

ETHN 103: ENVIRONMENTAL RACISM

UC San Diego • Summer 2012 • M-W 11-1:50pm • Warren Lecture Hall 2209

INSTRUCTOR:

DR. NATCHEE BLU BARND

E-mail: nbarnd@ucsd.edu

Office Hours: **M** 2:15-3:15 (Cross-Cultural Center, 2nd floor of Price Center)

W 2:15-3:15 (Social Science Building 249)

There are no passengers on Spaceship Earth. We are all crew.

- Marshall McLuhan

Our ultimate objective in learning about anything is to try to create and develop a more just society.

- Yuri Kochiyama

Grandfather, look at our brokenness. We know that in all creation only the human family has strayed from the sacred way. We know that we are the ones who are divided and we are the ones who must come back together to walk in the sacred way. Grandfather, Sacred One, teach us love, compassion, and honor that we may heal the Earth and each other.

- Art Solomon (Ojibwe), Ojibwe Prayer

** all aspects of this syllabus are subject to change*

COURSE DESCRIPTION

Catalog Description: This course will examine and interrogate the concept of environmental racism, the empirical evidence of its widespread existence, and the efforts by government, residents, workers, and activists to combat it. We will examine those forces that create environmental injustices in order to understand its causes as well as its consequences. Students are expected to learn and apply several concepts and social scientific theories to the course material. Additionally: The primary focus of this course will be on environmental racism within the United States, although we will occasionally draw from international examples and transnational issues of environmental justice. We will consider a variety of forms of environmental justice that includes questions of social structure, public access, open space, indigeneity, food, and media. Students will engage in critical self-reflection narratives, photography, and general research methods in the completion of their creative-critical essays.

★ Please note that ETHN 103 is an upper division Ethnic Studies course. Upper division courses are intended to delve more deeply into specific or specialty subjects not covered in basic introductory-level Ethnic Studies courses. As such, these courses rely upon basic fluency with foundational social science, humanities, and Ethnic Studies concepts usually provided by the completion of the Ethnic Studies 1A-1B-1C series (or an equivalent). This class presumes competence with these core concepts and theories. If you have not completed this series (or an equivalent) you will be at a distinct disadvantage in your ability to excel in this course. Enrolled students should also be aware that this course maintains a rigorous standard of student writing and in-class participation, and requires a heavy reading and writing load. I urge you to consider these notices carefully.

REQUIRED TEXTS

All readings are available as PDF files via your Triton Education (TED) course page (ted.ucsd.edu). Students are required to bring individual hard copies to all appropriate class meetings. YES, YOU MUST PRINT THEM EACH OUT (double-sided printing is encouraged). Note: Mac users may need to download a plug-in to access the PDF materials. Directions are provided on the TED sign-in page. Academic Computing Services (located in Applied Physics & Mathematics 1323 / 858.534.2267) can assist you with access issues.

COURSE REQUIREMENTS

ATTENDANCE. Attendance scores will be strictly calculated as follows:

1 absence: -2 points / 2 absences: -4 points / 3 absences: -6 points / 4+ absences: -10 points

PARTICIPATION. You are expected not only to attend all class meetings but also to participate actively. I will regularly require in-class writing, discussion, and collaboration – all of which count toward participation. [Note: Media used during scheduled course meetings might not be available on reserve or elsewhere.]

READING ASSIGNMENTS. Students should complete all assigned readings prior to attending class. This way you will be able to follow and engage with my lectures, and fully participate in the vital conversations that are the backbone of this course. Unprepared students will be graded down.

MIDTERM EXAM. Students will complete a midterm exam Wednesday, July 18 (week 3b). There will be no make-up exams. Exam structure will include multiple choice questions, identifications/definitions, and short analytical essays. Any additional guidelines will be provided in class.

DAILY BRIEFS and FINAL BRIEF. Students will write **six (6) daily briefs (no more than 650 words)**. Due: each meeting, except 7/2, 7/30, and 8/1. You will also complete a **final reflective brief (no more than 1250 words)**. Due: Monday, July 30. Details for these assignments will be provided in class.

MAP ENTRY: Each student will contribute at least one entry for Project MERJ (Mapping Environmental Racism and Justice). Final contributions must be submitted no later than Wednesday, July 25. Additional entries may be completed for extra credit.

FORMATTING. All written assignments must be typed, double-spaced, using 1" margins all around, 12-point Times New Roman font, proper paginations, proper heading, and stapled. The critical essays and the final project *must include the final word count* in the heading. Papers must include a complete and appropriately formatted list of references (course readings used), starting immediately after the final lines of the text. Papers that do not follow this format will not be accepted.

GRADE BREAKDOWN

It is strongly suggested that each student keep track of her/his own progress by recording assignment scores below once graded and returned. Final grades for the course will be calculated as indicated:

Assignment	Points Available	Student Score
Attendance	10	
Participation	10	
In-class Midterm Exam	30	
Daily briefs (6 @ 5 each)	30	
Project MERJ entry	10	
Final reflective brief	10	
TOTAL	100	

A	93.1-100	C+	77 – 79.9
A-	90 – 93	C	73.1 – 76.9
B+	87 – 89.9	C-	70 – 73
B	83.1 – 86.9	D	60 – 69.9
B-	80 – 83	F	0 – 59.9

HELLA STRICT E-MAIL POLICY

All e-mail correspondence with the instructor must be properly formatted with a useful description in the subject line, a greeting and salutation, and must be grammatically correct; otherwise, the instructor will delete your e-mail message and will choose not to respond.

LATE WORK POLICY

Late work will NOT be accepted. LATE work will not be ACCEPTED. LATE WORK WILL NOT BE ACCEPTED.

NOTE ON ACADEMIC INTEGRITY

Students are responsible for understanding the university's academic integrity policies and maintaining compliance. Please familiarize yourself with the UCSD Policy on Academic Integrity:

<http://www.senate.ucsd.edu/manual/appendices/app2.htm>.

Copying even small portions of essays from the internet or not properly citing all sources falls under the definition of plagiarism. Any act of cheating or plagiarism will result in the student's immediate failure and referral to the campus Academic Integrity Coordinator for further investigation and assessment. As indicated in the university policies on student conduct, students who cheat or plagiarize "can be suspended or even expelled from the University." If you have questions, please make an appointment to meet with the instructor or other relevant campus resources.

DISABILITY RESOURCES STATEMENT

Students requesting accommodations and services due to a disability for this course need to provide a current *Authorization for Accommodation (AFA) letter* issued by the Office for Students with Disabilities (OSD), prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters. For additional information, contact the Office for Students with Disabilities:

858.534.4382 (V) / 858.534.9709 (TTY) / osd@ucsd.edu / <http://disabilities.ucsd.edu>

COURSE SCHEDULE

This is an ambitious interdisciplinary upper division course. Guest lectures and other supplemental readings and activities are not listed in the following schedule, and may occur without notice. You will be given ample time to complete all coursework. We will try our best to adhere to the schedule below.

Note: The first page of each PDF reading consists of a copyright page (which you do not need to print out – but will need when you complete your reference list information).

The [#] following each reading assignment indicates the approximate number of pages.

WEEK 1 (Monday, July 2 / no class Wednesday, July 4): ON ENVIRONMENTAL JUSTICE & ENVIRONMENTAL RACISM / INTRODUCTIONS & GOALS

Course Introduction: Syllabus Overview

- Robert Bullard, “Environmental Justice in the 21st Century: Race Still Matters” [20]
- David Pellow, “The Politics of Illegal Dumping: An Environmental Justice Framework” [13]
- First National People of Color Environmental Leadership Summit, “Principles of Environmental Justice” [1]
- ✓ Margaret Randall, *We Are Hungry* [poem]

WEEK 2a (Monday, July 9): ON THEORIES OF RACE, CULTURE, & HEALTH

- Charles Mills, “Black Trash” [18]
- Dianne Glave, “Introduction: People and Currents” [8]
- Julie Sze, “What’s Old is New: Public Health and Planning as Historical Antecedents to NYC’s Environmental Justice Activism” [21]
- ✓ Ursula K. Le Guin, “The Carrier Bag Theory of Fiction” [6]
- ✓ Thomas King, “‘You’ll Never Believe What Happened’ is Always a Great Way to Start” [30]
- ✓ Daryl Babe Wilson, “Before There was Something, There Was Nothing: The Creation” [6]
- ✓ Nikki Giovanni, *Winter Poem* [poem]
- ❖ **Monday daily brief due**

WEEK 2b (Wednesday, July 11): ON TOXIC LIVES I

- Julie Sze, “Asian American Activism for Environmental Justice” [7]
- Winona LaDuke, “Nuclear Waste: Dumping on the Indians” [16]
- David Diaz, “The Politics of Environmental Justice in the Southwest” [24]
- Valerie Kaalund, “Witness to Truth: Black Women Heeding the Call for Environmental Justice” [14]
- Laura Pulido, “Rethinking Environmental Racism” [22]
- ✓ Audre Lorde, *The Brown Menace or Poem to the Survival of Roaches* [poem]
- ✓ Ali Zarrin, *Kearsley Park* [poem]
- ❖ **Wednesday daily brief due**

WEEK 3a (Monday, July 16): ON STRUCTURE & ACCESS

- David Diaz, “Open Space and Recreation” [15]
- Angela Waldie, “Challenging the Confines: Haiku from the Prison Camps” [17]
- Julie Sze, “Childhood Asthma New York City: The Politics of Gender, Race, and Recognition” [17]
- David Bengston, et al., “Listening to Neglected Voices: Hmong and Public Lands in Minnesota and Wisconsin” [13]
- Jeff Romm, “Coincidental Order of Environmental Justice” [20]
- ✓ Diane Glave, “Women and Gardening” [11]
- ✓ June Jordan, *Letter to the Local Police* [poem]
- ✓ Jimmy Santiago Baca, *Spartan Industry* [poem]
- ❖ **Monday daily brief due**

WEEK 3b (Wednesday, July 18): ON NATIONAL PARKS & RESOURCE PROTECTION

- ❖ **Midterm Exam Wednesday, July 18 – no makeup exams! (includes materials through week 3a)**
- Mireya Navarro, “National Parks Reach Out to Blacks Who Aren’t Visiting” [4]
- Mei Mei Evans, “‘Nature’ and Environmental Justice” [11]
- Robert Keller/Michael Turek, “From Yosemite to Zuni: Parks and Native People, 1864-1994” [12]
- Susan Shumaker, “Untold Stories from America’s National Parks – Shelton Johnson” [7]
- ✓ Barry Masuda, *No Mo’ Fish on Maui* [poem]
- ❖ **Wednesday daily brief due**

WEEK 4a (Monday, July 23): ON INDIGENOUS SOVEREIGNTY & COLONIALISM

- Carl Wilmsen, “Maintaining the Environmental-Racial Order in Northern New Mexico” [18]
- Donald Grinde/Bruce Johansen, “The Navajos and National Sacrifice” [13]
- Sarah Krakoff, “Tribal Sovereignty and Environmental Justice” [22]
- Raymond Pierroti/Daniel Wildcat, “Being Native to This Place” [14]
- Grace Thorpe, “Our Homes are Not Dumps” [11]
- ✓ Simon Ortiz, *Land and Stars, The Only Knowledge* [poem]
- ✓ Simon Ortiz, *Culture and the Universe* [poem]
- ❖ **Monday daily brief due**

WEEK 4b (Wednesday, July 25): ON FOOD JUSTICE

- Laura-Anne Minkoff-Zern, et al., “Race & Regulation: Asian Immigrants in California Agriculture” [17]
- Kari Marie Noorgaard, et al., “A Continuing Legacy: Institutional Racism, Hunger, and Nutritional Justice on the Klamath” [20]
- Nathan McClintock, “From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California” [23]
- ✓ Kathleen Smith, *Crab Louis and the Jitterbug* [3], *The Bitter and the Sweet* [3], *Abalone: A Precious Gift* [3]
- ✓ Luis Malay Syquia, *Working Crabtail in the Section Line in Alaska* [poem]
- ❖ **Wednesday daily brief due**
- ❖ **Final due date for Project MERJ entry**

WEEK 5a (Monday, July 30): ON MEDIA & UNNATURAL/NATURAL DISASTERS

- Noel Sturgeon, “‘The Power is Yours, Planeteers!’ Race, Gender, and Sexuality in Children’s Environmental Popular Culture” [14]
- Rita King, “Post-Katrina Profiteering: The New Big Easy” [13]
- Karen Leong, et al., “From Invisibility to Hypervisibility: The Complexity of Race, Survival, and Resiliency for the Vietnamese-American Community in Eastern New Orleans” [17]
- ❖ **Final reflective brief due – and presentations**
- ❖ **A look at the progress of Project MERJ**

MAJORING OR MINORING IN ETHNIC STUDIES AT UCSD

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 **YOLANDA ESCAMILLA**, Ethnic Studies Department Undergraduate Advisor, at:

858-534-3277 or yescamilla@ucsd.edu or www.ethnicstudies.ucsd.edu