

UC San Diego
Fall 2017

ENVIRONMENTAL RACISM

**MWF 11-11:50 AM
LOCATION: SEQUO 147**

**JUSTIN DE LEON, PH.D.
JUDELEON@UCSD.EDU**

**OFFICE HOURS: WED 2-4 PM
OFFICE LOCATION: SSB243**

COURSE DESCRIPTION

This course will examine the theme of environmental racism with a strong focus on the experiences of Native Americans. It will connect these instances of injustice to larger social and settler colonial logics and forces, putting forward a critical approach to understanding environmentalism and justice.

*What is Critical?



OBJECTIVES

- Gain a sense of the contemporary dynamics of settler colonialism
- Assess the historical significance of the events at Standing Rock, ND
- Create analytical framework to assess injustice
- Convey experiences of environmental racism of CA Native tribes
- Obtain and develop constructive dialogue and consultation skills

STUDENT OBLIGATIONS:

You're at University of California, San Diego – one of the best schools in the country (ranking in the top 1.5%).



Schools Ranked
Lower Than UCSD

*UCSD ranks 44th of 2,474
Four-Year Universities (US
News Today 2017)

Schools Ranked
Higher Than UCSD

One of the best attributes of this University is you, the students.

During your time here, you will be creating the foundation for the rest of your professional and adult lives. I have no doubt you will treat this course (and all your projects at UCSD) with the same integrity, perseverance, and dedication that led you and your family to get you into this privileged position. I am honored to be part of your journey of learning for this next quarter.

For generations, those who have left this campus have made a significant mark in their fields, communities and in the progress of humankind and I have no doubt that you all will continue these great responsibilities.

ADDITIONAL INFORMATION ON UCSD POLICIES

For any additional information about school policies please see [Student Conduct Code](#).

UCSD's commitment to being cool and nice, [UC San Diego Principles of Community](#).



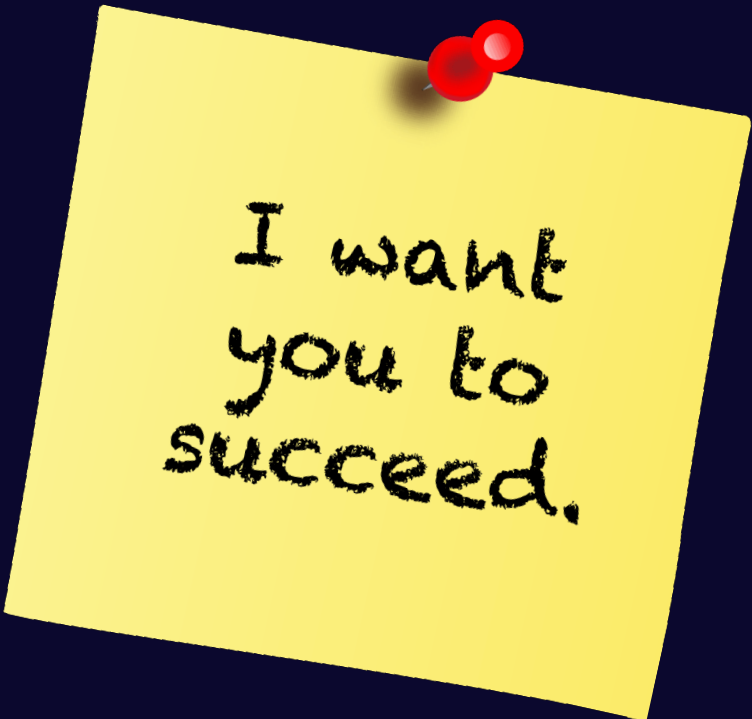
GRADES

NO MIDTERMS

NO IN-CLASS FINAL EXAM

NO MATERIAL COSTS

1. Participation (30%)
2. Reflection Paper (10%)
3. Class Responses (30%)
4. Final Group Project (30%)



I want
you to
succeed.

PARTICIPATION (30%)

- Class attendance (notify me of why you may be absent)
- Class engagement (readings and discussions)
- Deep reading of assignments (annotation, summarizing, noting questions)
- Class discussions (quality and frequency)

REFLECTION PAPER (10%)

- 2-3 page paper (double spaced)
- Consider your own relationship with the content of the course and answer the following:
 - Why have you taken this course and are there values you hold that have compelled you to take this course?
 - Who are some of the people in your life that have helped you develop or foster those convictions?
 - What, if any, are your expectations for this course?
- This will be due during the end of the Week 1 and will help the instructor shape the course according to our expectations and interests.

CLASS RESPONSES (30%)

- 3 papers (2-3 pages, double spaced) spread throughout the course
- Place into words important aspects of course experience, draw on reading resources
- 2 prompts throughout the quarter and 1 independent response on relevant activity
- Independent Class Response can be about related out-of-class activity or event, relate to course material

FINAL GROUP PROJECT (30%)

- Mixture of research project and a social action
- 2-3 page paper on process and findings
- Students can form groups (based on locality/interest) or carry out individual projects
- Can be social action around issue (community or public presentation, guest speaker/event, collective article to the University or local newspaper, poster presentation at a conference, etc.)
- Creativity and evaluation of effective strategies
- Will discuss during class

Course Schedule

- Week 0: Syllabus
- Week 1: Settler Colonialism and Environmentalism*
- Week 2: White supremacy and Environmentalism
- Week 3: Analytical Framework, Final Project, & Reflection*
- Week 4: Environment, Cosmology and worldview
- Week 5: Representation and injustice (More Than A Word)
- Week 6: Standing Rock I
- Week 7: Standing Rock II*
- Week 8: Final Group Projects
- Week 9: Politics of sight
- Week 10: Moving forward
- Week 11: Finals*

Week 0: Syllabus

Friday, September 29, 2017

- No Class Meeting
- Review Syllabus
- Read and Write Reflection Paper Due Wed. 10/4

Week 1: Settler Colonialism and Environmentalism

Monday, October 2, 2017

- Course Introduction
- Read: Hurwitz, Laura and Shawn Bourque. 2014. Settler Colonialism Primer. June 6. Unsettling America: Decolonization in Theory & Practice. Found at: <https://unsettlingamerica.wordpress.com/2014/06/06/settler-colonialism-primer>

Wednesday, October 4, 2017

- Read: Kauanui, J. Kēhaulani (Kanaka Maoli) and Patrick Wolfe, “Settler Colonialism Then and Now.” *Politica & Societa* 2: 235-258.

Reflection Paper Due by the end of the day

Friday, October 6, 2017

- Read: Moreton-Robinson, Eileen, 2015. “Introduction” and “I still Australia Home.” Found in *White Possessive*. Eds. Eileen Moreton-Robinson. Introduction and Chapter 1. Pgs. xi - 18).

Watch: Native Planet. 2014. "Program 5 United States – Surviving the Cold War and Uranium Mining." 45 mins. Found at <http://ucsd.kanopystreaming.com/video/native-planet-program-5-united-states-surviving-cold-war-and-uranium-mining>

Additional Optional Readings/Resources

Bell, Derrick A. 1995. "Who's Afraid of Critical Race Theory?" *University of Illinois Law Review*: 893-910.

Wolfe, P. (2006). *Settler Colonialism and the Elimination of the Native*. *Journal of Genocide Research*, 8(4), 387-409.

Week 2: White Supremacy and Environmentalism

Monday, October 9, 2017

Watch: Native Planet. 2014. "Program 5 United States – Surviving the Cold War and Uranium Mining." 45 mins. Found at <http://ucsd.kanopystreaming.com/video/native-planet-program-5-united-states-surviving-cold-war-and-uranium-mining>

Wednesday, October 11, 2017

Read: Dobson, Darren. 2013, "Manifest Destiny and the Environmental impacts of Westward Expansion." *The Flinders Journal of History and Politics*. Vol. 29: 41-69.

Friday, October 13, 2017

Read: Amor, Bani. 2016. "The Least Convenient Truth, Part I-Climate Change and White Supremacy." Part I. *Unnatural Disasters Series*. Bitch Media. Dec. Found at: <https://www.bitchmedia.org/article/least-convenient-truth/climate-change-and-white-supremacy>

Read: Zimring, Carl A. 2015. *Clean and White: A History of Environmental Racism in the United States*. NYU Press. Introduction (1-6).

Additional Optional Readings/Resources

Barker, Joanne (Lenape). 2015. "The Corporation and the Tribe." *American Indian Quarterly* 39(3): 243-270.

Coulthard, Glen (Yellowknives Dene). 2013. "For Our Nations to Live, Capitalism Must Die." *Unsettling America: Decolonizing Theory and Practice*, November 5, 2013.

<https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die>

Harris, Melanie L. 2017. "Ecowomanism and Ecological Reparations." *Found in The Wiley Blackwell Companion to Religion and Ecology*. Chapter 15. John Wiley & Sons: 195-202.

DiAngelo, R. 2011. *White fragility*. *The International Journal of Critical Pedagogy*, 3(3).

Bonilla-Silva. 2013. "The Strange Enigma of Race in Contemporary America." *Found in Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. Chapter 1. Rowan & Littlefield Publishers.

Voyles, Traci. 2015. "Introduction" in *Wastelanding: Legacies of Uranium Mining in Navajo Country*. Minneapolis: University of Minnesota Press: 1-26.

The Western Shoshone face nuclear weapons testing at the Nevada Test Site and the Yucca Mountain high-level nuclear waste dump. <http://www.b-o-m-e.org/nuclear-colonialism/western-shoshone.html>.

The Quechan Tribe of southeastern Arizona oppose a heap leach gold mine that threatens public health and sacred lands. <http://www.ienearth.org>.

The Skull Valley Band of Goshute Indians have been targeted for a national high-level nuclear waste dump site. <http://www.ienearth.org>.

The Xavante Indians of the Mato Grosso of Brazil are battling the multi-national Hydrovia Project. <http://www.irm.org> and <http://www.nativeland.org>.

Week 3: Analytical Framework, Final Project, & Reflection

Monday, October 16, 2017

Guest Speaker: Orion Kobiyashi

Wednesday, October 18, 2017

Read: Zimring, Carl A. 2015. "Conclusion: A Dirty History." Found in *Clean and White: A History of Environmental Racism in the United States*. NYU Press. Conclusion (217-222).

Friday, October 20, 2017

Read: Pulido, Laura. 2016. "Geographies of Race and Ethnicity: Environmental Racism, Racial Capitalism, and State Sanctioned Violence." *Progress in Human Geography* 1-10.

Class Response #1 due before beginning of Week 4, Sunday before end of day. Instructions: Focus your efforts on one concept in our class readings and do the following: Identify every mention of the concept throughout our readings, describe how it was used and some of the examples given, do outside research and find at least one other context/issue it was used in, and then describe how you think this concept can be useful in your thinking through issues you're deeply concerned with.

Week 4: Environment, Cosmology, and Worldview

Monday, October 23, 2017

Brown, Joseph E and Emily Cousins. 2001. "Relationship and Reciprocity: A Metaphysics of Nature." Found in *Teaching Spirits: Understanding Native American Religious Traditions*. Oxford University Press. Chapter 6. Pg. 83-106.

Wednesday, October 25, 2017

Read: Wildcat, Matthew (Ermineskin Cree), Mande McDonald (Swampy Cree/Metis), Stephanie Irlbacher-Fox, and Glen Coulthard (Yellowknives Dene). 2014. "Learning

from the Land: Indigenous Land Based Pedagogy and Decolonization.”
Decolonization: Indigeneity, Education, Society 3(3): 1-25.

Friday, October 27, 2017

Course review

Week 5: Representation and Injustice

Monday, October 30, 2017

Read: Smith, Andrea. 2005. “Rape of the Land.” Found in *Conquest: Sexual Violence and American Indian Genocide*. Chapter 3. South End Press: 55-78.

Wednesday, November 1, 2017

Read: Castagno, A. E. (2005). Extending the bounds of race and racism: Indigenous women and the persistence of the Black-White paradigm of race. *Urban Review*, 37(5), 447-468.

Friday, November 3, 2017

Guest Speaker Joey Montoya

More Than A Word, Showing and Q&A with Filmmakers, 5:30pm

Week 6: Standing Rock I

Monday, November 6, 2017

Standing Rock Video

Doolittle, Simon. 2003. “Ten Reasons Why Militarism is Bad for the Environment.”
Different Takes 22. Found at:
http://www.peri.umass.edu/fileadmin/pdf/s_doolittle_paper.pdf.

Wednesday, November 8, 2017

Read: Hansel, Haley. 2015. “How Social Justice and Environmental Justice are Intrinsicly Interconnected.” Pachamama Alliance. Aug. 4. Found at
<https://www.pachamama.org/blog/how-social-justice-and-environmental-justice-are-intrinsically-interconnected>

Friday, November 10, 2017

No Class Veteran’s Day

Optional Read: O’Rourke, Dara and Sarah Connelly. 2003. “Just Oil? The Distribution of Environmental and Social Impacts of Oil Production and Consumption.” Annual Review of Environment and Resources 28: 587-617.

Week 7: Standing Rock II & Environmental Justice

Monday, November 13, 2017

Read: Bell, W. Kamau. 2017. "Standing Rock Changed How I See America." CNN. May 13.
Found at <http://www.cnn.com/2017/05/13/opinions/standing-rock-united-shades-kamau-bell-opinion/index.html>

Wednesday, November 15, 2017

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.

Billy Mills presentation at UCSD

Friday, November 17, 2017

Class Response #2 due before end of day

Week 8: Final Group Projects

Monday, November 20, 2017

Final Projects Updates/Progress

Wednesday, November 22, 2017

No Class Thanksgiving

Friday, November 24, 2017

No Class Thanksgiving

Week 9: California

Monday, November 27, 2017

Read: 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.

Wednesday, November 29, 2017

Brennan, Deborah S. 2013. "Toxic hotspots revealed on state map." *San Diego Tribune*. July 7.
Found at <http://www.sandiegouniontribune.com/news/environment/sdut-environment-pollution-hotspots-calepa-barrio-logan-2013jul07-htmstory.html>

Friday, December 1, 2017

- Latino USA. 2014. Environmental Racism in San Diego. Found at <http://latinousa.org/2014/04/25/environmental-racism/>
- Cabrera, Marissa. 2017. First Person: Mother and Son Fight for Environmental Justice. KPBS. Found at <http://www.kpbs.org/news/2017/apr/24/first-person-mother-and-son-fight-environmental-ju>.
- Guerrero, Jean. 2017. "Trump's Border Wall Project In San Diego Faces Environmental Lawsuit." KPBS. July 14. Found at <http://www.kpbs.org/news/2017/jul/14/trumps-border-wall-project-san-diego-faces-environ>.
- Dwyer, Colin. 2017. "Homeland Security To Waive Environmental Rules On Border Wall Projects." KPBS. August 1. Found at <http://www.kpbs.org/news/2017/aug/01/homeland-security-to-waive-environmental-rules-on>.
- Westervelt, Eric. 2017. "DHS Waives Environmental Laws for Border Wall Construction." KPBS. August 1. Found at <http://www.kpbs.org/news/2017/aug/01/dhs-waives-environmental-laws-for-border-wall/>.

Week 10: Moving Forward

Monday, December 4, 2017

Tuck 2009 Suspending Damage

Wednesday, December 6, 2017

- Read: Simpson, Leanne Betasamosake. 2014. "An Indigenous View on #BlackLivesMatter." Yes! Magazine, December 5. Found at <http://www.yesmagazine.org/peace-justice/indigenous-view-black-lives-matter-leanne-simpson>
- Read: Bell, Derrick A. 2000. "Wanted: A White Leader able to free Whites of Racism." UC Davis Law Review. Vol. 33. No. 3. Pp. 527-544.

Friday, December 8, 2017

- Read: Lorde, Audre. 1984. "The master's tools will never dismantle the master's house." Found in *Sister outsider: Essays and speeches*. The Crossing Press: 110-113.

Additional Optional Readings/Resources

- Tuck, Eve and Wayne Yang. 2012. "Decolonization is not a Metaphor." Decolonization: Indigeneity, Education & Society. Vol. 1. No. 1. Pg. 1-40.*
- Walia, Harsba 2014. "Decolonizing together: Moving Beyond a Politics of Solidarity Toward a Practice of Decolonization" in The Winter we Danced: Voices From the Past, The Future, and the Idle No More Movement, 44-50. The Kino-nda-niimi Collective. STANDING ROCK*
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Week 11: End of Quarter

Final Exam

Final Project due on exam day

We will meet in person on exam day

Fall Quarter Ends