

ANTH 105: Climate Change, Race, and Inequality

Fall 2022

MWF 9:00-9:50 AM, WLH 2115

Instructor: Dr. Ian Jones

E-Mail: ijones@ucsd.edu

Office: SSB 297

In-person Student Hours: MW 1-2 PM (or by appointment)¹

Zoom Student Hours: T 10-11 AM

Coffee Hour: F 12:30-1:30 PM, Art of Espresso (Mandeville Coffee Cart)

Student Hours Zoom Meeting ID: 562 825 340

Student Hours Zoom Link: <https://ucsd.zoom.us/j/562825340>

TA: Fabian Toro-Uribe

E-Mail: ftorouri@ucsd.edu

TA Student Hours: M 11 AM-12 PM, Art of Espresso (Mandeville Coffee Cart)

Course Description

This course introduces students to the ways in which climate change exacerbates environmental racism and inequality. Focusing primarily on case studies from the United States, we will consider the ways that structural violence and discriminatory policies create environmental inequalities where marginalized communities — including African Americans, Asian Americans and Pacific Islanders, Chicanos and Latinos, and Native Americans — take on more of the risk and burdens of climate change. We will address community organizing and social justice efforts to combat the systems of power that unevenly distribute the burdens of climate change to marginalized communities.

Prerequisites

Upper division standing.

Course Learning Outcomes

Students completing this course will be able to:

- 1) Define, explain, and discuss key terms and concepts relevant to the anthropological study of race and climate change
- 2) Analyze case studies using an anthropological lens and be able to identify their historical bases and precedents

¹ I have an open-door office policy, as well. If you see my door open and I'm in the office, feel free to stop by.

- 3) Critically examine and explain the relationship between environmental justice and racial justice (as well as other, intersecting types of justice)
- 4) Articulate responses to real-life incidents and policies and defend those responses with scholarly evidence
- 5) Read and understand scholarly writing on race and climate change from multiple disciplinary perspectives, including anthropology, sociology, and law
- 6) Conduct independent scholarly research on race, climate change, and inequality
- 7) Present a well-supported and original written argument about the relationship between climate and racial justice in a specific context, case study, or event, focusing on the historical context of this relationship

Grading

Grades will be calculated out of a total of 100 points.

Reading reflections: 20%

Proposal: 10%

Midterm: 10%

Annotated Bibliography: 15%

Research Review: 10%

Critical Genealogy: 15%

Final: 20%

In this course, grades are an assessment of active, creative, scholarly engagement with a set of requirements (laid out in a prompt). I'm not a believer in punitive assessment, however, and don't view grades as a reflection of "points lost" from an ideal A+, representing exact conformity to the requirements of the prompt. It would be more productive to think about grades as representing a comparison between your work and an ideal B-, conceived as an assignment that satisfactorily meets the requirements of the prompt.

Canvas and Zoom

<http://canvas.ucsd.edu>

The course Canvas page contains a copy of the syllabus, electronic course readings, lecture slides, assignment prompts, and grades. For information on using Canvas, see: <https://edtech.ucsd.edu/students/index.html>

One student hour per week will take place over Zoom. For information on using Zoom, see: <https://blink.ucsd.edu/technology/file-sharing/zoom/index.html>

If you do not have consistent access to the required technology to fully access remote learning options, please use this form to request a loaner laptop for the

period during which you will be learning remotely:
<https://eforms.ucsd.edu/view.php?id=490887>

Lectures and Recording

Podcasting is enabled for this course, and all course meetings will be recorded. These recordings will be made available on Canvas once they are finished processing (in the Media Gallery tab in the left-hand menu). Any questions, discussion, etc. will also be included in this recording. These podcast recordings will only be available to students enrolled in the course. You are free to use these recorded lectures for purposes related to the course, but you may not redistribute them without written permission.

Student Hours and Coffee Hours

What I call “student hours” you’ve probably heard called “office hours” in most other classes. Student hours are times I’ve specifically set aside to talk to students. You won’t be interrupting anything else if you stop by, because I don’t schedule anything else during these times. In general, these will be one-on-one meetings, but you’re also free to come as a group if some of you all want to talk about the same thing (please keep social distancing restrictions in mind). Usually, discussions during student hours will be about some aspect of the course, but this isn’t the only thing we can talk about. If you want to talk about anthropology in general, or your career, or ‘90s punk bands, or something else, I’m happy to talk to you about that, too (but bear in mind I might have to cut some of these conversations a bit short if a lot of students need to talk to me about the course). You don’t need an appointment for student hours, but you’re free to set one up if you want (and if you can’t make the scheduled student hour times but would still like to meet with me, feel free to email me to set up an appointment).

Coffee hours, by contrast, will be communal meeting times. I won’t have a set agenda for these, so, for the most part, we can talk about whatever people want to talk about. If you want to discuss some aspect of the course in more detail than we were able to in lecture, feel free to bring that up during coffee hours. If you just want to hang out and talk about your week, feel free to do that instead. If you just want to hear me talk about the thrill and excitement of pottery analysis, you can get me started on that, too. (Coffee hours are subject to cancellation depending on the trajectory of the ongoing pandemic.)

Readings

The readings for each class session are listed below the date and title of that session in the schedule. It is your responsibility to complete the readings for each session **before** the beginning of class, as lectures will build on and assume knowledge of the assigned readings. If a date has no reading listed below, you do not have any readings for that day. Online readings available on Canvas are listed following the

abbreviation [C] and online readings with links are listed following the abbreviation [OL].

Reading Reflections

In order to ensure that you are prepared to engage with the readings, you will also submit a short (1-2 paragraph) reading reflection **for one reading** (of your choice) each week. This reflection does not need to be particularly long or detailed, but must answer three questions: 1) What did you find most interesting about this reading, and why? 2) What did you find most confusing about this reading, and why? And most importantly 3) Why do you think I assigned this reading? Remember to keep your answers relevant to the course. For full credit, you should answer these questions with some reference to concepts and information from the lectures and other course readings. ***Completed reflections are always due Friday (by 11:59 PM)***. Reading reflections will be scored out of 2 points. The full 2 points will be given to complete, well-articulated reflections; 1 point will be given to incomplete reflections or reflections based on incorrect information; 0 points will be given for missing reflections.

Research Assignments

Over the course of the quarter, you will complete four research assignments, all focusing on the same topic. The first of these is a topic proposal (ca. 1-2 page), due during Week 2, in which you will briefly summarize the case study, event, or work you plan to research, focusing on the issues of climate and racial justice you have identified (see assignment prompt for details). The second assignment, due during Week 6, is an annotated bibliography consisting of 5-6 short (ca. 1-2 paragraph) entries (see assignment prompt for details). The third assignment will be a longer critical review (ca. 1-2 pages) of a source you have read during the course of your research. The last assignment, due during Week 10, is a ca. 3-4 page critical genealogy in which you articulate a well-supported, original argument about the history of the relationship between climate and race in your case study/topic (see assignment prompt for details).

Late work policy

As mentioned above, I'm not a fan of punitive assessment. Nonetheless, deadlines can be quite valuable. First, deadlines can be very useful motivators for getting work done (if you're anything like me, anyway). Second, submitting your work on time helps your reader and me keep up with grading and generally makes our lives easier. We recognize, though, that you all have lives, and that those lives (especially now!) can be complicated. There are no late penalties in this course, but this comes with additional responsibility. If you need to submit an assignment a few days late, that's no problem. If this turns into more than two or three assignments, or you need to submit an assignment more than a week late, you'll need to talk to me during office hours (or make an appointment) to receive credit. I'm not going to pry

into the details of your personal life, I don't need a doctor's note, etc., but I really want all of you to do all of the assignments for this course, and sometimes that requires talking about barriers to getting work done and brainstorming strategies for catching up.

Attendance, Participation, and Course Expectations

It is your responsibility to prepare for and attend each class meeting. If you miss a class, you are still responsible for that material. While attendance of lectures is required, things are not even close to being back to normal yet, and I understand there are times when absences will be unavoidable. **Please do not attend class if you are feeling sick.** As with the late work policy, if you have to miss one or two days of class, that's not a problem; you don't even need to tell me. If you need to miss more than this, please let me know so that we can discuss strategies for keeping up with the course material.

During lectures, participation in the form of questions and discussion is strongly encouraged (and even more so during coffee hours). To that end, having the course material (readings, etc.) in front of you during lectures is useful.

Both the midterm and final in this course will be take-home assignments. Due dates are listed on the schedule below.

Communicating with Me/Email

As you've probably noticed, your professors often think of emails as an electronic version of paper letters and expect that they should follow a similar etiquette. This means that we generally expect emails to include a subject line, salutation, body, and closing. There's a logic to each of these elements (the subject line gives me a general idea of what the email is about, the salutation indicates that you know who I am, the body tells me why you're emailing, and the closing tells me who you are), so it's a good idea to include each of them, and again, most of your professors will expect this. I will respond to all e-mails within 36 hours. Realistically, it will almost certainly be sooner than that, but there are several times during the quarter when I might need the full 36 hours to respond. Keep in mind, as well, that it is easier for me (and usually more useful to you) to answer long and/or complicated questions during student hours.

Are you reading this?

If you are, I want you to do me a favor. Send me a link to something you're really into right now. It could be a YouTube video of a song you have on repeat, your favorite meme, a clip from your favorite show, etc. It's not required, but it will show me that you read the syllabus, so that's something.

Students with Disabilities

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<http://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with their instructor (i.e. me) and the Department of Anthropology's OSD liaison **in advance** of any exams or assignments. Students authorized to receive reasonable accommodations should discuss their needs with me during office hours to ensure confidentiality. For additional information, contact the Office for Students with Disabilities: (858) 534-4382; email: osd@ucsd.edu; website: <http://osd.ucsd.edu>.

Emergency Preparedness

Please review the Campus Emergency Preparedness website for information on campus emergency procedures: <http://blink.ucsd.edu/go/emergencyplanning>

UC San Diego will be posting updates on the current campus situation to <https://coronavirus.ucsd.edu/>, and it is a good idea to check this site regularly.

Masking Policy

UCSD requires all people on campus to wear masks in all instructional and classroom spaces, including ours. UCSD recommends wearing a particulate-filtering respirator meeting either N95 or KN95 guidelines. Please note that UCSD does **not** consider single-layer cloth masks (or scarves, t-shirts, etc.) sufficient to be considered masked in indoor spaces.

Academic Integrity

Plagiarism and cheating are very serious offenses, with serious negative consequences for your academic career. Plagiarism includes both quoting someone without giving a citation and also using someone else's ideas without citing them. It is your responsibility to be familiar with and abide by UCSD's [Policy on Integrity of Scholarship](#), as well as your rights and responsibilities according to the [UCSD Student Conduct Code](#). In this course, you are expected to present your own original words and ideas in writing assignments, exams, and class discussions. You are welcome and encouraged to discuss course material with your classmates, but you may *not* present other students' answers as your own. For your research assignments, any words or ideas you adopt from another sources (whether verbatim or paraphrased) must be properly credited through citation. If you have any questions about plagiarism or how to properly cite sources, don't hesitate to ask me. That's what I'm here for.

For additional information, see <https://academicintegrity.ucsd.edu/faq/index.html>

Course Schedule (*subject to change*):

Week 0

Fri., Sept. 23

Lecture: Soft opening: introduction to the course, etc.

Reading: None (yay!)

Week 1

Mon., Sept. 26

Lecture: Introduction to anthropology and the anthropology of race: Disciplinary histories of racial thought

Reading: [OL] “What is Anthropology?”
(<http://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=2150>)

[OL] American Anthropological Association Statement on Race
(<http://www.aaanet.org/stmts/racepp.htm>)

Weds., Sept. 28

Lecture: “If race isn’t ‘real,’ how can we study it?”: Theorizing race in the 21st century United States

Reading: [C] Excerpts from Bonilla-Silva, Eduardo. 2014. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. 4th ed. Lanham, MD: Rowman and Littlefield.

Fri., Sept. 30

Lecture: Introduction to the anthropology of climate change

Reading: [C] American Anthropological Association. 2017. “Changing the Atmosphere: Anthropology and Climate Change.”

Week 2 — PROPOSAL DUE

Mon., Oct. 3

Lecture: Global climate change: What is it?

Reading: [OL] Lindsey, Rebecca. 2022. "Climate Change: Atmospheric Carbon Dioxide." *Climate.gov*, Jun. 23, 2022. (<https://www.climate.gov/news-features/understanding-climate/climate-change-atmospheric-carbon-dioxide>)

Weds., Oct. 5

Lecture: Global climate change: Human and non-human consequences

Reading: [C] Ceballos, Gerardo, Paul R. Ehrlich, and Rodolfo Dirzo. 2017. "Biological annihilation via the ongoing sixth mass extinction signaled by vertebrate population losses and declines." *Proceedings of the National Academy of Sciences* 114 (30):E6089-E6096.

Fri., Oct. 7

Lecture: Global climate change: How bad is it?

Reading: [C] Steffen, Will, et al. 2018. "Trajectories of the Earth System in the Anthropocene." *Proceedings of the National Academy of Sciences* 115(33): 8252-8259.

Assignment Due: Proposal

Week 3

Mon., Oct. 10

Lecture: Introduction to "The Tragedy of the Commons"

Reading: [C] Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162(3859): 1243-1248.

Weds., Oct. 12

Lecture: "The Tragedy of the Commons" after 50 years: Race, class, and neo-Malthusian eco-fascism

Reading: [OL] Mildemberger, Matto. 2019. "The Tragedy of *The Tragedy of the Commons*." *Scientific American*. (<https://blogs.scientificamerican.com/voices/the-tragedy-of-the-tragedy-of-the-commons/>)

Fri., Oct. 14

Lecture: "The Trouble with Wilderness": Race, eco-fascism, and U.S. environmentalism

Reading: [C] Merchant, Carolyn. 2003. "Shades of Darkness: Race and Environmental History." *Environmental History* 8(3): 380-394.

Week 4 — MIDTERM DUE

Mon., Oct. 17

Lecture: Politics, opinion, and polarization

Reading: [OL] Luttrell, Andrew. 2020. "How 'Party Cues' Can Influence Political Opinions." *Psychology Today*, 22 Feb. 2020.
(<https://www.psychologytoday.com/us/blog/difference-opinion/202002/how-party-cues-can-influence-political-opinions>)

Weds., Oct. 19

Lecture: The intersection of U.S. public attitudes toward race and climate

Reading: [C] Benegal, Salil D. 2018. "The spillover of race and racial attitudes into public opinion about climate change." *Environmental Politics* 27(4): 733-756.

Fri., Oct. 21

Lecture: Global climate inequality and the "construction of innocence"

Reading: [C] Norgaard, Kari Marie. 2012. "Climate Denial and the Construction of Innocence: Reproducing Transnational Environmental Privilege in the Face of Climate Change." *Race, Gender and Class* 19(1-2): 80-103.

Assignment Due: Midterm

Week 5

Mon., Oct. 24

Lecture: Is inequality "natural"? (And what does "natural" mean, anyway?)

Reading: **START** [C] Harlan, Sharon L., David N. Pellow, and J. Timmons Roberts. 2015. "Climate Justice and Inequality." In *Climate Change and Society: Sociological Perspectives*, edited by Riley E. Dunlap, and Robert J. Brulle, 127-163. New York: Oxford University Press.

[C] Frank, Andre Gunder. 1966. "The Development of Underdevelopment." *Monthly Review* 18(4): 17-31.

Weds., Oct. 26

Lecture: Climate justice and inequality

Reading: FINISH [C] Harlan, Sharon L., David N. Pellow, and J. Timmons Roberts. 2015. "Climate Justice and Inequality." In *Climate Change and Society: Sociological Perspectives*, edited by Riley E. Dunlap, and Robert J. Brulle, 127-163. New York: Oxford University Press.

Fri., Oct. 28

Lecture: Climate justice, U.S. environmental policy, and "environmental racism"

Reading: [C] Lazarus, Richard J. 2000. "Environmental Racism! That's What It Is." *University of Illinois Law Review* 2000(1): 255-274.

Week 6 — ANNOTATED BIBLIOGRAPHY DUE

Mon., Oct. 31

Lecture: Media and political responses to environmental racism in Flint, MI

Reading: [OL] Jackson, Derrick Z. 2017. "Environmental Justice? Unjust Coverage of the Flint Water Crisis." (<https://shorensteincenter.org/environmental-justice-unjust-coverage-of-the-flint-water-crisis/>)

Watch: [OL] PBS Newshour, "How Jackson, Mississippi's water crisis is a sign of larger racial inequities." (<https://www.pbs.org/newshour/show/how-jackson-mississippi-water-crisis-is-a-sign-of-larger-racial-inequities>)

Weds., Nov. 2

Lecture: Urban geography and environmental racism

Reading: [C] Blanton, Ryan. 2011. "Chronotopic Landscapes of Environmental Racism." *Journal of Linguistic Anthropology* 21(S1): E76-E93.

Fri., Nov. 4

Lecture: Climate change and natural disasters

Reading: [C] Banholzer, Sandra, James Kossin, and Simon Donner. 2014. "The Impact of Climate Change on Natural Disasters." In *Reducing Disaster: Early Warning Systems for Climate Change*, edited by Zinta Zommers, and Ashbindu Singh, 21-49. Dordrecht: Springer.

Assignment Due: Annotated Bibliography

Week 7

Mon., Nov. 7

Lecture: Natural disasters and “unnatural disasters”

Reading: [C] Excerpts from Bullard, Robert D., and Beverly Wright. 2012. *The Wrong Complexion for Protection: How the Government Response to Disaster Endangers African American Communities*. New York: NYU Press.

Weds., Nov. 9

Lecture: The nature/culture divide and management of disasters

Reading: [OL] Norgaard, Kari Marie, and Sara Worl. 2019. “What western states can learn from Native American wildfire management strategies.” *The Conversation*. (<https://theconversation.com/what-western-states-can-learn-from-native-american-wildfire-management-strategies-120731>)

Fri., Nov. 11 (VETERANS DAY HOLIDAY — NO CLASS)

Week 8 — REVIEW DUE and SCHEDULE CHANGES THIS WEEK DUE TO ASOR ANNUAL MEETING (see announcement on Canvas for details)

Mon., Nov. 14

Lecture: Arctic Indigenous peoples and climate change

Reading: [C] Martello, Marybeth Long. 2008. “Arctic Indigenous Peoples as Representations and Representatives of Climate Change.” *Social Studies of Science* 38(3): 351-376.

Weds., Nov. 16 — TBA, see Canvas for details

Lecture: Climate change and coastal Alaska

Reading: [OL] Semuels, Alana. 2015. “The Village That Will Be Swept Away.” *The Atlantic*, 30 Aug. 2015. (<https://www.theatlantic.com/business/archive/2015/08/alaska-village-climate-change/402604/>)

Assignment Due: Review

Fri., Nov. 18 — TBA, see Canvas for details

Lecture: TBA

Reading: TBA

Week 9

Mon., Nov. 21

Lecture: Environmental justice and Native Americans: The Dakota Access Pipeline

Reading: [C] Whyte, Kyle Powys. 2017. "The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism." *Red Ink* 19(1): 154-169.

Weds., Nov. 23

Lecture: A framework for change: environmental/ecological citizenship

Reading: [C] Dobson, Andrew. 2007. "Environmental Citizenship: Towards Sustainable Development." *Sustainable Development* 15: 276-285.

Fri., Nov. 25 (THANKSGIVING HOLIDAY — NO CLASS)

Week 10 — CRITICAL GENEALOGY DUE

Mon., Nov. 28

Lecture: How do you solve a problem on this scale? And why haven't we solved it yet?

Reading: [OL] Rich, Nathaniel. "Losing Earth: The Decade We Almost Stopped Climate Change." *The New York Times Magazine*, August 1, 2018.
<https://www.nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html>

Weds., Nov. 30

Lecture: The limits of utopia

Reading: [OL] Miéville, China. 2015. "The Limits of Utopia." *Salvage* 1.
(<https://climateandcapitalism.com/2018/03/02/china-mieville-the-limits-of-utopia/>)

Fri., Dec. 2

Lecture: Wrapping up: developing intersectional solutions and avoiding “green imperialism”

Reading: [C] Haymes, Stephen Nathan. 2018. “An Africana Studies Critique of Environmental Ethics.” In *Racial Ecologies*, edited by Leilani Nishime, and Kim D. Hester Williams, 34-49. Seattle: University of Washington Press.

[OL] Teaiwa, Teresia. 2016. “How climate change is like the slave trade.” *E-Tangata*. (<https://e-tangata.co.nz/comment-and-analysis/how-climate-change-is-like-the-slave-trade/>)

Assignment Due: Critical Genealogy

Final Due: Weds., Dec. 7, 11:59 PM