

ETHN 103: Environmental Racism
Fall 2019
MWF 12:00-12:50pm
Solis Hall 111

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Office: SSB 242

Office Hours: Mon 2-3pm + appt

Course Description*

This course examines the concept of environmental racism, the empirical evidence of its widespread existence, and the efforts to combat it. We first study the historical roots of environmental racism in the settlement and segregation of the United States. We then analyze how both legal and de facto forms of segregation have impacted the health and wellbeing of minority communities throughout the United States. With this foundation we will then turn our attention to socio-environmental injustices at larger scales, which include: hazardous work environments, US disasters, disasters abroad, and climate change. At the end of the course you will apply your understanding of environmental racism to the investigation of a specific case, event or organization affiliated with environmental racism.

Learning Outcomes

In this course you will...

- *conceptualize a definition of environmental racism that you can apply to real world examples.*
- *analyze empirical examples of environmental injustice and decide whether they constitute environmental racism.*
- *defend your viewpoints drawing on the literature from the course while taking into account alternative perspectives.*
- *conduct research and present findings on a case or an organization or an event involving environmental racism.*

Readings and other Requirements

You will not need to purchase any texts. All required readings – PDFs and links to articles – will be available online on Canvas.

Bring writing tools with you to class – pen and notebook, laptop, or tablet (no cell phones) – you will be asked to undertake in-class writing exercises throughout the quarter.

*Elements of this syllabus are adopted from ETHN 103, Fall 2018 and Fall 2017

Classroom Expectations

The topics we are discussing are complex, difficult, and very necessary. While differences in opinion are expected and welcome, please be sure to voice your responses generously. This is a space where every student has the opportunity to learn in an open and supportive environment, and in order to maintain this co-operative space; everyone in this class is expected to be as open-minded and gracious as possible. Personal attacks and hate speech will not be tolerated. Please go over the Principles of Community to ensure that you adhere by the expected guidelines: (<https://ucsd.edu/about/principles.html>).

Classroom Etiquette

Please devote the 50 minutes of class to listening attentively to everyone in this space. We are covering difficult topics so your full attention is required. Be mindful of the space you take up – make sure you respond to the questions posed during our discussions directly and efficiently, and do not forget that your classmates need to be able to participate as well.

Laptops are permitted for referring to the texts and taking notes only. Fiddling with technology is rude and distracting, both to your peers and me. If you are dealing with an emergency that requires you to be on your phone, please do not come to class. When you are not taking notes, please have your laptop screens down to fully engage in our space and listen to your peers with respect.

Communication

I encourage you to reach out to me in person or through email whenever you need to talk about ideas or concerns in this class. Make sure you read over the syllabus and any instructions I have shared via e-mail announcements or Canvas carefully before you ask any questions. I will not respond to e-mails asking me for any information that is readily available on the syllabus.

Make sure to follow proper email etiquette when sending me an email:

- a) include ETHN 103 in the subject heading of the email
- b) provide a salutation (e.g., “Hello Alex”)
- c) end the email properly (e.g. “Sincerely”, “Kind regards” ...etc.)

Please check your email regularly to keep up to date with any possible changes to our schedule. Expect timely email responses from me during normal business hours (9am-5pm) and delayed responses outside of those hours.

Course requirements and percentage of final grade

20% Participation and attendance*

- preparedness – read and review all course materials assigned
- engagement - actively and frequently participate in discussions and activities

Every so often I will collect writing prompts from you. I will add these prompts at the completion of the quarter and one of these prompts will not count towards your grade.

Everyone is expected to participate in class and group discussions. Exceptional participation can improve your final grade.

20% Weekly photo share

By the end of each week (Sunday 11:59pm) you will share a photograph relating to the theme of the week. Additional instructions will be provided ahead of time. These will be graded pass/half/fail.

30% Essays

This will consist of one paper (2-3 pages, double spaced) for each of the three major sections of the course. You will use concepts and examples from course material to respond to a series of questions.

30% Final Project (Proposal 5% + Paper 25%)

- Report on an organization, a particular issue or a social action
- 4-5 page paper on process and findings that incorporates ideas from the course
- Students can form groups (based on locality/interest) or carry out an individual project

* It is your responsibility to make up for your absences: reach out to a classmate to see what you missed. If you have additional questions after you have caught up, you're welcome to reach out to me. Emailing me to ask if you "missed anything in class" serves no purpose; the answer is always yes, and it is your duty to catch up.

Academic Integrity: Each student is expected to abide by UCSD's Code of Academic Integrity. When submitting work, please use your own ideas or to credit/cite your sources when borrowing from others. If you have any doubts or questions about what counts as plagiarism, please consult UCSD's Academic Integrity Office (<http://academicintegrity.ucsd.edu>) or see me in office hours.

Learning Resources: Writing Hub; Supplemental Instruction; Tutoring; Mental Health Services

Community Centers: Learn about the different community centers on campus (Raza Resource Centro, Black Resource Center, LGBT Resource Center, etc.)
<https://students.ucsd.edu/student-life/diversity/index.html>

Accessibility: Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: <https://disabilities.ucsd.edu/> | osd@ucsd.edu | 858. 534.4382

Majoring or Minor in Ethnic Studies:

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 do not 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, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: 858-534-3277 or ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu.

PART I: What is Environmental Racism?

Week 0 Introduction

**Fri
(9.27.19)** Review Syllabus and Expectations

Week 1 Conceptualizing Environmental Racism

Mon “Dismantling Environmental Racism” – Bullard 1999
(9.30.19)

Wed “Defining Environmental Justice and Environmental Racism” – Holifield 2001
(10.2.19)

Fri “Geographies of race and ethnicity 1: White supremacy vs white privilege
(10.4.19) in environmental racism research” – Pulido 2015

Week 2 Race and Space

Mon “Race” – Ferguson 2014
(10.7.19) “Space” – Lipsitz 2014

Wed “The Racialization of Space and the Spatialization of Race” – Lipsitz 2007
(10.9.19)

Fri “Rethinking Environmental Racism: White Privilege and Urban Development
(10.11.19) in Southern California” - Pulido 2000

Week 3 Settler Colonialism

Mon “Introducing, Settler Colonial Studies” – Veracini 2011
(10.14.19)

Wed “Geographies of race and ethnicity III: Settler colonialism and nonnative
(10.16.19) people of color” – Pulido 2018

Fri “What standing rock teaches us about Environmental Justice” – Dhillon 2017
(10.18.19) [Essay 1 is due](#)

PART II: Separate but not Equal

Week 4 Segregation

Mon "The Construction of the Ghetto" – Denton & Massey 1993
(10.21.19)

Wed Denton & Massey 1993 - continued
(10.23.19)

Fri Majora Carter, "Greening the Ghetto," TED Talk, February 2006.
(10.25.19) https://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal

Week 5 Hazardous Neighborhoods

Mon "Environmental Racism, Industrial Pollution, and Residential Mobility" –
(10.28.19) Taylor 2014

Wed Taylor 2014 - continued
(10.30.19)

Fri Ch. 1: "Waste, Politics, and Environmental Injustice" - Pellows 2002
(11.1.19)

Week 6 Toxic Schools and Jobs

Mon "Nearly 8,000 U.S. public schools are plagued by toxic air" – Hopkins 2017
(11.4.19)

Wed "Where they live, work and spray" - Schwartz et al 2015
(11.6.19)

Fri "Racial formation, environmental racism, and the emergence of Silicon Valley
(11.8.19) - Park & Pellow 2004

Essay 2 is due

Part III: Disasters and Socio-Environmental Justice

Week 7 **Domestic Disasters**

Mon **Veteran's Day (no class)**
(11.11.19)

Wed "Flint, Environmental Racism, and Racial Capitalism" – Pulido 2016
(11.13.19)

Fri "Toxic Soup Redux" – Sze 2006
(11.15.19) "There's No Such Thing as a Natural Disaster" – Smith 2006

Week 8 **Disastrous Disparities in the Global South**

Mon "Hurricane Maria Exposes Puerto Rico's Stark Environmental and Health
(11.18.19) Inequalities" – Dietrich et al. 2017

Final Paper Proposal Due

Wed "The Globalization of Environmental Justice: Lessons from the U.S.-
(11.20.19) Mexico Border" – Carruthers 2008

Fri "Climate Denial and the Construction of Innocence: Reproducing
(11.22.19) Transnational Environmental Privilege in the Face of Climate Change" –
Norgaard 2012

Week 9 Addressing Environmental Privilege

Mon The climate gap: environmental health and equity implications of climate
(11.25.19) change and mitigation policies in California—a review of the literature” –
Shonkoff et al. 2011

Wed “Introduction: Environmental Privilege in the Rocky Mountains” -
(11.27.19) Park & Pellow 2011

Fri Thanksgiving holiday (no class)
(11.29.19)

Week 10 Environmental Justice

Mon Geographies of race and ethnicity II: Environmental racism, racial capitalism
(12.2.19) and state-sanctioned violence” – Pulido 2016

Wed “Mi niño con asma”: Hispanic/Latina Mothers, Environmental Justice, and
(12.4.19) Photovoice at the Front Lines of the Asthma Epidemic”
– Evans-Agnew, Postma, Sledd 2011

Fri “Sí Se Puede: Using Participatory Research to Promote Environmental
(12.6.19) Justice in a Latino Community in San Diego, California” – Minkler et al. 2010

Essay 3 is due

Finals Week

Mon **Final Paper due**
(12.9.19)