

11/7: Workshop: Understanding Environmental Racism

- Environmental Racism to Environmental Justice in the South Bronx: ["Greening the Ghetto" - Majora Carter \(TED Talk\)](#)
 - many toxic industries; one of the lowest ratios of parks to people; other stats
 - “environmental justice” – changing how race and class are reliable indicators as to where one will find the good and the bad
 - e.g. Hunts Point Riverside Park
 - poor people as not only poor, but unhealthy, too
 - history of “white flight”, “redlining” in South Bronx
 - national highway construction made problems even worse
 - *“land-use planning”: economic degradation → environmental degradation → social degradation*
 - grassroots activism and new projects in the Bronx → “greening the ghetto”, creating “green-collar jobs”, etc.
 - idea of the “triple bottom line return” - making environmental justice appealing to all, including capitalists, developers, corporations: “green is the new black”...
 - need for comprehensive, sustainable change
- Class takeaways:
 - we need to use the resources we know we have; change is possible
 - balance between wanting change to happen and recognizing the politics and economics of it all

- this is one person's story; we can all do a lot more together than we think, there are solutions and ways to go about - but it has to come from bottom-up
- American urban growth and economic, environmental consequences...
 - urbanization
 - real-estate markets
 - need for redesigning downtowns
- Environmental Racism (most important issues in U.S. post-1945)
 - Space
 - Who decides control of space? (city governments, zoning laws, etc.)
 - How do these decisions get made? (e.g. "redlining" - not racist in itself, more about how banks made their decisions)
 - Who gets to be at the table? (who is/isn't included in positions of power? - e.g. Boulder, CO in late 60s protected open, green spaces, but cost of living has skyrocketed, which has contributed to traffic problem, which contributes to pollution)
 - Race
 - impact on communities of color
 - Living
 - This is about where people work and live (not outdoors recreation, vacation)
- Group ideas for poster session (remember: subject is not as important as the process)
 - Wildfires & Firejumpers (2)

- Coal Air Pollution - Little Village, Chicago (3)
 - Pig Industrialized Farming and Marginalized Communities - North Carolina (3)
 - Standing Rock Pipeline (3)
 - Arrowhead Landfill - Uniontown, Alabama (3)
 - Greenspace & Water Quality - Milwaukee, WI (3)
 - Agriculture & Pesticide Exposure (3)
 - Water Resources in Indigenous Communities (2)
- Final project
 - a topic of interest in American Environmental history
 - Solo or with partner
 - Poster, art, podcast, etc. (however you want to do it)

11/9: Preparation for Poster Session

- See *Guidelines for Poster Session* (on Voices and sent by email)
- Ask good questions of your environmental topic, place → find the right historical question; think about this as a poster version of a mini-research paper...
- Become an “authority” → do some research:
 - Google/Wikipedia (look for some kind of basic and broad coverage)
 - Then find something more scholarly and objective - see sections for further reading, find scholarly articles and other secondary sources, including books
 - go to [Libraries](#), [Summon](#), [JSTOR](#), etc.
 - When you have a good source/book - maximize the research you can do with the time you have...
 - Go to abstract/summary/table of contents to see what it includes, see what is relevant to you
 - Spend quality time with *Introduction* (what the argument is and how they do it, who they’re arguing against, what the whole book is about, the other historians that engage with the topic)

- Go to the footnotes, bibliography sections for further source ideas; see *books reviews* (they give great summaries and takeaways)
- Also use resources like [JSTOR](#) to research more about relevant topics, concepts
 - try to narrow your search (e.g. “pig farming industrial intensive environmental impacts united states”)
- Keep an organized list of your sources and how you’re going to use their ideas; if time, already have bibliography done (use Zotero if you know how)
- Now formulate how you want answer your “historical question”
 - Evidence and aspects of a topic that should show up on your poster
 - e.g. data, maps, mages
 - specific example that explains what the negative impact is (include actual data, numbers from a source)
 - a map for better geographical context
 - pictures of the topic, process, place of study

*** Good luck!**