

ETHN 103: Environmental Racism
Spring Quarter, 2013
M., W., F., 11:00-11:50am, WLH 2207



Instructor: José I. Fusté

Office Hours: Wed. and Fri., 12:00-1:00pm @ The Loft

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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 of how systems of racial/colonial/gender/sexual/class power and inequality are constructed, reinforced, and challenged.

Required Readings:

- Cole, Luke W., and Sheila R. Foster. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press, 2001 (*available for purchase at the Price Center Bookstore*).

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

***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	20%
Critical Essay #2	20%
Online Quizzes (2 of them)	5% e/a = 10%
Final Project	30%

For due dates, please see "Weekly Schedule" below

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, April 28 at 11:59pm
Essay #2	Thursday, May 23 at 11:59pm

Final Project

The final project is due on Friday, June 14 at 2:30 (our designated final exam time) via the TED Blackboard. Please choose **one** of the following three options:

- a. 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.
- b. 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).

c. The view from UCSD project (due: project + 2-3pp. “process essay”): This is a creative project of your choosing that explores themes of environmental racism and injustice from your viewpoint—that is, of a UCSD student. What is the relationship of UCSD as an academic institution to environmental injustice? How can (or how have) UCSD students contested and resisted environmental racism? This project can be poetry, visual art, activist literature (i.e. brochures, web site mock-ups, pamphlets, etc.), political cartoons, activist alert bulletins, journalistic articles or photographic essays, etc. *Note: You must also submit a 2-3pp. long essay explaining your project and its significance to the course.*

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.



Weekly Schedule

Remember, all these readings will be posted as PDF files on our blackboard homepage

Unit 1. Introduction to Environmental Racism and the Environmental Justice Movement

Session 1A, April 1

First Day of Class – No Reading

Session 1B, April 3 (35pp. of reading, or approx. 2 hours):

Cole, Luke W., and Sheila R. Foster. "Introduction," "Chapter 1- A History of the Environmental Justice Movement." *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press, 2001, 1-33, (33pp.)

First National People of Color Environmental Leadership Summit, "Principles of Environmental Justice" (1991)

Session 1C, April 5 (19pp. of reading, or approx. 1 hours):

Cole, Luke W., and Sheila R. Foster. "Chapter 2- The Political Economy of Environmental Racism: Chester Residents Concerned for Quality of Life." *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press, 2001, 34-53 (19pp.)

Session 2A, April 8 (25pp. of reading, or approx. 1.25 hours):

Cole, Luke W., and Sheila R. Foster. "Chapter 3- Environmental Racism: Beyond the Distributive Paradigm." *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press, 2001, 54-79 (25pp.)

Session 2B, April 10 (22pp. of reading, or approx. 1 hours):

Cole, Luke W., and Sheila R. Foster. "Chapter 4- Buttonwillow: Resistance and Disillusion in Rural California." *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press, 2001, 80-102 (22pp.)

Session 2C, April 12 (46pp. of reading, or approx. 2.5 hours):

Cole, Luke W., and Sheila R. Foster. "Chapter 5- Processes of Struggle: Grassroots Resitance and the Structure of Environmental Decision Making." *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press, 2001, 103-133 (30pp.)

Cole, Luke W., and Sheila R. Foster. "Chapter 6- In Defense of Mother Earth: The Indigenous Environmental Network." *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press, 2001, 134-150 (16pp.)

Unit 2. Analytic Frameworks

A. Is it Race or is it Class?

Session 3A, April 15 (17pp. of reading, or approx. 1 hours):

Pulido, Laura. "A Critical Review of the Methodology of Environmental Racism Research." *Antipode* 28, no. 2 (1996): 142-59 (17pp.)

Session 3B, April 17 (28pp. of reading, or approx. 1.5 hours):

Pulido, Laura. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California." *Annals of the Association of American Geographers* 90, no. 1 (2000): 12-40 (28pp.)

B. Environmental Racism from a Historical Perspective

Session 3C, April 19 (20pp. of reading, or approx. 1 hours):

Pulido, Laura, Steve Sidawi, and Robert O. Vos. "An Archaeology of Environmental Racism in Los Angeles." *Urban Geography* 17, no. 5 (1996): 419-39 (20pp.)

Session 4A, April 22 (21pp. of reading, or approx. 1 hours):

Park, Lisa Sun-Hee, and David N. Pellow. "Racial Formation, Environmental Racism, and the Emergence of Silicon Valley." *Ethnicities* 4, no. 3 (2004): 403-24 (21pp.)

Session 4B, April 24 (25pp. of reading, or approx. 1.25 hours):

Washington, Sylvia Hood. "Chapter 3- Justice in the Jungle: Immigrants and Environmental Racism in the Back of the Yards, 1880-1930." *Packing Them In: An Archaeology of Environmental Racism in Chicago, 1865-1954*. Lanham: Lexington Books, 2005, 75-100 (25pp.)

Session 4C, April 26 (29pp. of reading, or approx. 1.5 hours):

Washington, Sylvia Hood. "Chapter 5- Planning and Environmental Inequalities: Race, Place, and Environmental Health in Chicago." *Packing Them In: An Archaeology of Environmental Racism in Chicago, 1865-1954*. Lanham: Lexington Books, 2005, 129-158 (29pp.)

C. The Neoliberalization of Environmental Racism

Session 5A, April 29 (33pp. of reading, or approx. 2 hours):

Sze, Julie. "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, 2007, 109-142 (33pp.)

Session 5B, May 1 (33pp. of reading, or approx. 2 hours):

Sze, Julie. "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, 2007, 143-176 (33pp.)

D. The Globalization of Environmental Racism

Session 5C, May 3 (49pp. of reading, or approx. 2.5 hours):

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

Session 6A, May 6 (37pp. of reading, or approx. 2 hours):

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

Session 6B, May 8 (40pp. of reading, or approx. 2 hours):

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

E. Environmental Justice and Geopolitical Borders

Session 6C, May 10 (31pp. of reading, or approx. 1.5 hours):

Carruthers, David. "The Globalization of Environmental Justice: Lessons from the U.S.-Mexico Border." *Society & Natural Resources: An International Journal* 21, no. 7 (2008): 556-68 (12pp.)

Grineski, Sara E., and Patricia M. Juarez-Carrillo. "Chapter 10- Environmental Injustice in the Us-Mexico Border Region." In *Social Justice in the U.S.-Mexico Border Region*, edited by Mark Lusk. New York: Springer, 2012, 179-98 (19pp.)

F. Environmental Racism and Colonialism

Session 7A, May 13 (23pp. of reading, or approx. 1.25 hours):

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

Session 7B, May 15 (34pp. of reading, or approx. 2 hours):

Krakoff, Sarah. "Tribal Sovereignty and Environmental Justice." In *Justice and Natural Resources: Concepts, Strategies, and Applications*, edited by Kathryn M. Mutz, Gary C. Bryner and Douglas S. Kenney. Washington, DC: Island Press, 2002, 161-86 (25pp.)
Brugge, Doug, and Rob Goble. "The History of Uranium Mining and the Navajo People." *American Journal of Public Health* 92, no. 9 (2002): 1410-19 (9pp.)

G. Toxic Militarism

Session 7C, May 17 (21pp. of reading, or approx. 1 hours):

Doolittle, Simon. "Ten Reasons Why Militarism is Bad for the Environment." March, 2003 (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, May 20 (31pp. of reading, or approx. 1.5 hours):

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.)

Unit 3. Resisting Environmental Injustice

A. Activist Strategies

Session 8B, May 22 (22pp. of reading, or approx. 1.25 hours):

Toffolon-Weiss, Melissa, and Timmons Roberts. "Who Wins, Who Loses? Understanding Outcomes of Environmental Injustice Struggles." In *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, edited by David N. Pellow and Robert J. Brulle. 77-90. Cambridge, MA: MIT Press, 2005 (13pp.)

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. Gender and Sexuality in Environmental Justice Activism

Session 8C, May 24 (43pp. of reading, or approx. 2.25 hours):

Stein, Rachel. "Introduction." In *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*. New Brunswick, N.J.: Rutgers University Press, 2004, 1-20 (20pp.)

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.)

Session 9A, May 27 (Memorial Day Holiday) – No Class

Session 9B, May 29 (28pp. of reading, or approx. 1.5 hours):

Verchick, Robert R.M. "Feminist Theory and Environmental Justice." In *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*, edited by Rachel Stein. New Brunswick, N.J.: Rutgers University Press, 2004, 63-77 (14pp.)

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.)

C. Environmental Justice and Food Justice

Session 9C, May 31 (54pp. of reading, or approx. 3 hours):

Norgaard, Kari Marie, Ron Reed, and Carolina Van Horn. "A Continuing Legacy: Institutional Racism, Hunger, and Nutritional Justice on the Klamath." In *Cultivating Food Justice: Race, Class, and Sustainability*, edited by Alison Hope Alkon and Julian Agyeman. Cambridge, Mass.: MIT Press, 2011, 23-46 (23pp.)

McClintock, Nathan. "From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California." In *Cultivating Food Justice: Race, Class, and Sustainability*, edited by Alison Hope Alkon and Julian Agyeman. Cambridge, Mass.: MIT Press, 2011, 89-120 (31pp.)

Session 10A, June 3 (44pp. of reading, or approx. 2.25 hours):

Alkon, Alison Hope , and Julian Agyeman. "Conclusion: Cultivating the Fertile Field of Food Justice." In *Cultivating Food Justice: Race, Class, and Sustainability*, edited by Alison Hope Alkon and Julian Agyeman. Cambridge, Mass.: MIT Press, 2011, 331-48 (17pp.)

Morales, Alfonso. "Growing Food and Justice: Dismantling Racism through Sustainable Food Systems." In *Cultivating Food Justice: Race, Class, and Sustainability*, edited by Alison Hope Alkon and Julian Agyeman. Cambridge, Mass.: MIT Press, 2011, 149-76 (27pp.)

Conclusion: Toward a Critical Environmental Injustice Movement

Session 10B, June 5 (22pp. of reading, or approx. 1 hours):

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, June 7- No reading; conclusion and Review

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.