

Fall 2020 Mod2 Environmental Justice ENVI237

Monday-Friday 3:15-4:30

Prof. Christie Manning

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Zoom Office hours: Monday 3:00-5:00 and by appointment

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Course Description

Poor people, women, and people of color have historically endured the worst environmental inequalities in the United States, suffering disproportionately from the effects of pollution, dispossession of land and resource depletion, dangerous jobs, limited access to common resources, and exposure to environmental hazards. With particular attention to the ways that race, ethnicity, class and gender have shaped the political and economic dimensions of environmental injustices, this course will examine how nature and power come together in the making of current American environmental realities.

We will draw upon the work of scholars as well as activists to follow the rise of the Environmental Justice movement, and to understand the perspective of those who seek to rectify environmental inequities and develop new possibilities for our relationships with others and with nature.

Course goals

- To build an understanding of how race, ethnicity, class and gender shape interactions with the environment
- To think critically about our modern conceptions of nature and the environment
- To become familiar with the central theories and concepts that explain/explore how environmental inequalities and injustices are created, and how they impact communities in the US and globally
- To further our collaborative learning skills in group work and discussion to achieve mutual understanding
- To develop communication (writing and speaking) and critical thinking skills

Course materials

Required Book (Available from the bookstore and for sale online. Christie wants to support the author, and is happy to share her extra copies of the text.)

David Pellow (2018). *What Is Critical Environmental Justice?* Medford, MA: Polity Press

Other Readings:

All other readings are available through the course Moodle website.

Course requirements and evaluation

Final grades for the course will be based on the following. Assignment descriptions are on Moodle.

1. Engagement 15%
2. Writing portfolio 75%
 - a. Completed on time:
 - i. Ten individual reading responses
 - ii. Five group reading responses
 - b. Completed on time and revised:
 - i. Three of your favorite individual reading responses
 - ii. Curated EJ resource (4-7 pages)
 - iii. Interview write-up (4-6 pages)
3. In-class presentation 10%

Final Grade Scale:

A (95 – 100), A- (90 – 94), B+ (87 – 89), B (84 – 86), B- (80 – 83). Similar ranges apply for C grades and D grades. Below 60 is a failing grade.

My hopes/expectations of you

- Be present and engaged. Listen. Ask questions. Offer your perspective.
- Communicate with me. Early. Often. Especially if you are struggling with any aspect of the course.
- Take responsibility for your own learning and growth.
- Be open to the diversity of perspectives that are available from your peers in this class.
- Visit my (virtual) office hours to chat - not just about class, but about your life and ambitions, who you are and what you want to do to help fix what's broken in our world.
- Seek out Sasha's help – he is class preceptor and a wonderful resource.

Health and wellness

First and foremost, this class is a community of human beings. Let us be kind to ourselves and one another as we learn together during a highly stressful and unusual time. I strongly encourage you to make your well-being a priority. Reach out to me if you are struggling. You may also find support from other resources, including those offered by the Hamre Center.

Accommodations

I am committed to providing assistance to help you be successful in this course, and I urge you to speak with me about unique learning needs or accommodations. Accommodations are available for students with documented disabilities. Please meet with the Director of Disability Services, Melissa Fletcher (mfletche@macalester.edu), who coordinates accommodations. It is important to speak with her at the beginning of the semester/Module to ensure that your accommodations are approved and in place so that you can begin class with greatest chance for success.

If you are working with Melissa, or someone else in the Office of Student Affairs, and need accommodations for this class, please speak with me at the beginning of the semester so that we can discuss arrangements. Additional information regarding the accommodations process for students with disabilities can be found at: www.macalester.edu/studentaffairs/disabilityservices/

Religious observance

Students may wish to take part in religious observances that occur during this module. If you have a religious observance/practice that conflicts with your participation in the course, please contact me before the end of the first week of the module to discuss appropriate accommodations.

In an effort to respect religious diversity, I request that students who desire to observe a religious holiday during a scheduled class meetings/ class requirements talk to me about reasonable consideration by the end of the second week of the course.

Academic Resources

Library: Working to integrate the disciplinary literature into your research can be a complex process. Consulting with the research and instruction librarians for the discipline(s) in which you are studying will save you time and help you discover better, more scholarly sources. You can make an appointment using the Ask Us page on the library website, which can be accessed at <https://www.macalester.edu/library/askus/>, or email your librarian(s) directly.

MAX Center: The MAX Center is Macalester's academic resource center. I strongly encourage you to take full advantage of any and all of the excellent resources they provide there, as they are committed to supporting all students to succeed at Macalester.

Recording class sessions

In order to accommodate students who will not be able to attend synchronous class meetings during this module, I plan to record our synchronous class sessions in a manner consistent with Macalester's classroom recording policy. I will also notify you of the plan to record classes via email. I will share these recordings in a password-protected (and not public) place. If you download any class recordings, you must store them in a password-protected file or on a password-protected site. Please note that the recording policy clearly states that ***you may not share, replicate, or publish any class recording, in whole or in part, or use any of the recordings for any purpose besides knowing what happened during the class period, without my written approval.*** If I use any recorded content from any of our classes for purposes beyond our class, I will – in accordance with the policy – obtain your written permission to do so.

Schedule

W	Day	Date	Topic	Readings	Class format and notes
1	W	28-Oct	Introduction		
	Th	29-Oct	What is EJ?	Read: Bullard, Environmental Justice in the 21st Century: Race Still Matters. Watch: Introducing cancer alley and Cancer alley and COVID-19	Synchronous discussion
	F	30-Oct	Environmental Racism	Read: (1) Pulido, A Critical Review of the Methodology of Environmental Racism Research (2) Principles of EJ	Synchronous discussion
2	M	2-Nov	Critical EJ	Read: text, chapter 1 Watch: Talia Buford and environmental justice	<ul style="list-style-type: none"> Asynchronous small group meetings Christie's open office hour 3pm-5pm Group RR due (1)
	T	3-Nov			NO CLASS
	W	4-Nov	Critical EJ	Do: Find a news item relevant to critical EJ	Synchronous discussion
	Th	5-Nov	Black Lives Matter	Read: Text, chapter 2	Synchronous discussion Student presentations (1, 2) Individual RR due (1)
	F	6-Nov	Legacies of slavery and colonialism	Watch: Carolyn Finney and Alex Bailey Read: (1) Harris, Why Is Camping a White Thing? A Few Wild Theories.	<ul style="list-style-type: none"> Asynchronous discussion on Moodle
3	M	9-Nov	Legacies of slavery	Read: Finney, Black Faces, White Spaces Reimagining the Relationship of African Americans to the Great Outdoors. Ch. 2 "Jungle Fever"	<ul style="list-style-type: none"> Asynchronous small group meetings Christie's open office hour 3pm-5pm Group RR due (2)
	T	10-Nov	Legacies of slavery	Do: Do some research on whose Indigenous/stolen lands your home is on	Synchronous discussion Student presentations (3,4)
	W	11-Nov	Legacies of colonialism	Read: Dowie, Conservation Refugees	Synchronous discussion Student presentations (5,6) Individual RR due (2)
	Th	12-Nov	TBA		Synchronous (probably not recorded) presentation and discussion (TBA)

	F	13-Nov	Plastic as an EJ issue	Watch: Van Jones Read: NYT article on plastic industry	<ul style="list-style-type: none"> Asynchronous discussion on Moodle
4	M	16-Nov	Living downstream	Watch: Trailer from Living Downstream Read: Tarter, Some Live More Downstream than Others: Cancer, Gender and Environmental Justice.	<ul style="list-style-type: none"> Asynchronous small group meetings Christie's open office hour 3pm-5pm Group RR due (3)
	T	17-Nov	Trash as injustice	Read: Pellow, Garbage Wars: The struggle for environmental justice in Chicago. Chapters 1-3	Synchronous discussion Student presentations (7, 8) Individual RR due (3)
	W	18-Nov	Trash as injustice	Do: Try to find out: where does your trash go?	Synchronous/recorded presentation and discussion (Alyssa, Charlee, Norah) (SP 1, 2)
	Th	19-Nov	Living downstream II	Read: Steingraber, The view from the top	Synchronous discussion Student presentations (9, 10, 11) (SP 3, 4) Individual RR due (4)
	F	20-Nov	Food	Watch: TBA	<ul style="list-style-type: none"> Asynchronous discussion on Moodle
5	M	23-Nov	Food	Read: TBA	Synchronous discussion Student presentations (12, 13) Individual RR due (5)
	T	24-Nov	Food	Do: Think about and explore the question: What does a "just diet" look like?	Synchronous/recorded presentation and discussion (Tulsi)
	W	25-Nov		Watch: Winona LaDuke	<ul style="list-style-type: none"> Asynchronous discussion on Moodle Christie's open office hour 3pm-5pm Op/Ed draft due
	Th	26-Nov	NO CLASS		BREAK
	F	27-Nov	NO CLASS		BREAK
6	M	30-Nov	Climate and Line 3	Watch: What is Line 3? Read: Whyte, DAPL, Environmental Injustice and US Colonialism	<ul style="list-style-type: none"> Asynchronous small group meetings Christie's open office hour 3pm-5pm Group RR due (4)
	T	1-Dec	Line 3	Read: Dhillon, Indigenous Youth Are Building a	Synchronous discussion Student presentations (14, 15, 16)

				Climate Justice Movement by Targeting Colonialism	Individual RR due (6)
	W	2-Dec	Line 3	Do: Look up the latest news on Line 3. What happened this week?	Synchronous/recorded presentation and discussion (Sasha)
	Th	3-Dec	Prisons and EJ	Read: Text, chapter 3	Synchronous discussion Student presentations (17, 18) Individual RR due (7)
	F	4-Dec			Synchronous/recorded presentation and discussion (Bob)
7	M	7-Dec	International case study: Niger Delta	Read: Ken Saro-Wiwa's speech	<ul style="list-style-type: none"> Asynchronous small group meetings Christie's open office hour 3pm-5pm Group RR due (5)
	T	8-Dec	Niger Delta	Read: Amnesty International's report on the Niger Delta	Synchronous discussion Student presentations (19, 20) Individual RR due (8)
	W	9-Dec	Niger Delta		Synchronous/recorded presentation and discussion (Olu)
	Th	10-Dec	Closing discussion		Synchronous discussion Student presentations (21, 22)
	F	11-Dec	Catch-up presentation day		Student presentations times, if needed. Portfolio work time.
8	M	14-Dec	Portfolio meetings		
	T	15-Dec	Portfolio meetings		
	W	16-Dec	Portfolio meetings		
	F	18-Dec		Final portfolio due at 5 pm	