Black & Green: Race and Urban Ecology (SC350)
Spring 2013 SYLLABUS

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"The good news is mother nature is phasing out the White Man, 
the bad news is that’s who she thinks we all are.” - Alice Walker

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 Readings
The Good Food Revolution (2012) – Will Allen

Grading: Attendance and Participation (20%), Unit Reflections (20%), Black and Green monologue (45%), Team project (15%)

I. Metaphor and Metamorphosis (read by 1/23)
The Green Collar Economy – Van Jones; Rainbow Warrior – Adrienne Maree Brown*; Ecology is a Sistah’s Issue too – Shamara Shantu Riley*
MEDIA: Majora Carter TED talk, Van Jones Bioneers 2007 speech, Reflection 1 DUE 1/28
Key terms: Environmental Justice, Ecofeminism, Environmental Racism

II. The Jungle
African American Environmental Thought Foundations – Kimberly Smith
Read intro and ch. 1-3 for 1/30, read ch. 4 to the end for 2/6
Hoods and the Woods: Rap Music as Environmental Literature – Rosenthal*
Teaching a Hip Hop Ecology – Cermak*, read both papers for 2/6
MEDIA: The Roots- Rising Down, Mos Def & Talib Kweli - Respiration Reflection 2 DUE 2/11
Key terms: Gaia Hypothesis, Mother Nature, Pachamama, Respiration

III. The Garden
The Good Food Revolution – Will Allen; Read to p.108 for 2/13; to p.183 for 2/20; to p.250 for 2/27 MEDIA: Planting for Peace (FILM);
The Garden (FILM); Wil Bullock - Time For Change
Nutritious Media – Cermak*, read for 3/13
Written Draft of Monologue DUE 2/27 Reflection 3 DUE 3/11
Key terms: sustainable urban agriculture, monoculture, genetically modified foods, the US farm bill

* Readings with a “*” can be found online at cms.bc.edu
IV. Natives and Aliens (read by 3/27)
LaDuke essays*; The Garden and the Sea – Lynch*; Dungy p.135
MEDIA: March Point (FILM); We Still Live Here (FILM)
Reflection 4 DUE 4/10
Draft 1 of Monologue oral presentation complete by 4/5
Key terms: biodiversity, invasive species

V. The Fountain (read by 4/17)
What is Education For? - David Orr; Hip Hop and Environmental Education:
Towards a Critical Ecological Literacy – Cermak*; “The Bees” Dungy p.78
Draft 2 of Monologue oral presentation complete by 5/3
Key terms: Bees, colony collapse disorder; Bottled Water issues

Final Presentations: Wednesday May 8th 6pm

Assignment Descriptions:
Black and Green Monologue (45% of total grade)
Focus: Reconstructing a symbol of environmentalism
The major project for this course will be the development of a five minute oral presentation. This piece will be written first (900 word limit), then presented to the class for feedback and edits and finally presented in its final form. Your task is to choose a symbol of contemporary environmentalism (ex: hybrid cars) and bring a perspective that will add a dimension of social justice to the narrative of this symbol. You are required to include at least one excerpt of related poetry that supports your topic. At the same time you deconstruct this symbol you will incorporate your personal social location and history to enhance your argument.
Grading (45% of total grade)
- Written Draft /Meeting (10%)
  A written draft (900 word limit) and a mandatory editing meeting with the instructor is to be scheduled outside of class time.
- Group Presented version 1 & 2 (15%)
  You will be working in a peer group of five and required to schedule two one-hour sessions for a draft presentations outside of class time. You will be given feedback on the draft and on presentation.
- Final Presentation (20%)
  This is the final presentation of the monologue and is expected to be performed from memory.

Unit Reflections (20% of total grade)
You are required create reflections synthesizing the readings for the first four units. There will be a specific prompt for each of the reflections with the work equivalent to three pages of writing. These reflections take the form of written and recorded responses to various media from class. These reflections are scored on a 10 point scale and submitted on Blackboard Vista (cms.bc.edu).

Team Project (15% of total grade)
As a class we will be coordinating one event for the larger Boston College community. This event will take place in late early April and will be selected by the class for content and audience. Participation and effort in planning this event will be graded and a 2-3 page self-evaluation is required.

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