

Environmental Justice and Political Ecology Field Course: Indigenous Perspectives, Coalitions, and Activism

Condon Hall (CDH) 125

Friday 10:30-2:20 PM

Fall 2022

Co-Taught by Professors Patrick Christie and Jonathan Warren

JSIS 478 G and SMEA 572

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<https://redstick.wixsite.com/website>

<https://smea.uw.edu/faculty/patrick-christie/>

Patrick's and Jonathan's office hour: by appointment or Friday 2:30-3:30 @ Husky Grind cafe at Mercer Court (or by Zoom at other times)

Class listserv: multi_smea572a_au22@uw.edu

(You need to send messages from an **UW email address** to listserv.)

We acknowledge the people – past, present, and future – of the Dkhw'Duw'Absh, the Duwamish, the Muckleshoot, and other Coast Salish communities on whose traditional lands we study and work at the University of Washington.

The Salish Sea, of which Puget Sound is part, is central to the culture, history, and activist/policy efforts of local, sovereign Indigenous communities. These waters and the life that depends upon them are at risk today from the unsustainable development and uncontrolled resource extraction that has accompanied settler-colonialism. Coast Salish peoples have been at the forefront of efforts to defend and restore these plundered environments given their millennia of successful stewardship of the Salish Sea, forward looking philosophies, and co-management rights secured in treaties with the US government.

Despite their vanguard role in the environmental movement, non-native environmentalists have been largely disconnected from and unfamiliar with Indigenous communities and activists. This class seeks to address this problem – and in the process strengthen the environmental movement - by familiarizing students (especially those concerned with environmental justice) with Indigenous people, rights, and culture.

Learning goals:

- To explore the subdisciplines of environmental justice, critical race and Indigenous studies in the context of the Salish Sea.

- To foster stronger coalitions between the University of Washington, non-indigenous environmentalists, and Indigenous communities.
- To deepen understanding about the environmental and socio-cultural history of settler-colonialism, Indigenous communities, and Indigenization movements in the Salish Sea region.

Assignments/Grades:

- A maximum two-page, single-spaced **critical reflection/essay on Indigenous/settler-colonial history-telling**. Due October 26th. [20% of grade].
- **Analysis of Indigenous Media and Art** written reflection. Due November 14th. [20% of grade].
- **Two written observations and reflections on visits to Indigenous communities**. A maximum of one-page, single-spaced per reflection. Due Mondays after visits, October 17th and November 7th [10% of grade for each write up].
- **An Encyclopedia of Puget Sound entry**. This will be a group project (2 to 3 people per group) with peer editing. Final draft due December 7th. [20% of grade]
- **Attendance and participation**. Some of the features of quality participation include being prepared, engaged, present, supportive, asking questions when unsure, active in breakout groups and carrying your weight on group assignments. [20% of grade]
- **Note to students enrolled in SMEA 572:** Half of your participation grade will be based on a **Personal Evaluation and Reflections due December 12th**. During the class keep a weekly journal in which you document ideas/discussions that you found intriguing, assumptions that were tested or upset, themes that were emotionally charged or challenging for you, quality of your contributions to class discussion, items/issues that were unclear, key insights or lessons gleaned, and issues that you would like to have discussed further. Also document how the group project went – challenges, insights, tips for future students, your effort, group dynamics, etc. At the end of the quarter, we will ask you to summarize and reflect upon your journal.

ODDS and ENDS:

- **Late Assignments:** Only in very exceptional cases will late assignments be accepted.
- **Absences:** It is your responsibility to keep up to date with class readings and assignments should you be absent from class.
- **Canvas:** Most communication will be handled via canvas; so please make sure you are familiar with this platform and that you are receiving announcements and other information from Canvas.
- **Readings/Films:** Readings, films and podcasts are noted for each of the class sessions and students are expected to read/view the materials before class (unless otherwise indicated). All readings will be posted on Canvas under "files" or linked to an url.
- **OTHER IMPORTANT INFORMATION:** please go to the end of the syllabus for additional information on academic conduct, religious accommodations, grading, plagiarism, and other important issues

Class Schedule:

Week 1: Class Introductions: Themes and frameworks (Sept 30)

We begin with introductions and then review/edit the syllabus with student input. Afterwards we discuss common terms, consider the practice of land acknowledgements and review the broad theme of environmental justice. Before ending class, we firm up logistics of the excursions.

Terms:

- Read in class: Vowel, Chelsea. (2016). *The Terminology of Relationships, Indigenous writes: A guide to First Nations, Métis, and Inuit issues in Canada*. Portage & Main Press. [Canvas]

Land Acknowledgements:

- View in class: Temprano, Victor. (2015). Native Land. Retrieved from <https://native-land.ca/>
- View in class: King, Hayden. (January 20, 2019). *'I regret it'*: Hayden King on writing Ryerson University's territorial acknowledgement, *CBC Radio*. (15 min)
- Read in class: <https://www.washington.edu/diversity/tribal-relations/>

Environmental Justice:

- Read in class: [Bali Principles of Climate Justice](#)
- View in class: [Environmental Justice, explained](#) (4 min)
- View in class: [Racial Justice is Climate Justice with Annette Bryan, Puyallup Tribal Councilwoman](#) (4 min)

Week 2: Treaty rights, co-management, and Indigenous sovereignty (October 7)

We consider Indigenous treaties and the struggles by Indigenous communities to have them respected. In this context we reflect upon the particularities of Indigenous sovereignty and how this involves in the Puget Sound co-management laws (per the Boldt Decision in 1974) and norms.

- **Read before class:** Alexandra Harmon, Introduction in *Reclaiming the Reservation: Histories of Indian Sovereignty Suppressed and Renewed*. (2019, pp. 3-21). [Canvas]
- **Skim:** <https://www.eopugetsound.org>
- **Read before class:** <https://www.eopugetsound.org/node/163663>
- **Read before class:** <https://www.eopugetsound.org/articles/modern-puget-sound-timeline>
- **Read before class pages 9-29 in Puget Sound Fact Book:** <https://www.eopugetsound.org/articles/puget-sound-fact-book>
- **Read before class:** Lynda Mapes, Section III: Enough is Enough (pp. 143-206) and Epilogue (207-219) in *Breaking Ground: The Lower Elwha Klallam Tribe and the Unearthing of Tse-Whit-zen Village* (UW Press, 2009).

- **Skim webpage, Read before class:** [Treaty Rights at Risk report](#) (Read Executive Summary (p 2-5), pages (6-12) and pages (20-28); Skim rest of report.
- **Skim:** Boldt Decision and **read** p 60-62
- **Skim:** [Northwest Indian Fisheries Commission](#)
- View in class: [As Long as the River Runs](#) (Min 47:25)
- View in class: [Billy Frank, Jr. Speaks at Boldt 40](#) (9 min)
- View in class: [Governor Jay Inslee at Boldt 40](#) (8 min)

Week 3: Visit to Tulalip Tribes (October 14th)

We visit the Tulalip Tribes, the Hilbulb Cultural Center, and their Qwuloolt estuary restoration project. In this context, we hear from or meet with tribal elders such as Inez Bill and read selections from the autobiography of Harriette Dover.

General background:

- **Skim before class:** [Hilbulb Cultural Center](#)
- **Skim before class:** [Tulalip Tribes main website](#)
- **View before class:** [Tulalip story about Orca – digital story](#). [10 min]

Environmental restoration:

- **Read before class:** Christie, P., et al. 2018. Policy pivot in Puget Sound: Lessons learned from marine protected areas and tribally-led estuarine restoration. *Ocean and Coastal Management* 163: 72–81.
- **Read before class:** <https://sway.office.com/wluV0qRyoGiK3J80>
- **Skim before class:** [Qwuloolt Estuary website](#)
- **Watch first 3 minutes before class** of [Tulalip Matters](#).

History:

- **Read before class:** Harriette Dover, *Tulalip From My Heart: An Autobiographical Account of a Reservation Community*, Chapters 4, 5 [Canvas]
- **Read before class:** [Tulalip History – Brief Overview](#) (1 pg)
- **Read before class:** [Tulalip Tribes Timeline Mural](#) (2 pages)

Week 4: Settler Colonialism and the Politics of History Telling (October 21)

We consider the various forms/stages of settler colonialism and Indigenous responses/resistance movements in the Puget Sound and beyond. We also reflect critically on how these histories have been narrated in popular culture, schools, public monuments, museums, and families.

Short Essay/Reflection: Discuss in class the expectations, requirements, goals, etc. of assignment which is due Wednesday, October 26th.

Settler Colonialism:

- **Read before class:** Alexandra Harmon, Introduction, Chapter 2 (Settlers and Indians: Intertwined People, pp 43-71), Chapter 4 (Reformers and Indians: Reservations about Reservations, pp. 103-130) in *Indians in the Making: Ethnic Relations and Indian Identities around the Puget Sound* [Canvas]
- **Read before class:** Roxanne Dunbar-Ortiz and Dina Gilio-Whitaker, "Myth 8: The US Did Not Have a Policy of Genocide," in *All the Real Indians Died Off* (Boston: Beacon Press, 2016): 58-66. [Canvas]
- **Read before class:** [Native Americans decry unmarked graves, untold history of boarding schools. \[2 pages\]](#)
- **Listen before class:** [Indian Boarding Schools Traumatic Legacy, and the Fight to Get Native Ancestors Back.](#) 4 min.
- View in class: [Celilo Falls Silenced by Dalles Dam: Echo of Water Against Rocks](#) (13 min.)
- View in class: Rosemary Gibbons, [A Century of Genocide in the Americas: The Residential School Experience](#) (Seattle, WA: A Native Voices Production at the University of Washington): 17:45 minutes.

Politics of History Telling:

- **Listen before class:** "[Little War on the Prairie](#)," This American Life, Nov 23, 2012: 62 minutes.
- **Read before class:** Nora Murphy, "Old Stories" pp. 3-37 (Cedars, Crab Apple, Pines) in *White Birch, Red Hawthorn*, University of Minnesota Press (2017). [Canvas]
- **Read before class:** Elissa Washuta, "[White City](#)" in *The Offing*, 2 March (2017).

Personal Reflection of History Telling - Due Wednesday, October 26th

Week 5: Worldviews - Native epistemologies (October 28)

We reflect upon various aspects of Indigenous values, worldviews, and storytelling styles and juxtapose them to non-indigenous ones.

- **Skim:** <https://www.ictinc.ca/about-us>
- **Read before class:** <https://www.ictinc.ca/blog/indigenous-peoples-worldviews-vs-western-worldviews> (2 pages)
- **Read before class:** Simpson, Leanne. (2017). *Land as Pedagogy, As We Have Always Done*, 145-173. University of Minnesota. [Canvas]
- **View before class:** Robin Kimmerer, "[What Plants Can Teach Us.](#)" December 5, 2017. (86 min).
- **View before class:** Gerald Vizenor, [Mimi and Peter E. Haas Distinguished Visitor Lecture](#), Jan. 27, 2020. (60 min).

- View in class: Tulalip TV. (2019). [Teachings of the Tree People: The Work of Bruce Miller \(29 minutes\)](#)
- View in class: Native Shorts. (n.d.). [The Grandfather Drum](#). (20 min)
- Listen to in class: [Best Of: This Conversation With Richard Powers Is a Gift](#), Ezra Klein Show, September 2, 2022. [Introduction and 10 minute excerpt]

Week 6: Visit to Puyallup (Depart UW November 4, 8:00 AM).

We visit the Chief Leschi School, LNG facility, Puyallup fisheries and other sites to be determined. In this context we visit with various Indigenous elders, political leaders and educators.

General Background:

- **Read and watch video before class:** [Puyallup Tribe's Website](#)

Formal Education and Etiquette:

- **Read before class:** Linda Grover, Onigamiising: Seasons of an Ojibwe Year. "To Speak Ojibwemowin (pp. 111-114), "How Much of an Indian are You?" (pp. 119-122). [Canvas]
- **Skim:** <https://www.leschischools.org>

Culture:

- **Skim:** <https://www.facebook.com/PuyallupCanoeFamily/>
- **View before class:** [The Salmon People at Risk \(20 min\)](#)

Land Theft:

- **Read before class:** Vine Deloria, Jr. *Indians of Pacific Northwest*, (1977) by Vine DeLoria, Chapter 9 (pp. 79-88) [Canvas]

LNG Facility:

- **View before class:** trailer for [Ancestral Waters](#) (2 min)
- **Read before class:** <https://energynews.us/2022/03/10/how-a-tacoma-gas-facility-started-a-fight-over-climate-change-sovereignty-and-human-rights/>

Fisheries:

- **Read before class:** <http://puyallup-tribe.com/fisheries/hatchery.html>

Puyallup visit reflections essay due on Monday, November 7

Week 7: NO class, Veterans Day (November 11)

There is no class this week and so we would like you to use this time to view the film, *This Changes Everything*, and work on completing your second essay assignment. There is also significant reading for November 18th, so please read ahead.

- **View:** Alfonso Cuarón, [This Changes Everything](#). (2015) 90 min.

Essay 2 Assignment (Due Monday, November 14th): Students have one of two options. **Option 1** requires that you examine a few Indigenous news and media sources. Document and analyze basic background information such as origins, funding sources, editorial board, and so forth. Discuss whether you were already familiar with media sources. If so, mention how you learned of these sources. If these are new to you, reflect upon why. Finally, explain what is distinct or unique about these news sources, especially as compared to the media sources with which you are more familiar. Do these outlets have an activist component? **Option 2** will focus on Indigenous artists, musicians or other kinds of cultural workers. The objective is that you draw on the insights from this class to reflect upon and analyze their work. In other words, you will be expected to situate their work within a broader context of indigenous politics, settler-colonialism and white supremacy. Do these artists call for societal change and activism? A menu of media sources and artists will be provided to you no later than week six. The maximum one-page, single-spaced write-up is due Monday, November 14th.

Week 8: Activism, Allyship, and Change (November 18)

Discuss themes related to activism and climate change such as decisions around framing, building alliances, identifying strategic pressure points, and challenging power. One goal is to not merely study change but also begin building the skills of how to be an effective, empowered individual. We will also process some the content/insights from Essay 2 on media and art and their links to activism.

Activists/Coalitions/Organizations:

- **Read before class:** [Social Movements & Allyship Best Practices](#)
- **View before class:** [No More Pipeline Blues](#): by Keri Pickett (5 min)
- **Read before class:** Winona LaDuke, "How to Be Better Ancestors" and "A Pipeline Runs Through It," in *To Be a Water Protector*. Pp. 13-16; 132-149. Fernwood Publishing and Spotted Horse Press. [Canvas]
- **Read before class:** Dina Gilio-Whitaker, "(Not So) Strange Bedfellows" (pp. 99-119) and "Ways Forward for Environmental Justice in Indian Country" (pp. 155-170) in [As Long as the Grass Grows: The Indigenous Fight for Environmental Justice, From Colonization to Standing Rock](#) (2019) Boston: Beacon Press. Available online through UW library at "View Online" section.
- **Skim:** <https://www.honorearth.org/> , <https://350seattle.org/> , <https://www.backbonecampaign.org/>

Strategies and Tactics of Change

- **Read before class:** Asha de Vos, "[The Problem of Colonial Science](#)," in *Scientific American*
- **Read before class:** Paul Steinberg, *Who Rules the Earth? How Social Rules Shape our Planet and Our Lives*. Oxford Press. "Recycling is Not Enough" (pp. 5-18) and "Feasible Worlds" (35-59). [Canvas]
- **Read before class:** [Level 2 – Fundamental Activist Skills](#). (Read embedded pdfs) Amnesty International.

Week 9: No Class for Thanksgiving Holiday (November 25th).

There is no class this week. We would like you to use this time to work on your Encyclopedia of Puget Sound entry. To help prepare for the following week of editing and writing, read the brief essays and view the short video on writing and editing.

- **Read:** Anne Lamott, "[Shitty First Drafts](#)"
- **Read:** Meaghan O'Connell, "[Revision is My God.](#)"
- **View:** "[Rewriting Racist Headlines](#)" from *The New Yorker*

Week 10: Workshop to write for EoPS (December 2)

We will process the readings and short video from last week before spending the remainder of class editing the latest draft of the group essays.

- **Friday, Nov. 18th**, at the end of class, we assign pairs of authors and editors for the Encyclopedia entry and you'll have some time to talk with your partner to devise a plan for sharing work over the course of the next two weeks.
- Sometime before **Monday, November 28th at 5pm**: AUTHORS write first draft and send via email to assigned EDITORS.
- Sometime before **Tuesday, November 29 at 5pm**: EDITORS edit first draft and emails edited draft with comments to AUTHORS. Note that this second exchange, when the EDITORS return the edited copy to the AUTHORS should **include a "cc" to Patrick and Jonathan**.
- **Wednesday, November 30th at 5pm**: AUTHORS paste their revised text into a Canvas discussion board to which the rest of the class has access.
- By **Friday before December 2 class**: All students read all edited drafts on Canvas in preparation for workshopping writings in class on December 2nd.
- By **December 7th at 5 PM**: AUTHORS submit final revised work via Canvas.

Week 11: Indigenizing UW (December 9)

We will split the time between a discussion of key themes or take-aways from this class and an outing on the UW campus to the Burke Museum, Intellectual House, Union Bay Nature and Area and other UW sites related to the Indigenization of UW. SMEA 572 students will draw on

their weekly journals to lead these reflections about ideas/discussions that students found intriguing, assumptions that were tested or upset, themes that were emotionally charged or challenging, quality of students' contributions to class discussion, items/issues that were unclear, key insights or lessons gleaned, and issues that students would like to have discussed further.

- **Read before class:** <https://www.theguardian.com/commentisfree/2022/jul/26/school-strikes-climate-protests-activists>
- **Read before class:** Lee, Robert & Ahtone, Tristan. [Land-grab Universities](#), *High Country News*.
- **Read before class:** Owen Oliver, 2021, [Indigenous Walking Tour at the University of Washington](#). Also available at the UW Bookstore in hard copy.
- **Skim:** <https://www.burkemuseum.org/>
- **Read before class:** <https://www.burkemuseum.org/about>
- **Read before class:** <https://www.burkemuseum.org/about/our-work/tribal-consultation>
- **Read before class:** <https://www.burkemuseum.org/news/launching-coast-salish-sdxwil-canoe>
- **Skim:** Burke Museum of Natural History & Culture. (2014). [Waterlines Map](#).
- Optional reading: [Indigenizing the Jackson School](#) story maps

Final EoPS entry due on December 7

UNIVERSITY OF WASHINGTON, JACKSON SCHOOL OF INTERNATIONAL STUDIES, INFORMATION FOR STUDENTS

COURSES, GRADING, ACADEMIC CONDUCT

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved. (Sources: UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code)

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances

beyond the student's control. (Source: UW General Catalog Online, "Student Guide/Grading System")

Grade Appeal Procedure

A student who believes he or she has been improperly graded should first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the Jackson School or School of Marine and Environmental Affairs with a copy of the appeal also sent to the instructor. The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Jackson School to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. (Source: UW General Catalog Online, "Student Guide/Grading System")

Concerns About a Course or Instructor

If you have any concerns about a Jackson School or School of Marine and Environmental Affairs course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the director of the program offering the course (names available from the Office of Student Services, Thomson Hall 111 and SMEA front office). If you are still not satisfied with the response that you receive, you may contact the Graduate School at G-1 Communications Building (543-5900).

For your reference, these procedures are posted on a Jackson School bulletin board in the Student Services Office, Room 111 Thomson Hall.

POLICIES, RULES, RESOURCES

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Disability Accommodation

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact:

Disabled Students Services (Seattle campus) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/Fax, or e-mail at uwdss@u.washington.edu; Bothell Student Affairs at (425) 352-5000/V; (425) 352-5303/TTY, (425) 352-5335/Fax, or e-mail at uwbothel@u.washington.edu; Tacoma Student Services at (253) 552-4000/V, (253) 552-4413/TTY, (253) 552-4414/Fax.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature. If you believe that you are being harassed, seek help-the earlier the better. You may speak with your instructor, the director of student services (111 Thomson), or the director of the Jackson School or the School of Marine and Environmental Affairs (406 Thomson or MAR 111). In addition, you should be aware that the University has designated special people to help you. They are: University Ombudsman and Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants) Susan Neff, 206 Condon Hall, 206-543-6028; and the University Complaint Investigation and Resolution Office, 206-616-2028. (Sources: UW Graduate School, CIDR, Office of the President)

Office of Scholarly Integrity

The Office of Scholarly Integrity is housed in the Office of the Vice-Provost. The Office of Scholarly Integrity assumes responsibility for investigating and resolving allegations of scientific and scholarly misconduct by faculty, students, and staff of the University of Washington. The Office of Scholarly Integrity coordinates, in consultation and cooperation with the Schools and Colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. The Office of Scholarly Integrity is responsible for compliance with reporting requirements established by various Federal and other funding agencies in matters of scientific or scholarly misconduct. The Office of Scholarly Integrity maintains all records resulting from inquiries and investigations of such allegations. University rules (Handbook, Vol. II, Section 25-51, Executive Order #61) define scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research. Students can report cases of scientific or scholarly misconduct either to the Office of Scholarly Integrity, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable. (Sources: UW web page (<http://www.grad.washington.edu/OSI/osi.htm> (Links to an external site.)); minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98)

UW religious accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#)

[\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/).

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#)

[\(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).