

Fall 2024
AMST 237-01/ENVI 237-01
ENVIRONMENTAL JUSTICE
T-Th 9:40-11:10am | Theater 002

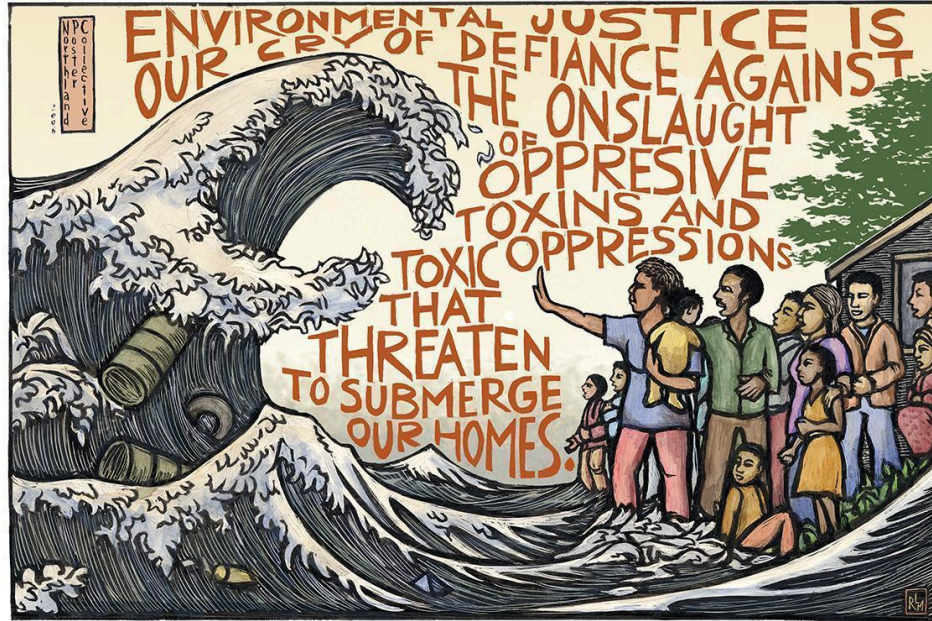


Image Credit: Environmental Justice, Ricardo Levins Morales, 2006

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COURSE DESCRIPTION¹

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.

¹ Many thanks and credit to Christie Manning, Chris Wells, and Meixi Ng whose syllabi and conversations on environmental justice and pedagogy have profoundly shaped my thinking and thus the design for this course.

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Recommendation: Use Outline View in Google docs to easily jump through the syllabus table of contents below.

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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 the two main texts for our class are available for purchase through the Highland Store or online. These texts are also available on course reserves at the Macalester Library. Excerpts will be available in our course Google Drive and on Perusall.

*Pellow, David N. 2018. *What Is Critical Environmental Justice?*
Cambridge, UK: Polity Press.*

*Taylor, Dorceta E. 2014. *Toxic Communities : Environmental Racism, Industrial Pollution, and Residential Mobility.* New York: New York University Press.*

COURSE ASSIGNMENTS

- 20% Course Engagement & Participation (Reading Comments)
- 10% EJ Positionality Paper
- 25% What is Critical Environmental Justice? Take Home Midterm Essay
- 5% IRT Reflection Essay
- 40% EJ Campaign Final Project (Individual or Small Group)
 - 5% Peer Review Workshop of Final Project
 - 25% 8–10-page Final Research Project (Essay, 'Zine, StoryMap, etc)
 - 10% Presentation of Final Research Project

COURSE SCHEDULE

Wk	Day	Topic	Readings	Assignment	Notes
1	Sept 3 (T)	Introduction To Environmental Justice			
	Sept 5 (TH)	What is CEJ? <i>Foundations & Key Terms</i>	Pellow Ch1A		
2	Sept 10 (T)	What is CEJ? <i>Foundations & Key Terms</i>	Waziyatawin Envisioning Justice in MN, What does Justice look like? Pellow Ch1B		Convocation: Honorable Andrew Gordon ('05) Speaker
	Sept 12 (TH)	What is CEJ? <i>Re-Storying the Land in Mni Sota Makoce</i>	Gould & Rock, Wakan Tipi & Indian Mounds Park Indigenizing Environmental Thinking	Initial Google Survey Form (Due Sept 13)	EnviroThursd ay: Fire in the Village (Google Spaces) Turf Club: Fire in the Village
3	Sept 17 (T)	What is CEJ? <i>The Birth of a Movement</i>	Taylor, Introduction + Ch 1 17 Principles of EJ	EJ Positionality Paper (Due Sept 20)	
	Sept 19 (TH)	What is CEJ? <i>The Birth of a Movement</i>	Pellow Ch2: BLM as EJ Challenge Bullard EJ In 21st Century		

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			Roxanne O'Brien EJ Organizing in Twin Cities (Interview #1)		
4	Sept 24 (T)	What is CEJ? <i>Tracing the Movement for Environmental Justice</i>	Hugill <i>Ch 4: Land Mines at Home and Abroad: American Empire in South Minneapolis</i> <i>Twin Cities Racist Housing Policies</i> Listen: Hazel Johnson, Mother of the EJ Movement, Podcast Episode 1: Help this Garden Grow [43mn]	Watch In Class: Kali Akuno, Building a Solidarity Economy	UMACS Sustainability Conference Harvest Camp Overnight Trip (Palisade, MN)
	Sept 26 (TH)	Wellness Day - No Class			
5	Oct 1 (T)	What is CEJ? <i>Tracing the Movement for Environmental Justice</i>	Pellow, <i>Ch 4 Israel/Palestine as EJ</i>		7-9pm AMST Keynote: Bao Phi ('97) <i>Fifty Years After "Vietnam": Learning from the U.S. Wars in Southeast Asia</i>
	Oct 3 (TH)	Decolonizing the Anthropocene	Ludwig-- <i>The Anthropocene blues: Notes from Mississippi</i> Curley & Lister-- <i>Already Existing Dystopias</i> Aguon-- <i>To Hell With Drowning</i>		
6	Oct 8 (T)	Decolonizing the Anthropocene	Taylor, Ch 6: <i>The Siting Process</i> John Kim. <i>Anthropocene and Media, Anthropocene Curriculum</i> , 2019. Listen: Slowing Down in Urgent Times Bayo Akomolafe's Into the Wild Interview, 2020. [90mn podcast]		Emergence Network The Nap Ministry

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	Oct 10 (TH)	Decolonizing the Anthropocene Attend & Participate in the IRT - No Class	<i>“Slowing Down, Seeking Roots, Making Sanctuary”</i>: <i>Belonging Beyond the Anthropocene</i>		
7	Oct 15 (T)	Midterm - No Class		Midterm Essay Due Oct 15 IRT Reflection Due Oct 15	<i>Indigenous People’s Day</i> Oct 14
	Oct 17 (TH)	Fall Break - No Class			Fall Break 17-20
8	Oct 22 (T)	Insurgent Ecologies	Heynen & Ybarra <i>Abolitionist Ecologies</i> Ashante Reese <i>Food and Carcerality: From Confinement to Abolition</i>	<i>Introduction to Final Project</i>	<i>Midterm Grade Notification</i>
	Oct 24 (TH)	Insurgent Ecologies	Pellow <i>Ch 3 Prisons as an EJ Challenge</i> Pellow <i>Conclusion: Policing, Prisons & Palestine</i>		
9	Oct 29 (T)	Insurgent Ecologies	<i>Sze Boundaries and Border Wars</i> Ashley Dawson, Marco Armiero, Ethemcan Turhan, Roberta Biasillo <i>Urban Climate Insurgency, An Introduction</i>		
	Oct 31 (TH)	Insurgent Ecologies	Anne Spice, <i>Fighting Invasive Infrastructures: Indigenous Resistance Against Pipeline</i> (2018) Julianna Smith, <i>Rights of Nature and Tribal Sovereignty: Protecting Natural Communities, Wild Rice and Salmon in the United States</i> (2024)		Halloween
10	Nov 5 (T)	Scaling Environmental Governance	Taylor, Ch 5: Enforcing Environmental Protections	Final Project Groups/Topics Deadline	Election Day

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			<p>Taylor, Conclusion: Future Directions</p> <p>Goodyear-Ka'opua <i>Indigenous Oceanic Futures: Challenging Settler Colonialisms and Militarization</i></p> <p>Climate Justice Alliance: Justice Transition Principles</p>		
	Nov 7 (TH)	Scaling Environmental Governance	<p>Global Water Governance</p> <p>McBain Coltan: <i>A Study of Environmental Justice and Global Supply Chains</i></p> <p>Bali Climate Justice Principles</p>		
11	Nov 12 (T)	Climate Justice & Environmental Justice Futures	<p>Richardson, <i>Climate Strikes to Extinction Rebellion: Environmental Activism Shaping Our Future</i></p> <p>Nicole Rogers <i>Victim, litigant, activist messiah: The Child in a Time of Climate Change</i></p> <p>Corrie Grosse and Brigid Mark <i>A Colonized COP</i></p>		
	Nov 14 (TH)	Climate Justice & Environmental Justice Futures	<p><i>The Carceral Apocalypse: Intimacy, Community and Embodied Abolition in Autumn</i> Brown and adrienne maree brown's <i>How to Survive the End of the World</i></p> <p>Listen: Interview with Michelle Mascarenhas-Swan of Movement Generation (2019) from the podcast series <i>How to Survive the End of the World</i></p>		
12	Nov 19 (T)	Final Project Workshop	Bring your final project case studies to class to workshop with your peers		
	Nov 21 (TH)	Final Project Workshop	Continue work on your final project presentation in-class	Final Project Work Day	
13	Nov 26 (T)	Final Presentations	In Class Final Project Presentation	Peer Workshop Due	

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				Final Project Presentations	
	Nov 28 (TH)	No Class - Turkey Break			Turkey Break 27-1
14	Dec 3 (T)	Final Presentations	In Class Final Project Presentation	Final Project Presentations	
	Dec 5 (TH)	Final Presentations	In Class Final Project Presentation	Final Project Presentations	
15	Dec 10 (T)	Last Day of Class	In Class Final Project Presentation	Final Project Presentations	
*	Dec 17 (T)			All Course Materials Due	

COURSE VALUES

For students to thrive and be successful in this course will require advanced preparation, organization, discipline and communication. The following are guidelines to ensure student success:

Collective Agreements

Generated together in class on 9/4/2024

→ **Attendance:** We strongly encourage students to attend as much as possible as this is a critical form of community building.

→ **Discussion:**

- ◆ Prefer to arrange tables in pods. If you arrive prior to the start of class, go ahead and move the tables into pods. Please and thanks!
- ◆ Discussion in class led by questions and issues students seed either on Perusall or through in class small group discussion.
- ◆ Please assume that people are bringing their best energy.
- ◆ Think mindfully about how much space you are taking in discussion.
- ◆ WAIT/WAIT (Why am I talking/Why Aren't I Talking) and 3 Before Me are some helpful guides for discussion engagement.
- ◆ Before large group discussion on new themes, small group discussion 1st and then large group
- ◆ Question prompts leading into discussion/mini-lectures
- ◆ Love Images and media in class as a form of shared reference and collective engagement to start discussion

→ **Breaks**

- ◆ Super important!

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- ◆ 5mn mid-session break for all class sessions
 - ◆ Open policy to come and go as your please and to take care of your health and wellness needs (drink, restroom, fresh air, etc)
- **Illness:** If sick, stay home. If moderately sick and attending classes, wear a mask. Instructor will provide masks for students in each class.
- **Snacks:** Yes! We love snacks. Please be sure to fill out the snack sheet for dietary restrictions and also snack requests and preferences.

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit Disability Resources (disabilityresources@macalester.edu) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the MAX Center, Health and Wellness Center, and Academic Programs & Advising.

Illness: Your health and wellbeing should always remain your first priority. If you are not feeling well or suspect you may have COVID, please take precautionary measures. Self-isolate immediately. Call the Access Nurse line (651-696-6275, Option 3) to get medical advice. Follow this campus link for the most updated list of resources: <https://www.macalester.edu/healthandwellness/urgent-emergency-care/#MedicalResources>

Please check your 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.

Strive to be respectful peers, willing to learn, and to be intellectually challenged. This classroom is designed to be an inclusive learning environment for all, and therefore, discriminatory behavior of any sort including race, sex, religion, ethnicity, sexual orientation, ability, or class will not be tolerated. 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 open to re-directs in the classroom then you will be asked to leave either temporarily or permanently, depending on the impact and extent of their behavior.

E-mail Etiquette

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If this is our first course together, please address me as Professor Kiri or Professor Saliata (psy-eelee-ahtah). Please begin email subject lines with “Intro to EJ:”. This will enable a timely response. Allow 48 hours to pass and if I have not responded then respectfully send me a reminder.

Please check this syllabus before emailing the instructor. If you have questions regarding the course schedule, assignments, attendance, or due dates, it is most likely in the syllabus.

For the self-evaluation at midterm and the end of course, students will describe how they have met these requirements for the grading track in addition to the grade-specific requirements. Students will have the opportunity at midterm to request an adjustment to their grading track.

SUPPORT

We are learning and working together under enormous constraints as we enter year 5 of the global Covid-19 pandemic. Most students are young people leading active lives outside of college. Urgent conditions may arise for you or your family members and larger communities 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 you and/or your peers may require additional support or flexibility during this course.

OFFICE HOURS

These are weekly appointments reserved for 1:1 or in small groups to chat informally with the instructor about the course, advising, relevant texts or events, personal topics, etc. 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.

Grading Track

Note:

I will provide a rubric for all assignments with these three categories.

Up until Dec 17th, you may revise and re-submit any coursework to have your project assignment re-evaluated.

Please reach out to me in office hours with any questions. Also please reach out to the course TA Sesa Amosa and the Max Center as well as our course librarian Dave Collins (also a Mac alum) for additional research and writing support.

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“A”: To earn an “A” in this course, students are expected to:

- Attend class consistently
- Come to class prepared to engage with peers and instructors on the assigned course texts and/or lecture (Perusall comments)
- Excellent work on midterm and assignments
- Excellent or exceptional graded work for the final project & midterm

“B”: To earn a “B” in this course, student are expected to:

- Attend class consistently
- Come to class prepared to engage with peers and instructors on the assigned course texts and/or lecture
- Earn a satisfactory on midterm
- Satisfactory graded work for the final project & presentation

“C”: To earn a “C” in this course, students are expected to:

- Attend class consistently
- Come to class prepared to engage with peers and instructors on the assigned course texts and/or lecture
- Earn a satisfactory on Midterm & Final Project (presentation not required)

Below “C”

As an instructor, I reserve the right to not pass students who fail to meet the requirements for this course. A “D” grade can be assigned to a student who partially completed their proposed work. An “F” grade can be assigned to a student who violates academic integrity and/or does not have enough work deemed satisfactory to pass the course.

Exceptional, Satisfactory, and In-Progress

There are three categories of student feedback that I offer students in addition to specific comments for their assignments. If a student’s work is exceptional, I reserve the right to raise the student’s grade by a half-letter so from a “B” to a “B+.” If a student has met all the requirements for the graded activity, then they will have met the standard and will be accorded a “satisfactory” designation along with comments.

If a student consistently submits work that does not meet the basic requirements, then they will receive an “In-Progress” along with comments from the instructor. If the student acknowledges this feedback and revises their work to meet the standard they may be accorded a “satisfactory” designation.

LATE WORK

If you need an extension, please email Prof. Sailiata in advance. Typically, there is some

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flexibility with deadlines available to students whether they are officially listed in their accommodations or not. Please follow up with the TA and instructor sooner rather than later.

GRADE GRIEVANCE

If you have a grade grievance you must 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. Thoughtful analysis is required; you will receive extra credit only if you make explicit connections 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, **Mon, Dec 11th**.

Academic Integrity

Students are expected to maintain the highest standards of honesty in their college work; violations of academic integrity are serious offenses.

However, there is often a lot of confusion about how to cite or the discipline dependent standards of conduct for ethical research. On top of all of this, there are still a lot of murky areas around academic integrity when it comes to engaging with artificial intelligence (AI).

When in doubt, reach out. One of the best practices is to email or visit me, your instructor, in office hours for clarity. I will approach each case from the basis of best intent but also note that I do not lead disciplinary review for academic integrity.

Please also refer to the handbook procedures for violations of academic integrity. These are considered to be an egregious offense and are subject to disciplinary action.

<https://www.macalester.edu/academic-programs/academicpolicies/academicintegrity/>

Course Terms and Format

What are Office Hours? They are time reserved for 1:1 or small group meetings to chat informally with the instructor about the course, advising, relevant texts or events. It always

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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 1 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.