

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

Friday 10:30-2:20 PM

Fall 2021

Co-Taught by Professor Patrick Christie and Professor Jonathan Warren

JSIS 478 G (for UNDERGRADUATES, 5 credits) and

SMEA 572 (for GRADUATE students)

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<https://jsis.washington.edu/people/jonathan-warren/>

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

Patrick office hour: by appointment or Friday 2:30-3:30 @

<https://washington.zoom.us/j/6736054404>

Jonathan's office hour: Friday 3:00-4:00 or by appointment

Class listserv: multi_jsis478a_au20@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 Tribe, the Muckleshoot Tribe, and other tribes on whose traditional lands we study and work at the University of Washington. This class is an attempt to increase understanding and actualize the rights of Indigenous peoples.

In the wake of European colonization and settlement of the Salish Sea, race and justice have figured centrally to the management, plunder, and defense of the natural environment. Unfortunately, due to racist urban planning, curriculum/schooling, and imaginings, non-native environmentalists are largely disconnected from and unfamiliar with Indigenous communities and activists to the detriment of the environment, among other things.

The Salish Sea, of which Puget Sound is part, is central to the culture, history, and activist/policy efforts of local, sovereign Indigenous communities. The Salish Sea, orcas, and salmon are all at risk today from unsustainable development and uncontrolled resource extraction. Indigenous leaders and nations are at the forefront of recovery efforts partially due to their sovereign rights.

This class is thus aimed at familiarizing students, especially those concerned with environmental justice, with Indigenous perspectives, leaders and activists with the aim of countering this ignorance in the hopes of forging stronger interracial, environmental protection coalitions. To this end, students will not only read on these issues but also participate in field trips and group projects. These field trips are mainly during the class time and will be co-designed with students.

Learning goals:

- To explore the subdisciplines of environmental justice, political ecology, critical race studies and indigenous studies and how they relate to contemporary issues in the Salish Sea.
- To foster bridges between the UW, non-indigenous environmentalists, and Indigenous communities.
- To deepen understanding about the environmental and socio-cultural history of the Salish Sea, settler-colonialism, Indigenous communities and decolonization movements.
- To learn critical research and writing skills applied to this topic area.

Student requirements and graded assignments

Readings are noted for each of the class sessions and students are expected to read the materials before class. Readings will be posted on Canvas or accessed through the internet as noted. Various course assignments are designed to strengthen engagement with readings and create excellent written products.

Main assignments (details to be provided):

2 short essays, details forthcoming, due dates noted below (20% of grade for each essay)

1 group case study due December 11 (40% of grade: 10% presentation, 30% case study)

Attendance and participation in discussion (20% of grade)

Academic Integrity

Plagiarism, cheating, and other misconduct are serious violations of your contract as a student. We expect that you will know and follow the University's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to University regulations. More information can be found at:

http://coenv.washington.edu/admingateway/academics/academic_misconduct.shtml. Be advised, we have the right and responsibility to notify University Conduct committees about any suspected student misconduct. By far the most prominent form of cheating at UW is plagiarism.

It is your responsibility to inform yourself of what plagiarism means. Students will receive no credit for an assignment that contains plagiarized portions. Typical plagiarism "oversights" are:

1. Copying an assignment from a friend with whom you study, or working so closely with this friend that both your assignments look copied (same words and ideas in the same order).
2. Copying whole sentences from a web site without restating in student's words or without quotation/citation.
3. Paraphrasing ideas of another author without attempting to write an "original" sentence.

Disability Accommodations

To request academic accommodations due to a disability, please contact Disability Resources for Students, 448 Schmitz, (206)543-8924 (V/TTY). If you have a letter from Disability Resources for Students indicating that you have a disability which requires

academic accommodations, please present the letter to the instructor so we can discuss the accommodations needed for this class.

The class will meet on Zoom at:

<https://washington.zoom.us/j/96844295807>

<https://washington.zoom.us/j/96578108278>

Meeting ID: 968 4429 5807

If you need to call in, pls call: +1 206 337 9723 US (Seattle)

Connecting online rather than by phone is preferable.

Assignments and Readings:

Assignment guidelines will be provided well in advance of due date. Readings will be posted to a class Canvas site.

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NOTES:

Key themes that need readings. Many already below.

Histories/Worldviews/ epistemologies

- Fish wars
- Appropriation of Puyallup lands
- Treaties in Puget Sound
- Settler/colonialism

PAR/participatory DS and vidoes and social media creation

Allyship – add readings?

Activist skills

Case study background info

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To do/ consider:

- What will the cases be -- depends on Puyallup
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Next steps

- Current TMX DS review
 - o Weller and Francesca review stories

Francesca /PC review and discuss - Tulalip collaboration/Patti?

Figure out how to engage John Weller.

What are roles for Francesca, Jade, Jessica?

Puyallup follow up

- Annette contacts, Chief Leschi HS
- Connie
- Danica

Revise assignments – link them all to DS

- Storymap?
- Essay on participatory DS/Videography

Need to ID 7 projects/DS if 29 students

(Keep in mind that we want to be responsive to Annettee and Puyallup partners if that collaboration expands)

DS ideas:

- TMX – WA agencies /Inslee and Ferguson response?
- Tulalip TBD
- LNG – 2 stories?
- SMEA and CoE analysis, Indigenizing (start work to be carried on by capstone)
- Activist allyship – what works, skills, examples.

Others:

- Current perspectives on Boldt and Tribal fishers? Indig and non-Indig perspectives w/ focus on Vashon (as Puyallup UA and land)
 - o Beka, Vashon Nature Center, Vashon Residents, Puyallup fishermen, WA agency people (complementary to work by Puyallup to capture Fish War elder stories)

How is WA state supporting Indigenous rights and leadership (or not) – maybe desktop only?**(From comment below: Possible Cases brainstorm?Overlap with above.)**

Culverts?

Keep LNG

Puyallup other cases: Camas, etc TBD

White allies to Fish Wars – in complement to Puyallup's interviews of Fish War Indigenous leaders

Reach out to Tulalip?

*TMX? – Read up on state of play, what to add?
Talk to Weller/Francesca*

Ask Francesca and John to review the TMX social ecological impacts DS

PC needs to review products from JW Spring class

- One video on TMX – Tulalip women telling story of killer whale – good
- Another DS on noise impacts of TMX, interviews of Reagan Nelson, Seattle Aquarium,

- *Best – Indigenizing the JSIS (JW needs to reach out to Honors student), Story on Tulalip and Orca,; Pre-production on LNG/what missing from story; Instagram on the TMX*

Reach out to Reuben George

Reach out to EarthJustice

TMX: WA State agency – trust responsibility, Actions of WA – based agencies and NGOs

Student work as developing drafts to be edited

Focus on insurance and funding of projects

Activist or civics skills, Assess 350, Backbone

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How to effective citizens and activists – JW has a book/readings; Confronting power;

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Bring In Bill Moyer, Beka, 350 Tacoma and Seattle, Annette; Friends of the San Juans re TMX, Ben – work w/ TNC

Panels: Indigenous panel, Ally/activist panel?)

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Readings

Keep

Maybe

No

See comment box too

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Class plans:

Week 1: Class introduction: Themes and frameworks (October 2)

We make introductions and review/alter the syllabus with student feedback and suggestions. We also consider key terms and themes as well as debate the practice of land acknowledgements. If time permits, students can begin working on their first personal reflection, which encourages students to reflect critically on the narratives of Indigeneity and settler-colonialism in their communities.

Terms:

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

Land Acknowledgements:

- View in class: Temprano, Victor. (2015). Native Land. Retrieved from <https://native-land.ca/>
- View in class: U.S. Department of Arts and Culture. (2017). Honor Native Land: A Guide and Call to Acknowledgement, 1-11. Retrieved from <https://usdac.us/nativeland>
- Read in class: Garcia, Felicia. (2018). Guide to Land Acknowledgements. Retrieved from <http://landacknowledgements.org/wp-content/uploads/2018/10/Acknowledgement-Guide-finalfinal.pdf>
- View in class: King, Hayden. (2019, January 20). 'I regret it': Hayden King on writing Ryerson University's territorial acknowledgement, *CBC Radio*. Retrieved from <https://www.cbc.ca/amp/1.4973371>
 - [\(Links to an external site.\)](#)
- Read in class: Northwestern University. (2020). Native American & Indigenous Initiatives: Land Acknowledgement. Retrieved from <https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html>
 - [\(Links to an external site.\)](#)

Review Key EJ/PE and Case Themes:

Environmental Justice: https://www.youtube.com/watch?v=dREXUj6_c

Political Ecology: <https://www.youtube.com/watch?v=HLVE69QZt5w>

Youth leadership: <https://www.earthguardians.org/>

Climate politics: <https://www.facebook.com/watch/?v=2522102861645>

Intersections of Race and the Environment (Annette Bryan - Puyallup Tribal Council member - Stands for Climate Justice)

<https://vimeo.com/462261463?fbclid=IwAR0aXsjmUbEenPeh3MWdxoDQvDOYgdw182UXjXK0oDwjyB-smNxcSaNqj>

Pipeline Politics: (Line 3) http://www.honorearth.org/stop_line_3

LN3 video: <https://vimeo.com/351927944>

Skim: <https://www.facebook.com/350Tacoma/>

Watch part of: *As Long as the River Runs* (Min 47:25)

https://www.youtube.com/watch?v=HvKqXV-_fEQ

Week 2: Settler-Colonialism (October 9)

Here we consider the various forms of settler colonialism and Indigenous responses to these atrocities which took off in the Puget Sound in the mid-19th century. We also reflect critically on how these histories have been narrated in popular culture, schools, public monuments and families.

- View in class: [Echo of Water Against Rocks](#)
- Alexandra Harmon, *Indians in the Making: Ethnic Relations and Indian Identities around the Puget Sound*, Alexandra Harmon, Introduction, Chapter 2 (Settlers and Indians: Entangled Encounters, pp 43-71), Chapter 4 (Reformers and Indians: Reservations about Reservations, pp. 103-130) [Canvas]
- Vine Deloria, Jr. *Indians of Pacific Northwest*, (1977) by Vine DeLoria, Chapter 9 (pp. 79-88)
- Elizabeth Cook-Lynn, "Land Reform" (*Wicazo Sa Review*, Spring 1999): 103-112.
- 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.
- 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.
[<https://washington.kanopy.com/video/century-genocide-americas-residential-school>]
- Listen to before class: "Little War on the Prairie (Seeing White, Part 5)," Scene on Radio, April 12, 2017: 62 minutes.
- View in class: Native Shorts. (n.d.). The Grandfather Drum [Vimeo].
<https://fnx.org/nativeshorts/episode/the-grandfather-drum/>
- Haski, Miranda & Shreve, Bradley. (2014) Hozho Nahasdlii: Finding Harmony in the Long Shadow of Colonialism. Two Perspectives on Teaching Antiracism in a Tribal College, *Teaching Race and Antiracism in Contemporary America*. Springer, 91-98.

- Casumbal-Salazar, Iokepa. (2017) A Fictive Kinship: Making “Modernity,” “Ancient Hawaiians,” and the Telescopes on Mauna Kea. NAIS (4:2): 1-25.
- Before class, go to this website and take this specific (anonymous) test and come to class with results (that you do not need to share with fellow students): “Native American (‘Native - White American’ IAT).”:
<https://implicit.harvard.edu/implicit/takeatest.html>

Note: First Personal Reflection is due Monday, October 12th.

Week 3: Worldviews - Native epistemologies (October 16)

We will collectively process the first personal reflection and then familiarize ourselves with aspects of Indigenous epistemologies and juxtapose them to non-Indigenous ones.

- **Guest Speaker: Sierra Red Bow (Lakota)**
- **View in class: Tulalip TV. (2019). Teachings of the Tree People: The Work of Bruce Miller [Vimeo].**
<https://www.tulalip.tv/teachings-of-the-tree-people-the-work-of-bruce-miller/>
- Burkhart, Brian Yazzie (2004). What Coyote and Thales can teach us: An outline of American Indian epistemology. *American Indian thought: Philosophical essays*, 15-26.
- Dillon, G. L. (Ed.). (2012). *Walking the Clouds: An Anthology of Indigenous Science Fiction*. University of Arizona Press: Refugees by Celu Amberstone (pp. 63-76); Black Ship by Gerry William (pp. 77-84); Men on the Moon by Simon Ortiz (pp. 85-95); Star Waka by Robert Sullivan (pp. 238-241)
- Van Camp, Richard. (2016). “Aliens,” *Love Beyond Body, Space, and Time*. Bedside Press. Pp. 20-30.
- **Lewis, J. E., Arista, N., Pechawis, A., & Kite, S. (2018, July 16). “Making Kin with the Machines,” *Journal of Design and Science*.<https://jods.mitpress.mit.edu/pub/lewis-arista-pechawis-kite>**
- **View in class: FUTURESTATESTV. (2013, April 1). FUTURESTATES | The 6th World | Episode | ITVS [YouTube].**
https://www.youtube.com/watch?v=7f4Jm0y_iLk
- Joanne Barker. (2006) "For Whom Sovereignty Matters." In *Sovereignty Matters*. University of Nebraska Press. Pp. 1-27.

Week 4: Environmental Justice and Political Ecology: Case study on Salish Sea fisheries and recovery (October 23)

Begin discussion of second personal reflection.

- Chapter 1 Political versus Apolitical Ecologies from *Political Ecology: A Critical Introduction* by Paul Robbins – Available through the UW libraries
- *Environmental Justice* by Vanderheiden, Introduction, Pages xi to xxii – Available through UW libraries as a pdf download
- Skim Boldt Decision and read p 60-62
- Skim website: <http://treatyrightsatrisk.org/>
- Download *Treaty Rights at Risk* report and Read: Executive Summary (p 2-5), Read: pages 6-12 and pages 20-28; Skim rest of report [on website and Canvas]
- <https://www.offshore-energy.biz/puget-on-track-for-tacoma-lng-launch-in-2021/>
- Lummi Reefnet Fishing: <https://vimeo.com/103955691>
- Watch all of video before class: “As Long as the River Runs”
<https://www.youtube.com/watch?v=HvKgXV-fF0>
- Revisit: <https://www.facebook.com/350Tacoma>
- Read about Culverts Case:
<https://www.klgates.com/SCOTUS-Affirms-Ninth-Circuit-Culvert-Case-06-15-2018>
- <https://www.seattletimes.com/seattle-news/supreme-court-showdown-washingtons-attorney-general-vs-tribes-over-salmon-habitat/>
- Read NY Times article AND skim the comments (not just NYT selected ones) in response to article:
<https://www.nytimes.com/2018/06/11/us/washington-salmon-culverts-supreme-court.html>
- View in class: The Salmon People at Risk <https://vimeo.com/182704312>

Week 5: Case Studies and Storytelling (October 30)

Students will prepare ideas for their final projects and then work on recruiting other students to form small groups. In this context, we will consider different forms of storytelling and representation.

- Michelle Raheja. 2007. “Reading Nanook's Smile: Visual Sovereignty, Indigenous Revisions of Ethnography, and Atanarjuat (The Fast Runner).” *American Quarterly* 59, no. 4: 1159-1185.

- View in class: Pacific Storytellers Cooperative. (2018, April 15). Anointed (w/ Subtitles) - by Dan Lin & Kathy Jetnil-Kijiner.
<https://www.youtube.com/watch?v=hEVpExaY2Fs>
- “White City” by Elissa Washuta in The Offing, 2 March (2017).
<https://theoffingmag.com/here-you-are/white-city/>
- View an example of a UW student digital story:
<https://sway.office.com/wluV0oRyoGiK3J8Q>
- Educause. 2007. 7 things you should know about... digital storytelling.
<https://library.educause.edu/resources/2007/1/7-things-you-should-know-about-digital-storytelling>
<https://library.educause.edu/-/media/files/library/2007/1/eli7021-pdf.pdf>

Week 6: Art and activism (November 6)

We study a few Indigenous artists, activists, and socio-cultural movements. Some of the themes include the pipeline struggles, the canoe journey, and the land back movement.

- Draft essay by Christie: “My role in the climate change movement”
- Music: A Tribe Called Red. (2020, February 26). A Tribe Called Red - Land Back Ft. Boogey The Beat & Northern Voice (Official Audio) [YouTube]. Retrieved from
 - <https://www.youtube.com/watch?v=67F7WbcTQKA>
- Xiuhtezcatl Martinez, musician: <https://smarturl.it/xbreakfree>
- Xiuhtezcatl Martinez: <https://www.youtube.com/watch?v=2EU6MRoyokw>
- Xiuhtezcatl Martinez: <https://www.youtube.com/watch?v=1qvKLwnUrdg>
- Orion Magazine: Special Section: Women and Standing Rock, 2017: 50-74. Available at: <https://orionmagazine.org/article/women-standing-rock/>
- How Native and White Communities Make Alliances to Protect the Earth, by Mary Annette Pember:
<https://www.yesmagazine.org/issues/good-money/how-native-and-white-communities-make-alliances-to-protect-the-earth-20181220>
- View before class:
<https://www.facebook.com/mariaisalolita/videos/10213608227184187/UzpfSTE4MTk4MDE4MzUwMDczOTg6MjE0MDA2NjYyNjMxNDI0OQ/>
- Skim: <https://www.aimovement.org/ggc/history.html>
- Estes, Nick. (2019). Prologue and Internationalism, *Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of indigenous resistance*. Verso, 1-24 and 201-245. [Skim 201-245]

- Ott, Jennifer. (2016, December 28). Tribal canoes participating in the Paddle to Seattle arrive at Golden Gardens Park on July 21, 1989, *History Link*. Retrieved from <https://www.historylink.org/File/20269>
- The Intertribal Canoe Society & American Friends Service Committee. (2011). Tribal Journeys Handbook & Study Guide. Retrieved from <https://pdf4pro.com/cdn/tribal-journeys-handbook-canoe-way-261eef.pdf>
- Tribal Journeys Info. 10 Rules of the Canoe: <https://tribaljournays.wordpress.com/10-canoe-rules/>
- Ghisolfi, Caroline. (2019, October 14). Native American Communities Canoe Around Alcatraz to Honor Their History and Inspire Future Leaders, *San Francisco Examiner*. Retrieved from <https://www.sfexaminer.com/news/native-american-communities-canoe-around-alcatraz-to-honor-their-history-and-inspire-future-leaders/>
- Walker, Richard. (2013, December 9). Paddle to Seattle founder Emmett Oliver Celebrated on his 100th Birthday, Kitsap Daily News. Retrieved from <https://www.kitsapdailynews.com/news/paddle-to-seattle-founder-emmett-oliver-celebrated-on-his-100th-birthday/>
- View in class: Wilbur, Matika. (2017, July 25). Canoe Journey: Traveling Ancestral Highways [YouTube]. <https://youtu.be/gWHVSxAmyTY>
- View in class: Celletti, Mark. (2014, November 27). Canoe Way: The Sacred Journey [YouTube]. <https://youtu.be/QJOC92S98C4>
- View in class: Puyallup Tribe Video's. (2017, November 2). Puyallup Canoe Hosting 2018 [YouTube]. <https://www.youtube.com/watch?v=sLbHVysmkdo>
- View in class: Wilbur, Matika. (2018, September 9). Indigenous Women Hike <https://youtu.be/r9JJr8ETo2U>

Note: Second Personal Reflection is Due Monday November 9.

Week 7: Decolonizing museums/UW (November 13)

We take a [virtual?] tour of the Burke and in this context consider how to decolonize museums and institutions of higher education - in particular UW.

- Lee, Robert & Ahtone, Tristan. Land-grab Universities, *High Country News*. Retrieved from <https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>
- Simpson, Leanne. (2017). Land as Pedagogy, *As We Have Always Done*, 145-173. University of Minnesota.

- <https://www.nytimes.com/2019/04/04/opinion/can-museums-heal-historys-wound-s.html>
- Skim site and read on topics that interest you and link to environment, maritime culture, food: <https://www.burkemuseum.org/>
- <https://www.burkemuseum.org/about/mission-and-vision>
- <https://www.burkemuseum.org/about/our-work/tribal-consultation>
- <https://www.burkemuseum.org/news/launching-coast-salish-sdxwil-canoes>
- Look at: Burke Museum of Natural History & Culture. (2014). Waterlines Map. https://www.burkemuseum.org/static/waterlines/project_map.html

Week 8: Seattle - “Field excursion TBD” (November 20)

Seattle is rich with Indigenous history and politics. We dig deeper into the Duwamish struggle for recognition, the establishment of the Day Break Lodge in Discovery Park, and the representation of Indigeneity throughout the city.

- Guest: Owen Oliver (Quinault)
- Seattle Channel. (2019, March 27). Native Americans commemorate Occupation of Fort Lawton [YouTube]. <https://youtu.be/y8FQ5jl64FY>
- Duwamish Tribe. (2018). Who We Are. <https://www.duwamishtribe.org/history>
- Coll Thrush, Native Seattle: Histories from the Crossing-Over Place (Chapters TBD)
- BJ Cummings, The River that Made Seattle: A Human and Natural History of the Duwamish. (Chapters TBD).

Week 9: Student case study presentations and peer review (December 4)

The different clusters present their final project.

Week 10: Class wrap up (December 11)

Note: Final Group project is Due Monday December 14.