

ETHN 103: Environmental Racism

Professor: Christopher Perreira (he/him)
Email: chperreira@ucsd.edu
Zoom Office Hours: TH 11-12pm or by appt.
Zoom OH ID: [REDACTED]
(Students will be admitted individually from the waiting room)

Remote Class Times: TTH 12:30-1:50pm
Lectures: uploaded to Canvas on Tuesdays
Discussion Meetings: Thursdays via Zoom: [REDACTED]

Course Description

This course examines the material realities, as well as the idea, the discourses, and structures, of environmental racism—specifically focusing on theories and praxis to better understand it and collectively act against it. ETHN 103 provides the opportunity to read, think, and talk about issues relating to race, space, and the environment, and to use that knowledge in and beyond the classroom. We will also work to broaden the concept of the environment and consider the ways in which the effects of racism have institutional and individual dimensions, ranging from the health hazards associated with segregation, toxicity, pollution, and narratives that sustain various forms of environmental racism, and at the same time produce the conditions for resisting, challenging, and transforming those narratives.

Required books to purchase (e-book or physical book)

- Purchase: Rosaura Sánchez and Beatrice Pita, *Lunar Braceros*, 2125-2148, 2009

Others available as e-books via UCSD libraries, independent bookstores, and/or UCSD Bookstore

- Max Liboiron, *Pollution is Colonialism*, 2021
- Macarena Gómez-Barris, *The Extractive Zone: Social Ecologies and Decolonial Perspectives*, 2017
- Julie Sze, *Environmental Justice in a Moment of Danger*, 2020
- Sarah Wald, et al, *Latinx Environmentalisms: Place, Justice, and the Decolonial*, 2019

Class Format

This is a remote course with some classes asynchronous and others synchronous with pre-recorded lectures uploaded to Canvas on Tuesdays by 12:30 pm. Unless otherwise noted, synchronous discussions will be held on Thursdays from 12:30-1:50pm. Students should watch the recorded lectures prior to Thursday Zoom discussions.

Discussion & Participation

Synchronous Discussion & Participation: After reading course materials and viewing the video lectures, attend the synchronous discussions from 12:30-1:50pm on Thursdays. I encourage turning cameras on during discussion; if cameras need to be off, please post a UCSD photo of yourself (or a favorite pet or plant!). To receive full participation credit students must:

- Make observations about the readings, films, and other student comments
- Contribute relevant comments or questions in the chat, especially as a way to build on or respond to other comments and questions
- Be respectful, generous, attentive, and collaborative with your classmates
- Share resources to build on our topics and conversations
- Volunteer as a facilitator or a note-taker via whiteboard

On Thursdays, students are required to submit an exit reflection on Canvas a total of six times in the synchronous discussions.

Course Readings & Materials

Except for *Lunar Braceros, 2125-2148*, all course materials will be available through Canvas and/or available as e-books through UCSD libraries. If you wish to have a physical copy, books can also be purchased at the UCSD bookstore and/or online.

A Note on Content

Our course content includes materials that represent intersectional and relational approaches and methods on topics relating to the environment, including race, gender, colonialism, sexuality, and much more. Part of the weekly discussions will focus on developing a shared vocabulary emerging from our texts, from transnational and diasporic environmental justice movements, the critical fields of ethnic studies and Indigenous studies, as well as student research and engagements with community work. In addition to our discussions, I am available to discuss content-related concerns if you would like to ask questions about our readings.

Assignments & Grading

Student Questionnaire: 2%

Discussion & Participation: 60% (6 exit reflections)

- Synchronous: Participate via Zoom discussions on Thursdays during our scheduled class time. In these live discussion meetings, be prepared to share your insights and questions about the readings. Expect about 25 minutes of large group discussion, another 25 minutes in smaller groups, and then reconvening as a group. The last 10 minutes of class time will be reserved for students to write exit reflections.
- Synchronous Participation, Discussion, and Exit Reflection Evaluation Guidelines:
- 10 points: Contributions reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented.
- 9 points: Contributions reflect thorough preparation. Ideas offered are usually substantive and provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive.

- 8 points: Contributions reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, substantiated, and are sometimes persuasive.

Final Creative Project or Academic Paper – 38%

- Final Creative Project: Prepare a creative project that engages course content. Examples include zines, recorded spoken word, paintings, games, or recorded performances. Be creative with the format! You might also consider making a very short music video, creating a comic book, or something that draws on your creative strengths and academic interests. A three-page reflection on the creative project and about your class experience is part of this assignment.
- Academic Paper: Write a five-page analysis of two of the primary texts from the course, with an emphasis on close reading and form. The argument should adhere to the themes of the course: what insights do the texts offer about race, gender, sexuality, and empire in the context of environmental racism? What are the texts able to theorize that is unique to literature, memoirs, performance, or other cultural texts?
- Late assignments are not accepted unless there is a documented emergency.

Policies, Procedures, and Resources

The syllabus is subject to change at the discretion of the instructor.

COVID-19 pandemic: I invite you to communicate with me if you encounter difficulties with our class, especially to discuss alternatives related to coursework due to pandemic-related challenges. For UCSD campus resources, additional information is available at <https://returntolearn.ucsd.edu/info-for/students/index.html> and at <https://vcsa.ucsd.edu/news/covid-19/index.html>.

Accommodations for Students with Disabilities: The Office for Students with Disabilities (<https://osd.ucsd.edu/>) coordinates appropriate accommodations for eligible students. OSD is located in University Center 202 and can be reached by phone at 858-534-4382 and by email at osd@ucsd.edu. I am available to discuss academic accommodations that may be required for students with disabilities – _please be in communication with me as early as possible in the quarter.

Writing Support: In addition to writing support from your TA(s) and myself, additional assistance may be available through the Writing and Critical Expression Hub (<https://writinghub.ucsd.edu/>) and the OASIS Language Arts Tutorial Program (<https://oasis.ucsd.edu/academic-services/lats-folder/index.html>).

Basic Needs: Any student who has difficulty accessing sufficient food, or who lacks a safe and stable place to live and believes this may affect their performance in this course, is encouraged to contact foodpantry@ucsd.edu and basicneeds@ucsd.edu. Additional information on food security, housing resources, and financial wellness can be found at <https://basicneeds.ucsd.edu/>.

Counseling and Psychological Services (CAPS): CAPS (<https://caps.ucsd.edu/>) provides services such as confidential counseling and consultations for psychiatric services and mental health programming.

Undocumented Student Services: The Undocumented Student Services Center (<https://uss.ucsd.edu/>) provides programs designed to help students overcome obstacles related to immigration status.

Audio/Visual Recordings in UCSD Learning Spaces:

No audio or visual recording is permitted without the *written approval* of the instructor and all others who may appear in the recording. Any recordings, should approval be granted, are for personal use for studying purposes only.

Course Schedule (Subject to Change)

Week 1: Why Environmental Racism?

March 29: Read Syllabus, take a look at Canvas, purchase books

March 31: Introductions, breakouts, practice exit reflections (first Zoom discussion)

Week 2: In a Moment of Danger

April 5: Lecture

April 7: Class Discussion

Readings: Sze, *Environmental Justice in a Moment of Danger*

Week 3: Rethinking Environmental Racism

April 12: Lecture

April 14: Class Discussion

Readings: Pulido, “Rethinking Environmental Racism”; Kauanui, “Patrick Wolfe on Settler Colonialism”

Week 4: Rethinking Environmental Racism

April 19: Lecture

April 21: Discussion

Readings: Pulido, “Conversations in Environmental Justice: An Interview with David Pellow”; Carter, “Environmental Justice 2.0: New Latino Environmentalism in Los Angeles”

Watch: Short Film: Michelle Aguilar, “No Place to Grow”

Week 5

April 26: Lecture

April 28: Discussion

Readings: Gómez-Barris, *The Extractive Zone: Social Ecologies and Decolonial Perspectives*

Week 6

May 3: Lecture

May 5: Discussion

Readings: Gómez-Barris, *The Extractive Zone*; Liboiron, *Pollution is Colonialism*

Week 7

May 10: Lecture

May 12: Discussion

Readings: Liboiron, *Pollution is Colonialism*

Week 8: Imagining Environmental Futures

May 17: Lecture

May 19: Discussion

Readings: Sánchez & Pita, *Lunar Braceros*; “Forward” and “Introduction” to *Latinx Environmentalisms*

Week 9: Imagining Environmental Futures

May 24: Lecture

May 6: Discussion

Readings: finish *Lunar Braceros*; selections from *Latinx Environmentalisms*

Week 10

May 31: TBD

June 2: TBD

Final Projects

June 6: 11:30-2:29 p.m.