

**Ethnic Studies and Society
Ethnic Studies Program
Cal State San Marcos**

Instructor: Matthew Irwin, PhD (he/they)
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Course/Section: ETST 301.04
Term: Spring 2022
Credit Hours: 3

Meeting Time:
11:30am-2:20 pm, Monday (ARTS 220)

Virtual Office Hours:
9:30 am-11:00 pm, Monday
Noon-1:30 pm, Tuesday
or by appointment

Office Hours Link: <https://csusm.zoom.us/j/7969941573>

I. COURSE DESCRIPTION

Through an interdisciplinary approach, this course examines social, political, economic and/or educational issues that bear historical and contemporary significance for racial-ethnic populations. It also considers the ways that marginalized communities lobby for, pursue or create communities that are affirming, sustaining and transformative.

Instructor Description: This iteration of ETST 301 focuses on Environmental Racism and Environmental Justice, from systems of power, privilege, and exploitation to mutual aid and systemic change.

II. STUDENT LEARNING OUTCOMES

Course Outcomes

Students who successfully complete all aspects of this course will be able to:

1. Identify, explain, and elaborate on core conceptual and political frameworks of Ethnic Studies.
2. Contextualize and participate in critical dialogues about race, justice, and resilience in relation to political ecologies, environmental collapse, and climate change.
3. Conceptualize and develop critical and creative inquiries into structures of oppression enacted through and created by environmental policy and practice as well as environmental solidarity movements among impacted ethnic communities.
4. Create “real-world” projects for sustainability, environmental justice, and climate justice through engagement with community partners.

Program Outcomes

PSLO 1: Distinguish key theoretical concepts critical to the analysis of the experiences of racial & ethnic groups in the U.S.

PSLO 2: Evaluate social constructions of race in a domestic and/or international context

PSLO 4: Describe ways representations and cultural practices are means to construct or sustain cultural identities.

Area F Outcomes

SLO 1: Analyze & articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino Americans.

SLO 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

SLO 4: Explain and critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

SLO 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

III. REQUIRED TEXTS

Course readings are posted to Cougar Courses

IV. COURSE POLICIES

The following policies are set to ensure conditions for your success and for a safe, generative, and welcoming learning environment.

E-Mail. The primary methods of communication this semester will be e-mail, Cougar Courses, and Zoom sessions. All student e-mail correspondence must properly include a greeting, a body, a salutation, and your full name, and possess minimal grammatical errors. CSUSM requires you

to use your official CSUSM email address for communications. I'm teaching several sections of several subjects, so it will help me tremendously to know to which course you are referring when you have questions.

Each time you email, be sure to include:

1. Course name number and section in the subject line
 - a. i.e. ETST 101.02
2. A greeting
3. A brief description of the problem

Failure to follow this protocol may result in my failure to respond promptly or at all. Please note: I will be available through e-mail Monday-Friday 10:00am-4:00pm and will generally respond well within 24 hours.

Attendance. This is an in-person course. Because we meet only once a week (Mondays), it will be very important for you to be present and prepared. Please refer to the Student Grade Contract for further elaboration.

The Add/Drop Period for Fall 2022 is during the first two weeks of the semester.

Submission Policies. All assignments will be due via Cougar Courses on the dates listed in the Course Schedule below. However, I understand "life" happens and there are times where we all need grace for late submissions. If this is the case for you, get a hold of me ASAP to make arrangements.

If you are having technological difficulties, email a copy of your assignment to me and contact campus ITS immediately.

Academic Integrity. Plagiarism is the act of taking credit for work that is not your own and can have very serious consequences. Even instances of accidental plagiarism are subject to disciplinary action. Please consult the professor or other faculty such as our campus librarians if you have questions or concerns about citing the work of others. Most importantly, I think, plagiarism is disingenuous when it comes to accountability and our collective and communal learning experience. [Click here to read CSUSM's official Academic Honesty Policy which outlines expectations for students.](#)

Title IX. CSUSM does not discriminate on the basis of sex, gender, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus) that receive Federal financial assistance. Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual misconduct.

[Click here for more information on Title IX.](#)

Discrimination. CSU Prohibits Discrimination, including Harassment, because of any Protected Status: i.e., Age, Disability, Gender, Genetic Information, Gender Identity or Expression, Nationality, Marital Status, Race or Ethnicity, Religion, Sexual Orientation, and Veteran or Military Status; Retaliation for exercising rights under this policy, opposing Discrimination or Harassment because of a Protected Status, or for participating in any manner in any related investigation or proceeding; Dating and Domestic Violence, and Stalking; Sexual Misconduct of any kind, which includes sexual activity engaged in without Affirmative Consent; and, Employees from entering into a consensual relationship with any Student over whom s/he exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority.

Support for Students with Disabilities. Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Disability Support Services (DSS) Office. This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. [Click here for more information on Disability Support Services.](#)

Statement on Undocumented Students.* As an educator, I support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a warrant, and I will work with students who require immigration-related accommodations.

*Language developed by Brenna Gomez, MFA, 2018

Etiquette. This class will often ask you to reconsider “commonsense”; that is, we begin by understanding U.S. social relations and political structures are not “natural,” but rather the material realization of ideological constructs. I expect you approach your assignments through a social justice framework, meaning I want you to seriously consider the influence race, gender, class, sexuality, Indigeneity, and/or ability have on social relations and political conditions. Some of you may have opposing viewpoints and I encourage you to express them through research and argumentation, staying within the themes and learning outcomes for the course. I expect you to do so in a professional and collegial manner. Give each other the benefit of the doubt and *wherever/whenever* possible, help each other learn. *Discrimination of any kind will not be tolerated and will result in disciplinary action.*

Netiquette. Special rules apply to internet communications where meaning and intention can easily be lost. Please be extra careful with your choice of words. Use emojis to express your tone, but don’t overuse them or rely on them. To the best of your ability please stick to Standardized Written American English and, again, be generous with classmates who don’t share your proficiency with written English. If we meet through video conferencing, I will expect you to be present and have **video on**.

Please reach out to me with any and all concerns about the tone or content of our discussions.

This Document. This document serves as a working contract between the student and professor. This document sets the expectations and firm, non-negotiable policies for this course. Should the need arise for minor adjustments to certain contents of this document—i.e. issues regarding assignments and the course schedule—the professor and the students shall discuss these changes in detail. The professor retains the right to make minor adjustments to the course syllabus in consultation with the students. Such minor adjustments must not sacrifice the integrity of the course, nor alter the student’s ability to meet the course learning outcomes.

V. GRADES AND ASSIGNMENTS

Assignment	Total	A	B	C
Participation & Attendance	12	10	9	8
Project Journals	4	3	2	2
Group Progress Reports	3	3	3	1
In-Class Wikis	3	3	2	1
Organizational Profile	1	1	1	1
Group Project	1	1	1	1
Final Reflection	1	1	1	1
Office Visit	1	1	0	0
TOTAL	26	23	19	15

Participation. Students are present in class when they show up on time with cameras on. Students also earn credit for participating in class discussions (Forums, Perusall, Slido). Exit Tickets at the end of each class session demonstrate student learning. These assignments help students meet Area F SLO 1.

Project Journals. Several times throughout the semester, you will write or record a project journal to reflect on your group’s progress, ask questions, and make requests. This assignment helps students meet Area F SLO 1.

Group Project Reports.

In-Class Wikis.

Organizational Profile. In place of a mid-term exam, you will write or record a profile of an environmental organization or project, analyzing its mission and values through course theoretical frameworks. You will profile the same partner organization for the Group Project Report below. This assignment helps students meet Area F SLO 1, 4 and 5.

Group Project. In groups, students will work closely with one of several community partners, pre-arranged by the professor. At the end of the semester, the groups will prepare and present a final report on their activities, accomplishments, and findings. (“See Community-Engaged Scholarship and Service-Learning” below). This assignment helps students meet Area F SLO 1, 3, 4 and 5.

Final Reflection. Each student will individually reflect on their experiences working with their groups and community partners through a *critical or creative* reflection. Students will be expected to tie experiential learning to course concepts and objectives. This assignment helps students meet Area F SLO 1, 3, 4 and 5.

VI. SPECIAL CONSIDERATIONS

Contract Grading. Decide your grade — an A, a B, or a C — in advance, using a grading contract. The requirements for each of these grades are listed in the Student Grade Contract, available in Module 1. Sign and return it, and you may renegotiate your contract at any point in the semester. (Lower grades at my discretion.)

Why am I doing this?

Grades are exhausting and stressful for everyone, and the focus on grades detracts from our ability to engage the material, think creatively, and/or fail. Failure is essential to learning, and all of us will fail in our own unique ways. It’s ridiculous, therefore, to reduce all that work into a narrow grading scale. For more on contract grading, see Jane Danielewicz and Peter Elbow, [“A Unilateral Grading Contract to Improve Learning and Teaching.”](#) *College Composition and Communication*, 2009, 244–68.

Course Readings. I provide copies of all the class readings for your reference and further exploration. *You are not required to read them*, but you are responsible for the material. Take notes during lectures and participate in the review sessions.

Community-Engaged Scholarship and Service Learning. This class asks students to participate in community-engaged scholarship (CES) and/or service learning in collaboration with community and civic partners. During the first week of class, I will introduce you to our community partners and ask you to select a team.

What is CES?

“Community engagement entails the application of institutional resources to solve problems facing communities through collaboration with those communities. This engagement educates students for democratic citizenship, mobilizes multiple forms of knowledge, and leverages the capacities of all the participants to improve community well-being” (Gelmon, Sherril B., Catherine Jordan, and Sarena D. Seifer. “Community-Engaged Scholarship in the Academy: An Action Agenda.” *Change* (New Rochelle) 45.4 (2013): 58–66.).

For more information about CES and service learning at CSUSM, visit the [Office of Community Relations and University Engagement](#) or the [Department of Service Learning and Civic Engagement](#).

CSUSM Grade Values

A	93-100%	B	83-85.9%	C	73-75.9%	D	63-65.9
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%

B+ 86-89.9% C+ 76-79.9% D+ 66-69.9% F < 59.9%

University Writing Requirement. All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. The All-University Writing Requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways. In this course, the requirement will be met through weekly discussion boards, the organization profile, and the final reflection. Here’s a link for more information on the requirement:

(<http://www.csusm.edu/policies/active/documents/all%20university%20writing%20requirement.html>).

VII. COURSE SCHEDULE

Please note that the following schedule is subject to change at my discretion. Any changes will be clearly communicated to students well in advance.

Week/Module	Readings/Activities
Week/Module 1 Introductions <i>First Class is</i> <i>Monday, August 29</i>	Readings <ul style="list-style-type: none"> • Syllabus and Course Information Activities <ol style="list-style-type: none"> 1. JamBoard: Introduction Exercise 2. Lecture: Syllabus and Contract Grading 3. Critical Reading Lecture Assignments <ol style="list-style-type: none"> 1. Online annotation of “nonlinear and iterative: the pace and pathways of change,” adrienne marie brown 2. Due 11:59 pm, Friday <ul style="list-style-type: none"> ○ Take Syllabus and Course Quiz ○ Complete Student Grade Contract
Week/Module 2 <i>Sept. 5</i>	Labor Day (No Class)
The Environment (SLO 1, 3)	
Week/Module 3 Imagining Environments <i>Sept. 12</i>	Readings <ol style="list-style-type: none"> 1. “Icon of Extinction and Resilience,” Alan Braddock, <i>Nature’s Nation: American Art and Environment</i> (eds Braddock and Kusserow)

	<p>2. “Three Islands: An Environmental Justice Archipelago,” Rob Nixon, <i>Nature’s Nation</i></p> <p>Activities</p> <ol style="list-style-type: none"> 1. Lecture 2. Group Meeting <p>Assignments</p> <ol style="list-style-type: none"> 1. Exit Forum: Questions and Take-Aways 2. <i>Choose Organization for Final Project</i>
<p>Week/Module 4 Environmental Racism <i>Sept. 19</i></p>	<p>Readings</p> <ol style="list-style-type: none"> 1. “Flint, Racial Capitalism, and Environmental Racism,” Laura Pulido 2. “Racial Formation, Environmental Racism, and the Emergence of Silicon Valley,” Park and Pellow 3. Video: “White Supremacist Roots of American Environmentalism,” Katie Koscielak and Kaitlin Reed, L4HSU <p>Activities</p> <ol style="list-style-type: none"> 1. Lecture 2. Group Meeting <p>Assignments</p> <ol style="list-style-type: none"> 1. Journal Entry 2. Exit Forum: Questions and Take-Aways
<p>Week/Module 5 Environmental Justice <i>Sept. 26</i></p>	<p>Readings</p> <ol style="list-style-type: none"> 1. “Critical Environmental Justice,” <i>What is Critical Environmental Justice?</i>, David Pellow 2. “Introduction” and “This Movement of Movements,” <i>Environmental Justice in a Moment of Danger</i>, Julie Sze 3. “Environmental Justice Theory and Its Limitations for Indigenous People,” <i>As Long As Grass Grows</i>, Dina Gilio-Whitaker <p>Activities</p> <ol style="list-style-type: none"> 1. Lecture 2. Group Meeting <p>Assignments</p> <ol style="list-style-type: none"> 1. Progress Report (in class) 2. Exit Forum: Questions and Take-Aways

<p>Week/Module 6 Unit Review</p> <p><i>Oct. 3</i></p>	<p>Activities</p> <ul style="list-style-type: none"> • Class Review <p>Assignments</p> <ul style="list-style-type: none"> • Group Wiki (in class)
<p>Climate Crisis (SLO 1, 3)</p>	
<p>Week/Module 7 Climate Change</p> <p><i>Oct. 10</i></p>	<p>Readings</p> <ol style="list-style-type: none"> 1. “Challenging Knowledge: How Climate Science Became a Victim of the Cold War,” Naomi Oreskes and Erik Conway, <i>Agnotology: The Making and Unmaking of Ignorance</i> (eds. Robert Proctor and Londa Schiebinger) 2. “Why Any Legitimate Climate Change Policy Must Have Racial Justice at Its Core,” Trisha Hahn 3. “Indigenous Climate Change Studies,” Kyle Whyte <p>Activities</p> <ol style="list-style-type: none"> 1. Lecture 2. Group Meeting <p>Assignments</p> <ol style="list-style-type: none"> 1. Journal Entry 2. Exit Forum: Questions and Take-Aways
<p>Week/Module 8 Climate Justice</p> <p><i>Oct. 17</i></p>	<p>Readings</p> <ol style="list-style-type: none"> 1. “Community Approaches to Climate Justice: Cases from Papua New Guinea,” Sangion Appiee Tiu, <i>Climate Futures: Reimagining Global Climate Justice</i> (eds. Debashish Munshi, Priya Kurian, John Foran, and Kum-Kum Bhavnani) 2. “Cultural Resilience and Climate Change: Everyday Lives in Niue,” Jess Pasisi, <i>Climate Futures</i> 3. “Change is and will be Local,” Anna Pérez Català, <i>Climate Futures</i> 4. “Climate Justice Must be Anti-Patriarchal, or It Will Not Be Systemic,” Majandra Rodriguez Acha, <i>Climate Futures</i> <p>Activities</p> <ol style="list-style-type: none"> 1. Lecture 2. Group Meeting <p>Assignments</p> <ol style="list-style-type: none"> 1. Progress Report (in class)

	2. Exit Forum: Questions and Take-Aways
<p>Week/Module 9 Unit Review</p> <p>Oct. 24</p> <p>Organizational Profile Due</p>	<p>Activities</p> <ol style="list-style-type: none"> 1. Group Presentations 2. Class Review <p>Assignments</p> <ol style="list-style-type: none"> 1. Group Wiki (in class) 2. Organizational Profile Due by 11:59 pm, Friday
Systems of Care (SLO 1, 3)	
<p>Week/Module 10 Mutual Aid</p> <p>Oct. 31</p>	<p>Readings</p> <ol style="list-style-type: none"> 1. “A Visual History of Mutual Aid,” Ariel Aberg-Riger 2. “Mutual Aid 101: Toolkit,” Alexandria Ocasio-Cortez and organizer Mariame Kaba 3. “Introduction,” David Graeber and Andrej Grubačić, <i>Mutual Aid: An Illuminated Factor of Evolution</i>, Peter Kropotkin 4. “Conclusion,” <i>Mutual Aid: An Illuminated Factor of Evolution</i>, Peter Kropotkin <p>Activities</p> <ol style="list-style-type: none"> 1. Lecture 2. Group Meeting <p>Assignments</p> <ol style="list-style-type: none"> 1. Exit Forum: Questions and Take-Aways 2. Journal Entry
<p>Week/Module 11 Food Sovereignty</p> <p>Nov. 7</p>	<p>Readings</p> <ol style="list-style-type: none"> 1. “A Pig and a Garden: Fannie Lou Hamer’s Freedom Farm Cooperative,” <i>Freedom Farmers: Agricultural Resistance and the Black Freedom Movement</i>, Monica White 2. “Malik Yakini: Detroit Black Community Food Security Network,” <i>Why Detroit Matters: Decline, Renewal and Hope in a Divided City</i>, ed. Brian Doucet 3. “Defining Sustainability and Just Sustainability” and “Power Constellations, Practice Theory, and ‘Getting Woke,’” <i>Greening the Black Urban Regime</i>, Alesia Montgomery <p>Activities</p> <ol style="list-style-type: none"> 1. Lecture

	<p>2. Group Meeting</p> <p>Assignments</p> <ol style="list-style-type: none"> 1. Progress Report (in class) 2. Exit Forum: Questions and Take-Aways
<p>Week/Module 12 The Red Deal</p> <p><i>Nov. 14</i></p>	<p>Readings</p> <ol style="list-style-type: none"> 1. “Heal Our Bodies: Reinvest in Our Common Humanity,” <i>The Red Deal: Indigenous Action to Save our Earth</i>, The Red Nation 2. “Heal Our Planet: Reinvest in Our Common Future,” <i>The Red Deal: Indigenous Action to Save our Earth</i>, The Red Nation <p>Activities</p> <ol style="list-style-type: none"> 1. Lecture 2. Group Meeting <p>Assignments</p> <ol style="list-style-type: none"> 1. Exit Forum: Questions and Take-Aways 2. Sign Up for Presentations
<p>Week/Module 13 Re-imagining Environments</p> <p><i>Nov. 21</i></p>	<p>Readings</p> <ol style="list-style-type: none"> 1. “Moving Toward a Sustainability Aesthetic,” <i>Between Two Pines</i>, Edgar Cardenas 2. “The Arts and Radical System Change,” <i>Beyond World’s End</i>, TJ Demos <p>Activities</p> <ol style="list-style-type: none"> 1. Lecture 2. Group Meeting <p>Assignments</p> <ol style="list-style-type: none"> 1. Final Journal Entry 2. Exit Forum: Questions and Take-Aways
Final Projects (SLO 3, 4, 5)	
<p>Week/Module 14 Class Review</p> <p><i>Nov. 28</i></p>	<p>Activities</p> <ol style="list-style-type: none"> 1. Class Review 2. Final Project Workshop <p>Assignments</p> <ul style="list-style-type: none"> • Group Wiki (in class)

<p>Week/Module 15</p> <p>Student Presentations</p> <p><i>Dec. 5</i></p> <p><i>Final Reflection Due</i></p>	<p>Activities</p> <ol style="list-style-type: none"> 1. Group Presentations <ul style="list-style-type: none"> ○ Sign up begins during Week 12 2. End of Semester Party <p>Assignments</p> <ol style="list-style-type: none"> 1. Group Report due 11:59 pm, Friday 2. Final Reflection due 11:59 pm, Friday
<p>Week/Module 16</p> <p>Closing Remarks and Last-Minute Items</p>	<p style="text-align: center;">No Final Exam</p>