

# 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 experience and resist ecological damage in their homelands. 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, this course has a focus on alliance building and solidarity.

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

### HOW?

Our course will utilize lecture, films, academic and popular literature to deepen student understanding of indigenous environmental epistemologies, struggles, and decolonization. Class exercises will develop analytical self-reflection. An interdisciplinary course project component and a creative personal knowledge mapping project will give you opportunities to demonstrate your intellectual development over the course of the term.

### 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	<a href="http://asap.uoregon.edu/">http://asap.uoregon.edu/</a>
Center for Multicultural Academic Excellence	<a href="http://cmae.uoregon.edu/">http://cmae.uoregon.edu/</a>
Multicultural Center	<a href="http://pages.uoregon.edu/mcc/">http://pages.uoregon.edu/mcc/</a>
Women's Center	<a href="http://pages.uoregon.edu/women/">http://pages.uoregon.edu/women/</a>
Teaching and Learning Center	<a href="http://tlc.uoregon.edu/">http://tlc.uoregon.edu/</a>
Accessible Education Center	<a href="http://aec.uoregon.edu/">http://aec.uoregon.edu/</a>
Men's Center	<a href="http://pages.uoregon.edu/uomc/">http://pages.uoregon.edu/uomc/</a>
UO OUT	<a href="http://lgbt.uoregon.edu/Home.aspx">http://lgbt.uoregon.edu/Home.aspx</a>

### 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

### WEEK ONE: WHAT IS SETTLER COLONIALISM?

**Day One** Exercise: What do we know? (writing exercise and discussion) Lecture: Brief history of settler colonialism within the US & Canada

*HW DUE:* Wilkins, David and K. Tsianina Lomawaima. *Uneven Ground: American*

*Indian Sovereignty and Federal Indian Law.* Norman: University of Oklahoma Press, 2001. pp. 19-64.

Wolfe, Patrick. *Settler Colonialism and the Elimination of the Native.*

*Journal of Genocide Research*, December 2006, pp. 387-409. ★★★

**Day Two** Lecture: Doctrine of Discovery and Terra Nullius Discussion: Student directed discussion of the reading materials. Exercise: Questions that we want answers to? (writing and discussion)

Lab Introduction to indigenous research methods Shaping a research question out of our collective curiosity

*HW DUE:* L. Smith "Imperialism History, Writing, and Theory" & "Decolonization: Introduction"

### WEEK TWO: DECOLONIZATION VS. CIVIL RIGHTS ENVIRONMENTAL JUSTICE

**Day One** Exercise: Reflection on Reflection? (writing exercise and discussion) Lecture: Brief history of civil rights and the Environmental Justice movement Discussion: Student directed discussion of the reading

materials with consideration of how knowledges are shifting

*HW DUE:* Taylor, D. (2000). The rise of the environmental justice paradigm. *American Behavioral Scientist*, 43(4), 508-580.

*Alliances* "Introduction"

**Day Two** *Lecture:* Decolonization vs. Civil Rights *Discussion:* Student directed discussion of the reading materials. *Exercise:* Answers or only More questions? (writing and discussion)

*HW DUE:* Clayton Thomas Mueller interview <http://media.knet.ca/node/22448> LaDuke, Winona. Why First Nations Movement Is Our Best Chance for Clean

Land and Water. *YES! Magazine*. <http://www.yesmagazine.org/people-power/first-nations-movement-is-best-chance-for-clean-land-water> "

Lab: Developing a research question and understanding our communities

*HW DUE:* Participatory Action Research

[http://www.cnr.berkeley.edu/community\\_forestry/Fellowships/parinfo/PAR%20Definitions.pdf](http://www.cnr.berkeley.edu/community_forestry/Fellowships/parinfo/PAR%20Definitions.pdf)

Lynn Gehl "Allies" One news or blog article about decolonization and ej

### WEEK THREE: INDIGENOUS WORLDVIEWS AND ECOLOGIES

**Day One** *Exercise:* The knowledge map sketch and revision (drawing writing and discussion) *Lecture:* Diversity and similarities. Relationality and Responsibility. *Discussion:* Student directed discussion of the reading materials

*HW DUE:* Excerpt from *Tending the Wild*. 125-55

One news or blog article about decolonization and ej

**Day Two** *Lecture:* Contemporary efforts to rebuild indigenous ecologies/relations

*Discussion:* Student directed discussion of the reading materials.

*HW DUE:* LaDuke. Excerpts from *All Our Relations*

*Alliances* "Chapter 5"

Film *Homelands*

Lab *Exercise:* Drawing/Updating the knowledge map. Sharing maps.

### WEEK FOUR: ASSIMILATION AND ECOLOGICAL DAMAGE

**Day One** *Exercise:* Where are we? (writing and discussion)

*Lecture:* Brief history of forced assimilation through education

*Discussion:* Student directed discussion of the reading materials with consideration of how the academy may be implicated in assimilation. How does assimilation of this kind disrupt ecology

*HW DUE:* Adams, D. W. (1995). *Education for extinction: American Indians and the boarding experience, 1875-1928*. Lawrence, Kan: University Press of Kansas. pp. 1-95 ★★★

**Day Two** *Lecture:* Language and Ecology *Discussion:* Student directed discussion of the reading materials.

*Exercise:* Midterm Review

*HW DUE:* "Our Spirits Don't Speak English" –film excerpt

Midterm

### WEEK FIVE: ERASURE, LAND TENURE, AND THE ILLUSION OF THE VANISHING NATIVE

**Day One** *Exercise:* Indigenous UO, Indigenous Eugene, Indigenous Oregon (writing and discussion)

*Lecture:* The rhetoric of disappearance and effects on land tenure and public perception.

*Discussion:* Student directed discussion of the reading materials with consideration of how the academy may be implicated in erasure. How does erasure shape our knowledge and perceptions?

*HW DUE:* Excerpt from *The Nations Within* Ch. 1

FINIS DUNAWAY (2000). *Hunting with the Camera: Nature Photography, Manliness, and Modern Memory*,

1890–1930 . *Journal of American Studies*, 34, pp 207 230.

excerpt from *Conquest* chapter 4

**Day Two** *Lecture*: Capitalism and the Treadmill of Destruction *Discussion*: Student directed discussion of the reading materials.

*Exercise*: Knowledge map sketching

*HW DUE*: *American Outrage* – whole film

*Is the Crown at War with Us?* – whole film

Lab Developing interview questions.

*HW DUE*: Updated knowledge map sketch

One news or blog article about decolonization and ej

## WEEK SIX: ECOLOGICAL DAMAGE – FIRST FOODS

**Day One** *Exercise*: Foods and culture (writing and discussion) *Lecture*: Wild Rice and the Wild Rice War 1981 *Discussion*: Student directed discussion of the reading materials. Relating to the Treadmill of Destruction.

*HW DUE*: *Dishonour of the Crown* ★★★

*Dancing Salmon Home* Film

**Day Two** *Lecture*: First foods, ecological damage and health *Discussion*: Student directed discussion of the reading materials.

*HW DUE*: *Salmon is Everything*

*Alliances* Chapters 11 and 24

Excerpts from Berg “Analytical Coding”

Lab: Practice coding

## WEEK SEVEN: ECOLOGICAL DAMAGE – SACRED PLACES

**Day One** *Exercise*: Geography of our lives (drawing, writing, discussion)

*Lecture*: Recreation and Colonization

*Discussion*: Student directed discussion of the reading materials. Relating to the Treadmill of Destruction.

*HW DUE*: *Alliances* Chapter 14

*270 Years of Resistance* – Whole film

*Ceremony is not a crime* – Whole film

**Day Two** *Lecture*: H’up Chonas, Balas Chonas, Winnemem Sites and the Shasta Dam

*Discussion*: Student directed discussion of the reading materials.

*HW DUE*:

*In the Light of Reverence* – whole film Selected Poems Chrystos and Miranda *Alliances* Chapter 1 3

One news or blog article about decolonization and ej Updated knowledge map sketch

Lab Coding workshop

## WEEK EIGHT: ECOLOGICAL DAMAGE – WATER

**Day One** *Lecture*: Obligations to water and the Corporate/State *Discussion*: Student directed discussion of the reading materials.

*HW DUE*: “Sacred water, new mine: A Michigan tribe battles a global corporation” *Environmental Health News* “Holy Water and Human Rights” *Arizona Law Journal*

**Day Two** *Lecture*: Emotions and Ecological Damage *Discussion*: Student directed discussion of the reading materials.

*HW DUE*: Brave Heart, M. , Elkins, J. , Tafoya, G. , Bird, D. , & Salvador, M. (2012). Wicasa was aha: Restoring the traditional strength of American Indian boys and men. *American Journal of Public Health*, 102

Walters Karina L., Ramona Beltran, David Huh and Teresa Evans Campbell. 2011. Dis placement and Dis ease: Land, Place, and Health Among American Indians and Alaska Natives. In *Communities, Neighborhoods, and Health Social Disparities in Health and Care* Volume 1. Edited by Linda M. Burton et. al. New York: Springer.  
Lab : Analysis and memos

## WEEK NINE: ALLIANCES AND DECOLONIZATION

**Day One** *Lecture:* Privilege and Coloniality *Discussion:* Student directed discussion of the reading materials.  
*HW DUE:* Smith "Beyond Privilege"  
*Alliances ch 8 & 9*

**Day Two** *Lecture:* Solidarity work (Guest Speakers) *Discussion:* Student directed discussion of the reading materials.

*HW DUE:* *Alliances* ch 10 and 23

Notes for the findings section of your work

Lab Findings draft edit

## WEEK TEN: WRAP UP

**Day One** *Exercise:* Talking about Knowledge Maps. Time for Map Q&A *Lecture:* Decolonization and the challenges of Indigenous and Environmentalist Alliances

*HW Due* "Beyond Reparations" ★★★

**Day Two** *Exercise:* Final Review

Presentations Lab

Presentations

**\*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.

**Exams** – 20% T/F and Multiple Choice style test

**Knowledge Map**– 25% a term long project that creatively displays how student's thinking about decolonization and environmental justice has developed over the course of the term.

**Lab Work**– 25% participation in lab exercises which are intended to develop research skills and introduce students to some qualitative methods.

**Final Project** – 30% developed in labs over the course of the term. Includes written and presentation components.

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