

**ANTH 105: Climate Change, Race, and Inequality**  
**Summer Session II: 2022**  
**Tues./Thurs. 8-11:50**

**Zoom Meeting ID for lecture: 986 9409 7686**  
**Join URL: <https://ucsd.zoom.us/j/98694097686>**

**Instructor:**

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he/him pronouns

Office Hours: Tues./Thurs. immediately after class or by appointment

**Teaching Assistant:**

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**Course Overview**

Climate change and inequality are mutually reinforcing products of our global political economic system. Insufficient representation of racial, ethnic, and economically minoritized populations forces their bodies and communities to be sacrificed to the effects of climate change and toxic exposures in polluting industries. The imposition of climate change's worst effects on marginalized populations allows the whiter and wealthier nations and populations responsible for the majority of climate-changing emissions to downplay or deny anthropogenic climate change in order to maintain the status quo of over-consumption and carbon-based production. Worse yet, racial stereotypes about cultural deficits or poor economic choices often serve to blame the marginalized for their own suffering. This class will explore the how the discursive mythology of race and naturalized inequality works to conceal and reinforce the political economic origins of both racial exploitation and the climate crisis. In doing so, we will work to propose strategies for achieving equal representation and participation in order to more adequately address the climate crisis on a global scale.

**Course Requirements:**

**Zoom Attendance/Asynchronous Assignments 10%**

You will receive points for EITHER attending each class meeting OR submitting an asynchronous assignment **before the beginning of the following class meeting**. Prior to completing the asynchronous assignment, you should **view the lecture recording posted**

**under the Zoom tab > Cloud Recordings in Canvas.** Late asynchronous assignments will not be accepted without a documented excuse.

### **Online Discussion 10%**

**Before each class meeting**, you must post a paragraph to a discussion forum on the Canvas course page. Your paragraph can EITHER introduce a discussion question about one or more of the readings and/or films assigned for that day OR respond to a question posted by one of your classmates. Questions must be posted by 11:59 p.m. on the night before the day the readings or film you are writing about are assigned. Responses must be posted before lecture begins on the day the readings under discussion are due. You should ask debatable (not factual) questions that could have a variety of plausible answers, and give your post a title that will inspire other students to read it and respond. The goal of these questions is to help you think critically about the readings and to inspire discussion in class. Each student should review the online discussion before each class in addition to doing the assigned readings.

### **Paper Proposal 15%**

The final project for this class requires you to examine how climate change affects or is produced by a particular racialized community in a specific time and place. In the paper proposal, you will propose

(1) describe how racialization has caused a specific community to be unequally affected by climate change, (2) suggest some realistic and practical possible solutions to how the climate harms and/or vulnerabilities to this community can be reduced, mitigated, or eliminated, and (3) identify at least three sources from relevant scholarly publications (possibly including those assigned for this course) that will help you explore this community's problems and evaluate solutions.

### **Final Paper 25%**

You will write a 6-9 page paper that builds on your proposal to evaluate the solutions you suggested in order to propose a specific, practical, and realistic solution (or combination of solutions) to the climate harms and/or vulnerabilities suffered by a specific racial community. You should ground this proposed solution in specific examples from the community's own history and culture and/or the efforts/achievements of other communities that have faced similar challenges and circumstances. Your paper should implement the feedback received on your proposal, and you are also encouraged to consult with your TA and professor in office hours to receive advice as your project develops.

**All information that is not your own original work must be cited**, and we will be using [turnitin.com](https://www.turnitin.com) to check for originality. **Your paper is considered late until submitted to [turnitin.com](https://www.turnitin.com)** through Canvas. Chicago style citations are preferred in anthropology and most social sciences (Author's last name, year: page #') (Stewart 2015:1), but MLA, APA or any other recognizable style will work as long as you **include an in-text citation that points**

**to a reference on a works cited or bibliography page that identifies the year and publication information of the source** of your information.

**Midterm: 15%**

Making and explaining connections between key terms and using class material to make an argument in response to an essay prompt will assess your ability to apply the material presented in the first half of the course.

**Final Exam: 25%**

The final will be identical in format to the midterm, but focused on the second half of the course, except it will also include an additional comprehensive essay question that will prompt you to use material from the entire quarter to make recommendations on how to broadly combat the challenges discussed in this class.

**Students must complete all components of the class listed above in order to pass the course.**

**Policies**

**Attendance**

Attending lectures or completing asynchronous assignments is a requirement of this course, and absences or missed assignments will affect your grade. These can only be made up with a documented emergency and at the discretion of the professor and TA. Live attendance at Zoom lectures is strongly recommended, but **lectures will be recorded and posted under the Zoom tab > Cloud Recordings in Canvas.** You are responsible for all material presented in lecture. PowerPoint slides will be posted online, but they are only a rough outline of the material and not a substitute for attending/viewing lectures.

**Late Work**

Electronic submissions are due before midnight on the date listed on the syllabus. Please plan to submit in advance because extensions will not be granted in case of technical difficulties, incomplete submissions, or submissions to the wrong section. Assignments submitted after the due date will be docked 4% for each day (up to 24 hrs) they are late (including weekends). Late discussion questions and in-class assignments will not be accepted unless a student gives prior notice and has a verified excuse. **No late assignments will be accepted after the date and time of the final exam.**

**Communication**

You can contact us via email for basic questions about the course, and we will do our best to respond within 48 hours. You also can post questions on Canvas for an even faster response. **Please check Canvas and your UCSD email regularly for class updates.** However, for complex questions about course material or paper topics and a more in depth response, please **come talk with us in person during office hours.**

## **Classroom Environment**

Please attend each class with your **webcam turned on** and **microphone muted** unless you are speaking. If something distracting is happening behind you, you may temporarily turn your webcam off, but please turn it back on as soon as possible. You might also consider hiding your surroundings with a virtual background.

Be aware that classes **will be recorded** for asynchronous use, but these recordings will **only** be available to your classmates, so you should feel comfortable speaking your mind freely.

Feel free to **use the chat feature** or “**raise your hand**” by clicking the “participants” button if you have questions or comments during lecture.

We will discuss some sensitive issues in this class, and you are expected to approach them with an open mind. **You are encouraged to contribute critical and alternative viewpoints, but you must always be respectful** and refrain from using any language that could be construed as a personal attack.

**Preferred Pronouns:** I will gladly honor your request to address you by your chosen name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make the appropriate adjustments to my records.

## **Academic Integrity**

Plagiarism and cheating are very serious offenses; all quotations and paraphrasing must be properly cited and everything not cited must be your own, original work. We will be using [turnitin.com](https://turnitin.com) to confirm the originality of your final paper. Those suspected of misconduct will be referred to the authorities, and will be subject to failing the course in addition to appropriate disciplinary sanctions. See <http://students.ucsd.edu/academics/academic-integrity/policy.html>.

## **Academic Support Services**

If you require accommodations due to a disability, you must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Please present AFAs as soon as possible to allow time for appropriate planning for the provision of reasonable accommodations.

## **Grade Disputes**

If you have questions about why you received a grade, please talk to your teaching assistant in office hours right away about how you can do better in the future. Grade changes will only be made for errors in calculation or in extreme circumstances. Please do not wait until after your final grade has been calculated to ask questions about how assignments are graded.

**Accommodations:** UC San Diego welcomes students who have (dis)abilities and wish to participate in the academic and professional opportunities available in the community. Students requesting accommodations and services due to (dis)abilities should let the professor know in

private within the first two weeks of class. They will need to receive authorization through the Office for Students with Disabilities. For more information, visit University Center Room 202, call them at 858.534.4382, visit them online at <https://osd.ucsd.edu/> or email them at [osd@ucsd.edu](mailto:osd@ucsd.edu) (requests for deaf/hard of hearing services: [deaf-hohrequest@ucsd.edu](mailto:deaf-hohrequest@ucsd.edu) ).

**Religious Holidays:** Students who miss work for the purpose of religious observance are permitted to make up this work. Students should submit to me, in writing by the end Week 2, their documented religious holiday schedule for the semester.

**Title IX Compliance:** Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. Sexual misconduct and physical and/or psychological abuse will not be tolerated. This includes sexual assault, dating violence, domestic violence, and stalking. As an instructor, I am committed to promoting a safe and healthy environment, and should I learn of any sexual misconduct or physical and/or psychological abuse, I am required to report the matter to the Title IX Coordinator. Should you wish to speak to a confidential source, you may also contact the Title IX Coordinator. Title IX Office ((858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu) ) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center (858-534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu) , <http://care.ucsd.edu> ) or Counseling and Psychological Services (CAPS, 858-534-3755, <http://caps.ucsd.edu> ).

**Office of Academic Support & Instructional Services (OASIS):** OASIS offers free, one-on-one tutoring for students ( <http://oasis.ucsd.edu> ). Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor.

**Counseling and Psychological Services (CAPS):** CAPS is pleased to provide a wide range of services to assist students, including confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 crisis counseling. CAPS is located in Galbraith Hall 190 and can be reached at 858-534-3755. You can also visit <http://caps.ucsd.edu> .

**Teaching + Learning Commons:** The Teaching + Learning Commons offers a range of services that will benefit you in this class and others. Their free services include one-on-one and group consultations for written assignments and oral presentations, content tutoring, or understanding various learning strategies. You can drop by in person on the lower level of Geisel Library, or make an appointment online at <http://commons.ucsd.edu> .

**Basic Needs:** If you are or someone you know is experiencing hunger or homelessness, there are resources on campus to assist you. Visit <http://basicneeds.ucsd.edu> for more information on services such as the Triton Food Pantry and the Food Recovery Network.

**Office of Students with Disabilities (OSD):** If you are a student with a (dis)ability requesting reasonable accommodations in this course, please visit OSD at University Center 202 or call

858-534-4382. All requests for reasonable accommodations require registration with OSD in advance of need. You can apply for OSD services at <http://osd.ucsd.edu> .

### **Required Texts and Films**

All texts are available for free electronically on Canvas. Required and recommended films are available at the links below or viewable on campus or through a vpn on the Library's E-reserves: <http://libraries.ucsd.edu/borrow-and-request/course-reserves/index.html>.

### **Course Schedule\* all readings available on Canvas**

**All readings are due by lecture on the day they are listed.**

**\*Like all things, subject to change**

### **Week 1: Foundations and Inequalities**

#### **6/28: Introduction to the Course**

Read the syllabus!

Merchant, Carolyn. 2003. "Race and Environmental History." *Environmental History*. 8.3: 380-394.

#### **6/30: Racializing the Environment**

Tuana, Nancy. 2019. "Climate Apartheid: The Forgetting of Race in the Anthropocene."

*Critical Philosophy of Race* 7.1: 1-31

AAA Statement on Race

### **Week 2: Constructing Vulnerabilities**

#### **7/5: Racializing Environmentalism**

Checker, Melissa. 2005. "Race-ing the Environment." In *Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town*. NYU Press 13-34.

#### **7/7: Climate and Migration**

Gonzalez, Carmen. 2020. "Climate Change, Race, and Migration." *Journal of Law and Political Economy* 1.1: 109-146.

**Recommended:** Rodriguez, Sabrina. 2021. It's Not a Border Crisis. It's a Climate Crisis.

*Politico*. July 19. <https://www.politico.com/news/magazine/2021/07/19/guatemala-immigration-climate-change-499281>

**\*\*\*\*\* Paper Proposal: Due Sunday 7/10 at 11:59 pm\*\*\*\*\***

### **Week 3: Climate Denial and Undeniable Vulnerability**

#### **7/12: Climate Denial**

Norgaard, Kari Marie. 2012. "Climate Denial and the Construction of Innocence: Reproducing Transnational Environmental Privilege in the Face of Climate Change." *Race, Gender, & Class* 19.1-2: 80-103

\*\*\*\*\* **Midterm Exam: Due at 11:59 pm** \*\*\*\*\*

#### **7/14: Unnatural Disasters**

Hardy, R. Dean, Richard A. Milligan, and Nik Heynen. 2017. "Racial coastal formation: The environmental injustice of colorblind adaptation planning for sea-level rise." *Geoforum* 87: 62-72.

Bullard, Robert D. and Beverly Wright. 2012. "Recovery and Reconstruction in Post-Katrina New Orleans: A Time for Healing and Renewal" In *The Wrong Complexion for Protection: How the Government Response to Disaster Endangers African American Communities*. NYU Press. 73-99

### **Week 4: Solutions and Their Discontents**

#### **7/19: Who is to Blame?**

Stephenson, Eleanor S. and Peter H. Stephenson. 2016. "The Political Ecology of Cause and Blame: Environmental Health Inequities in the Context of Colonialism," *In Companion to the Anthropology of Global Health*. Merrill Singer, ed. 302-320

#### **7/21: Energy and Reparations**

Luke, Nikki and Nik Heynen. 2020. "Community Solar as Energy Reparations: Abolishing Petro-Racial Capitalism in New Orleans." *American Quarterly*. 72.3: 603-625

### **Week 5: Towards Climate Justice**

#### **7/26: Urban Climate Justice?**

Bulkeley, Harriet, Gareth A. S. Edwards, and Sara Fuller. "Contesting climate justice in the city: Examining politics and practice in urban climate change experiments." *Global Environmental Change* 25: 31-40.

Hughes, Sara. "Justice in Urban Climate Change Adaptation: Criteria and Application to Delhi." *Ecology and Society* 18.4: 48.

#### **7/28: Intersectional Climate Justice, Commoning, and Degrowth**

Perkins, Patricia E. (Ellie). 2019 "Climate Justice, Commons, and Degrowth." *Ecological Economics* 160:183-190.

\*\*\*\*\***Final Paper Due at 11:59**\*\*\*\*\*

**Final Exam: Due Sat. 7/30 at 11:59 pm**