

EVST 253: Environmental Justice



Course Description: Environmental justice is, put simply, the fight and the right for everyone, regardless of who they are, how they identify, and how they are labeled, to live, work, and play in a clean and healthy environment. While this may seem like an obvious statement (i.e. that everyone deserves to be able to live in a healthy world), it is far from reality. In EVST 253, we will look at what it means to fight for environmental justice across history and the world, and *why* it is even necessary that this should be a fight at all. We will look at the realities of environmental injustices from the birth of the United States, the contemporary issues those injustices have created across the world, the beginning of the environmental justice movement in the 1980's and its current iterations, and we will imagine what an environmentally just future might look like. Throughout the course we will also look at popular representations of environmental justice on Wikipedia, one of the first websites provided to inquiring minds on these subjects when they search the internet that is viewed [billions of times every month](#). We will analyze, critique, and revise Wikipedia so that those outside of our classroom are better able to be educated about the realities of environmental injustice and the need to work toward an environmentally just future for all people the world over.

Student Learning Outcomes (Essentially, what should you be able to do by the end of this course?):

1. Recognize, describe, and analyze the history of the environmental justice movement
2. Identify and analyze key issues throughout history that have contributed to environmental injustices
3. Identify, analyze, and apply contemporary environmental justice theories and practices
4. Discuss each of the above critically with peers while practicing reciprocal listening and respectful communication
5. Investigate and critically analyze environmental justice as it is presented in popular and educational resources (ex. Wikipedia)
6. Apply interdisciplinary methodologies in research and writing in order to educate others about environmental injustices and move environmental justice forward

Required Texts/Materials:

1. All required readings available electronically on Moodle
2. One notebook labeled EVST 253 Notes

Assignments and Coursework:

In this course, there are multiple chances to demonstrate knowledge of course learning outcomes and course concepts. However, each assignment builds into following assignments, and later assignments build on previous ones. For those reasons, it is necessary that assignments are completed and turned in on their due dates and in the correct order.

1. **Participation-Daily**
2. **Good Faith Edits-Friday of Week 12 at 5:00**
3. **Wikipedia Proposal- Friday of Week 5 at 5:00**
4. **Annotated Bibliography— Friday of Week 7 at 5:00**
5. **Wikipedia First Draft— Friday of Week 11 at 5:00**
6. **Wikipedia Presentation—T/R of Week 14 or Tuesday of Week 15**
7. **Wikipedia Final Draft—Tuesday of Week 15 at 5:00**
8. **Wikipedia Edit-A-Thon—Final Class Period (Thursday of Week 15) In-Class**
9. **Final Reflection-Due by Friday of Week 16**

Grade Breakdown:

Participation:	100 Pts. (10%)
Good Faith Edits:	100 Pts. (10%)
Wikipedia Proposal:	100 Pts. (10%)
Annotated Bibliography:	100 Pts. (10%)
Wikipedia First Draft:	150 Pts. (15%)
Wikipedia Presentation:	100 Pts. (10%)
Wikipedia Final Draft:	150 Pts. (15%)
Wikipedia Edit-A-Thon:	100 Pts. (10%)
Final Reflection:	100 Pts. (10%)
Total:	1,000 Pts. (100%)

COURSE SCHEDULE:**All readings on Moodle.**

There may be some deviation from the syllabus. However, the student will find their reading and study load best facilitated by following the outline provided below and the requirements set out above. Remember, due to time constraints this schedule is tentative and subject to change at the discretion of the instructor.

- **Assignments Reflected in red**
- Readings listed under each day, reflected in black
- Each week's reading assignment and readings will be reflected on Moodle

Week 1:

Tuesday:

- Robert Bullard: “Confronting Environmental Racism in the 21st Century”

Thursday:

- People of Color Conference: Principles of Environmental Justice
- Bali Principles of Climate Justice
- Alison Hope Alkon, Julian Agyeman: Introduction to *Cultivating Food Justice: Race, Class, and Sustainability*

Week 2:

Sign up for a week of interest on our class Google Doc by Friday at 5:00

Tuesday:

- Dina Gilio-Whitaker (Colville Confederated Tribes): Introduction to *As Long as the Grass Grows: The Indigenous Fight for Environmental Justice*

Thursday:

- David Naguib Pellow: Introduction to *What is Critical Environmental Justice?*

Sign up for a week of interest on our class Google Doc by Friday at 5:00

**Week 3: Environmental Justice Representations: Should You Trust Wikipedia? &
Workshop**

Sign up for an extended office hours meeting on our class Google Doc by Friday at 5:00

Tuesday:

- Kyle Keeler: “How Wikipedia Erases Indigenous History”
- Wikipedia: [Wilderness](#) (September 2021)
- Wikipedia: Revisions to [Wilderness December 2021](#)

Thursday:

- Wikipedia: Reliable Sources
- Wikipedia: Warren Country PCB Protest, 1982

Sign up for an extended office hours meeting for next week by Friday at 5:00!

Week 4:

Attend Extended Office Hours to Discuss Wikipedia Pages

Tuesday:

- Dina Gilio-Whitaker: “Genocide by Any Other Name: A History of Indigenous Environmental Justice”

Thursday:

- David Silkenat: Conclusion to *Scars on the Land: An Environmental History of Slavery in the American South*

Week 5:

Wikipedia Proposal Due Friday at 5:00 on Moodle

Tuesday:

- Kyle Powys Whyte (Citizen Potawatomi): “Is it Colonial Déjà Vu? Indigenous Peoples and Climate Injustice”
- Nina Lakhani: “Killer heat: US racial injustices will worsen as climate crisis escalates” in *The Guardian*

Thursday:

- Libby Hogan: “‘We feel like hermit crabs’: Myanmar's climate dispossessed” *The Guardian*
- Watch (in-class): *Sun Come Up*

Wikipedia Proposal Due Friday at 5:00 on Moodle

Week 6:

Tuesday:

- Rayna Green (Cherokee Nation): “The Pocahontas Perplex: The Image of Indian Women in American Culture”
- Ruth Muskrat Bronson (Cherokee Nation): “The Serpent”

Thursday:

- Kyle Powys Whyte: “The Dakota Access Pipeline, Environmental Injustice, and US Settler Colonialism”
- Sarah Deer (Muscogee Creek): Introduction to *The Beginning and End of Rape*

Week 7:

Annotated Bibliography Due Friday by 5:00

Tuesday:

- Leanne Betasamosake Simpson (Anishinaabe): “Endlessly Creating Our Indigenous Selves”

Thursday:

- **No Class**

Annotated Bibliography Due Friday by 5:00

Week 8: Spring Break—No Class!

Week 9:

Tuesday:

- WFMJ News: “New study on Eastern Ohio gas and oil wells links fracking to earthquakes”
- Sarah Stankorb: “East Palestine Isn’t Suffering From One Disaster. It’s Suffering From Many” in *The New Republic*

Thursday:

- Merritt Kennedy: “Lead-Laced Water In Flint: A Step-By-Step Look At The Makings Of A Crisis” in *NPR*
- Listen: *Shorenstein Center Media and Politics Podcast*: “Derrick Z. Jackson: Environmental Justice? Unjust Coverage of the Flint Water Crisis”

Week 10:

Tuesday:

- Winona LaDuke (Ojibwe): “Nuclear Waste: Dumping on the Indians” in *All Our Relations*

Thursday:

- Lithium Americas Corporation: “Thacker Pass Project Overview”
- Ka’ila Farrell-Smith (Klamath Modoc): “To the Government”

Week 11:

Wikipedia First Draft Due by Friday at 5:00 on Moodle

Tuesday:

- Apple: “Every product carbon neutral by 2030”
- Siddarth Kara: *Cobalt Red* Introduction and Chapter 5, “If We Do Not Dig, We Do Not Eat”

Thursday:

- City of Telosa: “Introduction”
- NEOM: “What is THE LINE?”
- Gökçe Günel: “Apocalypse urbanism: cities for an uninhabitable world”

Wikipedia First Draft Due Friday by 5:00 on Moodle

Week 12:

Good Faith Wikipedia Edits Due Friday by 5:00 on Moodle

Tuesday:

- Bradley Wilson and Joshua Lohnes: “Food justice accompaniment research: theory and social praxis in West Virginia”

Thursday:

- Anna Erwin: “Pondering farmworker justice: The visible and invisible borders of social change”
- Leah Penniman: “By Reconnecting With Soil, We Heal the Planet and Ourselves,” in *Yes! Magazine*

Good Faith Wikipedia Edits Due Friday by 5:00 on Moodle

Week 13:

Sign up for Presentation Day by Friday at 5:00 on Our Google Doc

Tuesday:

- Nick Estes (Oceti Sakowin): “Liberation” from *Our History is the Future: Standing Rock vs the Dakota Access Pipeline*
- Nick Estes: “A Red Deal”

Thursday:

- Play Elizabeth LaPensée (Anishinaabe/Métis): *Thunderbird Strike* on PC (Install for Windows PC), tablet, or phone (via App Store or Google Play)
- Read selections from Joanne Barker (Lenape): *Red Scare: The State’s Indigenous Terrorist*

Sign up for Presentation Day by Friday at 5:00 on Our Google Doc

Week 14: Presentations

Tuesday:

- Readings: Presenter's Wikipedia Pages

Thursday:

- Readings: Presenter's Wikipedia Pages

Week 15: Presentations Continued and Final Edit-A-Thon

Final Draft Due Tuesday at 5:00

Tuesday:

- Readings: Presenter's Wikipedia Pages
- **Wikipedia Final Draft Due Today at 5:00**

Thursday:

- **Wikipedia Edit-A-Thon—in-class, no exceptions**

Week 16: Final Reflection Due Friday on Moodle by 5:00 PM