Case Study #3: Redlining in Oakland, CA

Social Justice and Community Change Lesson Implementation Plan

**Author**

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**Course Information**

*Biology Department*

*Undergraduate*

*Lecture only*

*Online*

*Primarily non-major students*

*45*

**Expected date or dates of implementation**

April 14 - May 10, 2021

**Purpose/Background**

A sentence or two to explain what the lesson is about, what need this lesson fills in the curriculum, or how this lesson is intended to help students.

**Redlining in Oakland will be used as a case study to frame the last part of the semester. Over the course of several weeks, students will learn about environmental justice, environmental risks and environmental health, economics, managing waste, clean energy and sustainable development.**

# Objectives

**Quantitative learning objective(s)**

1. Explain different types of environmental risks and discuss ways to minimize exposure/impact.
2. Understand why traditional economics leads to inequity, environmental racism and environmental degradation.

**Content learning objective(s)**

1. Discuss different types of waste generated by humans and their disposal. Understand how vulnerable populations tend to be more at risk to improperly disposed solid and liquid waste.
2. Explain and discuss different sources of clean and renewable energy. Understand the impacts of fossil fuel extraction and process on predominantly low income communities.

**Social justice and/or diversity/equity/inclusion learning objective(s)**

1. Explain what environmental justice is and understand how environmental impacts are not felt evenly across the population.
2. Explain sustainable development and discuss how it can alleviate inequities in urban settings.

# Assessments

For the objectives you listed in the previous section, what assessments will you use to measure student progress? Add rows as needed. Remember that a single assessment can measure multiple objectives.

|  |  |
| --- | --- |
| Objective(s) | Briefly describe assessment. Is it formative, summative? |
| QL1. Explain different types of environmental risks and discuss ways to minimize exposure/impact. | Essay and multiple choice responses on quiz/ exam |
| QL2. Understand why traditional economics leads to inequity, environmental racism and environmental degradation. | Essay and multiple choice responses on quiz/ exam |
| CL1. Discuss different types of waste generated by humans and their disposal. Understand how vulnerable populations tend to be more at risk to improperly disposed solid and liquid waste. | Essay and multiple choice responses on quiz/ exam |
| CL2. Explain and discuss different sources of clean and renewable energy. Understand the impacts of fossil fuel extraction and process on predominantly low income communities. | Essay and multiple choice responses on quiz/ exam |
| SJ1. Explain what environmental justice is and understand how environmental impacts are not felt evenly across the population. | Essay and multiple choice responses on quiz/ exam |
| SJ2. Explain sustainable development and discuss how it can alleviate inequities in urban settings. | Essay and multiple choice responses on quiz/ exam |

# Activities and resources

For your students to accomplish the objectives, as measured by your assessments, what activities will they engage in (this may overlap with your formative assessments above) and what resources will you provide (lectures, readings, etc.)?

|  |  |
| --- | --- |
| Objective(s) | Activity/Resource |
| All | Readings in textbook/CUNNINGHAM, Environmental Science, 15th edition, McGraw-HIll |
| All | Attend lectures and watch appropriate online videos |
| Environmental Justice related objectives | Complete scientist spotlight group discussion on the founders of the Environmental Justice movement (Dr. Robert Bullard and Hazel M. Johnson) |
| QL1, CL1, SJ1 | Complete group discussion assignment using EJScreen to compare various indicators of environmental health and socioeconomic data in redlined communities. |

# Prerequisite skills or knowledge

What specific skills or knowledge are you expecting your students to have coming into this lesson?

I am hoping at this point in the semester that students are starting to understand the connections between so many different issues. This will hopefully help them grasp how redlining that happened decades ago still has significant environmental and human health impacts.

# Lesson sequence

What is the timeframe from student preparation to summative assessment? Put the activities in order. Include when you will provide resources.

**(Still working on this section)**

1. Pre-lesson steps for students to complete
2. Etc.

# Notes

1. Please provide any additional notes here (i.e. a to-do list of items that you need to accomplish, questions for a peer reviewer)

Service learning/action items:

Timing:

**Lecture 1 Environmental Justice (explain, discuss intersection of env sci and racial justice), give other examples**

**Lecture 2 Env. Risks/Health**

**Lecture 3 Env. Risks/ Health continued**

**Lecture 4 Managing waste (how to tie in to redlining? Proximity to haz waste sites?) Municipal, wastewater (have guest speaker from Recycle Smart)**

**Lecture 5 Managing waste (Industrial, Hazardous)**

**Lecture 6 Economics/Sustainable development**

**Lecture 6 Sustainable development and non-renewable energy**

**Lecture 7 Clean energy and start wrap up**

**Lecture 8 Finish Wrap up (and review for final exam)**

Something with Greenlining Institute, BlocPower...