Race has been a controversial topic for the largely White and affluent environmental movement. In this course we will examine how this racial bias has arisen and what many are doing to promote more diverse and equitable strategies for sustainability. Using a historical and sociological perspective we will cover key modes of environmental thought coming from African American, Latino, Asian and Indigenous communities. Themes include the legacy of slavery and its effect on participation in the environmental movement, the role of racialized modes of thought such as hip hop and the environmental justice movement.

**Required Reading**

**Grading:** 
Attendance and Participation (20%), Reading reflections and discussion (15%), Black and Green monologue (50%), Team project (15%)

**I. Metaphor and Metamorphosis (read before class on 9/20)**

**II. The Jungle (read by class on 10/4)**
African American Environmental Thought Foundations – Kimberly Smith
Read pages 1-97 for 9/27, 98-201 for 10/4
10/4 Written draft 1 B&G monologue due

**III. The Garden (read by class on 10/18)**
10/25 & 11/1 Presentations of B&G monologue version 1
Planting for Peace (FILM); The Garden (FILM); Fresh excerpts (FILM)

**IV. Natives and Aliens (read by 11/8)**
LaDuke essays; The Garden and the Sea – Lynch; March Point (FILM); Dungy p.135

**V. Education and Hip Hop Ecology (read by 11/22)**
Cermak – Assorted Essays; Audre Lord ‘The Bees’ (Dungy. p78)

**Final Presentations: Monday Dec 20\(^{th}\): 4:30**
Black & Green: Race and Urban Ecology (SC350)

Assignment Descriptions:

Black and Green Monologue
The major project for this course will be the development of a five to ten minute oral presentation arguing a point relevant to the course material. This piece will be written first, then presented to the class for feedback and edits and finally presented in its polished form. The piece must include the following parts in support of your argument.

- Independent research that elaborates on your topic
- At least two citations of poetic verse that support your point
- Relationship to personal social location and history

Grading (50% of total grade)
- Written Draft 1 (15%)
- Presented version 1 (10%)
- Presented version 2 (25%)

Reading Reflections and Discussion Leading
You are required to write a two page writing reflection synthesizing the readings for each class session. There will be some weeks where you and a team are leading discussion and for these you will not have to complete a written reflection. These reflections and discussion leading sessions are scored on a 10 point scale.

Team Project
As a class we will coordinate one event for the larger Boston College community. This event will take place in mid to late November and will be selected by the class for content and audience. Participation and effort in planning this event will be graded.