

SPRING 2015: DECOLONIZATION & ENVIRONMENTAL JUSTICE

Instructor: Julie Bacon M & W 10-11:50am 201 VIL

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PLC 607

Office Hrs: T & W 12:30-1:30
& by appointment

Course Description:

Colonial violence separates people from their sacred places, distorts the history of land-tenure, and brutalizes the ecology that upholds all life. As colonizers degrade the land, native people often experience physical, emotional, spiritual and economic harms. In these many ways, ecological damage –necessitated by capitalism, normalized under heteropatriarchy, and enforced by hegemonic masculinity—contributes to the ongoing genocide of native peoples.

Those who attempt to defend their lands, waters and cultures frequently find themselves in direct conflict with well-armed and well-funded forces who aim to exploit the natural world. Interference with resource exploitation is generally criminalized under colonial law (sometimes even considered terrorism). Treaty law provides some leverage for the defense of indigenous lands, but is often ignored by the courts, and does not apply to indigenous peoples who remain unrecognized by the colonial government.

This 411 course is designed to provide perspectives that allow students to more fully analyze disproportionate environmental harms/benefits within the settler-colonial context (looking particularly at the US and Canada).

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 team project component completed in lab (iv) a creative personal knowledge mapping project design to chart the ways knowledge has been gained and incorporated into student's thinking.

Course Goals:

This course will introduce students to the complex ways in which colonialism is tied to ecological damage. Students will learn the difference between civil-rights based environmental justice movements and decolonization for environmental justice. Students will learn some basic qualitative research skills and participate in original research.

Learning Objectives

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 group project.

BOOKS

Davis, Lynne. *Alliances: Re/envisioning Indigenous-non-indigenous Relationships*. Toronto: U of Toronto, 2010. Print.

May, Theresa J. *Salmon Is Everything: Community-based Theatre in the Klamath Watershed*. Corvallis: Oregon State UP, 2014. Print.

Sherman, Paula. *Dishonour of the Crown: The Ontario Resource Regime in the Valley of the Kiji Sibi*. Winnipeg: Arbeiter Ring Pub., 2008. Print.

Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed, 1999. Print.

All other readings will be available on Blackboard

Grading Criteria:

Reading Response Homework – 10 pts total for multiple assignments (complete 5 times throughout term)

You may write a reading response for any of the readings assigned throughout the term. Each response will be worth up to 2pts. Bring 1.5-2 typed pages of notes and response. Basically summarize some of the main points of the reading (minimum 1 page) and provide some sense of your response to the material.

100% for complete and coherent work that directly references the texts

80% for those that show a good effort to meet the requirements

50% for incomplete, incoherent or off topic work

Midterm – 10pts

Objective test with true/false, fill in the blanks, multiple choice answers. Testing for basic retention of historical facts, theoretical concepts and terms.

Final– 10pts

Objective test with true/false, fill in the blanks, multiple choice answers. Testing for basic retention of historical facts, theoretical concepts and terms.

Students may choose to take an essay version of this test. The essay prompt and rubric will be made available a minimum of 24 hours before the in-class test to give students a change to decide.

Knowledge Map– 20pts

This creative project will chart the development of student's thoughts over the course of the term. It will draw on in-class and

take home writing assignments completed throughout the ten weeks. It may incorporate visual arts, music, mixed media, poetry etc...

Creative project is accompanied by a 2-3 page statement of purpose that explains the work.

100% for complete and coherent work that demonstrates exploration of new concepts and increased understanding. Provides supporting evidence from the course materials. Skillfully and creatively rendered.

Lab Work– 20pts

Based on the completion of multiple assignments

- In class writing
- Coding Exercises

Report – 30 pts (see the assignment sheet for details)

Lit Review projects leading up the report worth 5pts each
Report worth 15pts

Attendance

Attendance in is required. You may miss three classes without penalty. Each additional absence will result in -2pts from your final grade.

A Note About Email

Please, please, please check the syllabus and blackboard before emailing me a question since odds are very good that the answer is already available. I will check my email twice each day M-F and once each day on the weekend.

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 .

Some Important Student Resources at UO

Sexual Violence Prevention and Education	http://asap.uoregon.edu/
Center for Multicultural Academic Excellence	http://cmae.uoregon.edu/
Multicultural Center	http://pages.uoregon.edu/mcc/
Women’s Center	http://pages.uoregon.edu/women/
Teaching and Learning Center	http://tlc.uoregon.edu/
Accessible Education Center	http://aec.uoregon.edu/
Men’s Center	http://pages.uoregon.edu/uomc/
UO OUT	http://lgbt.uoregon.edu/Home.aspx

PRELIMINARY SCHEDULE FOR WEEKS 1-4

Week One: Basic Intro to Settler-Colonialism and Environment

March 30th : Come to class having read Intro to Decolonizing Methodologies and Native Studies at the Horizon of Death
Bring 1-2 typed pages of notes and response. Basically summarize some of the main points of the reading (minimum 1 page) and provide some sense of your response to the material.

April 1st: Come to class having read Chapter 1 of Decolonizing Methodologies.

Week Two: Environmental Justice and Indigenous People

April 6th: Come to class having read Smith’s Chapter “Rape of the Land”
Bring in a list of five articles for LitRev #1 (titles, journal title, date published, author).

April 8th :Come to class having read “Treadmill of Destruction”.
Bring in two articles

Week Three: Education/Research and Epistemic Violence

April 13th : No Class (Create your Lit Review #1)

April 15th : Come to class having read the Adams Chapter and and *Decol. Meth.* Chap 2.
Be sure that your Lit review is posted online

Week Four:

April 20th: Come to class having read Salmon is Everything. You should also have gone to see Sila by now.

April 22nd: We will be continuing our talk about Art and Epistemology
Bring in two articles

Online Midterm – Due by April 27th 11:30PM