site where environmental injustice occurred during the post-World War II period. This place can be many things – a public park, a toxic waste site, even a golf course. It can also come in a wide variety of sizes: it can be as small as an individual building or a street corner or as large or larger than an entire neighborhood. After choosing your site, you will complete the following 5 assignments, all of which will become components to your final written project:   * *Project Site Description:* This short assignment entails describing the environmental inequality that took place at your chosen site, and explaining why it is important for others to understand. For this assignment you will also “pin” your site location on our course webpage’s interactive map. *(1 Page/Due: February 16)* * *Secondary Source Report:* For this assignment you will locate books and articles, written by other scholars, that are related to your chosen site. You will then explain how these sources will help you with your project, and also how your project will be distinct (i.e. original or different) from these same sources. *(2-3 Pages /Due: February 23)* * *Primary Source Report:* For this assignment you will locate several primary sources related to your chosen site. You will then choose one of these sources, undertake a close reading of it for evidence, and write a short report that makes an argument about the meaning of the source for your environmental justice site. *(2-3 Pages: Due: March 2)* * *Image Analysis* or *Scientific Data Analysis:* You will have two options for this assignment. For the Image Analysis you will locate an historical image or images of your chosen site, and undertake a close analytical “reading” of the image(s). Such images can include maps, photographs, film clips, and even artist’s renderings. Alternatively, for the Scientific Data Analysis you will analyze a set of data that is relevant to your chosen site. This data can be from a government report, an independent study of your site, or data gathered from the Environmental Protection Agency’s “EJ Screen.” We will have tutorials during the semester about both of these assignments. *(2-3 Pages /Due: March 21)* * *Oral Interview* or *Video Story:* This assignment also allows two options. First, you may conduct an oral interview with someone who was involved in the history of your chosen site (20-30 minutes long). This can be a local resident living nearby, an activist who raised public attention, a worker who labored at the site, or anyone with a personal relationship to your site. Or you may instead create a short video story about your site (less than 5 minutes long). This can involve you visiting the site, explaining one of your sources, or telling the story of environmental discrimination that took place at your site. We will have tutorials during the semester about both of these assignments. (*Due: April 20*)   **Final Report:**  The assignments listed above will serve as building blocks for your final project, which will be a 12-15 page (excluding footnotes) multi-media web-based report on your chosen environmental justice site. The assignments below will help you with this final report:   * *Paper Outline:* This will be a detailed outline that you will rely on while writing your final paper. (*Due: Week 13*) * *Paper Draft:* The last two weeks of the course will be devoted to discussion of paper drafts. Students will provide copies of their papers (or as much of the paper as possible) so that we may discuss them in class. (*Due: Week 14*) * Final Paper: The paper will be between 12-15 pages in length. (*Due: May 6*)   Consistent effort and improvement will be weighted heavily in grading, which will be apportioned as follows:   * In-Class Participation and On-Line Reader’s Responses: 25% * Historical Data Collection Assignments: 25% * Final Research Paper 50%   **Late Submissions:** WrittenAssignments (other than reading responses) will lose one grade for every day late (A to A-, A- to B+, etc.). Assignments will not be accepted more than 1 week late.  The majority of the readings for this class will be available for download on our Canvas site. You will, however, be required to purchase a hard copy of the following book (available for purchase online or at the NJIT bookstore):   * *The Craft of Research*, by Booth, et. al. (University of Chicago Press, 2008). Fourth Edition (**This must be the 4th edition**) * Various articles that you can download from our Canvas course page.   **Note:** Please remember to have a hard copy of the articles and book to class when we are reading them (no electronic copies). We will constantly refer to these readings during in-class discussions. | |
| **Academic Integrity** | All Students should be aware that the Federated History Department takes the NJIT and Rutgers honor codes seriously and enforces them strictly.  Because of the nature of our assignments, if you plagiarize it will be obvious and I will be forced to report such actions to the Dean of Students. If you are caught plagiarizing, you will fail the course for the semester and therefore not be able to graduate. | |
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|  | **Course Schedule** |
| **Part I** | **The History of Environmental Inequality** |
| January 19  January 21 | **Week 1: Introductions**  **The Syllabus**  Required Reading:  The syllabus (in class)    In-Class Discussion:  The course website and your potential research projects  **Defining Environmental Justice**  Required Reading:  Cole & Foster, *From the Ground Up*: Environmental Racism and the Rise of the Environmental Justice Movement, pps. 1-33.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class). |
| January 26  January 28 | **Week 2: Inequalities and Resistance**  **Race vs. Poverty – Los Angeles, California**  Required Reading:  Mike Davis, “The Case for Letting Malibu Burn,” *Environmental History Review* 19, no. 2 (Summer, 1995), pp. 1-36.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  **Grassroots Activism – San Antonio, Texas**  Required Reading:  Char Miller, “Streetscape Environmentalism: Floods, Social Justice, and Political Power in San Antonio, 1921–1974,” *Southwestern Historical Quarterly* CXVIII, no. 2 (October 2014): 159-177.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class). |
| February 2  February 4 | **Week 3: Thinking Locally**  **Newark, New Jersey**  Required Reading/Watching:  Sara Grossman, “Off the Rails,” on Newest Americans (<http://newestamericans.com/OFF-THE-RAILS/)>  “Dirty Little Secrets” (NJ Public Radio) <https://www.wnyc.org/story/nj-contaminated-sites/>  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  **Virtual Class Trip to Dana Library**  Required Reading:  Valerie S. Thaler, “Teaching Historical Research Skills to Generation Y: One Instructor’s Approach,” in *The History Teacher* 46, No. 2 (February 2013): 267-281.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class). |
| **Part II** | **Doing History** |
| February 9  February 11 | **Week 4: Choosing a Topic**  **Virtual** **Class Trip to Newark Public Library**  Required Reading:  Beth Zack-Cohen, “Newark Public Library: Finding Aid,” 1-4.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  **From Historical Questions to Research Topic**  Required Reading:  Booth, *Craft of Research*, pages 33-64  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  Hand Out: Site Description Instructions |
| February 16  February 18: | **Week 5: Site Description Workshop**  **Making it Personal** (Guest ­— Leora Fuller)  Required Reading:  Adrienne Maree Brown, “Introduction,” in *Emergent Strategy: Shaping Change, Changing Worlds*.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  **Project Site Description Workshop**  Required Reading:  Classmates’ “Project Site Description”  Assignments:  1. Project Site Description (due on course website, Tues, Feb. 16 by midnight)  2. Written comments on your classmates’ proposals (due in class)  Hand Out: Secondary Source Report Instructions |
| February 23  February 25 | **Week 6: Secondary Source Workshop**  **How to Read Secondary Sources (and take notes on them)**  Required Reading:  Booth, Craft of Research, pages 65-104.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  **Secondary Source Workshop**  Required Reading:  Classmates’ “Secondary Source Report”  Assignment:  1. Secondary Source Report(due on course website, Tuesday, Feb. 23 by midnight)  2. Written comments on your classmate’s Secondary Source Report (due in class)  Hand Out: Primary Source Report Instructions |
| March 2  March 4 | **Week 7: Primary Source Workshop**  **How to Read Primary Sources (and take notes on them)**  Required Reading:  To be determined.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  **Primary Source Workshop**  Required Reading:  Classmates’ Primary Source Report  Assignment:  1. Primary Source Report(due on course website, Tues, March 2, by midnight)  2. Written comments on your classmate’s Primary Source Report (due in class) |
| March 9  March 11 | **Week 8: Images and Data as Evidence**  **Image Analysis Tutorial**  Required Reading:  Cindy Ott, “Visual Details as Clues,” unpublished essay, 1-15.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  Hand Out: Image Analysis Instructions  **Scientific Data Tutorial**  Required Reading:  “EJSCREEN Users Guide,” 1-59 (skim)  Required Watching:  “EJSCREEN Tutorial: Basic Features,” available at: <https://www.youtube.com/watch?time_continue=22&v=N1ntgL93cgY> (6 minutes long)  “EJSCREEN Tutorial: Generating Reports,” available at: <https://www.youtube.com/watch?time_continue=249&v=pCjFo30qRBE> (8 minutes on DATA)  “How to Interpret an EJSCREEN Standard Report, available at: <https://www.youtube.com/watch?time_continue=47&v=eZ8-9Mx8UgI> (5 minutes long on DATA)  “EJSCREEN Tutorial: Basic Add Maps Feature,” available at: <https://www.youtube.com/watch?time_continue=111&v=N1ntgL93cgY> (4 minutes long on MAPPING)  “EJSCREEN Tutorial: Advanced “Add Map” Features, available at: <https://www.youtube.com/watch?time_continue=24&v=4RSJ0nI0moc> (4 minutes on MAPPING)  Assignment:  Reader’s Response in which you pull scientific data from EJSCREEN (due on Canvas, 8:00 a.m. day of class).  Hand Out: Data Analysis Instructions |
| March 16-18 | **Week 9: Spring Break – No Class**  **Write Your Image or Data Reports**  Required Reading:  None. |
| March 23  March 25 | **Week 10: Image and Data Analysis Workshop**  **Image and Data Analysis Workshop**  Required Reading:  Classmates’ Image or Data Analysis Reports  Assignment:  1. Image or Scientific Data Analysis Report (due on course website, Sunday, March 21, by midnight).  2. Written comments on your classmate’s Primary Source Report (due in class)  **Making Arguments From Evidence**  Required Reading**:**  Booth, *Craft of Research*, pages 105-172.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class). |
| March 30  April 1 | **Week 11: Oral Interviews and Video Stories**  **Oral Interview Tutorial**  Required Reading:  “Oral History Best Practices: Introduction”: 1-11.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  Hand Out: Oral Interview Instructions  **Video Story Tutorial**  Required Watching:  iMovie video (to be determined)  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  Hand Out: Video Story Instructions |
| April 6  April 8 | **Week 12: Organizing and Citing Your Evidence**  **The Art of Outlining**  Required Reading:  Booth, *Craft of Research*, 173-186; and your own research  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  Hand Out: Outline Instructions  **When and How to Footnote?**  Required Reading:  Booth, *Craft of Research*, 187-202 & 273-276. |
| **Part III** | **Paper Writing Workshop** |
| April 13  April 15 | **Week 13: Outlining Workshop**  **Outline Workshop I**  Required Reading:  Classmates’ outlines.  Assignment:  1. Draft of paper outline (due by email to everyone, Sunday April 11, by midnight)  2. Written comments on your classmates’ outlines (due in class)  **Outlining Workshop II**  Required Reading:  None  Assignment:  1. Draft of paper outline (due by email to everyone by Tues, April 13, midnight)  2. Written comments on your classmates’ outlines (due in class) |
| April 20  April 22 | **Week 14: Introductions and Conclusions**  **How to Write Introductions and Conclusions**  Required Reading:  Booth, *Craft of Research*, 232-248.  Assignment:  Reader’s Response on reading (due on Canvas, 8:00 a.m. day of class).  **Oral Interview and Video Story Workshop (how to integrate into final report)**  Required Watching/Listening:  Classmates’ interviews or video essays  Assignment:  1. Oral Interview or Video Essay (due on course website Tues. April 20, midnight)  2. Written Comments on your classmates’ interviews or video stories (due in class) |
| April 27  April 29 | **Week 15: Writing Workshop**  **Draft** **Workshop I**  Required Reading:  One another’s Paper Drafts  Assignment:  1. Paper Drafts (due on Canvas, Sunday, April 25, 5:00 p.m.)  2. Written Comments on your classmates Paper Drafts (due in class)  **Draft Workshop II**  Required Reading:  One another’s Paper Drafts  Assignment:  1. Paper Drafts (due on Canvas, Tuesday, April 27. 1, 5:00 p.m.)  2. Written Comments on your classmates Paper Drafts (due in class) |
| May 6 | **Final Reports Due (on course website by midnight)** |