

ETHN 103: Environmental Racism

Summer Session II 2020

Tu-Thu 2-4:50pm

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Course Description

This course examines the concept of environmental racism, the empirical evidence of its widespread existence, and the efforts to combat it. We first study the historical roots of environmental racism in the settlement and segregation of the United States. We then analyze how both legal and de facto forms of segregation have impacted the health and wellbeing of minority communities throughout the United States. With this foundation we will then turn our attention to socio-environmental injustices at larger scales, which include: hazardous work environments, US disasters, disasters abroad, and climate change. At the end of the course you will analyze a specific issue, movement or organization related to environmental justice.

Learning Outcomes

In this course you will...

- *conceptualize a definition of environmental racism that you can apply to real world examples.*
- *analyze empirical examples of environmental injustice and decide whether they constitute environmental racism.*
- *defend your viewpoints drawing on the literature from the course while taking into account alternative perspectives.*
- *report on an environmental justice issue, movement or organization that matters to you*

Readings and other Requirements

You are not required to purchase texts for this course. All required readings – PDFs and links to articles – will be available online on Canvas in the modules on a week-by-week basis.

Expectations

Part of this course will be taught asynchronously (lectures and readings will be available on demand) and it will be very important to keep up with your readings and assignments. Each week of the course builds off the previous week. Make sure to submit your assignments and assessments on time because that is the safest way to keep up with the material.

Communication

Reach out to either one of us through email whenever you need to talk about ideas or concerns in this class. Make sure you read over the syllabus and any announcements carefully before you ask any questions.

Follow proper email etiquette when sending me an email:

- a) include ETHN 103 in the subject heading of the email
- b) provide a salutation (e.g., “Hello Alex” or “Hello Olivia”)
- c) end the email properly (e.g. “Sincerely”, “Kind regards”...etc.)

Course requirements (100 points total)

Participation and attendance - 20 points

- preparedness – read and review all course materials assigned
- attendance – **attend every Thursday Zoom class session (2-3:30pm PST)**
- engagement - actively participate in the session

Weekly photo share – 20 points (worth 5 points each week)

Every week (1-4) you will be responsible for posting twice in the Canvas Discussion Board. You will randomly be placed in small groups.

1st POST: Share an image (attachment or hyperlink) with an explanation of how it relates to the content covered that week (150-200 words).

- Explain why the image speaks to certain topics or theoretical concepts.
- Try to ask questions that promote understanding of the course content (i.e., “I don’t understand _____” OR “Is _____ an example of environmental racism...?”)

Due every Friday by 11:59pm PST (3points).

2nd POST: Comment on someone else’s post (150-200 words)

- Root your response in the course content.
- Word your response constructively.

Due every Sunday 11:59pm PST (2 points).

Midterm - 30 Points

Use concepts and examples from course material to respond to 3 essay questions in Canvas.

- You will see the instructions and questions on Monday (8/17), 9am PST.
- You need to **submit by Friday (8/21), 11:59pm PST.**

Final Report - 30 Points

- Identify an environmental justice issue, movement or organization important to you.
- Create a bulletin (750-900 words) or video (3-5 minutes) that explains why it matters.
- Use course content in your analysis.
- Post your bulletin or video in Canvas by **?????**

Academic Integrity

Each student is expected to abide by UCSD's Code of Academic Integrity. When submitting work, please use your own ideas or to credit/cite your sources when borrowing from others. If you have any doubts or questions about what counts as plagiarism, please consult UCSD's Academic Integrity Office (<http://academicintegrity.ucsd.edu>) or talk to me in office hours.

Learning Resources

Writing Hub; Supplemental Instruction; Tutoring; Mental Health Services

Community Centers

Learn about the different community centers on campus (Raza Resource Centro, Black Resource Center, LGBT Resource Center, etc.) <https://students.ucsd.edu/student-life/diversity/index.html>

Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: <https://disabilities.ucsd.edu/> | osd@ucsd.edu | 858. 534.4382

Majoring or Minor in Ethnic Studies

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 do not 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, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: 858-534-3277 or ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu.

DISCLAIMER:
THINK OF THIS SYLLABUS AS AN ORGANIC DOCUMENT THAT WILL INEVITABLY CHANGE THROUGHOUT THE QUARTER. ALWAYS CHECK FOR THE LATEST VERSION OF THE SYLLABUS IN CANVAS

Week 1	Environmental Racism and the Foundations of Environmental Justice
Tue 8/4	<p>Introduction and Syllabus</p> <ul style="list-style-type: none"> • “Roundtable on the Pandemics of Racism, Environmental Injustice, and COVID-19 in America” (Wilson et al. 2020) • “Dismantling Environmental Racism” (Bullard 1999) • “A History of the Environmental Justice Movement” (Cole and Foster 2001)
Thu 8/6	<ul style="list-style-type: none"> • “Critical Environmental Justice Studies” (Pellow 2018) • “Black Lives Matter as an Environmental Justice Movement” (Pellow 2018) • “Smoke from USS Bonhomme Richard” (Hernández 2020)

Week 2	Race, Space & Environmentalism
Tue 8/11	<ul style="list-style-type: none"> • “Key Concepts Informing Early Conservation Thought” (Taylor 2016) • “Sacrificial Land” (Voyles 2015) • “What standing rock teaches us about Environmental Justice” (Dhillon 2017)
Thu 8/13	<ul style="list-style-type: none"> • “The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape” (Lipsitz 2007) • “Rethinking Environmental Racism” (Pulido 2016) • “Want to tear down insidious monuments to racism and segregation? Bulldoze L.A. freeways” (Fleischer 2020)

Week 3	Occupational Hazards & Unnatural Disasters
Tue 8/18	<ul style="list-style-type: none"> • “‘Where they (live, work and) spray’: Pesticide exposure, childhood asthma and environmental justice among Mexican-American farmworkers” (Schwartz et al 2015) • “Borderland environmental justice and governance apertures” (Prado 2019) • “Air pollution: black, Hispanic and poor students most at risk from toxins” (Milman 2018)
Thu 8/20	<ul style="list-style-type: none"> • “There’s No Such Thing as a Natural Disaster” (Smith 2006) • “Flint, Environmental Racism, and Racial Capitalism” (Pulido 2016) • “Hurricane Maria Exposes Puerto Rico’s Stark Environmental and Health Inequalities” (Dietrich and Garriga-López 2017)

Week 4	Environmental Privilege & Activism
Tues 8/25	<ul style="list-style-type: none"> • Introduction - “Environmental Privilege in the Rocky Mountains” (Park and Pellow 2011) • “From Toxic Sites to Parks as (Green) LULUs? New Challenges of Inequity, Privilege, Gentrification, and Exclusion for Urban Environmental Justice” (Aguelovski 2016)
Thu 8/27	<ul style="list-style-type: none"> • “Our Sea of Islands” (Hau’ofa 1994) • “Reimagining ‘justice’ in environmental justice: Radical ecologies, decolonial thought, and the Black Radical Tradition” (Pulido and De Lara 2018)