

IDH2930-0226(26246) - (Un)Common Read “Black Faces, White Spaces”

Class Meetings:

Monday, 8th period 7 (1:55-2:45), Little Hall, Room 119

Instructor Information

Nina Stoyan-Rosenzweig (she/her)

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Instructor contact:

You are welcome to contact me via the information above or through Canvas messaging. If you email, please use your “.ufl” account and include your name in the body of the email.

Course Description/Objectives:

In May of 2020 in New York’s Central Park (the “Ramble”), birder Christian Cooper asked dog owner Amy Cooper to leash her dog. She refused and called the police while Christian Cooper recorded her- she told police she was under attack by a Black man. Days later, Black naturalists, birders, nature writers, graduate students, and others came together to create the first Black Birders Week. This week was a series of events that addressed issues of underrepresentation of people of color, especially Black people, in outdoor activities. These events also brought to light the challenges that continuing stereotypes, as well as lack of safety and accessibility that can make full participation in such activities- and outdoor spaces- challenging for people of color. This led to Black Entomologists Week, Black Hikers Week, and a series of other events that brought a growing movement more fully into the spotlight. The book *Black Faces, White Spaces*, provides a look into how outdoor spaces have been “racialized,” establishing for this class ways to understand the issues while we explore some of the ways that individuals and communities have attempted to address these stereotypes, provide safer spaces, and promote access for people of color who explore- or wish to explore- the outdoors. The other book we will consider this semester, *The Home Place: Memoirs of a Colored Man’s Love Affair with Nature* by ornithologist/scientist J. Drew Lanham explores his personal and familial relationship to nature. Understanding the implications of both of these works, and the work to create safe and inclusive outdoor spaces, is especially significant at this time when research more and more shows how physically and mentally healing contact with nature can be. In short, access to the outdoors- through a wide range of activities from fishing, birding, rock climbing, hiking, gardening, photography and wildlife art, barbeques, urban gardening- is also access to health and wellbeing. We will explore the impact of the outdoors as well as how to make it available to all.

Required Textbook/s

- Carolyn Finney. *Black Faces, White Spaces (BFWS)*
- J. Drew Lanham. *The Home Place (HP)*
- Other course materials will include very brief readings and/or videos.

Course Schedule*

*This schedule is tentative and subject to change for certain circumstances (for example, hurricanes)

Week	Class	Chapters Assigned (Read by the date assigned)	Class Assignments		
1 (8/23)	Introduction, icebreakers, review of syllabus		Choose project and person		
2 (8/30)	Reading discussion	BFWS: Preface, Introduction, Ch. 1			
3 (9/13)	Reading discussion	BFWS: Ch. 2, 3 & 4			
4 (9/20)	Reading discussion	BFWS: Ch. 5 & 6	Report on Project		
5 (9/27)	Reading discussion	BFWS: Epilogue	First report on Project		
6 (10/4)	Reading discussion	HP, Introduction Watch Story Corps video https://storycorps.org/animation/learning-to-fly/	Report on Project		
7 (10/11)	Reading discussion	HP, Pp. 11-65	Report on Project		
8 (10/18)	Reading discussion	HP, Pp. 67- 96			
9 (10/25)	Reading discussion	HP, Pp. 99-115			
10 (11/1)	Reading discussion	HP, Pp. 117-132	Report on Person		
11 (11/8)	Reading discussion	HP, Pp. 135-149	Report on Person		
12 (11/15)	Reading discussion	HP, Pp. 151-176	Report on Person		
13 (11/22)	Reading discussion	HP, Pp.177-212	Report on Person		
14 (11/29)	Reading discussion Final projects due	—			

Week	Class	Chapters Assigned (Read by the date assigned)	Class Assignments		
15 (12/6)	Final class meeting :(—			

Grading: Students will be graded based on a combination of participation/attendance, assignments, and a final project. UnCommon Reads are primarily discussion-based courses, and it is imperative that every student attends class and contributes to the conversation. Doing so will earn you your participation credit. In addition, several short assignments will be given throughout the semester. These assignments are intended to help you delve deeper into specific themes and aspects of the novel. The final portion of your grade will come from the final project. This project will be an opportunity for you to focus on a specific theme, scene, or aspect of the novel and explore it by writing an essay or creating an art piece.

***Completion of all requirements is needed for receiving a grade in the class.**

Attendance : Attendance in this course is mandatory. One absence will be allowed without a deduction of points; every absence beyond one will result in a **reduction of 10 points from the final grade**. One additional absence documented by a doctor’s note can be made up through special write up. If possible, please let the instructors know at least **seven days** in advance that you will be absent for a class.

Assignments: The largest portion of the course grade will come from weekly attendance and participation. However, students will also be given assignments for the purpose of furthering their understanding of and engagement with the in-class materials.

- Final Project - See **Final Project** section
- Follow a black birdwatcher, naturalist, outdoor activist, scientist on Instagram or Twitter See list at the end of this document.
- Present on topic of choice

Final Project: For the final project, students will explore a specific theme, scene, or character from the novel. The topic is up to the student *so long as it is transformative* (don’t simply summarize plot details or class discussions, but make connections to other parts of the text, outside sources, modern/historical context, etc.). The student can submit either a written essay or an art piece.

- Written essay: must be 400 word minimum, 1000 words maximum. Students must use at least 5 sources, one of these sources can be the novel, and these sources must be provided via a “Works Cited” page. If you have a question over whether a particular source is valid, ask the instructors.
- Art piece: The work may come in any medium so long as it meets the requirements of the assignment (transformative, explores a specific scene/character/theme, makes connections to other parts of the text or outside sources, etc.). The student must also provide a 150-300 word description of the piece and its interpretation of/connection to the text.

Points Breakdown: Final grades in the course will be awarded based on the following criteria:

1. Attendance and in-class participation (50 points)
2. Final Project (20 points)
3. Report on Specific Program (15 points)
4. Report on individual (followed on Instagram, Facebook, etc) (15 points)

Grade scale for class points awarded:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	<60

Diversity and Inclusion Statement: We intend this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. It is our intent to present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. Your suggestions are encouraged and appreciated.

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning.

Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the instructor when students request accommodation. Specifically, if you require specific academic accommodations, please avail yourself of the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565) and discuss this with us as soon as possible in the semester.

Academic Honesty: All students sign the following statement upon registration at the University of Florida: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." As instructors for this course, we fully support the intent of the above statement and will not tolerate academic dishonesty.

Student Responsibility: Students are responsible for understanding all course policies and for accessing all course materials on the UF E-Learning Website through the URL listed above. All assignments should be submitted through the website and in hard copy when requested. Students are also responsible for checking their UF e-mail account for course notifications and for communicating with the instructors related to any situation that may hinder his or her progress or participation in the course.

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Possible Topics for

Report on Specific Program: choose one of these specific projects or programs: find general information on general trends and then look into one program in some detail

- **Community gardens and community health-** Tampa Bay- <https://digitalcommons.northgeorgia.edu/cgi/viewcontent.cgi?article=1241&context=jces> or Sankofa Community Farm <https://www.bartramsgarden.org/explore-bartrams/the-farm/>

- **Urban greening vs Green gentrification**- how have urban greening programs in low income neighborhoods impacted that community (recommend Pennsylvania Horticultural Society's Urban Regreening Project- project and impact of project
<https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2688343>)
- **Representation of people of color in outdoor outfitting catalogues**-
<https://footwearnews.com/2019/focus/athletic-outdoor/outdoor-companies-racial-diversity-rei-merrell-north-face-1202730572/> (also consider individual outfitters- Patagonia, Eddie Bauer, LL Bean,
- **Safety in the field for graduate students of color**- <https://www.nature.com/articles/s41559-020-01328-5>
- **The development and growth of groups for people of color in the outdoors**-
People of Color Outdoors- <https://www.meetup.com/People-of-color-outdoors/>
Outdoor Afro- <https://outdoorafro.com/>
Color Outside- <https://coloroutside.org/>
Diversify Outdoors- <https://www.diversifyoutdoors.com/>
Brown people camping- <https://www.brownpeoplecamping.com/>
@BrownPeopleCamping on Instagram
CAMBER Outdoors- highlights careers with companies committed to equity, inclusion, and diversity in the outdoors- <https://camberoutdoors.org/camber-outdoors/job-board/>
Unlikely Hikers- <https://www.instagram.com/unlikelyhikers/?hl=en>
Outdoor Asian- <https://www.outdoorasian.com/>
Sending in Color- <https://www.facebook.com/sendingincolor/>
(note: there also are groups supporting LGBTQIA+ <https://www.audubon.org/news/for-lgbtq-community-birding-can-be-relief-and-source-anxiety>)
- **Increasing accessibility to the outdoors for people with disabilities**-
 - Birdability- <https://www.birdability.org/>
- **Urban Birding groups**- Celebrate Urban Birds <https://celebrateurbanbirds.org/>
- **Prescribing park access**- <https://letsgethealthy.ca.gov/innovation-challenge/marin-city-rocky-graham-parks-prescription-program-park-rx/>
- **Black Birders Week** <https://www.birdnote.org/black-birders-week>
- **Atlanta Beltline** <https://beltline.org/>

Report on Individual: Follow one of these people on Instagram (if you want to follow someone not on this list or to follow someone on Twitter or on Facebook, please consult with me first):

@n8ture_al

@outdoorsydiva

@natureunderyournose

@bellzisbirding

@ikesbirdinghikes

@wildandincolor

@elasita

@rangerbri

@nojokejeff

@birdsandnaturetours

@theelusiveblackbirder

@reelsonwheels

@thewildernessgoddess

@brianchitundu

@tykeejames

@hood_naturalist

@timothymjoe

@theurbanbirder