ES 353: Environmental Racism (4 credits)
This class meets twice a week for one hour and fifty minutes each meeting

No prerequisites or co-requisites

Course Content:
Course Description
This course will examine and interrogate the concept of environmental racism; the unequal impact of environmental harm to communities of color (African Americans, Latinos, Asian Americans, and American Indians). We will explore the empirical evidence of its widespread existence, and the efforts by government, residents, workers, and activists to combat it. We will examine those forces that create environmental injustices in order to understand its causes as well as its consequences. Students are expected to learn and apply several concepts and social scientific theories to the course material. Additionally: The primary focus of this course will be on environmental racism within the United States, although we will occasionally draw from international examples and transnational issues of environmental justice in order to contextualize our US examples and to understand our global connections and overlaps. We will consider a variety of forms of environmental justice that includes questions of social structure, public access, open space, indigeneity, food, and media. Students will facilitate weekly discussions, and produce a critical self-reflective narrative.

This is a Bacc Core course and will meet all DPD requirements.

Course Outline/Schedule of topics:

WEEK 1: ON ENVIRONMENTAL JUSTICE & ENVIRONMENTAL RACISM / INTRODUCTIONS AND GOALS
Course Introduction: Syllabus Overview
  ✓ Margaret Randall, “We Are Hungry” [poem]

WEEK 2: ON THEORIES OF RACE, CULTURE, AND HEALTH
- Charles Mills, “Black Trash” [18]
- Julie Sze, “What’s Old is New: Public Health and Planning as Historical Antecedents to NYC’s Environmental Justice Activism” [21]
  ✓ Thomas King, “You’ll Never Believe What Happened’ is Always a Great Way to Start” [30]
  ✓ Daryl Babe Wilson, “Before There was Something, There Was Nothing: The Creation” [6]
  ✓ Nikki Giovanni, Winter Poem [poem]

WEEK 3: ON TOXIC LIVES I
- Laura Pulido, “Rethinking Environmental Racism” [22]
- Audre Lorde, *The Brown Menace* or Poem to the Survival of Roaches [poem]

**WEEK 4: ON STRUCTURE AND ACCESS**
- Angela Waldie, “Challenging the Confines: Haiku from the Prison Camps” [17]
- Patricia Spears Jones, *San Francisco, Spring 1986* [poem]

**WEEK 5: ON NATIONAL PARKS AND RESOURCE PROTECTION**
- Jeff Romm, “Coincidental Order of Environmental Justice” [20]
- Barry Masuda, *No Mo’ Fish on Maui* [poem]

**WEEK 6: ON INDIGENOUS SOVEREIGNTY AND COLONIALISM**
- Donald Grinde/Bruce Johansen, “The Navajos and National Sacrifice” [13]
- Sarah Krakoff, “Tribal Sovereignty and Environmental Justice” [22]
- Raymond Pierroti/Daniel Wildcat, “Being Native to This Place” [14]
- Simon Ortiz, *Land and Stars, The Only Knowledge* [poem]
- Simon Ortiz, *Culture and the Universe* [poem]

**WEEK 7: ON TOXIC LIVES II**
- Julie Sze, “Childhood Asthma New York City: The Politics of Gender, Race, and Recognition” [17]
- Valerie Kaalund, “Witness to Truth: Black Women Heeding the Call for Environmental Justice” [14]
- Carl Wilmsen, “Maintaining the Environmental-Racial Order in Northern New Mexico” [18]
- Jimmy Santiago Baca, *Sparton Industry* [poem]
- Ali Zarrin, *Kearsley Park* [poem]

**WEEK 8: ON FOOD JUSTICE**
- Nathan McClintock, “From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California” [23]
- Kathleen Smith, *Crab Louis and the Jitterbug* [3]
- Kathleen Smith, *The Bitter and the Sweet* [3]
- Kathleen Smith, Abalone: A Precious Gift [3]
- Luis Malay Syquia, *Working Crabtail in the Section Line in Alaska* [poem]
WEEK 9: ON UNNATURAL/NATURAL DISASTERS

- Rita King, “Post-Katrina Profiteering: The New Big Easy” [13]
- Stephen Jackson, “Un/Natural Disasters Here and There” [3]

- Margaret Randall, *Today it is Haiti* [poem]

WEEK 10: ON DISCOURSE AND MEDIA

Course Conclusions: Final Project Review

- Noel Sturgeon, “The Power is Yours, Planeteers!’ Race, Gender, and Sexuality in Children’s Environmental Popular Culture” [14]

FINALS WEEK

- Reflective Paper due  **time and location may be adjusted**

BACCALAUREATE CORE & DPD LEARNING OUTCOMES

This course fulfills the requirements for Bacc Core Perspectives category in Cultural Diversity as well as DPD. For more on the “Bacc Core”: [http://oregonstate.edu/ctl/baccalaureate-core](http://oregonstate.edu/ctl/baccalaureate-core).

Difference, Power, and Discrimination Courses (Baccalaureate Core Requirement):

ES 243 Native American Assimilation and Activism fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Course Specific Measurable Student Learning Outcomes

Students successfully completing this course will be able to:

1. *Outline and critique the meanings of health and culture in the environmental justice movement.*
2. *Explain and detail examples of how environmentally-linked health disparities are directly linked to social inequality, especially race.*
3. *Outline and critique artistic productions and narrative texts as valuable cultural, historical, and political documents in conveying experiences of environmental racism.*
4. *Moderate discussions on environmental racism.*

DPD Student Learning Outcomes

Students successfully completing this course will be able to:

1. *Explain how difference is socially constructed.*
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.

3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Evaluation of Student Performance (undergraduate-level):

It is strongly suggested that each student keep track of her/his own progress by recording assignment scores below once graded and returned. Final grades for the course will be calculated as indicated:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
<th>Student Score</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
<td>A 93.1-100</td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
<td>B+ 87 – 89.9</td>
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<tr>
<td>Class Facilitations (4)</td>
<td>40 (10 each)</td>
<td>B 83.1 – 86.9</td>
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<tr>
<td>Critical-reflective essay</td>
<td>20</td>
<td>B- 80 – 83</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
<td>C 77 – 79.9</td>
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<td>C+ 77.1 – 79.9</td>
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<td>C+ 77 – 79.9</td>
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<tr>
<td>B- 70 – 73</td>
<td></td>
<td>D 60 – 69.9</td>
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<tr>
<td>B+ 87 – 89.9</td>
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<td>F 0 – 59.9</td>
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<tr>
<td>B 83.1 – 86.9</td>
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<td>ATTENDANCE. Attendance scores will be strictly calculated as follows: 2 absences: -2 points / 3 absences: -4 points / 4 absences: -6 points / 5+ absences: -10 points</td>
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PARTICIPATION. You are expected not only to attend all class meetings but also to participate actively. Students will receive 1-2-3 point scores for each class meeting according to quality of participation (reflecting course learning or self-reflective application of course ideas) in class-wide and/or small group discussions. Note: Media covered/viewed during scheduled course meetings might not be available on reserve or elsewhere. Lecture notes will NOT be posted online.

READING ASSIGNMENTS. Students should complete all readings prior to attending class. This way you will be able to follow and engage with my lectures, and fully participate in the vital conversations that are the backbone of this course. As noted above, students must bring assigned readings to respective class meetings. Unprepared students will be graded down.

DISCUSSION FACILITATIONS. Students will be assigned to facilitate discussion during at least four course meetings. Facilitation includes preparing a coherent outline of your points of discussion. Facilitation outlines must be typed and printed, with hard copies provided for every class member. Facilitations will be graded by completed outline (20%), effectiveness of contribution (30%), coverage of all readings in discussion/outline (30%), and basic formatting, editing, and proofreading (20%). All students will contribute each the following facilitation skill sets, across a pre-assigned set of weekly readings:

- Paraphrase the major argument(s)
- Offer personal examples of implication OR personal examples of responsibility
- Suggest useful and concrete, additional examples not found in text OR bring attention to a key passage that requires further discussion
- Compare this reading to other texts (especially from previous weeks)

ESSAY ASSIGNMENTS. Students will complete a final reflective brief (1250-1500 words), to be submitted and presented during finals week. Further details for this assignment will be provided in class. The essay will be graded by efforts at biographical application (10%), thoroughness (20%), accuracy of
comprehension (20%), persuasiveness (10%), evidence (20%), structure and flow (10%), and mechanics (10%).

FORMATTING. All written assignments must be typed, double-spaced, using 1” margins all around, 12-point Times New Roman font, proper paginations, proper heading, and stapled. The critical essays and the final project must include the final word count in the heading. Papers must include citations and a complete and appropriately formatted list of references (course readings used) starting immediately after the final lines of the text (not on a separate page). Papers that do not follow this format will not be accepted.

Learning Resources:
All readings are available as PDF files via Blackboard. Students are required to bring individual hard copies to all appropriate class meetings. Yes, you must either PRINT them each out (double-sided printing is encouraged) or have your ANNOTATED DIGITAL copies. Note: I have found some challenges accessing Blackboard materials when using Internet Explorer, but none when using Firefox.

DISABILITY ACCESS
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodation but have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

NOTE ON ACADEMIC INTEGRITY
Students are responsible for understanding the university’s academic integrity policies and maintaining compliance. Please familiarize yourself with the OSU Student Conduct Code: http://oregonstate.edu/studentconduct/offenses.

Copying even small portions of essays from the internet or not properly citing your sources falls under the definition of plagiarism. Any act of cheating or plagiarism will result in the student’s immediate failure and referral to the Student Conduct and Community Standards office for further investigation and assessment. Students who cheat or plagiarize can be suspended or even expelled from the University. If you have questions, please make an appointment to meet with the instructor or other relevant campus resources.