

ENVI 194-01/MCST 194-01
Environmental Issues and the Media
Fall 2024
M, W, F, 10:50-11:50 am
OLRI 243

Instructor: Michael Griffin
301 email: mgriff1@macalester.edu
M,W 4:35-5:15 pm, Th 1:30-2:45 pm, & by appt

Office: HUM 300/Mailbox HUM
Office hours:

Course Description:

How are public perceptions concerning environmental concepts, conditions, policies, actors and interests shaped by long-standing cultural concepts of nature and its use, media representations of living things and their habitats, and media reporting on environmental issues? Who sets the agenda for environmental concerns and debates and how is that agenda presented for public consumption and discourse? What roles do visual images, films, television, advertising and journalism play in establishing or maintaining particular conceptions, perspectives and discourses regarding the environment? What are the tendencies and limitations of journalism and science reporting regarding environmental issues such as resource use, pollution, safety regulations, environmental risks and climate change?

This course focuses attention on media representational practices related to concepts of wilderness, agriculture, human relationships with nature and natural resource extraction, and the many issues of environmental sustainability. Through weekly readings and analyses of films, documentaries, news reports, commercial marketing and even public service announcements, we will work to gain a better understanding of the particular influence of media images and discourse on our views of nature, resources, climate, environmental debate, and environmental justice, including: images and concepts of wilderness, land use and control; representations of industrialization and its impacts; news reporting on environmental degradation and climate change; the visions and metaphors of “green advertising;” media characterizations of environmental risk; portrayals of environmental activism; issues of discrimination and equity in exposure to environmental risk and degradation; and the shifting parameters of environmental rhetoric, in the U.S. and globally.

Class members will pursue individual term projects that explore and analyze chosen issues of environmental representation and their social, cultural, political and economic implications, with the goal of proposing and creating potentially more effective strategies of environmental communication with diverse communities through selected media forms and outlets.

Only required books have been ordered at the Textbook Store. The bulk of assigned common readings will be from these three required books. Other selected chapters and articles will also be assigned or recommended and posted to the course Moodle.

Required (all or most of the book assigned):

Environment, Media and Communication, Anders Hansen. Routledge, 2nd Edition, 2019.

Green Screen: Environmentalism and Hollywood Cinema, David Ingram. David Brown Bk. Co., 2004.

Seeing Green: The Use and Abuse of American Environmental Images, Finis Dunaway.
University of Chicago Press, 2015.

Supplemental/Recommended (Available on library reserve or as e-Books for individual interests or paper projects – not required)

Environmental Communication and the Public Sphere, J. Robert Cox & Phaedra Pezzullo. SAGE, 2015 (Reserve)

Field Notes from a Catastrophe: Man, Nature, and Climate Change. Elizabeth Kolbert. Bloomsbury, 2015 (Reserve)

Garbage Wars: The Struggle for Environmental Justice in Chicago, David Pellow. MIT Press, 2004 (Lib e-Book)

Journalism, Politics, and the Dakota Access Pipeline: Standing Rock and the Framing of Injustice, Ellen E. Moore,
Routledge, 2019 (Library Reserve)

Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from tobacco smoke to Global Warming, Naomi Oreskes and Erik M Conway, Bloomsbury Press, 2010 (Library Reserve)

Slow Violence and the Environmentalism of the Poor, Rob Nixon. Harvard University Press, 2013 (Library e-Book)

Assignments and Grading:

There are four graded assignments for the course, plus a graded evaluation of overall class participation (10% of the course grade):

- 1) **Approx. 2000 word essay** comparing cultural concepts of nature, the environment, and their representation discussed in assigned course readings (25% of the course grade);
- 2) **Approx. 2000 word essay** comparing approaches to media representation and reporting on environmental issues in light of analyses presented in class readings (25% of the course grade);
- 3) **Class presentation**, based on what you have chosen to work on for your final project and designed to prompt and lead class discussion during part of a class session. This may include chosen media examples to illustrate issues and provide points of discussion (10% of the course grade).
- 4) **Approx. 3000 word final paper and/or alternative format media project** on an approved course topic of your choice (30% of the course grade).

Class Attendance: Attendance and participation in class discussions are very important. Good class participation is not gauged by frequency of comments, but rather by a combination of regular attendance, attentiveness in class, acknowledgement of and respect for classmate contributions, and pertinent and constructive contributions to class discussions. Class involvement will formally account for 10% of the final grade but will also be an additional factor used to resolve borderline grades. Frequent unexcused absences (more than 3) or a glaring lack of class participation may result in an NC calculated as 10% of the final course grade.

Class Writing:

Essays written for this class must follow a standard style and cite references appropriately and comprehensively. Note that citations must be provided for *all* paraphrasing and specific information drawn from readings and other sources, **not just for direct quotations**. I urge you to consult a general style manual, and make sure that you understand how to use proper and adequate citations and avoid plagiarism.

Plagiarism will be handled according to the Macalester policy on academic integrity:

<http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>

For further guidance or assistance with writing consult the **MAX Center**,

<http://www.macalester.edu/max/writing/>

where appointments with writing tutors are available along with a variety of physical and online sources for mastering style and improving paper organization. The Max Center also offers assistance with reading and study skills. <https://www.macalester.edu/max/>

For brief, fun micro-lectures on better writing see: <http://www.macalester.edu/academics/writewell/>

Class Communication: Email is the preferred method of communication for course matters. If you have questions at any time regarding general writing issues or specific assignments for this course, I urge you to consult with me. I am always available right after class, during office hours, or by appointment, and I am always happy to answer questions and discuss assignments. I will also respond to email questions regarding class assignments (or any class issues), although you should not expect email responses on short notice (or late at night!). Best to anticipate 24 hours for email responses (and be pleasantly surprised when you receive a response more quickly).

Also, if you have any concerns regarding the classroom environment or the tone of class discussions please bring these issues to my attention. I am committed to a class environment where an open and respectful exchange of ideas and perspectives is encouraged.

Health and Well Being:

At Macalester, you are encouraged to make your well-being a priority. Taking care of yourself will help you engage more fully in your academic experience and campus life. Remember that beyond being a student, you are a whole human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, financial, etc., and how they can have an impact on your academics and your life satisfaction. We encourage you to remember that getting sufficient sleep, moving your body, and connecting with others can be strategies to help you succeed at Macalester.

We also acknowledge that living through a global pandemic and national moments of severe social and political pressures requires that we all need to extend extra care and grace to ourselves and each other. If you are having difficulties maintaining your well-being, please reach out to one of the many campus resources that are available to you, or seek out your professors, who can help direct you to additional support systems. Macalester wants every student to be successful, and has many individuals and offices whose function is to support the academic, mental, and physical health of all students.

On-Campus Resources

Division of Student Affairs, Services and Support

- Macalester College, Find Help

<https://www.macalester.edu/student-affairs/services-and-support/>

<https://www.macalester.edu/current-students/>

Laurie Hamre Center for Health & Wellness

Leonard Center Room 53

651-696-6275

www.macalester.edu/healthandwellness/

Specific Covid-19 Policies

Covid-19 policies are subject to change in response to the changing conditions of the pandemic. I am strongly committed to the health and safety of everyone, and will gauge the wishes of class members with regard to things such as face covering on a continuing basis. If you do not feel well for any reason or are exhibiting any symptoms of COVID-19, please do not come to class. Instead seek advice and testing at the Hamre Center. <https://www.macalester.edu/covid-19/>

Disability Accommodation: I am committed to supporting the learning of all students in my class. Reasonable accommodations are available for students with documented disabilities. Contact the Office of Disability Services at 651-696-6874 or disabilityservices@macalester.edu to schedule an appointment and discuss your individual circumstances. It is important to meet early in the semester; this will ensure that your accommodations can be implemented early on.

Class and Reading Schedule

(*Readings to be completed by class on the date listed)

Week 1 9/4 and 9/6

Course Introduction. Review of syllabus, requirements and course structure.

Opening questions: What are “environmental issues”? What is the cultural context in which “environmental” concepts and images have emerged and become established?

What relationships between nature and culture are invoked in environmental discussions?

What forms of media play an influential role with regard to these concepts and images?

Discussion: The American context. Tropes of “Nature and Culture,” the “Desert and the Garden,” and the “Wild West” in American Hollywood film and popular culture.

Reading for 9/6: “The Significance of the Frontier in American History, Chap. 1” by F. J. Turner (Moodle)

Potential Film Screenings (excerpts): *Shane* (Stevens, 1953, USA)

The Searchers (Ford, 1956, USA)

Week 2 Discussion of Turner’s “The Significance of the Frontier in American History,” the concept of “Manifest Destiny,” and cultural myths of nature, the wilderness, wildlife and “primal purity” in American cinema, photography, and popular culture.

9/9 Hollywood Westerns. Naturalizing and socializing the Frontier Ethic.

Readings:

“The Significance of the Frontier in American History,” Chap. 1, F. J. Turner (Moodle)

Green Screen by David **Ingram**, Preface, pp. vii-x, Introduction and Chaps 1-2, pp. 1-25

See also e-book format of Jackson’s entire book, *The Frontier in American History*, at:

<http://www.gutenberg.org/files/22994/22994-h/22994-h.htm>

and a commentary on the influence of Turner’s essay at:

http://www.pbs.org/weta/thewest/people/s_z/turner.htm

Potential Screenings (excerpts): *Stagecoach* (Ford 1939, USA)

The Man Who Shot Liberty Valence (Ford, 1962, USA)

9/11 The Significance of the Frontier Ethic in American Visions of Wilderness and “Environment”

Readings: *Green Screen* by David **Ingram**, Chaps 3-4, pp. 36-55

Environment, Media and Communication by Anders **Hansen**, Chap. 1, pp. 1-12

Potential Screening (excerpts): *Dances with Wolves* (Costner, 1990, USA)

9/13 Relationships between the Frontier Ethic and Contemporary notions of Wilderness

Reading:

Green Screen by David **Ingram**, Chap. 5, Part II Intro, & Chap. 6, pp. 56-87

Screening (excerpts): *Bambi* (Disney, 1942 USA)

Dances with Wolves (Costner, 1990, USA)

Class and Reading Schedule

Week 3 Metaphors of Culture and Nature. Indigenous People as Part of “Nature.”
Settlement and the Conquest and Control of Nature.

9/16 Responses to the disappearing frontier. Wilderness, “Wild Humans,” Colonization and Stewardship.

Reading: *Green Screen* by David **Ingram**, Part III Intro, & Chap. 10, pp. 137-155

Environment, Media and Communication by Anders **Hansen**, Chap. 2, pp. 13-35

Screening (excerpts): *Dances with Wolves* (Costner, 1990, USA)
New World (Malick, 2005, USA)

9/18 The Country, the City, and Early Environmental Movements. “New Deal” Conservation.

Readings:

Environmental Communication and the Public Sphere, J. Robert **Cox** & Phaedra **Pezzullo**,
Introduction and Chapter 1, pp. 1-30 (Moodle)

Essay #1 Assigned (Due Friday, Oct. 4)

Screenings (excerpts): *The Plow that Broke the Plains* (Lorentz, 1936, USA)
The River (Lorentz, 1937, USA)

Recommended screening: *The Big Trees* (Feist, 1952, USA)
“The Big Trees” 1917, 1920s [Ford Motor Company films]
[Films discussed by Ingram in *Green Screen*]

9/20 Representations of nature and culture in “The Crying Indian” Keep America Beautiful ad

Readings: *Seeing Green*, Chap. 5 “The Crying Indian,” pp. 79-95

Screenings: The Crying Indian ad (online), and discussion of Paper Assignment #1

Week 4 Popular Culture, Wilderness, Nature and Environmental Issues. The first environmental PSAs.

- Work on The Crying Indian ad assignment, Due Oct. 4
- The Cultural Framing of “Loss of Wilderness”
- The Political Framing of Environmental Issues.

9/23 Mythic images of a “New World.” Gendering and Primitivizing Native People. Gendering Nature.

Readings: *Seeing Green*, Intro. and Chap. 1, pp. 1-32, + Chap. 5 “The Crying Indian,” pp. 79-95

Screenings (excerpts): “The Crying Indian Ad”
Pocahontas (Gabriel/Disney Productions, 1995, USA)

9/25 Mythic images of a disappearing primordial world and rescue narratives

Readings: Anders **Hansen**, **Chap. 5**, “Popular Culture, Nature and Environmental Issues”

Review: *Green Screen*, Chap. 4, “Ecological Indians and the Myth of Primal Purity”

Review: *Green Screen* by David **Ingram**, Chap. 5, Part II Intro, & Chap. 6, pp. 56-87

Review: *Seeing Green*, Chap. 5 “The Crying Indian,” pp. 79-95

Virtual Event, Natural History Museum, “**What Comes After the Wilderness Act?**”
Zoom, 5:00 PM CDT (Registration required)

9/27 Ecological Icons. The “Noble Savage” and the “Ecological Indian.” Discussion of Natural History Museum virtual event in class.

Readings:

Green Screen, Chap. 7 “Jaws,” Chap. 8 “Wolves and Bears,” Chap. 9 “African Wildlife”
(Especially for those interested in pursuing projects related to wildlife conservation)

Photography (class viewing): Visions of the West: Wild Landscapes and Primitive Natives
(Timothy O’Sullivan, Alexander Gardner, John K. Hillers, William Henry Jackson,
Carleton Watkins, Edward S. Curtis, Ansel Adams and others)

See **online digital photography collections** from the National Archives, The Atlantic,
The New York Public Library, and other photo collection sites: (On Moodle)

<http://www.theatlantic.com/photo/2012/05/the-american-west-150-years-ago/100304/>

<http://digitalcollections.nypl.org/collections/early-landscape-photography-of-the-american-west#/>

<https://www.archives.gov/research/american-west/>

<http://www.loc.gov/pictures/search/?st=grid&co=ecur>

<https://www.archives.gov/research/ansel-adams/>

Week 4 Possible Additional Screenings (excerpts): *The Last of the Mohicans* (Mann, 1992, USA);
The Mission (Joffe, 1986, UK)

A River Runs Through It (Redford, 1992, USA); *Easy Rider* (Hopper, 1969, USA)

Week 5 Media representations of crises, causes and responsibility

9/30 Locating environmental responsibility. Industries, individuals and the media

Readings: Complete **Hansen, Chap. 5**, “Popular Culture, Nature and Environmental Issues”

Green Screen, Part III, Chap. 12 and Conclusion, pp. 167-182

Potential Screening: *A Fierce Green Fire* (2012, Kitchell, USA) [in installments (Five Acts)]

10/2 **Guest Lecture: Kenny Blumenfield**, Senior Climatologist at the Minnesota DNR
Joint session with GEOG/ENVI-258 Environmental Hazards, JBD Auditorium at 10:50 am

Reading: *Environment, Media and Communication*, **Hansen**, Chap. 3, pp. 35-68

10/4 Before climate change was framed as a crisis, there was nuclear meltdown: Three Mile Island,
Chernobyl,

Fukushima

Essay #1 Due

Reading: *Seeing Green*, Chap. 8 “Nuclear Meltdown I: *The China Syndrome*,” pp. 121-137, and
Chap. 9 “Nuclear Meltdown II: Three Mile Island,” pp. 138-153

Recommended for those interested in issues related to environmental conflict and risk: *Media & Environment:*

Conflict, Politics and the News by Libby **Lester**, Chap. 2, pp. 37-58 (Reserve)

Week 5-6 Potential Screenings (excerpts): *The China Syndrome* (Bridges, 1978, USA); *Silkwood*
(Nichols, 1983, USA); *Thunderheart* (Apted, 1992, USA)

Class and Reading Schedule

Week 6 Making Claims and Managing News about the Environment

10/7 The “Constructed-ness” of News: News values, news media and journalistic practices

***Collecting news stories assignment**

Readings:

Environment, Media and Communication, complete **Hansen**, Chaps. 3 and 4

Screenings: Television and Online News

10/9 **International Round Table:** “Slowing Down, Seeking Roots, Making Sanctuary: Belonging Beyond the Anthropocene”

Essay #2 Assigned (Due 10/25)

Readings:

Environmental Communication and the Public Sphere, Chap. 5, “News Media and Environmental Journalism (Old and new),” pp. 90-117

Screenings and Examples of News Reports (Television, online and print)

INTERNATIONAL ROUNDTABLE

10/9 (Wednesday) Optional **Assignment:** International Round Table Keynote Address, *Alexander G. Hill Ballroom*

Dr. Bayo Akomolafe, *For Those Spirited Away: Making Sanctuary as a Vocation of Exile in Restless Times*

10/10 (Thursday) Optional **Assignment:** International Round Table Keynote Address, 11:30am-1:00pm *Weyerhaeuser*,

Dr. John Kim, *Solidarity Programs in the Anthropocene*

10/1 (Friday) Optional Class Attendance: Student panels #7 or #8, 11:15am – 12:30 pm (Locations TBD)

10/11 News and Media Discourses About “The Environment.” Old and New Technologies for Reporting and Representing Environmental Issues.

Reading: Anders **Hansen**, **Chap. 7** “Media, publics, politics and environmental issues”

Week 7 Climate Change Coverage: A central test case for environmental journalism

10/14 Picturing Climate Change in Popular Media Representations

Potential Screenings: News reports on “Climate Catastrophes” (Floods, hurricanes, droughts, etc.)

10/16 Climate Science and Climate Discourse

Reading: *Seeing Green*, “Conclusion: The Strange Career of *An inconvenient Truth*,” pp. 258-280

Potential Screenings: News reports on “Climate Catastrophes” (Floods, hurricanes, droughts, etc.)

10/18 **No Class – Fall Break**

Mid-Term Break, Oct. 25-28

Week 8 Reporting Risk, Crisis and Controversy: Hurricane Coverage and Politics

10/21 Reporting Climate Science: Hurricanes - the Routines and Limitations of Journalism and Media Coverage

Readings: *Environmental Communication and the Public Sphere*, Part III, Communication in an Age of Ecological Crises, Chap. 6, pp. 119-146, Chap. 7, pp. 148-174

Other Potential Contemporary News Treatments of Climate Change Issues and Events

The Paris Climate Summit; Rising Sea Levels and the Marshall Islands; Arctic Warming; Heat Buildup in the Oceans; Coral Reef Degradation

Screenings (excerpts): Television News Reporting on Hurricanes (2024: Helene and Milton)

10/23 Politics and Reporting on Environmental Issues in Minnesota

Reading: *Environment, Media and Communication*, Anders **Hansen**, Chap. 7

Screenings: Television News Reporting on Hurricanes (2024: Helene and Milton)

10/25 Environmental Spectacle in a Neoliberal Age

Essay #2 Due

Screening: *The Day After Tomorrow* (Emmerich, 2004, USA) excerpts

Week 9 Back from Break: Revisiting Issues of Environmental Journalism

Potential Screenings (excerpts): *An Inconvenient Truth* (Davis Guggenheim and Al Gore, 2006, USA)

10/28 Review of Politics and Reporting on Environmental and Climate Issues

Discussion of potential topics for final projects. (See list of potential topics at end of syllabus)

***Proposals for Final Projects Due on Friday November 8**

Readings: Complete and Review Week 8 readings

Potential screening: *An Inconvenient Truth* (Davis Guggenheim and Al Gore, 2006, USA)

10/30 Methods of Analysis in Journalism Reporting Research

Discussion of potential topics for final projects

Reading: *Environmental Communication and the Public Sphere*, Part IV, Chap.10, pp. 208-232

11/1 The Concept of Environmental Justice and Climate Justice Movements

Reading: *Seeing Green*, Chap. 7, "Gas Lines and Power Struggles," pp. 109-120

Seeing Green, Chap. 12, "Environmental Spectacle in a Neoliberal Age" pp. 187-207

Potential screening: *Climate of Doubt*, PBS Frontline Episode Season 2012 Episode 20

Week 10 The Rise of Green Consumerism

11/4 Selling “Nature/the Natural”: Advertising Nature, National identity, and Nostalgia

Reading: Anders **Hansen**, Chap. 6 (1st or 2nd Edition)

Potential screenings: Current marketing and ad campaigns

11/6 Green Consumerism

Reading: *Seeing Green*, Chap. 13, pp. 208-222

Potential screenings: Current marketing and ad campaigns

11/8 Global Crisis and Green Consumerism: Earth Day

***Proposals for Final Projects Due**

Reading: *Seeing Green*, Chap. 15, pp. 239-257

Potential screenings: Current marketing and ad campaigns

Week 11 Media Publics, Politics, and Environmental Campaigns

11/11 The Media, Public Opinion and the Environment

Reading: Re-read Anders **Hansen**, Chap. 7 (1st or 2nd Edition)

Discussion of Final Project Proposals

11/13 Environmental Crisis, Media Coverage and Public Opinion

Discussion of Final Project Proposals

Reading: *Seeing Green*, Chap. 14, pp. 223-238

11/15 Applying Research on Media and Public Opinion to Climate Change Coverage

Potential screenings: *Climate of Doubt*, PBS Frontline Episode Season 2012 Episode 20
And/or other examples of recent climate coverage

Readings: Review *Seeing Green*, “Conclusion,” pp. 258-280

Review **Hansen**, Chap. 7

Week 12 Media Publics, Politics, and Environmental Campaigns (cont.)

11/18 Looking Back, Looking Forward

Readings: Anders **Hansen**, Chap. 8 (**2nd Edition only**)

Seeing Green, Introduction and Chaps. 1-3, pp. 1-63 [Review in light of later readings]

Potential screenings: Material related to proposed final project topics

11/20 Environmental Racism, Environmental Classism, and Environmental Justice

Readings: Environmental Justice Reading (to be assigned)

Recommended (especially for final projects involving issues of Environmental Justice):

Slow Violence and the Environmentalism of the Poor by Rob Nixon (reserve)

Garbage Wars: The Struggle for Environmental Justice in Chicago (reserve)

Potential screenings: Material related to environmental justice

11/22 Environmental Justice and Climate Justice Movements

Readings: Environmental Justice Reading (to be assigned)

Review *Environmental Communication and the Public Sphere*, Part IV, Chap.10, pp. 208-232

Review *Seeing Green*, “Gas Masks: the Ecological Body Under Assault,” Chap. 3, pp. 47-63

Potential screenings: Material related to environmental justice and/or proposed final project topics

Week 13

11/25 Discussions of Environmental Activism, Media, and Communication

Reading: *Environmental Communication and the Public Sphere*, Part IV, Chap. 8, pp. 177-206

11/27 **No Class - Thanksgiving Break**

11/29 **No Class - Thanksgiving Break**

Thanksgiving Break - Nov. 27 - Dec. 1

Week 14 Engaging Citizens with New Forms of Environmental Communication - Class Project Presentations

[**Additional Potential Screenings:** Current news coverage of environmental events and issues; possibly *A Fierce Green Fire: The Battle for a Living Planet* (Mark Kitchell, 2012, USA)]

12/2 Individual Final Projects Presentations/Discussions

Readings: No additional class readings assigned. Readings and work for individual projects

12/4 Individual Final Projects Presentations/Discussions

Readings: Readings and work for individual projects

12/6 Individual Final Projects Presentations/Discussions

Readings: Readings and work for individual projects

Week 15 Class Project Presentations

12/9 **Final Day for Project Presentations** - Concluding discussions

Readings: No additional readings assigned.

12/11 Last day of class – Wrapping up, concluding discussions
Time for Course Evaluations

Final Class Projects Due: Submit on Moodle by 5:00 PM

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Environmental Issues and the Media

A Sample of Potential Focus Topics for Class Presentations and Projects
 (Many more topics/issues are possible)

Issue areas for news, documentary or fictional representation and portrayal:

- Nature/wildlife/wilderness
- Ecological icons
- Environmental science reporting
 - Example: Climate change reporting
 - Collapse of ice sheets
 - Rising sea levels (Island nations at risk)
 - Extreme weather events (hurricanes and other)
 - Climate change visualization
 - Coverage of Paris Climate change Accord
- Environmental catastrophe coverage (examples)
 - Bopal chemical plant disaster
 - Major Oil Spills – (examples)
 - [Deepwater Horizon](#) - BP Gulf Oil Spill
 - Exxon Valdez (Alaska)
 - [Amoco Cadiz](#) (France)
 - Lxtoc (Mexico)
 - Santa Barbara, CA
 - Nuclear power disasters (examples)
 - Three Mile Island
 - Chernobyl disaster
 - Fukushima Daiichi nuclear disaster
- Pollution and Risk
 - Nuclear waste disposal
 - Chemical pollution
 - Oil/chemical train derailments and spills
 - Air pollution
 - Air quality issues, China and Beijing air pollution problems
 - Water pollution
- Water Resources and Management (examples)
 - *Flint Michigan and or water system infrastructure*
 - *Minnesota water reclamation efforts (River, stream and ditch buffers, etc.)*
- Agriculture
 - Soil practices
 - Application and implications (Fertilizer, pesticides, herbicides)
 - Agricultural pollution
 - Monoculture
 - Food
- Mining and Fracking
- Politics, conflict, and risk
 - Sources and voices
 - Journalists and political reporting
 - Shifting political contexts for climate change discourse
- Current state of political and media discourse on environmental issues (Alternative Media Strategies)
- Recycling and waste issues
- Green Advertising/ Greenwashing
- Environmental Justice
- Social Movements and Protests