

ETHN 103: Environmental Racism
Winter Quarter, 2014
M., W., F., 12:00-12:50am, PCYNH 121

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Instructor: José I. Fusté

Office Hours: Wed. and Fri., 1:00-1:50pm @ Perks Coffee

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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 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>.

***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%

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, February 9 at 11:59pm (end of Week 5)
Essay #2	Sunday, March 2 at 11:59pm (end of Week 8)

Final Project

The final project is due on Wednesday, March 19 at 3:00pm (our designated final exam time) 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 June 7. 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.

The view from UCSD project (due: project + 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 3pp. long process essay explaining your project and its significance to the course. See instructions for that below.*

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.

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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 1B- 1/8 (25 pp. of reading)

Bullard, Robert D. (1993). "Anatomy of Environmental Racism and the Environmental Justice Movement." *Confronting Environmental Racism: Voices from the Grassroots*. Boston: South End Press, 15-40 (25pp.)

Session 1C- 1/10 (16 pp. of reading)

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

Session 2A- 1/13 (21pp. of reading)

Brulle, Robert J. and Pellow, David N. (2006). "Environmental Justice: Human Health and Environmental Inequalities" *Annual Review of Public Health* 27:3, 1-22 (21 pp.).

Session 2B- 1/15 (31 pp. of reading)

Burwell, Dollie and Cole, Luke W. (2010). "Environmental Justice Comes Full Circle: Warren County Before and After." *Golden Gate University Environmental Law Journal*, 1:1, 9-40 (31pp).

Session 2C- 1/17 (45pp. of reading)

Cole, Luke W., and Sheila R. Foster (2001). "Chapter 2- The Political Economy of Environmental Racism: Chester Residents Concerned for Quality of Life," and "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, 34-79 (45pp.)

Session 3A- 1/20: **MLK Holiday - no class (32 pp. of reading)**

Phoenix, Janet (1993). "Getting the Lead Out of the Community." *Confronting Environmental Racism: Voices from the Grassroots*. Robert Bullard, ed. Cambridge: South End Press, 77-92 (15pp.)

Cole, Luke W. and Farrell, Caroline (2006). "Structural Racism, Structural Pollution and the Need for a New Paradigm." *Washington University Journal of Law and Policy* 20, 265-282 (17pp.)

Unit 2. Analytic Frameworks

A. Is it Race or is it Class?

Session 3B- 1/22 (20 pp. of reading)

Mohai, Paul. Pellow, David, and Roberts, J. Timmons (2009). "Environmental Justice." *Annual Review of Environment and Resources* 34, 405-425 (20pp.)

Session 3C- 1/24 (28 pp. of reading)

Pulido, Laura (2000). "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California." *Annals of the Association of American Geographers* 90:1, 12-40 (28pp.)

B. Environmental Racism from a Historical Perspective

Session 4A- 1/27 (41 pp. of reading)

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

Park, Lisa Sun-Hee, and David N. Pellow (2004). "Racial Formation, Environmental Racism, and the Emergence of Silicon Valley." *Ethnicities* 4:3, 403-24 (21pp.)

Session 4B- 1/29 (25 pp. of reading)

Washington, Sylvia Hood (2005). "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, 75-100 (25pp.)

Session 4C- 1/31 (20 pp. 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).

C. The Neoliberalization of Environmental Racism

Session 5A- 2/3 (33 pp. 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 5B- 2/5 (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.)

D. Beyond "Urban" Environmental Injustices

Session 5C- 2/7 (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.)

E. Environmental Racism and Settler Colonialism

Session 6A- 2/10 (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.)

Session 6B- 2/12 (105 mins. of film viewing)

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

Session 6C- 2/14 (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.).

F. The Globalization of Environmental Racism

Session 7A- 2/17: President's Day Holiday, no class (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 7B- 2/19 (37pp. 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 7C- 2/21 (39 pp. 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.)

G. Environmental Justice and Geopolitical Borders

Session 8A- 2/24 (18pp. of reading)

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

Session 8B- 2/26 (68 mins. of film viewing)

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

H. Toxic Militarism

Session 8C- 2/28 (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 9A- 3/3 (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.)

Unit 3: Resisting Environmental Injustice

A. Activist Strategies for the 21st Century

Session 9B- 3/5 (14pp. of reading)

Checker, Melissa. "Eco-Apartheid and Global Greenwaves: African Diasporic Environmental Justice Movements." *Souls: A Critical Journal of Black Politics, Culture, and Society* 10:4, 390-404 (14pp.).

Session 9C- 3/7 (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- 3/10 (43pp. of reading)

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 10B- 3/12 (28pp. of reading)

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.)

Conclusion: Toward a Critical Environmental Injustice Movement

Session 10C- 3/14 (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.)