

# ENVS 411: DECOLONIZING ENVIRONMENTAL JUSTICE

## Alliance and Solidarity

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### WHAT?

This course will introduce students to the complex ways in which indigenous peoples are harmed by ecological damage. Students will learn the difference between civil-rights based environmental justice movements and decolonization for environmental justice. Students will participate in original research.

In recognition of the fact that most students at UO are not tribal members, the course has a focus on alliance building and solidarity.

By the end of this course, participants will be able to (i) describe and analyze environmental issues using the conceptual framework of decolonization (ii) critically discuss and evaluate various current perspectives on decolonization and environmental justice (iii) implement ideas and concepts into a meaningful project.

### HOW?

Our course will utilize: (i) Lecture, reading, and discussion of novels, films, academic and popular literature on indigenous environmental struggle and decolonization (ii) class exercises to develop analytical self-reflection (iii) an interdisciplinary major course project component (iv) a creative personal knowledge mapping project design to chart the ways knowledge has been gained and incorporated into student's thinking.

## COURSE MATERIALS

*Salmon is Everything*

*Burning Vision*

Course Packet

Readings are rated for difficulty

★★★ is the most difficult

## ACADEMIC HONESTY

The UO Student Conduct Code defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example: students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor (FYI: I HEREBY AUTHORIZE YOU TO HELP EACH OTHER ON HW AND STUDYING). Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at

[www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students) .

Academic misconduct will be met with disciplinary action (the usual punishment is an "F" for the course)

# SOME IMPORTANT UNIVERSITY RESOURCES

Sexual Violence Prevention and Education  
Center for Multicultural Academic Excellence  
Multicultural Center  
Women's Center  
Teaching and Learning Center  
Accessible Education Center  
Men's Center  
UO OUT

<http://asap.uoregon.edu/>  
<http://cmae.uoregon.edu/>  
<http://pages.uoregon.edu/mcc/>  
<http://pages.uoregon.edu/women/>  
<http://tlc.uoregon.edu/>  
<http://aec.uoregon.edu/>  
<http://pages.uoregon.edu/uomc/>  
<http://lgbt.uoregon.edu/Home.aspx>

## Accommodation

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).



# TENTATIVE SCHEDULE OF EVENTS

Generally about 30 minutes of each day will be used as a lab time for working on materials or activities related to the final project.

Thursdays will have about 20-40 minutes dedicated to seminar-style discussion of that week's readings. Always bring readings to class on Thursdays.

## Week 1: Intro to Course

Current event reading packet  
Major Project HW 1

## Weeks 2: Settler-Colonialism and Environmentalism

Cronon, William. "The Trouble with Wilderness." *Uncommon Ground: Toward Reinventing Nature*. ★

Bayet, Fabienne. "Overturning the Doctrine: Indigenous People and Wilderness★★

Taylor, Dorceta. *Race, Class, Gender, and American Environmentalism*. ★

Major Project HW 2 Due

### Week 3: Indigenous Epistemologies of Place

LaDuke, Winona. "All Our Relations." & "What is Sacred?" ★

Baldy, Cutcha. "Why We Gather: Traditional Gathering in Native Northwest California★★

Major Project HW 3

### Week 4: Case Study - Uranium

Alfred "First Words" ★★

Waziyatawin "You Can't Un-Ring a Bell" ★★

*Burning Vision*★★

Annotated Bibliography

### Week 5: Case Study - Sacred Sites

Simpson "First Words" ★★

Swamp "Kanikonriio: Power of a Good Mind" ★★

Barker "From Adversaries to Allies" ★★

FitzMaurice "Are White People Obsolete?" ★★

TEST ONE

### Weeks 6: Case Study – Water Rights in the US Northwest

*Salmon is Everything* ★

Newell "BOR" ★★

### Week 7: Case Study – Petroleum Extraction

Coulthard "From Wards of the State to Subjects of Recognition?" ★★★

Media ★

LIT REVIEW

### Weeks 8 : Case Study - Hawai'i

Sproat: A Question of Wai ★★★

Sapolu: Dumping on the Wai'ānae Coast: Achieving Environmental Justice through the Hawai'i State Constitution★★

Pitch Final Project

### Week 9: Case Study – Fishing Rights

Lipsitz, George. 2008. "Walleye Warriors and White Identities: Native Americans' Treaty Rights, Composite Identities and Social Movements." ★★

TEST TWO

### Week 10: Justice as Indigenism

Bradford "Beyond Reparations"

FINAL EXAM / PRESENTATION TIME

**\*12:30 MONDAY MARCH 16<sup>th</sup> Final Exam \* BRING SCANTRON**

## **A NOTE ABOUT MAKE UPS**

There are no make-ups for in class assignments and work. If you miss class you miss the assignment.

Tests can be made up. All test make-ups are take-home essays. Contact me immediately if you need to take a make up test.

## **GRADE BREAKDOWN**

Final Project – 40%

Case Study based on a particular environmental issue (academic or creative research project).

In-Class Participation – 30%

-Shows active and thoughtful engagement with the material

Tests – 15% (x2) Tests are 50 questions T/F and Multiple Choice or a take home essay

## **MAJOR COURSE PROJECT**

The form and content of the final project is flexible in order to accommodate the variety of student interests and ambition. Form may be academic, professional, or creative. Students may work alone or in teams of 2-3 people (project expectations will be adjusted for groups).

ALL projects will include:

1. A literature review of relevant materials (completed in week 7)
2. An "Introduction" that uses at least 8 readings from our course to explain what the connections are between indigenous peoples, communities, rights and the environment and why it is important. This part of the project is basically like a final essay showing what you've learned in the course.
3. A complete works cited.

Creative projects will also need to include a 3-4 page artist's statement.

### **PROJECT DEVELOPMENT TIMELINE**

#### **Week 1**

Explore what environmental issues / organizations are of interest to you. Where do you see yourself going with this degree? What kinds of solutions are you hoping to be a part of?

Due: HW 1 due by Friday of week 1

#### **Week 2**

Brainstorming how might your interests intersect with indigenous peoples, communities, rights?

Due: HW 2 due by Friday of week 2

Office Hour meetings (about 10-15 minutes each)

#### **Week 3 & 4**

Researching how your interests intersect with indigenous peoples, communities, rights. During this time period you will gather both

academic and popular sources relating to your interests & indigenous peoples, communities, rights.

Due: HW 3 due Friday Week 3

Office Hour meetings during week 3 (about 10-15 minutes each)

Annotated Bibliography of 10-15 sources (min. 8 academic/professional) due by Friday of week 4

#### **Week 5**

Midterm Exam taken this week. NO PROJECT WORK

**Week 6 & 7**

Preparing a lit review that summarizes how your interests intersect with indigenous peoples, communities, rights.

Due: 2-4 page lit review of your bibliography materials due Friday of week 7

Office Hours not required but strongly recommended during this phase

**Week 8**

Pitching final project concept.

Due: 1-2 page explanation of your final project form due by class on Thurs

**Week 9 & 10**

Creating the project. Nothing due, but it is smart to check in with me.

**Finals Week**

Due: During our university assigned Final Exam period you will present your final project.

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**Component Worth**

Meetings – 10%

Lit Review – 15%

Introduction – 25 %

The Project – 40%

Presentation – 10%

Rubrics will be designed once project forms have been determined.

**THINK CLEARLY / DO THE WORK / ASK QUESTIONS / DO WELL**