Fall 2022
AMST 237-01/ENVI 237-01
ENVIRONMENTAL JUSTICE
Tues/Thurs 1:20-2:50pm CST/Room 212 Humanities

Note: This syllabus is subject to change. The most updated version will be accessible via our course Moodle. Many thanks and credit to Christie Manning, Chris Wells and Meixi Ng whose readings and/or assignments on environmental justice and Indigenous education I adapted and/or collaborated with to build this course.

Professor Kiri Sailiatata
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Teaching Assistant: Andrew Lee
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Office Hours: TBD

COURSE DESCRIPTION
Since the early twentieth century, the environment and sustainability have been core platforms across most contemporary social movements. This course begins its focus on the history of environmental activism locally in the Twin Cities to flashpoints across the Mississippi River watershed and beyond. Through a study of key figures and cases, we will explore the history and mobilization of environmental, climate and sustainability activism; the relationship between colonial and capitalist systems to contemporary environmental racism and inequality; and divergent approaches to research and scientific philosophies and practices.

No special background is needed. All students are welcome.
STUDENT LEARNING OUTCOMES

- Students will learn key terms, concepts, and frameworks of American Studies and Environmental Studies
- Students will learn key interdisciplinary methods and frameworks of Environmental Justice
- Students will apply academic research skills to gather data, analyze and present specialized topics for a diverse audience
- Students will learn how to collaboration skills to build a group project

REQUIRED TEXTS

No texts are required for purchase

COURSE ENGAGEMENT

The following are guidelines are offered to support student success:

- Please address me as Prof. Sainita or Prof. Kiri in class and over email communications.
- Check the university-listed e-mail account before every class. This will ensure that you have the most recent updates regarding assignments, changes in the course syllabus or announcements about class cancellations and related events.
- Engage respectfully with your instructor, teaching assistant and peers. Be intentional with your communications in class and online.
- Be open and willing to learn and intellectually challenged. Listen, ask questions, and offer your own perspectives. It is a challenging truth to confront and recognize the limits of our knowledge and experiences but one that humbles each of us.
- Be careful not to make assumptions about one another. Not all identities are visible so please be thoughtful as we get to know each other over the course of this term.
- If exchanges escalate to verbal, physical, or emotional violence, you may be asked to temporarily leave the classroom. All parties involved will meet with the instructor and another faculty member or administrator within 48 hours outside of class to mediate and address the situation. If you have a conflict with another peer that neither the instructor nor the teaching assistant have witnessed, please raise the issue during office hours as soon as possible.
- Communicate with the instructor and teaching assistant often and early. Andrew is the teaching assistant and a wonderful source of support to you all. I am also looking forward to getting to know each of you, your goals, and visions for remaking this world.
- If you are not feeling well, please get some rest and take care of yourself. Do not attend class. We will be keeping track of attendance; however, class attendance is an expectation not a graded requirement since we are still in a global pandemic. If you miss class, communicate as soon as you are able with either the teaching assistant or the professor so we know what is going on and that you do not fall behind in the course.
- Do not record the course or share images or conversations from our class without first obtaining written consent from the instructor, teaching assistant or your peers. If I record the course through any means be it audio or video clips, photos or informal surveys from our class, I will seek written consent first.

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E-mail Correspondences: I strive to answer your emails during the school year in a timely manner, but I am not always able to do so. Allow 48 hours to pass, if I do not respond, then please re-send your e-mail.

Please check the syllabus before e-mailing the teaching assistant or instructor. If you have questions regarding the course schedule, assignments, attendance, or due dates, then always consult the syllabus first.

COURSE GRADES
Assignments:
• 30% Course Engagement (Surveys, Small Essays, Annotations, Weekly Labs & Assignments, Discussion)
• 20% Midterm Quiz (Take home/Open Book)
• 10% Presentation of Final Research Project
• 30% 8–10-page Final Research Project
• 10% Peer Review Workshop of Final Project

ATTENDANCE: During the global pandemic, attendance will not impact overall course grades. Remote participation options will be available throughout the course should you require them to ensure collective health. Please contact either the teaching assistant or myself should we need to make arrangements for remote participation.

SUPPORT: We are learning and working together under enormous constraints during a global pandemic, increasing acts of state violence, community organizing against antiblack and settler colonial state violence, unprecedented levels of unemployment and evictions. Most students are young people leading active lives outside of college. Urgent conditions may arise for you or your family members during this course. While I do not require precise details (significantly, in some circumstances it may be against your interests to inform me fully), I do need to be made aware when students require additional support or flexibility during this course.

LATE WORK: The final project is a firm deadline. If you need an extension, please email Prof. Sailiata in advance.

GRADE GRIEVANCE: If you have a grade grievance, please wait 48 hours before submitting a written response to the instructor about your grade. Grade grievances are as likely to result in a higher grade as they are in a lower grade.

EXTRA CREDIT: Worth a half-letter grade applied to either the “A” or “B” track, students will attend a relevant virtual event or screening outside of our course. Get approval from the instructor in advance. Thoughtful analysis is required; you will receive extra credit only if you make explicit connection s between your selected event or text with concepts explored in the course materials. Extra credit papers are expected to follow these formatting conventions: two pages, double-spaced, with 1”

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margins and 12 pt Times New Roman font. The deadline for the extra credit assignment is on the last day of class, **Mon, December 5th**.

STUDENTS WITH DISABILITIES: It is the student’s responsibility to inform the instructor of any disabilities (either permanent or temporary) they have which might affect their ability to perform in the class. Students who require accommodations for access must be registered with Disability Services office in Kagin Hall. Such documentation must be provided to the instructor during the first two weeks of the semester. Adaptations of methods, materials or testing may be made as required to enable student’s participation. However, it will be difficult, if not impossible, for such arrangements to be made if students choose to inform the instructor after a course assignment is due. More information may be found at: https://www.macalester.edu/disabilitiesservices/information-for-students/

ACADEMIC INTEGRITY: Students are expected to maintain the highest standards of honesty in their college work; violations of academic integrity are serious offenses. Students found guilty of any form of academic dishonesty -- including, for instance, forgery, cheating, and plagiarism - - are subject to disciplinary action. Examples of behavior that violates this policy, as well as the process and sanctions involved, can be found on the Academic Programs website, http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/.

Course Terms and Format

What are Office Hours? They are time reserved for 1:1 or small group meeting to chat informally with the instructor about the course, advising, relevant texts or events. It always helps to prepare questions or materials in advance of our meeting just so that we have a starting point. Typically, these sessions run about 20-30mn in length.

What are Asynchronous Lectures? Pre-recorded lectures around offering an overview of our themes. They will generally revolve around an argument clarifying one of our four main themes, vocabulary, and close analysis of a visual text (film, media, photography, etc). They will also refer to the course readings and include prompts for small group activities/discussion or individual reflections.

What is an Annotation Assignment? Using Perusall, an annotation website, students will annotate weekly readings. For class engagement, students are expected to upload at least 2 annotations per assigned reading. An annotation can take the form of commentary or questions in the margins.

What are Lab Activities? A range of supplementary activities such as films, case studies, hosting guest speakers, site visits or reflection worksheets that serve to deepen student engagement. These are also graded as part of your weekly participation points.

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COURSE SCHEDULE

Thursday, Sept 1—Course Introduction

Week 1: Defining Environmental Justice

Tuesday, Sept 6—Bullard, *Environmental Justice in the 21st Century*

Thursday, Sept 8—Whyte, *Indigenous Experience, Settler Colonialism and Environmental Justice*

Week 2: What is Critical Environmental Justice?

Tuesday, Sept 13—Pellow, *What is Critical Environmental Justice?* Ch1A; Principles of Environmental Justice (1991)

Thursday, Sept 15—Pellow, *What is Critical Environmental Justice?* Ch1B

Week 3: Re-Storying the Land

Tuesday, Sept 20—Gould & Rock, *Once Upon a Toxic Sanctuary*


Week 4: Re-storying the River

Tuesday, Sept 26—Ludwig, *The Anthropocene blues: Notes from Mississippi*; Cooperation Jackson: *Building a Solidarity Economy* (32mn)

Thursday, Sept 28—Diaz, *Navigating Indigenous Futures*; Smith, *Learning from the Dakota: Land and Place*

Week 5: Re-storying the Cities

Tuesday, Oct 4—Borunda, *Racist Housing Policies have created some oppressively hot neighborhoods*

Thursday, Oct 6—Hugill, *Minneapolis as a Settler Colonial City*

Week 6: Midterm

*Syllabus is subject to change*
Tuesday, Oct 11th-Watch Film & Discuss; Distribute Midterm Exam (Take Home/Asynchronous)

Thursday, Oct 13th-Attend the International Roundtable Sessions & submit a write-up

WEEK 7:

Tuesday, Oct 18-Waters Rights Case Studies/Midterm Exam Due (Take Home/Asynchronous)

Thursday, Oct 19th- Wellness Day

WEEK 8:

Tuesday, Oct 25th- Independent Group Meetings for Final Project

Thursday, Oct 27-Food Sovereignty Case Studies

WEEK 9:

Tuesday, Nov 1st-Nuclear Case Studies

Thursday, Nov 3rd-Final Project Proposals Due

WEEK 10:

Tuesday, Nov 8-Oil Pipeline Case Studies

Thursday, Nov 10-Meet with Instructor on Final Projects

WEEK 11:

Tuesday, Nov 15-Environmental Justice Organizations Case Studies

Thursday, Nov 17th—Final Project Peer Workshop

WEEK 12:

Tuesday, Nov 21st-Final Project Peer Workshop

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Thursday, Nov 24th-No Class/Holiday

WEEK 13:

Tuesday, Nov 29th-**Final Project Presentations**

Thursday, Dec 1st-**Final Project Presentations**

*Monday, Dec 5th-10pm Final Project Papers Due*

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