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 & Quiz (20%), Black and Green monologue (45%), Team project (15%)

**I. Metaphor and Metamorphosis (read by 9/11)**
The Green Collar Economy – Van Jones; Rainbow Warrior – Adrienne Maree Brown*; Ecology is a Sistah’s Issue too – Shamara Riley*
**MEDIA:** Majora Carter 2005 TED speech, Van Jones Bioneers 2007 speech
**Key terms:** Environmental Justice, Green Collar Jobs

**II. The Jungle**
African American Environmental Thought Foundations – Kimberly Smith
*Read intro and ch. 1-3 for 9/18, read ch. 4 to the end for 9/25*
Hoods and the Woods: Rap Music as Environmental Literature – Rosenthal
Teaching a Hip Hop Ecology – Cermak, read both papers for 9/25
**Reflection 1 DUE 9/15**
**MEDIA:** The Roots- Rising Down, Mos Def & Talib Kweli - Respiration
**Key terms:** Gaia Hypothesis, Mother Nature, Pachamama, Respiration

**III. The Garden**
The Good Food Revolution – Will Allen; *Read to p.108 for 10/2; p.183 for 10/9; p.250 for 10/16.* Nutritious Media – Cermak*, read for 10/16
**MEDIA:** Planting for Peace (FILM); The Garden (FILM)
**Reflection 2 DUE 9/29; Quiz 1: 10/16**
**Key terms:** sustainable urban agriculture, monoculture, the US farm bill

**IV. Natives and Aliens (read by 10/23)**
LaDuke essays*; The Garden and the Sea – Lynch*, Dungy p.135
**MEDIA:** March Point (FILM); We Still Live Here (FILM)
**Draft 1 of monologue to be scheduled and completed by 11/10**
**Key terms:** biodiversity, invasive species

*Readings with a “**” can be found online at the course website*
V. The Fountain (read by 11/6)
   Hip Hop and Environmental Education: Towards a Critical Ecological Literacy – Cermak*; To Rap of Rivers: the sociocultural implications of the African American Lyrics about Water –Cermak*; “The Bees” Dungy p.78
   MEDIA: Mos Def New World Water
   Reflection 3 DUE 11/17
   Presentation 2 of monologue to be completed by 12/1
   Key terms: Bees, colony collapse disorder; Bottled Water issues

Final Presentations: Thursday, December 4th 6 to 8:30pm

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 write three reflections synthesizing the readings. There will be a specific prompt for each of the reflections with the work equivalent to three pages of writing each. 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 the course Canvas website. There will also be two short quizzes based on the readings.

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 October/early November 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.

* Readings with a “**” can be found online at the course website