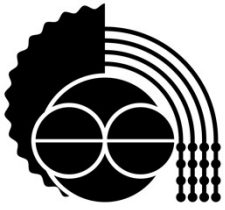


QUEEN'S UNIVERSITY
DEPARTMENT OF GENDER STUDIES



BLACK STUDIES
 at Queen's University

WINTER 2023

COURSE NAME:

BLCK 380 - Black Environmental Ecologies: A Global South Perspective

CONTACT HOURS:

Lecture: Monday 11:30 am – 1:00 pm and Thursday 1:00-2:30 pm
 Office Hours: Monday 1:30 – 2:45 pm

COURSE INSTRUCTOR:

Kesha Fevrier, PhD
 Department of Geography & Planning
 D301 Mackintosh-Corry Hall
 613-533-6000 ext. 78058
kesha.fevrier@queensu.ca

LAND ACKNOWLEDGMENT

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

COURSE DESCRIPTION

The climate emergency, as well as environmental issues related to pollution, and other forms of environmental degradation from hydrocarbon extractive industries and intensified critical minerals exploration are global environmental problems that transcend geopolitical borders with uneven repercussions. These environmental problems have an outsized impact on Black, and other racialized populations, especially those in the global South who live in the areas most contaminated by dirty, heavy polluting industries, toxic waste dumping, sea level rises, deep and extensive droughts, and other adverse weather conditions. The climate crisis, and the various energy regimes that fuel it, as well as other global environmental problems must also be examined as racial justice issues.

This course provides students with an interdisciplinary educational experience, focusing on the historical and contemporary environmental issues facing the global South today, including climate and environmental change, resource management (resource extraction and habitat conservation), toxic waste dumping, informal recycling economies, environmental (in)justice etc. This course discusses practical methods for understanding and addressing contemporary environmental problems, using case studies from the global South. The course will adopt an interdisciplinary methodology drawing on literature from Racial Capitalism, Environmental Studies, Political Ecology, Black Ecopoetics, Black Studies and Geographies and more broadly. More specifically the course will focus on works from global South scholars.

REQUIRED COURSE MATERIALS

All readings are available through the library's e-reserve and will be made available on [onQ](#).

LEARNING OUTCOMES

By the end of the course, students should be able to:

1. Explain key theoretical approaches and concepts in the field of Black Environmentalism and Ecologies
2. Describe the relationship between race, colonialism, capitalism, and how it leads to the inequitable distributions of environmental harms and/or externalities on communities of colour
3. Reflect on how the histories and lived experiences of black communities in the global south have been shaped by the processes of racism, colonialism, and uneven global development
4. Compare how culture informs one's values and beliefs on issues of environmental injustice and anti-black racism prior to and after this course
5. Communicate a key concept from the course (i.e., environmental racism) in plain language format to a non-academic audience to practice transferrable skills beyond the class.
6. Demonstrate competency in, and a commitment to equity-related principles, e.g., anti-black racism by exploring their own relationships to power, and privilege within their personal and professional interactions
7. Practice effective time management techniques to improve concentration and productivity

SELECTED COURSE TOPICS: (Subject to Change)

Origins of Black environmentalism, specifically the relationship between Black people in the global South and the environment, as well as creative expressions of Black environmentalism.

- Black Ecologies
- Environmental Racism
- Environmental Conservation
- Environmental Justice
- Waste Ecologies
- Green Economy
- Resource Extraction
- Environmental Politics
- Public Health & the Environment
- Informal Recycling Economies
- Climate Change
- Disaster Capitalism
- Debt for Nature Swaps

COURSE ASSESSMENTS & EVALUATION

Assignment	Weight/Value	Due Date
1) Learning Plan	5%	Thursday January 19, 2023 @ or before 11:59 pm
2) Reflection #1	5%	Monday January 30 @ or before 11:59 pm
3) Midterm Take-home Assignment	20%	Thursday February 16, 2023 @ or before 11:59PM
4) Reflection # 2	5%	Monday February 27 @ or before 11:59 pm
5) Individual Class Presentation	15%	Monday & Thursday March 13 -16, 2023
6) Annotated Bibliography (first draft)	15%	Thursday March 30 @ or before 11:59 pm
7) Annotated Bibliography (final draft)	25%	Thursday April 27, 2023 @ or before 11:59 pm
8) Attendance & Participation	10%	Continuous Assessment

COURSE ASSIGNMENTS

A. Develop Learning Plan – Weight 5% - Due Thursday January 19, 2023 @ or before 11:59 pm

This assessment satisfies LO7

Success looks differently to different people. In the course, your first assignment (graded as a PASS or FAIL) requires that you develop a personal learning plan for success in this course. Key components of your learning plan may include,

- 1) A reflection of your strength and weaknesses – what areas do you need to work on, i.e., writing skills. List available resources that can assist you in meeting your goals. Check out the Student Academic Success Services (SASS) website for more information. <https://sass.queensu.ca/>
- 2) Set goals for yourself. Ensure that these goals are achievable – e.g., do you want to attain a particular grade, is your goal about effective time management? Are there specific topics covered in the course that you want to learn more about?
- 3) Review the course syllabus, learning outcomes and assessments. Begin drafting your chronological plan. You may use MS Word or another program that works for you. You could decide to organize your plan week-by-week. List all the readings, discussion posts, assessments - online quizzes, midterms etc. (with their corresponding due dates) - in chronological order, specifying whether it is an individualized assignment or group work.
- 4) Seek clarification about concerns you may have about aspects of the course or the assignments. **Please feel free to attend my office hours and/or send me an email.**

Please note that once you have developed your learning plan, you should return to it often during the semester. How will you keep yourself on track? What techniques will you use to stay motivated?

B. Reflections

This assessment satisfies **LO3, LO4 & LO6**

This is your opportunity to share your informed opinion about the theories and debates covered in the course. A reflection piece is not a formal essay but rather your considered opinion given the material that you have been reading (both on the class list and beyond it!). Do not devote too much of your 500-word limit to citations. Use the space you are given to demonstrate what you understand about the readings and what you think about what you have read. Remember I want to hear your voice. Remember citations are used when to tell the reader where a claim that is made or a quote that has been used came from. One to two citations should be sufficient in a 500-word reflection. The reflection should be well structured, clear, yet concise. It can also be conversational (i.e., **using the first person 'I'**) but still written for both an academic and non-academic audience.

Each reflection should respond to the specific questions as posted below.

Reflection #1 - Weight 5% - Due Monday January 30 @ or before 11:59 pm

- 1) On 24 May 2015, Pope Francis released his much-anticipated encyclical on the environment, *Laudato Si*. Do you think there are particular strengths or limitations to such faith-based statements? Why are some against climate change statements put forth by religious groups? What importance do you think such religious climate statements have for public policy?

Reflection # 2 (choose one question from below) – Weight 5% - Due Monday February 27 @ or before 11:59 pm

- 1) You may have read the slogan – “There is no Climate Justice without Racial Justice”. What are your thoughts on this statement? Do you agree or disagree? Why is climate justice predicated on addressing problems of racial inequality?
- 2) Reflect on the connection between racial inequality, global uneven development, environmental pollution, and the fossil fuel-based resource extraction.

Tips on Reflective Writing

Generally, reflective writing requires that you map the progress and changes in your thinking about a subject/issue/topic or about the learning journey in which you are engaged in. Some more information of writing a reflection.

- 1) Describe the events and your experience – What did I do/hear/see?
- 2) Interpret and evaluate the events from your perspective – What do I think about it now? How does it relate to other things that I know? Explain your experience;
reveal your new insights, connections with other learning, your hypotheses, and your conclusions.
- 3) Reflect on how this information will be useful to you – What questions do I have? Have I changed how I think about the situation? Where do I go from here? These guidelines were adapted from: Morley-Warner, T. 2000, Academic writing is... A guide to writing in a university context. Centre for Research and Education in the Arts, Sydney.
- 4) The following link provides more information on how to craft an exceptional reflection. **Choose one of the framework options** provided to assist you with this assignment. <https://www.uts.edu.au/current-students/support/helps/self-help-resources/types-assignments/reflective-tasks>.

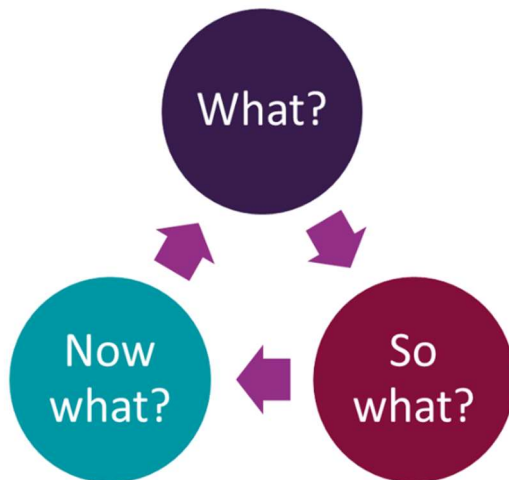


Figure 2. Adapted from: Rolfe, G., Freshwater, D., Jasper, M. (2001). *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan.



Figure 2. Adapted from: Gibbs G. (1988). *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford

C. Midterm Take-home Assignment – Weight 20% - Due Thursday February 16, 2023 @ or before 11:59PM

This assessment satisfies LO1 & LO2

Fleeing climate change — the real environmental disaster. How many millions of people will be forced to leave their homes by 2050? This documentary looks at the so-called hotspots of climate change in the Sahel zone, Indonesia, and the Russian Tundra. Lake Chad in the Sahel zone has already shrunk by 90 percent since the 1960s due to the increasing heat. About 40 million people will be forced to migrate to places where there is enough rainfall. Migration has always existed as a strategy to adapt to a changing environment. But the number of those forced to migrate solely because of climate change has increased dramatically since the 1990s. It is a double

injustice: after becoming rich at the expense of the rest of the world, the industrialized countries are now polluting the atmosphere with their emissions and bringing a second misfortune to the inhabitants of the poorer regions.

A link to the film will be found in the course reserve under the heading midterm review. After watching the film, you will need to complete the online quiz which is available on the onQ course platform. (More information to follow).

D. In-Class Presentation – Weight 15% - Due Monday March 13, 2023

This assessment satisfies **LO1, LO2 & LO5**

For this activity you will engage in a web search of local/grassroots environmental NGOs operating in the Caribbean and/or across the African continent (choose any African country). These NGOs should be local and not chapters, branches, subsidiaries etc. of larger international organizations. You will need to search for at least three but not more than five organization. You are expected to provide a brief history of the organization, describe the issue(s) that the organization is involved in, the communities they work with, funding model, existing projects, challenges, success stories etc. The presentation can take various formats including, video presentation (idly the student will narrate a video that will be showed in class), alternatively, students may decide to deliver a PowerPoint presentation. Presentations should be between 15 and 20 minutes.

Remember, one of the learning outcomes of this assignment is an assessment of your ability to communicate key concept from the course to a non-academic audience. You are, therefore, encouraged to use plain language format free of unnecessary jargon.

This assignment would be a perfect way to introduce you to the (re)search process using internet sources.

E. Annotated Bibliography

This assessment satisfies **LO1, LO2 & LO6**

- 1) Annotated Bibliography (first draft) - Weight 15% - Due Thursday, March 30, 2023 @ or before 11:59 pm
- 2) Annotated Bibliography (final draft) - Weight 25% - Due Thursday, April 27, 2023 @ or before 11:59 pm

You will choose one topic to explore in greater depth from a list of suggested topics covered in the course. You can find the list under the heading “Selected Course Topics” page 2 of the syllabus. You will then develop an annotated bibliography containing **SIX** academic sources (for the first draft) and **TWELVE** in the final version. There are a number of sources online to help you develop your annotated bibliography. Below are links to two cites to help you with this assignment.

- 1) <https://www.uts.edu.au/current-students/support/helps/self-help-resources/types-assignments/annotated-bibliographies>
- 2) <https://www.trentu.ca/history/how-write-annotated-bibliography>

Tips for developing an Annotated Bibliography

As well as a discussion of what you learned from your research. No more than 200 words per source. For each source you annotate, please include a copy of the abstract provided by the database you searched. The abstract will help me learn about the source you selected. This abstract must immediately precede each of your annotations. The abstract taken (verbatim) from the database or journal website is not included in the 200 words!

An annotated bibliography is a list of references that not only identifies the sources of information but also includes:

- 1) An explanation of the main purpose of the source
- 2) A short summary (of key findings), and/or a critique or analysis of the information (source)
- 3) An assessment/evaluation of the utility of the concepts, theories, positions etc. taken by the author(s).
- 4) State the academic of the source. Is it peer-reviewed? Is the author someone who has expertise in the area?
- 5) You should also clearly state why you selected the source.
- 6) The annotation must be written in paragraph form, using APA citation format.

F. Attendance & Participation – Weight 10% - continuously assessed

This assessment satisfies LO7.

Each student is expected to attend seminar every week and participate in engaged, informed, and thoughtful discussion with colleagues. Unexplained absence is not permitted. Of course, exceptional circumstances should be discussed with me as soon as possible.

GRADING METHOD

All components of this course will receive letter grades which, for the purpose of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

* Please wait **48** hours from the date that your grade is released before submitting a request for review.

POLICY ON LATE SUBMISSIONS

Each assignment will have a three-day grace period. That is, your assignments are due on the due date posted, but will be accepted, without penalty, up to 72 hours afterwards. For submissions past the 72 hours grace period (except for unforeseeable medical or other emergency), **2% will be deducted for each day your submission is late. Submissions more than seven days after the due date will not be accepted.**

COURSE OUTLINE	
SCHEDULE	TOPIC & READINGS & ACTIVITIES
Week 1 Jan 9 & 12	<p>Introduction – Black Geographies, Ecologies & Environmentalisms</p> <ul style="list-style-type: none"> - Hare, Nathan. (2016). "Black Ecology." <i>The Black Scholar</i> 1 (6) p. 2–8. - Mohai, P. (1990). Black environmentalism. <i>Social Science Quarterly</i>, 71(4), 744. - Thompkins, Naomie. (October 9, 2020). Black Environmentalism. Confluence. https://confluence.gallatin.nyu.edu/sections/research/black-environmentalism - Nelson, R. H. (2003). Environmental Colonialism: "Saving" Africa from Africans. <i>The Independent Review</i>, 8(1), 65–86. http://www.jstor.org/stable/24562597 <p>Supplemental Readings</p> <ul style="list-style-type: none"> - Iheka, C. (2018). <i>Naturalizing Africa</i>. Cambridge University Press. (Selected Chapters) <p>Class discussion</p> <ul style="list-style-type: none"> - Our relationship to the environment/outdoors
Week 2 Jan 16 & 19	<p>History of Environmental Movements in the Global South</p> <ul style="list-style-type: none"> - Bello, W. (2007). The environmental movement in the global South: The pivotal agent in the fight against global warming. <i>Focus on the Global South</i>, 12. - Dwivedi, R. (2001). Environmental movements in the global south: Issues of livelihood and beyond. <i>International Sociology</i>, 16(1), 11-31. - Eve Nabulya (2022) Rethinking Human-Centredness and Eco-Sustainability in an African Setting: Insights from Luganda Folktales, <i>Journal of African Cultural Studies</i>, 34:3, 308-324, DOI: 10.1080/13696815.2022.2032618 <p>Supplemental Readings</p> <ul style="list-style-type: none"> - Rob Nixon, Introduction, <i>Slow Violence, and the Environmentalism of the Poor</i> (2011), 1-44 <p>Learning Plan Due Thursday January 19, 2023 @ or before 11:59 pm</p>
Week 3 Jan 23 & 26	<p>Black Ecofeminism</p> <ul style="list-style-type: none"> - Adeniyi-Ogunyankin, G. (2022). Grappling with the Fragmentations: Black Feminisms, African Feminisms, and the Possibilities of Black Geographies in Canada. <i>TOPIA: Canadian Journal of Cultural Studies</i>, 44, 175-184. - Solomon, M. (2022). Ecologies Elsewhere: Flyness, Fill, and Black Women's Fugitive Matter (s). <i>GLQ</i>, 28(4), 567-587. - Riley, S. S. (2003). Ecology is a sistah's issue too: The politics of emergent Afrocentric ecowomanism. <i>In This Sacred Earth</i> (pp. 412-427). Routledge

COURSE OUTLINE	
SCHEDULE	TOPIC & READINGS & ACTIVITIES
	<p>Supplemental Readings</p> <ul style="list-style-type: none"> - Butler, O. E. (2012). <i>Parable of the Sower</i>. Open Road Media. <p>Activity</p> <ul style="list-style-type: none"> - Film Screening- “<i>Women, War and Peace: The War We Are Living</i>” followed by discussion <p>Reflection # 1 Due January 26, 2023 @ or before 11:59 pm</p>
<p>Week 4 Jan 30 & Feb 2</p>	<p>Race, Religion, and the Environment</p> <ul style="list-style-type: none"> - Apr III, W., & Boeckelman III, K. (1997). Religiosity: A source of Black environmentalism and empowerment. <i>Journal of Black Studies</i>, 28(2), 255 - Iheka, C. (2017). Pope Francis’ integral ecology and environmentalism for the poor. <i>Environmental Ethics</i>, 39(3), 243-259 - Carter, C. (2018). Blood in the soil: The racial, racist, and religious dimensions of environmentalism. <i>The Bloomsbury Handbook of Religion and Nature</i>: Bloomsbury Publishing Plc, 45-62. <p>Supplemental Readings</p> <ul style="list-style-type: none"> - Melanie L. Harris (2016) <i>Ecowomanism: Black Women, Religion, and the Environment</i>, <i>The Black Scholar</i>, 46:3, 27-39, DOI: 10.1080/00064246.2016.1188354
<p>Week 5 Feb 6 & 9</p>	<p>Transatlantic Slave Trade & the making of an Ecological Disaster</p> <ul style="list-style-type: none"> - Beinart, William, and Lotte Hughes (2007). ‘Environmental Aspects of the Atlantic Slave Trade and Caribbean Plantations’, <i>Environment and Empire</i> https://doi.org/10.1093/oso/9780199260317.003.0007 - Beinart, William, and Lotte Hughes (2007). Environmental Aspects of the Atlantic Slave Trade and Caribbean Plantations’, <i>Environment and Empire</i> https://doi.org/10.1093/oso/9780199260317.003.0007 - Malcom Ferdinand (2021). Slavery as Ecocide”: Beyond the Double Fracture of Modernity. https://culanth.org/fieldsights/slavery-as-ecocide-beyond-the-double-fracture-of-modernity <p>Supplemental Readings</p> <ul style="list-style-type: none"> - Selected chapters from Yusoff, K. (2018). <i>A billion black Anthropocenes or none</i>. U of Minnesota Press. - Ferdinand, M. (2021). <i>Decolonial Ecology: Thinking from the Caribbean World</i>. John Wiley & Sons.
<p>Week 6 Feb 13 & 16</p>	<p>Negative Ecologies of Resource Extraction</p> <ul style="list-style-type: none"> - Godstime K. et al. (2013) Social valuation of mangroves in the Niger Delta region of Nigeria, <i>International Journal of Biodiversity Science, Ecosystem Services & Management</i>, 9:4, 311-323, DOI: 10.1080/21513732.2013.842611 - Bond, D. (2017). Oil in the Caribbean: Refineries, mangroves, and the negative ecologies of crude oil. <i>Comparative Studies in Society and History</i>, 59(3), 600-628. - Iheka, C. (2020). Ecologies of Oil and Trauma of the Future in Curse of the Black Gold. <i>Cambridge Journal of Postcolonial Literary Inquiry</i>, 7(1), 69-91.

COURSE OUTLINE	
SCHEDULE	TOPIC & READINGS & ACTIVITIES
	<p>Supplemental Readings</p> <ul style="list-style-type: none"> - Iheka, C. (2021). The media turn in African environmentalism: the Niger Delta and oil's network forms. <i>Journal of Visual Culture</i>, 20(1), 60–84. https://doi.org/10.1177/1470412921994616 <p>Activity Class discussion on the following,</p> <ul style="list-style-type: none"> - Al Jazeera speaks to Guyana's president Ali over oil boom https://theglobalherald.com/news/al-jazeera-speaks-to-guyanas-president-ali-over-oil-boom/ - Fire in the Delta: The Struggle Against Shell in Nigeria. https://culturesofresistancefilms.com/fire-delta-struggle-against-shell-nigeria/ - Poison Fire: Gas and Oil Abuse in Nigeria https://intercontinentalcry.org/poison-fire-in-the-niger-delta/ <p>Midterm Take-home Exam February 16, 2023 @ or before 11:59 pm</p>
<p>Week 7 Feb 27 & Mar 2</p>	<p>Whose Anthropocene, is it? - Ecological Debt, and Climate Justice</p> <ul style="list-style-type: none"> - Bassey, N. (2012), "Africa in the vice-grip of the climate crisis" in <i>Oil Politics— Echoes of Ecological Wars</i>: Daraja Press, pp. 21-34. https://firoze.pressbooks.com/chapter/2-africa-in-the-vice-grip-of-the-climate-crisis/ - Vergès, Françoise (2017) Racial Capitalocene: Is the Anthropocene racial? 30 August 2017. https://www.versobooks.com/blogs/3376-racial-capitalocene - Davis, H., & Todd, Z. (2017). On the Importance of a Date or Decolonizing the Anthropocene1. ", 16(4), 761-780. <p>Supplemental Readings</p> <ul style="list-style-type: none"> - Mabogunje, A. L. (1995). The environmental challenges in sub-Saharan Africa. <i>Environment: Science and Policy for Sustainable Development</i>, 37(4), 4-10. - Meché, B. (2022). Black as Drought: Arid Landscapes and Ecologies of Encounter across the African Diaspora. <i>Environment and Society</i>, 13(1), 60-77 <p>Activity Small group discussion and followed by a report back</p> <ul style="list-style-type: none"> - Vijay Prashad People's Summit Speech from OUR TIME IS NOW https://www.youtube.com/watch?v=Bho6xY-jSuE&list=WL&index=68 - Mia Mottley, Prime Minister of Barbados at the Opening of the #COP27 World Leaders Summit - https://www.youtube.com/watch?v=5J0egwAfO0w - UN Speeches: Dominica's Prime Minister Mr. Roosevelt Skerit - https://www.youtube.com/watch?v=ZUog0MiqE8s <p>Reflection # 2 Due Thursday March 2, 2023 @ or before 11:59 pm</p>
<p>Week 8 Mar 6 & 9</p>	<p>Waste Ecologies</p> <ul style="list-style-type: none"> - Sarah A. Moore (2008) The Politics of Garbage in Oaxaca, Mexico, <i>Society & Natural Resources</i>, 21:7, 597-610, DOI: 10.1080/08941920701759551 - Fevrier, K. (2022). Informal Waste Recycling Economies in the Global South and the Chimera of Green Capitalism. <i>Antipode</i>.

COURSE OUTLINE	
SCHEDULE	TOPIC & READINGS & ACTIVITIES
	<ul style="list-style-type: none"> - Liboiron, Max. <i>Pollution Is Colonialism</i>, New York, USA: Duke University Press, 2021. https://doi.org/10.1515/9781478021445. <p>Supplemental Readings</p> <ul style="list-style-type: none"> - Liboiron, M., & Lepawsky, J. (2022). <i>Discard studies: Wasting, systems, and power</i>. MIT Press.
Week 9 Mar 13 & 16	<p>Financing Environmental Conservation</p> <ul style="list-style-type: none"> - Richard A. Schroeder (2008) Environmental Justice and the Market: The Politics of Sharing Wildlife Revenues in Tanzania, <i>Society & Natural Resources</i>, 21:7, 583-596, DOI: 10.1080/08941920701759544 - Silver, J. J., & Campbell, L. M. (2018). Conservation, development, and the blue frontier: The Republic of Seychelles' debt restructuring for marine conservation and climate adaptation program. <i>International Social Science Journal</i>, 68(229-230), 241-256. - Patel, S., Steele, P., Kelly, L., & Adam, J. P. (2021). Innovative financing for Africa: harnessing debt for climate and nature. - Hassoun, N. "The Problem of Debt-for-Nature Swaps from a Human Rights Perspective." <i>Journal of Applied Philosophy</i>, vol. 29, no. 4, 2012, pp. 359–77. http://www.jstor.org/stable/24356189. <p>Supplemental Readings</p> <ul style="list-style-type: none"> - Khan, Farieda. (2022). Race, politics, and mountain-climbing: The hidden history of mountaineering in Cape Town, from the precolonial era to the present. <i>New Political Economy</i>. 1. 27 -31. <p>In-class Presentation (Monday & Thursday)</p>
Week 10 Mar 20 & 23	<p>Conflict, Displacement & Food (In)security</p> <ul style="list-style-type: none"> - Jeffrey Gettleman, "Disappearance of Fertile Land Fuels 'Looming Crisis' in Africa"; see https://www.nytimes.com/2017/07/29/world/africa/africa-climate-change-kenya-land-disputes.html - Macrae, J., & Zwi, A. B. (1992). Food as an instrument of war in contemporary African famines: a review of the evidence. <i>Disasters</i>, 16(4), 299-321. - Shiva, V. (2016). <i>Soil, not oil: climate change, peak oil, and food insecurity</i>. Bloomsbury Publishing. <p>Activity</p> <p>Small group discussion followed by a report back</p> <ul style="list-style-type: none"> - Watch "A Billion Go Hungry Because of GMO Farming: Vandana Shiva" https://www.youtube.com/watch?v=vblQF72IDuw
Week 11 Mar 27 & 30	<p>The Aftermath of Disasters as sites of Accumulation</p> <ul style="list-style-type: none"> - Fletcher, R. (2012). Capitalizing on chaos: Climate change and disaster capitalism. <i>ephemera: theory & politics in organization</i>, 12. - Dupuy, A. (2010). Disaster capitalism to the rescue: The international community and Haiti after the earthquake. <i>NACLA Report on the Americas</i>, 43(4), 14-19. <p>Supplemental Readings</p> <ul style="list-style-type: none"> - Moyo, D. (2009). <i>Dead aid: Why aid is not working and how there is a better way for Africa</i>. Macmillan. (Selected Chapters)

COURSE OUTLINE	
SCHEDULE	TOPIC & READINGS & ACTIVITIES
	<p>Activity</p> <ul style="list-style-type: none"> - Live screening Documentary – Disaster Capitalism https://vimeo.com/244590792 followed by class discussion <p>First draft of Annotated Bibliography Due Thursday March 30, 2023 @ or before 11:59pm</p>
Week 12 Apr 3 & 6	<p>Course Wrap</p> <ul style="list-style-type: none"> - NUNLEY, C. Dreaming Black Environmental Futures: A Middle Grade Graphic Novel on Black Communities' Relationship to the Environment. - Omelsky, Mathew. (1 May 2013). "After the End Times": African Futures and Speculative Fictions
Final Annotated Bibliography Due Thursday April 27, 2023 @ or before 11:59 pm	

COURSE FORMAT

This course will run synchronously. Each week there will be **one in-class lecture** - Monday 11:30 am – 1:00 pm **followed by weekly tutorials** - Thursday 1:00-2:30 pm. You will be required to attend and participate in the tutorial group you've been assigned to each week. In the tutorials you will meet with your teaching assistant and a small subset of your class peers. You will have an opportunity to discuss the previous week's readings with your peers and engage in a short active learning activity designed to help you apply different forms of learning to the material you are reading each week. Each tutorial will revolve around an activity or reading from the lectures the week before. You will be expected to bring your completed and submitted activity with you to each session. I recommend that you do all the readings of the week before your tutorial. The lectures and tutorials are designed to help you learn, critically assess, and make sense of the material presented.

COURSE ANNOUNCEMENTS

Throughout the course, I will post course news in the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities.

COURSE FEEDBACK

At various points during the course, I may ask you to take part in a variety of feedback activities (i.e., exit tickets), related to this course. This feedback enables me to make any adjustments necessary to improve your learning environment. All surveys are anonymous and are directly related to activities, assessments, and other course material.

onQ

The course is available through onQ. I will use this platform to post each week's lectures, readings and videos, course materials and activity exercises. You will also use onQ to submit class exercises and to communicate with me or the teaching assistant that you have been assigned. The course material posted onQ is copyrighted and is for the sole use of students registered in BLCK 380. The material may be downloaded for a registered student's personal use but shall not be distributed or disseminated to anyone other than students registered in BLCK 380. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement (see below).

OFFICE HOURS, AND E-MAIL ETTIQUETTE

I am holding office hours both virtually, using zoom, and in-person (directly after lecture). Please email to set up an appointment. If you send an e-mail, I will endeavour to reply to you as expeditiously (**i.e., within 48 hours**) as possible, but **please make certain to include the course number (BLCK 380) in the subject line and please use your Queen's email account to send me messages**. I may not receive them if they are sent via platforms such as Gmail, Hotmail, or Yahoo. **Please limit email correspondence to weekdays (Monday through Friday) and not after 6 pm.**

COURSE TEXT & READINGS

It is critical that you read recommended articles and book sections which correspond to each class lecture to allow you to participate in class, to provide you with a stronger grasp of issues raised during the course and to provide you with an initial background for your own essay writing. **You should not simply rely on your lecture notes if you aim to participate and do well in this course.** There is no required textbook for this course, however, all readings, videos and other multimedia materials will be available on onQ.

OTHER RESOURCES

Try regularly to read reputable newspapers, popular periodicals, or news sites (such as The Globe and Mail, the New York Times, The Guardian, Al Jazeera, The Washington Post, LeMonde diplomatique, the Wall Street Journal, the Financial Times, Democracy Now! and TeleSur) to help deepen your understanding of the processes discussed in the course. Engagement with these information sources may also provide ideas for your Op-ed piece. Use web resources but use the Web carefully. Use reliable sites (such as those at academic institutions, book publishers or government agencies) and beware of bias. Do not think that a quick web search is any sort of substitute for real, critical reading. Wikipedia is not a reliable source!!

ATTENDANCE POLICY

Regular attendance at the weekly tutorial is expected. If you are unable to attend class, please let your Tutorial instructor know beforehand.

CLASSROOM ETIQUETTE

Instructors, teaching assistants, and students are responsible for maintaining an appropriate and collegial learning environment. Students who fail to adhere to such behavioral standards may be subject to disciplinary action in accordance with the university guidelines. Instructors and teaching assistants must also adhere to rules of professional conduct in the classroom. Instructors and TAs must treat all students with understanding, dignity, and respect. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

QUEEN'S UNIVERSITY ACADEMIC POLICIES

QUEEN'S OFFICIAL POLICY ON EQUITY, DIVERSITY & INCLUSIVITY

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples.

SPECIAL NEEDS AND LEARNING ACCOMMODATION

At Queen's, we are committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. If you have a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>. Please provide me with this information at your earliest convenience.

ACADEMIC INTEGRITY AT QUEEN'S

Queen's students, faculty, administrators, and staff all have responsibilities for upholding the [fundamental values of academic integrity](#); honesty, trust, fairness, respect, responsibility, and courage. These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behavior conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery, use of forged materials, contract cheating, unauthorized use of intellectual property, unauthorized collaboration, failure to abide by academic rules, departure from the core values of academic integrity, and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions appropriate to the severity of the departure that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

<https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>

<https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>

http://writing.wisc.edu/Handbook/QPA_paraphrase.html

TURNITIN

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is like content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need (and you) to determine the authenticity of submitted work. You can find Turnitin on onQ.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's, Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#). Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

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