

Ethnic Studies 103: Environmental Racism

Fall 2008 - Center Hall 220

Instructor: Traci Brynne Voyles

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Office Hours: Monday, Wednesday 11:00-12:30, SSB 240 and by appointment

Purpose: This course is designed to explore issues germane to environmental racism and environmental injustice, particularly focusing on the theoretical and material implications of social constructions of identity (race, class, gender, sexuality, etc.) and nature that lead to the degradation of racialized environments, bodies, and communities. In this course, we will explore case studies of environmental injustice, theories of body, space, nation, and colonialism; and think through possibilities for resistance, sovereignty, and environmental justice. The course materials are derived from ethnic studies, environmental justice studies, and feminist theory to provide multiple interdisciplinary perspectives on the state of race, inequality, and environment.

Logistics: You can reach me by email, in my office hours, or by appointment at any time during the quarter. I respond to students' emails by 10am every weekday; I do not answer students' emails on weekends.

I do not accept late assignments or assignments submitted electronically.

This syllabus is subject to change; any changes will be announced well in advance in class or by email.

Please refer to the UCSD Principles of Community (www.ucsd.edu/principles) for guidelines on standards of conduct and respect in the classroom. I reserve the right to excuse anyone from my classroom at any time for violating these principles.

Required Texts:

1. Luke Cole and Sheila Foster, *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*, NYU Press, 2000.
2. Andrea Smith, *Conquest: Sexual Violence and American Indian Genocide*, South End Press, 2005.
3. Rachel Stein, Ed., *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*, Rutgers University Press, 2004.
4. Al Gedicks, *Resource Rebels: Native Challenges to Mining and Oil Corporations*, South End Press, 2001.
5. Ana Castillo, *So Far from God*, Tandem Library Books, 1994.

These texts are available on campus at Groundwork Books.

Assignments and Evaluation:

30 points:	Attendance and reading responses
20 points:	Unit 1 Case Study Project and Paper
20 points:	Unit 2 Paper
10 points:	The View from UCSD Project
20 points:	Unit 3 Paper

Unit 1 Project For this project, you will work both in a group (4 people MAX) and individually. 10 points will be earned by doing a group presentation of your assigned case, explaining to the class in 4-6 minutes the who, what, when, where, and how of your case. Your group will produce a 1 page, bullet-pointed informative analysis of the case in a style that could or would be distributed publicly. **NO POWERPOINTS OR MEDIA THAT DOES NOT FIT ONTO THE 1 PAGE**—on the 1page, however, you can use graphics to convey major points about the case.

The remaining 10 points will be earned by turning in a 500-word paper that links this case to the course readings and lectures. A prompt for this paper will be distributed one week before it is due.

Unit 2 Paper (1000-1250 words) The prompt for this paper will be distributed one week before it is due. The prompt will require you to critically analyze course readings, lectures, and discussions from Unit 2.

The View from UCSD For this project, you will present 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 contest and resist the perpetuation or funding of environmental injustices by their academic institutions? This project can be poetry, visual art, activist literature (i.e. brochures, web sites, pamphlets, etc.), political cartoons, activist alert bulletins, journalistic articles or photographic essays, etc.

Unit 3 Paper (1000-1250 words) The prompt for this paper will be distributed one week before it is due. The prompt will require you to think cumulatively about the course and apply materials and key themes from Units 1 and 2 to the readings, lectures, and discussions from Unit 3.

Unit 1: What's the Problem Here? Case Studies in Environmental Racism and Environmental Injustice In this unit, we will explore cases of environmental injustice through four major frameworks that will be used throughout the course:

1. The *social construction* of identity and power (of race/racism, gender/patriarchy, sexuality/heteronormativity, etc.);
2. The *intersectionality* of identity and power;
3. The *relationality* of privilege and inequality; and
4. The *transnational* or global nature of modern political-economic structures

9/26 Fri: 1st DAY—Introductions

No reading due

Week 1 ER Frameworks: Race, Gender, Sexuality, and Nation

9/29 Mon:

Cole and Foster, pp. 1-33

10/1 Wed:

Cole and Foster, pp. 34-53

10/3 Fri:

Cole and Foster, pp. 54-79

Week 2 Relationality and Globalization

10/6 Mon:

Cole and Foster, pp. 80-102

10/8 Wed:

Cole and Foster, pp. 103-133

10/10 Fri:

Cole and Foster, pp. 134-166

Week 3

10/13 Mon: Environmental Racism Case Studies

Due: Unit 1 case study project and paper

Unit 2: A User's Guide to Environmental Justice Studies: Analytic Frameworks and Theoretical Possibilities This unit moves us from the material effects of environmental racism and injustice to the analytic frameworks and theoretical possibilities of environmental justice studies. In this unit, we will read, discuss, and develop theories about how racialization and naturalization work together, what role the environment plays in colonial encounters, and how to re-imagine what we mean by “nature,” “race” and “body.”

10/15 Wed:

Stein, pp. xiii-20

10/17 Fri:

Stein, pp. 21-62

Week 4 Ecocriticism**10/20 Mon:**

Stein, pp. 63-77

10/22 Wed:

Stein, pp. 78-108

10/24 Fri:

Stein, pp. 109-138

Week 5 Colonialism**10/27 Mon:**

Stein, pp. 225-248

10/29 Wed:

Smith, pp. ix-34

10/31 Fri:

Smith, pp. 55-78

Week 6 Indigeneity and Sovereignty**11/3 Mon:**

Smith, pp. 137-176

11/5 Wed:

Smith, pp. 177-192

11/7 Fri:*Due: Unit 2 paper*

UNIT 3: Decolonize This! Modes of Resistance to Environmental Injustice This unit is dedicated to the all-important question of where to go from here? Now that we understand the material and theoretical ins and outs of environmental racism and injustice, how can and how is it being contested, resisted, and undone?

Week 7 Social Movements**11/10 Mon:**

Geddicks, pp. vi-14

11/12 Wed:

Geddicks, pp. 15-40

11/14 Fri:

Geddicks, pp. 127-158

Week 8 The Politics and Poetics of EJ Resistance**11/17 Mon:**

Geddicks, pp. 159-180

11/19 Wed:

Geddicks, pp. 181-202

11/21 Fri:

Castillo, pp. TBA

Week 9 Poetics

11/24 Mon:

Castillo, pp. TBA

11/26 Wed: NO CLASS

11/28 Fri: NO CLASS

Week 10 Conclusions and EJ Futures

12/1 Mon:

Castillo, pp. TBA

12/3 Wed:

Castillo, pp. TBA

12/5 Fri: LAST DAY—Conclusions

Due: View from UCSD Project

Unit 3 Paper due on or before Monday, December 9, at 11am, in my office (SSB 240)

Guidelines for written assignments:

**Please note: more specific requirements for content, quality, and style will be included with each prompt.*

The three papers required for this course must be:

- Typed
- Stapled
- Submitted on time

Please include a header with:

- Your name
- The name of the assignment (e.g. “Unit 2 Paper”)
- A word count

Please do not include:

- A title
 - The assignment prompt
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Majoring or Minor 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.