

**ETHN 103: Environmental Racism**  
**Fall Quarter, 2014**  
**M., W., F., 2:00-2:50am, CENTR 222**



**Instructor:** José I. Fusté

**Office Hours:** Fridays, 3:00-4:00pm @ Perks Coffee

**Email:** [jfuste@ucsd.edu](mailto:jfuste@ucsd.edu)



This course introduces students to the study of inequalities in environmental conditions affecting communities of varying racial/ethnic identities and class backgrounds. Our readings and discussions will challenge notions of environmentalism and sustainability that fail to address the role that social identities and structural privileges and disadvantages play in determining what environments particular groups of people live in. We will examine the theories and concepts of the environmental justice movement as well as the critiques of it. We will also study various examples of environmental injustice in the United States and abroad, and the policy and legal debates surrounding these. Last but not least, we will assess the strategies that activists have pursued for challenging environmental injustice locally, nationally, and transnationally. *A quick reminder:* this is after all an Ethnic Studies class, which means that this is not your traditional Environmental Studies course. Here, we will use the topic of environmental justice as a window for further understanding how systems of racial/colonial/gender/sexual/class power and inequality are constructed, reinforced, and challenged.

## Readings:

All readings for this class will be available for download via our course's blackboard website which can be accessed at <http://ted.ucsd.edu>, **except for:**

Taylor, Dorceta E. (2014). *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: New York University Press. (This volume can be purchased at the Price Center Bookstore).

\*\*\*NOTE: Readings and assignments are subject to change. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I mention it in class and email you notifying you of these changes \*\*\*

## Projects, Assessment, and Grade Distribution

Participation and attendance	10% e/a = 20%
Critical Essay #1	25%
Critical Essay #2	25%
Online Quizzes (2 of them)	5% e/a = 10%
Final Project	20%

## Attendance and Participation

I expect you to attend all class meetings and participate actively. I will take points off for every absence (I only make exceptions if you bring me a valid medical or written excuse). I will also take points off if you don't participate in class and show me that you're keeping up to date with the reading and the discussion. If you are a shy person and do not feel as comfortable as others speaking in class, please try to make up for this by stopping by my office hours for a chat, which also counts toward participation or by emailing me your questions or observations about the readings or lectures.

## Critical Essays (2 of them)

You will have to complete two 5pp. long "critical essays" over the course of the quarter. I will send you writing prompts for these. You can choose to come up with an original argument (as long as you clear it with me at least a week in advance before the paper is due). For paper deadlines, please see the reading schedule below. All paper assignments will be uploaded to Turnitin.com (via our TED Blackboard). That means you don't have to turn in a paper copy.

Paper Due Dates	
Essay #1	Sunday, Nov. 9 at 11:59pm (end of Week 5)
Essay #2	Sunday, Dec. 7 at 11:59pm (end of Week 9)

## Final Project

The final project is due on Wednesday, Dec. 17 at 11:59pm via the TED Blackboard. Please choose **one** of the following three options:

**Research paper (7pp. long):** This paper should present one case of environmental racism, using lecture materials, course readings, and three outside (academic or activist) sources. Your paper should not only convey the who, what, when, and where of the case, but also how it connects the course themes and theoretical frameworks. In short, this paper should use one case as a window into the larger phenomenon of environmental racism.

**Creative paper (7pp. long):** This paper should explore what you see as the most productive possibilities for achieving an environmentally just future. You will write it *as a member of the environmental justice movement*; use your imagination! You can take up any number of positions—someone organizing in West Papua for resource sovereignty, a member of an NGO working somewhere outside the U.S., an urban local organizer, a “downwinder,” (i.e., individuals or communities who are exposed to radioactive contamination), a consumer advocate, a student organizer, a social justice lawyer, a journalist, a professor of Environmental Racism, etc., etc. You are welcome to write this as a formal paper or in another style (e.g. in journalistic or narrative form).

**Creative Project (due: project + 3pp. “process essay”):** Possible formats include video documentaries, “radio documentaries” (ask me what this is), original songs or compositions, a video-recorded spoken word performance, a visual arts project or series, a recorded dance or performance art piece, a photo essay, a comic book, a mock website, any form of graphic design, a presentation of art criticism, a series of t-shirts or fashion, other kinds of material objects of your creation, or pretty much any format that might suit your talents (including mixed media formats that combine these). The “catch” with this option is that you have to clear your ideas with me first by December 10th. Also, you will have to submit a 3 pp. “process essay” that reflects on how your creative project relates to the themes we will be discussing in our class meetings (see instructions for that below). NOTE: songs should be 2-5 min max., dance and performance pieces should be 5-10 minutes, films should be 2-5 min max., photo essays must include at least 10 substantially different photos, analysis of art / art criticism should include at least 5 works you will be comparing, comics should be at least 4 pages (could be four separate flyers or one 4 page story) with all text/dialogue printed out on an additional word document.

### **Late Work Policy**

All papers will be uploaded to Turnitin.com via our course’s blackboard website (i.e., ted.ucsd.edu). Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval **will be graded down 7 points** for each 24-hour period past the due date **(no exceptions)**.

### **Academic Dishonesty**

Scholastic dishonesty is any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student’s work and plagiarizing. Plagiarism is presenting someone else’s work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic

misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course.

### **My Email Policy**

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule an appointment with me.

### **A Note About Reading Volume**

Research indicates that the average U.S. college student reads about 20 pages per hour. As you will notice below, I've assigned about 80-100 pages of reading per week (i.e., 4-5 hours of reading per week). Please make sure that you stay on top of the readings.

#### **Majoring or Minor in Ethnic Studies at UC San Diego**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Daisy Rodríguez, our Ethnic Studies Undergraduate Advisor, at 858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu).



### **Weekly Schedule**

*\*\*\*Remember, all these readings (except for the ones in the Toxic Communities book by Dorceta E. Taylor) will be posted as PDF files on our TED blackboard page\*\*\**

## **I. Introduction to Environmental Racism and the Environmental Justice Movement**

### **Session 1A- 10/6 – 32pp. of reading**

Introduction and Chapter 1 of Taylor, Dorceta E. (2014). *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: New York University Press, 1-32 (32pp.)

(Again, this volume can be purchased at the Price Center Bookstore).

### **Session 1B- 10/8 – 13pp. of reading**

Chapter 2 of Taylor, Dorceta E. (2014). *Toxic Communities: Environmental Racism, Industrial*

*Pollution, and Residential Mobility*. New York: New York University Press, 33-46 (13pp.)

**Session 1C- 10/10- 52 mins. of film viewing**

**WATCH: "Fenceline: A Company Town Divided" (2002, 52 mins) - - I will provide a link that will allow you to stream the movie from your computer**

**II. Analytic Frameworks**

**A. Theorizing Environmental Racism**

**Session 2A- 10/13 – 23pp. of reading**

Mills, Charles (2001). "Black Trash," *Faces of Environmental Racism: Confronting Issues of Global Justice*. Oxford: Rowman and Littlefield, 73-89 (16pp.)

Mallory, Chaone (2013). "Environmental Justice, Ecofeminism, and Power." In: *Linking Ecology and Ethics for a Changing World: Values, Philosophy, and Action*. R. Rozzi et al. (eds.). Springer, 251-258 (7pp).

**B. Environmental Racism from a Historical Perspective**

**Session 2B- 10/15- 25pp. of reading**

Washington, Sylvia Hood (2005). "Chapter 3- Justice in the Jungle: Immigrants and Environmental Racism in the Back of the Yards, 1880-1930." and "Chapter 5- Planning and Environmental Inequalities: Race, Place, and Environmental Health in Chicago." In: *Packing Them In: An Archaeology of Environmental Racism in Chicago, 1865-1954*. Lanham: Lexington Books, 75-96; 129-152 (44pp.)

**Session 2C- 10/17- 20pp. of reading**

Pellow, David N (2004). "A Social History of Waste, Race, and Labor, Part I: Movements, Technology, and Politics, 1880s-1930s." In: *Garbage Wars: the Struggle for Environmental Justice in Chicago*. Cambridge: MIT Press, (20pp).

**Session 3A- 10/20- 45pp. of reading**

Mann, Susan A. (2011). "Pioneers of U.S. Ecofeminism and Environmental Justice." *Feminist Formations*, 23:2, pp. 1-25 (25pp.)

Pulido, Laura, Steve Sidawi, and Robert O. Vos (1996). "An Archaeology of Environmental Racism in Los Angeles." *Urban Geography* 17:5, 419-39 (20pp.)

**III. The Political and Spatial Economies of Environmental Injustices**

**A. Race/Class/Space and the Law**

**Session 3B- 10/22- 28pp. of reading**

Chapter 4 of Taylor, Dorceta E. (2014). *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: New York University Press, 69-97 (28pp.)

**Session 3C- 10/24- 24pp. of reading**

Chapter 5 of Taylor, Dorceta E. (2014). *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: New York University Press, 98-122 (24pp.)

**Session 4A- 10/27- 23pp. of reading-**

Chapter 6 of Taylor, Dorceta E. (2014). *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: New York University Press, 123-146 (23pp.)

**B. The Neoliberalization of Environmental Racism**

**Session 4B- 10/29- 33pp. of reading**

Sze, Julie (2007). "Chapter 4- The Racial Geography of New York City Garbage: Local and Global Trash Politics." *Noxious New York: The Racial Politics of Urban Health and Environmental Justice*. Cambridge, Mass.: MIT Press, 109-142 (33pp.)

**Session 4C- 10/31- 33pp. of reading**

Sze, Julie (2007). "Chapter 5- Power to the People? Deregulation and Environmental Justice Energy Activism." *Noxious New York: The Racial Politics of Urban Health and Environmental Justice*. Cambridge, Mass.: MIT Press, 143-176 (33pp.)

**C. Beyond "Urban" Environmental Injustices**

**Session 5A- 11/3- 37pp. of reading**

Figueroa, Robert Melchior (2001). "Other Faces: Latinos and Environmental Justice." *Faces of Environmental Racism: Confronting Issues of Global Justice*. Oxford: Rowman and Littlefield, 167-186 (19pp.)

Moses, Marion (1993). "Farmworkers and Pesticides." *Confronting Environmental Racism: Voices from the Grassroots*. Boston: South End Press, 161-179 (18pp.)

Optional Reading:

Peña, Devon and Gallegos, Joseph (1993). "Nature and Chicanos in Southern Colorado." *Confronting Environmental Racism: Voices from the Grassroots*. Boston: South End Press, 141-161 (20pp.)

**D. Environmental Racism and Settler Colonialism**

**Session 5B- 11/5- 21pp. of reading**

Chapter 3 of Taylor, Dorceta E. (2014). *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: New York University Press, 47-68 (21pp.)

**Session 5C- 11/7- 105 mins. of film watching**

**WATCH: Mann v. Ford (2011, 105 mins) - I will provide a link that will allow you to stream the movie from your computer**

**Session 6A- 11/10- 40pp. of reading**

Valerie Kuletz, "Invisible Spaces, Violent Places: Cold War Nuclear and Militarized Landscapes," *Violent Environments*, 2001, 237-260 (23pp.)

LaDuke, Winona (1999). "Nuclear Waste: Dumping on the Indians," *All Our Relations*. Cambridge: South End Press, 97-114 (17pp).

**Session 6B- 11/12- 23pp. of reading**

Smith, Andrea (2005). "Chapter 3: Rape of the Land." In *Conquest: Sexual Violence and American Indian Genocide*. 55-78. Cambridge, MA: South End Press, 55-78 (23pp.)

**E. The Globalization of Environmental Racism**

**Session 6C- 11/14- 49pp. of reading**

Pellow, David N. (2007). "Chapter 4- The Global Village Dump: Trashing the Planet." *Resisting Global Toxics: Transnational Movements for Environmental Justice*. Cambridge, Mass.: MIT Press, 97-146 (49pp.)

**Session 7A- 11/17- 37 of reading**

Pellow, David N. (2007) "Chapter 5- Ghosts of the Green Revolution: Pesticides Poison the Global South." *Resisting Global Toxics: Transnational Movements for Environmental Justice*. Cambridge, Mass.: MIT Press, 147-184 (37pp.)

**Session 7B- 11/19- 39pp. of reading**

Pellow, David N. (2007). "Chapter 6- Electronic Waste: The 'Clean Industry' Exports its Trash." *Resisting Global Toxics: Transnational Movements for Environmental Justice*. Cambridge, Mass.: MIT Press, 185-224 (39pp.)

**F. Toxic Militarism**

**Session 7C- 11/21 – 25pp. of reading**

Doolittle, Simon (2003). "Ten Reasons Why Militarism is Bad for the Environment." *Different Takes* 22 (Hampshire College)(4pp.)

Okowa, Phoebe N. "Environmental Justice in Situations of Armed Conflict." In *Environmental*

Law and Justice in Context, edited by Jonas Ebbesson and Phoebe N. Okowa. Cambridge: Cambridge University Press, 2009, 231-252 (21pp.)

**Session 8A- 11/24- 31pp. of reading**

Gedicks, Al. "Chapter 6- The Military, Trade and Strategies for Sustainability." *Resource Rebels: Native Challenges to Mining and Oil Corporations*. 1st ed. Cambridge, MA: South End Press, 2001, 181-202 (21pp.)

Santana, Déborah Berman. "Resisting Toxic Militarism: Vieques Versus the U.S. Navy." *Social Justice* 29, no. 1/2 (2002): 37-47 (10pp.)

**G. Environmental Justice and Geopolitical Borders**

**Session 8B- 11/26 & 8C- 11/28 - Class Cancelled - Thanksgiving (18pp. of reading plus 68 mins of film viewing)**

Bandy, Joe (1997). "Reterritorializing Borders: Transnational Environmental Justice Movements on the U.S./Mexico Border." *Race, Gender & Class* 5:1, 80-98 (18pp.)

**WATCH: "Maquilapolis" (2006, 68 mins) - - I will provide a link that will allow you to stream the movie from your computer**

**Session 9A- 12/1**

*Catch up day!!! No Readings*

**III. Resisting Environmental Injustice**

**A. Activist Strategies for the 21st Century**

**Session 9B- 12/3 – 32pp. of reading**

Selections from "Getting Ready for Change: Green Economics and Climate Justice" *Race, Poverty & the Environment*, Vol. 13:1 (32pp.)

**Session 9C - 12/5- 21pp. of reading**

Cole, Luke W. (2008). "Environmental Justice and the Three Great Myths of White Americana." *Hastings West-Northwest Journal of Environmental Law and Policy* 14, 573-585 (12pp.).

Anthony, Carl. "The Environmental Justice Movement: An Activist's Perspective." In *Power, Justice, and the Environment : A Critical Appraisal of the Environmental Justice Movement*, edited by David N. Pellow and Robert J. Brulle. Cambridge, MA: MIT Press, 2005, 91-100 (9pp.)

**B. Intersectional Environmental Justice Activism**

**Session 10A- 12/8- 37pp. of reading**



Sturgeon, Noel. "'The Power Is Yours, Planeteers!' Race, Gender, and Sexuality in Children's Environmental Popular Culture." In *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*, edited by Rachel Stein. New Brunswick, N.J.: Rutgers University Press, 2004, 262-76 (14pp.)

Gaard, Greta. "Toward a Queer Ecofeminism." In *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*, edited by Rachel Stein. New Brunswick, N.J.: Rutgers University Press, 2004, 21-44 (23pp.)

#### **IV. Conclusion: Toward a Critical Environmental Justice Movement**

##### **Session 10B- 12/10- 22pp. of reading**

Pellow, David N., and Robert J. Brulle. "Power, Justice and the Environment: Toward Critical Environmental Justice Studies." In *Power, Justice, and the Environment : A Critical Appraisal of the Environmental Justice Movement*. Cambridge, MA: MIT Press, 2005, 1-22 (22pp.)

##### **Session 10C - 12/12**

*Catch up day! – No Readings!!*