

**EACS 141/241      Environmental Justice in Asia      Spring Quarter 2015**  
**Professor ann-elise lewallen ([lewallen@eastasian.ucsb.edu](mailto:lewallen@eastasian.ucsb.edu))**  
**Time: Thursdays 6:00-8:30 Place: Phelps 2514**  
**Office Hours: M 1:30-3:30 or by appointment, Office: HSSB 2256**

### **Course Overview**

The concepts of “environmental justice” and “environmental racism” emerged from a particular struggle in the U.S., specifically an African-American community mobilizing to resist the proposed location of a hazardous waste landfill in their neighborhood. From these origins the framework of environmental racism has grown to incorporate different types of minoritized experience, including a broader slate of racial and ethnic minorities in the US, indigenous peoples, as well as blending gender and socioeconomic class critiques into its model of an environmental and civil rights-based strategy for justice. In this course we will apply the framework of “environmental justice” as an analytic lens to help us understand the types of identity politics and community logics that underpin mobilizing strategies around the environment in Asia. We will focus on themes such as nuclear and hydroelectric energy, water, pollution, industrial accidents, militarization, and climate justice, and examine how particular communities across Asia and the Pacific have addressed these environmental challenges. As Brett Walker argued in *Toxic Archipelago*, modernity in Japan was achieved through harnessing the resources of the “natural world” and through acts of social and environmental injustice that severed the ancestral relationships between local communities and surrounding environments. The contemporary fact of widespread environmental inequality in Japan and Asia today is rooted in the very foundations of modernity itself. In this course we will explore the contemporary state of environmental justice across Asia and the Pacific to deepen our understanding of how individuals and communities mobilize certain publics to protect or conserve environment and livelihood, and how contrasting rhetorics or mobilizing strategies are imagined and enacted.

**TEXTS: There is one course text available for purchase at the UCSB Bookstore**

1) Miller, Ian Jared, Julia Adeney Thomas, and Brett L. Walker. 2013. *Japan at nature's edge: the environmental context of a global power*. <http://site.ebrary.com/id/10745621>.

**2) You are also responsible for electronic materials posted on Gauchospace as listed in the syllabus.**

**A note on the syllabus: This syllabus is subject to change as things shift over the course of the quarter. Please check Gauchospace and watch your in-box to take note of changes in the syllabus. Thanks! 😊**

## Expectations, Assignments, and Grading Rationale

### *Class participation & Attendance (10 pts)*

**Attend Class:** Attendance is required and will be recorded. You are expected to be in class on time and stay for the duration. Points will be deducted for any student missing more than two classes.

**Be Prepared:** Please come to class ready to participate (converse, inspire, teach, learn, question, take notes)—having read and carefully thought about the assigned readings. If I find students are not completing the readings, I reserve the right to assign daily discussion questions or pop quizzes.

**Create a Safe Environment:** Our course should reflect a critical engagement with the course material and with each other that privileges openness, respect, thoughtfulness, and constructive feedback. In our community of learners (that includes us!), please act and speak in a respectful manner towards everyone.

**Be Engaged:** I request that you keep all electronic devices away for the duration of class. If you bring a laptop or tablet please ensure that it is used *only used for taking notes or referring to readings*. Points will be deducted for any student observed texting during class 😊

### **Weekly Reflections (30 points)**

Each student should submit THREE reflections throughout the quarter during weeks 2 – 9. Reflections are **due by 2pm** on the day we discuss the readings you choose to write about. Each student may only submit one reflection per week—pace yourself, submit early. Please post them on GauchoSpace within the text box in the assignment window. They should be one single-spaced page. These are reflection essays that should develop an analytical engagement with one or more of the readings for the day. These short writing exercises will be the basis for our discussion of the readings, so you should do your best to offer something useful for the class. Reflections should include:

- 1) The name of the author/abbreviated title of reading in the subject line.
- 2) A short (a few sentences) summary of the author(s)'s argument(s) and their implications for environmental justice;
- 3) Several ideas that you found new, relevant and/or inspirational in the readings;
- 4) One or more critical comments on an idea with which you disagreed or felt was unsupported, inconsistent, requires further examination, or is unclear;
- 5) One or two questions that you would like to clarify or would like to discuss in class.

Throughout, consider how the piece relates either to your life, or to your understanding of the world.

These short writing exercises offer a preliminary space for observations on what you found thought-provoking, troubling, or otherwise interesting in the materials, and an opportunity to make connections between the readings, films, and in-class discussions. These reflections also provide the grist for each of us to work toward critically analyzing and integrating the course materials. Please print out your

reflections (or read them from a tablet, etc.) and be prepared to raise your question, and if time allows, your criticism during class discussion.

### **Discussion Leading (10 pts)**

Each student will have the opportunity to lead our in-class discussion with a partner/team once during the quarter. Your task is to prepare through engaging with that day's assigned readings and outlining some points for discussion based on the weekly reflection guidelines. The format is open for creative discussion approaches, but you should strive to 1) introduce the author's main arguments, several ideas you found new or interesting, and discuss your primary criticisms, AND 2) encourage other students to engage in the discussion through questions, debate, or other interactive formats. Your discussion leading should be planned for a total of 15-20 minutes of class time.

### **Final Quiz (25pts)**

Please bring blue books for the final quiz, June 4, during our regular course meeting.

### **Research Project (Proposal 5 pts + Paper 20 pts = 25pts total)**

By yourself or working with one partner, please choose one theme, specific community, or a regional context to focus on the question of how environmental justice has been effectively applied (or not) in the struggle you identify. In preparation for this essay, you will prepare a **Final Paper Proposal + bibliography, due April 23**. Final papers are due **June 9, and should be submitted to Gauchospace by 5p.m. Full paper prompt to follow.**

#### **A Note on Grading**

The syllabus contains all of the information you need to perform well in the class. Your grade may play a significant role in your future but it cannot be "bought" by enrolling in the course. As your instructor, my role is as a messenger: when you do your work carefully and demonstrate well-substantiated arguments, I will give you an "A" on that assignment. If you sustain that exceptional work, you will receive an "A" in the course. Your grade is not an entitlement, it is earned. When you choose not to invest the appropriate time or effort in the assignment, your grade will reflect this. It is entirely possible that every student in the course who invests effort and delivers exceptional work may receive an "A."  
(With acknowledgements to Murray Sperber from the *Chronicle of Higher Education*.)

#### **Formatting**

All written work should be size 12, Times New Roman font, one-inch margins, and should appropriately cite (within the text, and in a references section) sources using the Chicago Author-Date style system. References do not count in assignment page limits. Visit <https://owl.english.purdue.edu/owl/resource/583/03/> for instructions on Chicago style. In text citations should be, for example (Author 2005, 65). Students who make use of Campus Learning Assistance

Services to improve their writing, and attach the small blue slip to their final papers, are eligible for extra credit: <http://clas.sa.ucsb.edu/writing-esl-foreign-language>.

### **Academic Integrity**

Your writing is like your signature. Stealing another person's ideas constitutes theft. Plagiarism is a serious offense and will be handled accordingly. Students found in violation of academic integrity will be reported to Student Judicial Affairs and will receive an F in the course. Further you may be at risk of expulsion for the university. UCSB's Academic Integrity policy can be found here:

[http://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/Academic Integrity at UCSB edited version.pdf](http://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/Academic%20Integrity%20at%20UCSB%20edited%20version.pdf). Follow this easy guideline: If you're not sure, *cite it!*

### **Disability Support Services**

This course welcomes all interested students. Students with disabilities who require accommodations should speak to the Disabled Students Program. For information contact Disabled Student Programs (DSP): Student Resource Building 2120, (805) 893-2668 or <http://dsp.sa.ucsb.edu/>.

### **Office hours, Email, and GauchoSpace**

Please come to my office hours with questions or concerns regarding the course. If you are struggling with any aspect of the course, please *come see me sooner rather than later*. Please use email communication for scheduling appointments (if office hours conflict with your schedule). Otherwise check your uemail and GauchoSpace regularly to ensure smooth and timely communication. Also please draw on your classmates as a resource. Please contact two of your classmates (space provided below for their contact information) with questions about the course (if you miss a class, or have a question about assignments) *before contacting* Professor lewallen.

Contact 1 \_\_\_\_\_ Contact 2 \_\_\_\_\_

*Acknowledgements:* With gratitude to colleagues whose insights have inspired this course and the syllabus: Corrie Ellis, Julie Sze, Christina McMahon, and Andrew Szasz.

## COURSE SCHEDULE

### Week 1

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#### April 2: Environmental Justice, Its Framework and Origins

Screening "Under the Dome - Investigating China's Smog"

#### Readings:

- Mohai, P., Pellow, D., & Roberts, J.T. (2009). Environmental Justice. *Annual Review of Environment and Resources*, 34 (1), 405-430.
- Sawyer, Suzana and Arun Agrawal. "Environmental Orientalisms." *Cultural Critique* No. 45 (Spring, 2000), pp. 71-108.
- Hudson, Mark J. "Placing Asia in the Anthropocene: Histories, Vulnerabilities, Responses." *The Journal of Asian Studies*. Vol. 73, Issue 4 (November 2014): 941-962.

### Week 2

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#### April 9 Pollution and Industrial Disaster: Minamata and Bhopal

#### Readings:

- Walker, Brett. 2010. "Mercury's Offspring." In *Toxic archipelago: a history of industrial disease in Japan*. Seattle: University of Washington Press.
- Fortun, Kim. 2001. Prologue and Chapter 1, "Plaintive Reponse." In *Advocacy after Bhopal: environmentalism, disaster, new global orders*. Chicago: University of Chicago Press.
- George, Timothy S. "Toroku: Mountain Dreams, Chemical Nightmares." In *Japan at Nature's Edge. Recommended: Miller, Ian Jared. 2013. "Writing Japan at Nature's Edge: The Promises and Perils of Environmental History."* In *Japan at nature's edge: the environmental context of a global power*. Miller, Ian Jared, Julia Adeney Thomas, and Brett L. Walker, eds. Honolulu: UHP.

TALK: Thursday, April 9, 2015 / 4:00 PM, Location: McCune Conference Room, 6020 HSSB

"Depilation and Deforestation: Controlling Nature in the Amazon," Jeffrey Hoelle (Anthropology, UCSB)

### Week 3

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#### April 16 Globalization and Environmental Inequality in China

**Guest Lecture: Dr. Michael Hathaway, Professor of Anthropology at Simon Frasier University, "Global Flows and Making the Global in southwest China"**

#### Readings:

- Hathaway, Michael J. 2013. Introduction, Chapters 1 and 3. In *Environmental winds making the global in southwest China*. Berkeley: UC Press.
- Sayers, Jane. 2006 "Remembering the Mother River: The Impact of Environmental Injustice on National Identity in Contemporary China." In *Echoes from the Poisoned Well: Global Memories of Environmental Injustice*. Washington, Sylvia Hood, Paul C. Rosier and Heather Goodall, eds. Oxford: Lexington Books.

## Week 4

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### April 23 Climate Justice and the Pacific

**Guest Lecture: Dr. Teresa Shewry, Professor of English at UCSB, "Imagining Climate Futures in the Pacific"**

**Screening "The Island President"**

#### Readings:

- Nixon, Rob. 2011. "Introduction." In *Slow violence and the environmentalism of the poor*. Cambridge, Mass: Harvard University Press.
- McLean, Laura. *Contingent Movements Archive*.  
(<http://photomediationsmachine.net/2015/02/28/contingent-movements-archive/>)
- Goodall, Heather. 2006. "Indigenous Peoples, Colonialism, and Memories of Environmental Injustice." In *Echoes from the Poisoned Well: Global Memories of Environmental Injustice*. Washington, Sylvia Hood, Paul C. Rosier and Heather Goodall, eds. Oxford: Lexington Books.  
*Recommended:* Lane, Ruth and McNaught, Rebecca. 2009 "Building gendered approaches to adaptation in the Pacific." In *Climate Change and Gender Justice*. Ed. By Geraldine Terry. Oxford: Oxfam.

April 22 (Wed.) Visiting Speaker: Dr. Katarzyna Cwiertka (Leiden University), 4pm, SSMS 2153  
Title: "Yume no Shima [Island of Dreams] and Umi no Mori [Sea Forests]: The Afterlife of Tokyo's Landfills" **Attendance is not required by \*strongly encouraged.\***

## Week 5

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### April 30: Anti-nuclear Mobilization

**Guest Lecture: David Novak, Professor of Ethnomusicology at UCSB, "Sonic Resistance: The Anti-Nuclear Movement in Japan as Noise"**

#### Readings:

- Novak, David. "Performing Anti-Nuclear Movements in Post-3.11 Japan" *An STS Forum on the East Japan Disaster*, <https://fukushimaforum.wordpress.com/online-forum-2/second-3-11-virtual-conference-2013/performing-antinuclear-movements-in-post-3-11-japan/>
- Manabe, Noriko. "Monjukun: Children's Culture as Protest." Conference Paper from "Child's Play Conference," UCSB, Feb 27-28, 2015.
- Aldrich, Daniel. "Postcrisis Japanese Nuclear Policy: From Top-down Directives to Bottom-up Activism" In *Japan at Nature's Edge*.  
*Recommended:* Jones, Christopher et al. "Lessons from Fukushima." *Issues in Science and Technology*: Spring 2012.

## Week 6

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### May 7: Climate Justice and Gender

**Guest Lecture: Corrie Ellis, PhD Candidate in Sociology, UCSB, "Women, Climate Justice, and Extreme Energy Extraction"**

**Readings:**

- Lameman, Crystal. 2014. "Kihci Pikishwewin--Speaking the Truth." Pp. 118-126 in *A Line in the Tar Sands: Struggles for Environmental Justice*, edited by Toban Black, Stephen D'Arcy, Tony Weis and Joshua Kahn Russel. Between the Lines: Ontario
- Prindeville, Diane-Michele. 2004. "The Role of Gender, Race/Ethnicity, and Class in Activists' Perceptions of Environmental Justice." Pp. 93-108 in *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*, edited by Rachel Stein. New Brunswick: Rutgers University Press.
- Willow, Anna J. and Sara Wylie. 2014. "Politics, ecology, and the new anthropology of energy: exploring the emerging frontiers of hydraulic fracking." Special Section on Energy, Environment, Engagement: Encounters with Hydraulic Fracking. *Journal of Political Ecology* 21(12-17).
- "The Social Costs of Fracking." 2013. *Food and water Watch*. (advocacy organization)

*Recommended:* Shields et al. 2006. "Developing and Dismantling Social Capital: Gender and Resource Management in the Philippines." In *Feminist Political Ecology: Global Issues and Local Experiences*. Rocheleau, Dianne, Barbara Thomas-Slayter and Esther Wangari, eds. 1996. London and New York: Routledge.

**Week 7**

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**May 14: Militarism, Bases, and their Environmental Legacies**

**Guest Lecture: Dr. Sabine Frühstück, Professor of Modern Japanese Cultural Studies, UCSB, "Militarism and its Environmental Impacts on Children"**

**Readings:**

- Dietz, K. 2010. "Demilitarizing Sovereignty: Self-Determination and Anti-Military Base Activism in Okinawa," In *Contesting development: critical struggles for social change*. McMichael, Philip, ed. 2010. New York: Routledge.
- Ishtar, Zohl dé. 2009. "Nuclearised Bodies and Militarised Space: The US in the Marshall Islands." Pp. 121-39 in *Eco-Sufficiency and Global Justice: Women Write Political Ecology*, edited by A. Salleh. New York: Pluto Press and Spinifex Press.
- Teresia K. Teaiwa, "bikinis and other s/pacific n/oceans" in *Militarized Currents: Toward a Decolonized Future in Asia and the Pacific*, edited by Setsu Shigematsu and Keith L Camacho, University of Minnesota Press, 2010: 15-31.
- LaDuke, Winona. 1992. "An Indigenous Perspective on Feminism, Militarism, and the Environment." Pp 244-245 in *War After War*, edited by Nancy J. Peters. San Francisco: City Lights Books. (reprinted here: <http://reimaginerpe.org/node/951>).

*Recommended:* Sturgeon, Noël. 2009, "Planetary Security, Militarism, and the Nature of Violence." Pp. 149-170 in *Environmentalism in Popular Culture*. Tucson: University of Arizona Press.

## Week 8

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**May 21: Nuclear Energy and its Afterlives: Hiroshima, Marshall Islands, Chernobyl, Iraq, Fukushima**  
**Screening "Hibakusha," Directed by Hitomi Kamanaka.**

### Readings:

- Johnston, Barbara Rose. 2007. "Half-lives, Half-Truths, and other Radioactive Legacies of the Cold War." In *Half-Lives and Half-Truths*. Santa Fe: SAR Press.
- Katona, Jacqui. 2006. "The Mirrar Fight for Jabiluka: Uranium Mining and Indigenous Australians to 2004." In *Echoes from the Poisoned Well: Global Memories of Environmental Injustice*. Washington, Sylvia Hood, Paul C. Rosier and Heather Goodall, eds. Oxford: Lexington Books.
- Petryna, Adriana. 2002. Introduction. *Life exposed: biological citizens after Chernobyl*. Princeton, [N.J.]: Princeton University Press.
- Hutner, Heidi. 2012. "In Japan, a Mother's Movement against Nuclear Power." *Yes!* Retrieved: February 6, 2015 (<http://www.yesmagazine.org/peace-justice/in-japan-a-mothers-movement-against-nuclear-power>).

**Recommended:** Pritchard, Sara. "An Envirotechnical Disaster: Negotiating Nature, Technology, and Politics at Fukushima" In *Japan at Nature's Edge*

## Week 9

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**May 28: Hydroelectricity, Water, and Energy Colonialism: Narmada Dam and Ok Tedi River**  
**Screening: "Drowned Out"**

### Readings:

- Nixon, Rob. 2011. "Unimagined Communities: Megadams, Monumental Modernity, and Development Refugees ." In *Slow violence and the environmentalism of the poor*. Cambridge, Mass: Harvard University Press.
- Bhavnani, Kum-Kum and Krista Bywater. 2009. "Dancing on the Edge: Women, Culture, and a Passion for Change." Pp. 52-66 in *On the Edges of Development: Cultural Interventions*, edited by K.-K. Bhavnani, J. Foran, P. A. Kurian and D. Munshi. New York: Routledge.
- **Recommended:** Sultana, Farhana. 2007. "Water, Water Everywhere, but Not a Drop to Drink: Pani Politics (Water Politics) in Rural Bangladesh." *International Feminist Journal of Politics* 9(4):494-502.  
Optional: Kirsch, Stuart. 2014. Mining capitalism: the relationship between corporations and their critics. Berkeley: UC Press, Ch. 1, 15-52.

## Week 10

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**June 4: Final Quiz in class, 6:00-8:30pm**