Fall 2023
AMST 237-01/ENVI 237-01
ENVIRONMENTAL JUSTICE
T-Th 9:40-11:10am | Theater 001

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.

* This syllabus is subject to change.
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 research topics for a diverse public audience

REQUIRED TEXTS
No texts are required for purchase, although, I encourage you to purchase: What is Critical Environmental Justice, David Pellow.

COURSE GRADES
Assignments:
● 20% Course Engagement & Participation
● 20% Midterm: 2 Reflection Essays
● 10% EJ Event Reflection Essay (Rolling Deadline)
● 50% Final Project (Individual or Small Group)
  o 5% Peer Review Workshop of Final Project
  o 30% 8–10-page Final Research Project (Essay, ‘Zine, StoryMap, etc)
  o 15% Presentation of Final Research Project

COURSE SCHEDULE

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<tr>
<th>Unit</th>
<th>Weekly Schedule</th>
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<tr>
<td>WEEK 1: Introduction to Environmental Justice</td>
<td><strong>Weekly Schedule</strong>&lt;br&gt;Tues, Sept 5&lt;br&gt;Thurs, Sept 7&lt;br&gt;  ● Show up&lt;br&gt;  ● No prereqs needed&lt;br&gt;  ● Overview &amp; Introductions</td>
<td>● Course Slides&lt;br&gt;● Syllabus</td>
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<td></td>
<td>Talofa lava and welcome to our first unit in Environmental Justice! This week we are spending time getting to know each other, defining key terms, and connecting our lived experiences to these larger social and political and ecological systems.</td>
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<td><strong>Key Terms:</strong> Environment, Justice, Environmental Justice, Settler Colonialism, Racism</td>
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*Syllabus is subject to change*
**WEEK 3: What is Critical Environmental Justice?**

**Weekly Schedule**
Tuesday, Sept 19th
-Read: Bullard- Environmental Justice
-Read: Pellow-What is Critical Environmental Justice? Ch 1A Pgs 1-14

Thursday, Sept 21st
-Read: Whyte- Indigenous Experience, Environmental Justice & Settler Colonialism
-Read: Pellow-What is Critical Environmental Justice? Ch 1B Pgs 14-33

This week we will continue tracing the history of the Environmental Justice movement with a closer examination of the 1991 Environmental Justice People of Color Summit. We will also discuss the 17 principles of Environmental Justice and their development and influence. We will also discuss and apply David Pellow's 4 Pillars of Environmental Justice and Kyle Whyte's Indigenous approaches to Environmental Justice.

**Key Terms:** Environment, Justice, Environmental (In)Justice, Settler Colonialism, Racism

**Guiding Questions:** What is the history of the environmental justice movement? What is critical environmental justice? What are some of the major events, theories, and frameworks? Who are some of the leaders of the movement?

**Resources**
- Class Notes
- Course Slides

- **Sat, Sept 23:** Optional Trip to Water Protector Welcome Center, Palisades, MN

- "To Live and Breathe: Women and the Environmental Justice Movement, Smithsonian Exhibition, May 2023-Jan 2024.
- 1982 Warren County, North Carolina, A Movement is Born (United Church of Christ Website)
- From the Archives Dumping on Warren County, Jenny LaBalme, 2022
- This is environmental racism, Washington Post, 2021
- 1983 GAO Toxic Landfills Report (General Accounting Office)
- 1987 Toxic Wastes Report (UCC Website)
- 1990 Michigan Conference on Race & the Incidence of Environmental Hazards
- 1991 National POC Environmental Leadership Summit (UCC Website)
- 1992 Environmental Justice Program launched at University of Michigan
- 1994 Clinton’s Executive Order 12898

**WEEK 4: Re-Storying the Land**

**Weekly Schedule**
Tuesday, Sept 26th
-Read: Who Was Edward Duffield Neill? (MacWeekly,

**Resources**
- Class Notes
- Course Slides

- Gould & Rock, Once Upon a Toxic Sanctuary (2017)

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Colonial Macalester, 2019)

**Thursday, Sept 28nd**


-Read: Cantemaza (Neil McKay) and Monica Siems McKay, *Where We Stand: The University of Minnesota and Dakota Treaty Lands*, Open Rivers Journal, Spring 2023.

This week we will continue tracing the history of environmental justice activism and Indigenous rematriation practices locally. We will learn about Wakan Tipi Awanyankapi (formerly Lower Phalen Creek Project) and their work here in St. Paul, particularly, to reclaim Indian Mounds Regional Park and Bruce Vento Nature Sanctuary. Macalester College is part of this history and we will learn about the history of the college and recent student activism on campus.

**Guiding Question:** What is your responsibility as a member of the Macalester College community to environmental justice and stewardship projects here in the Twin Cities?

**Key Terms:** Land acknowledgements, Reparations, Wakan Tipi, Sacred Sites, Partnership

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**WEEK 5: Re-Storying the River**

**Weekly Schedule**

**Tuesday, Oct 3rd**
-Read (2 Comments Required): Ludwig--*The Anthropocene blues: Notes from Mississippi*

-Read (2 Comments Required): Curley & Lister--*Already Existing Dystopias*  

**Thursday, Oct 5th** --Meet at Law Warschaw Gallery Before Class:  
-Listen-Stevie Wonder’s Master Blaster (Jammin) & read Hanif Abdurraqib’s review of Hotter Than July, Pitchfork 2022.

-Reflect-What is your relationship or experiences with River? What or who is the Mississippi River? What are some names of the many names or songs, films, books, people that come to mind when you think of the River?

-Read- Select 2-3 of the “readings” from below to discuss in-class after our guided tour

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**Resources**

- Class Notes
- Course Slides

- **Sat, Oct 7: Optional EJ Tour with CMEJ & Activist-in-Residence Roxanne O’Brien**

- Spring 2023 Insurgent Ecologies Exhibition, New Orleans
- New Orleans Center for the Gulf South (Tulane University)
- Mississippi River Open School for Kinship & Social Exchange
- PUNCTUATE Initiative

**Colony**

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Readings:


**Scaling Environmental Justice: Reflecting on work from the Gulf to the Headwaters**

Using David Pellow’s frameworks of temporal and spatial scaling, we are spending time with the Mississippi River. This week, we are also talking about the Cene scene as Andrew Curley describes the proliferation of temporal and spatial frameworks to describe our current climate catastrophe and crisis. Perhaps, you may have come across buzzwords like the anthropocene, capitelcene, or plantationocene in other courses or conversations. On Tuesday, we are going to spend some time with these frameworks and begin to explore connections around social justice, culture, and arts along the Mississippi River.

On Thursday, we will visit the Insurgent Ecologies: Hotter Than July exhibition curated by Tia-Simone Gardner, Media Cultural Studies and Heather Everhart, Director, Law Warschaw Gallery. The larger question their exhibition asks is how can our work as art and cultural producers challenge and disrupt systems rooted in racial enslavement, colonial conquest, displacement, maritime and potamic capitalism?

**Guiding Questions**: How are scholars, artists, organizers, community members, and scholars re-framing histories and relationships to the Mississippi River? What do these River stories from the Gulf to the Headwaters reveal to us about our

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relationships to each other and our more-than-human kin?

**Key Terms:** anthropocene, plantationcene, bdote, land as pedagogy, relationality

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<th>WEEK 6: RE-STORYING THE CITIES</th>
<th>Weekly Schedule</th>
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| **Tues, Oct 10** | Read: Borunda, *Twin Cities Racist Housing Policies*  
Read: Wells, *Where We Live*  
**Thurs, Oct 12** | Read: *Environmental Justice Efforts in Minnesota*  
Optional: Hugill *Ch 4: Land Mines at Home and Abroad: American Empire in South Minneapolis*  
[Settler Colonial City: Racism and Inequity in Postwar Minneapolis]  
Watch in-class: Keeanga Yamahatta Taylor interview on Race for Profit (Democracy Now, 2017)  
**Key Terms:** Redlining, Upper Harbor Terminal Project, Urbs Nullius, The Scaffold | ● Class Notes  
● Course Slides  
● 1968 Fair Housing Act  
● *Mapping Prejudice* (UMN Project)  
● Keeanga Yamahatta Taylor: *It's just housing under capitalism* (2019)  
● Ta-Nehisi Coates: *The Case for Reparations* (2014)  
● Sam Durant, *It's Not Art to Us* (2012)  
● Rashida Jones & Molly Crabapple: *Life at the Fenceline* (2019) |

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<th>WEEK 7</th>
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| **Tues, Sept Oct 17:** *No Class*  
**Attend:** 3-4:30pm Chat with Roxxanne O’Brien |  
**Thurs, Oct 19** | Read: Pellow Ch4: Israel/Palestine as EJ  
Read: Pellow Ch2: BLM as EJ Challenge  
**Key Terms:** | ● Class Notes  
● Course Slides  
Oct 18th: Dameun Strange artist talk at Insurgent Ecologies gallery  
**Saturday, October 21st:** Optional Trip to George Floyd Square 12-3:30pm |

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<th>WEEK 8 MIDTERM</th>
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| **Tues, Sept Oct 24:** *No Class*  
**Wellness Day**  
**MIDTERM ESSAYS DUE:** Submit papers on Moodle |  
**Thurs, Oct 26:** *No Class*  
**Fall Break** |  
**FALL BREAK–Oct 26-29** |

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<td>● Class Notes</td>
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<th>WEEK 10</th>
<th>Weekly Schedule</th>
<th>Tues, Nov 7: Food Sovereignty: Part 2 with Phoebe Young (UMN American Studies, PhD Candidate)</th>
<th>Resources</th>
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|         |                | Thurs, Nov 9: In-Class Workday: Final Projects Topic Selection | ● Class Notes  
|         |                |                                                                                                 | ● Course Slides |
|         |                |                                                                                                 |             |
| WEEK 11 | Weekly Schedule | Tues, Nov 14: Oil Pipeline Case Studies | Resources |
|         |                | Thurs, Nov 16: Water Rights Case Studies  | ● Class Notes  
|         |                |                                                                                                 | ● Course Slides |
|         |                |                                                                                                 |             |
| WEEK 12 | Weekly Schedule | Tues, Nov 21: Final Project Peer Workshop | Resources |
|         |                | Thurs, Nov 23-“No Class” Holiday | ● Class Notes  
|         |                |                                                                                                 | ● Course Slides |
|         |                |                                                                                                 |             |
| WEEK 13 | Weekly Schedule | Tues, Nov 28: Nuclear Activism Case Studies | Resources |
|         |                | Thurs, Nov 30: Climate Justice Case Studies & Future EJ/CJ Organizing | ● Class Notes  
|         |                |                                                                                                 | ● Course Slides |
|         |                |                                                                                                 | ● Tuck & Yang Keynote |
| WEEK 14 | Weekly Schedule | Tues, Dec 5 In-Class– Final Class Presentations | Resources |
| FINAL  |                |                                                                                                 | -Final Projects & Event Paper Due |
| PRESENTATIONS |            |                                                                                                 |             |
| WEEK 15 | Weekly Schedule | Tues, Dec 12 In-Class– Final Class Presentations | Resources |
| FINAL  |                |                                                                                                 | -Final Projects & Event Paper Due |
| PRESENTATIONS |            |                                                                                                 |             |
| WEEK 16 | Weekly Schedule | Wed, December 20th: Final Project & All Course Materials Due | |

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COURSE ENGAGEMENT

The following are guidelines are offered to support student success:

- Please address me as Prof. Saliata or Prof. Kiri in class and over email communications.
- 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 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.

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:

- 20% Course Engagement & Participation
- 20% Midterm: 2 Reflection Essays
- 10% EJ Event Reflection Essay (Rolling Deadline)
- 50% Final Project (Individual or Small Group)
  - 5% Peer Review Workshop of Final Project
  - 30% 8–10-page Final Research Project (Essay, 'Zine, StoryMap, etc)
  - 15% Presentation of Final Research Project

ATTENDANCE: You are expected to attend most class sessions with a minimum of 2 absences. If you miss more than 2 class sessions, you need to reach out to me when you are able and schedule office hours to check-in. Attendance and participation are important and it will impact your overall grade if you are consistently absent from the class.

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If you are sick, please just email me and stay home and get some rest and recover. There are several Wellness Days built into this course throughout this term to provide additional breaks to students and encourage you all to prioritize your health.

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

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/disabilityservices/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/.

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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 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.

Many thanks and credit to Christie Manning & Chris Wells whose syllabi on environmental justice I adapted and/or collaborated with to build this course.

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