**Dorceta Taylor’s visit to Jody’s class, 3/5/14**:  
never fit into a good box: always asking questions as a child,  
where people weren’t prepared to help me…  
British ed’l system: grades were posted: girls very competitive  
moved to US, taking env’l course: bio/botany/zoology major,  
specialized from middle school—why not more blacks in class?  
not interested in the environment (?!)  
confirmed by research…  
but here! use your own experience🡪  
don’t let others tell you a reality that is different!  
designed a survey to ask students in cafeteria re: env’l activity🡪  
to get a behavioral read on env’l interests…  
there wasn’t any significant difference, as I expected  
activism and scholarship started to kick in  
disenchanted w/ “straight” biology, no focus on people except as problematic:  
racialized discourse (“women of color over populating the world”)  
Yale School of Forestry, 1983: didn’t know they were admitting a black student  
third one ever admitted, oldest forestry in country (1901):  
first black women to get a PhD from them  
afraid my profs would talk me out of this idea that there was a difference:  
how they were measuring interest in the environment--  
how involved: how often you go into the wilderness (with no people)  
time spent🡪 not capturing urban or poor whites/educational level…  
looking @ membership/ contributions (valid ways of measuring:  
focused on the middle class:   
but what if you don’t have time to go to midday meetings?  
urban playgrounds, parks, gardens…  
nothing re: intercity nature  
“are you familiar with these animals?”  
started to critique definition and structure of nature,  
biased towards middle class  
sampled mid-class whites and poor inter-city blacks:  
racial comparison becomes classed: re: time/money/means/knowledge  
exaggerates the differences that exist…  
how would you correct that?  
address class differences, urban/rural samples,   
behaviors, attitudes, perceptions…  
socializing us to the hilt…cadre of people w/ common language/understanding🡪  
similar outlook; surveys that don’t pay attention to class and space…  
beginning in this field: sense of feeling shocked/  
realizing that science in early 80s wasn’t dealing w/ human/social dimensions:

no articles by people of color—certain questions not addressed  
field of env’l justice: many people of color started to raise questions of race, class,  
out of their different experiences  
What is your role in all of this? Do you care? What’s on your mind?  
how does activism fit into it?  
environmentalism dominated by white people, trying to pull in people of color  
see self as bridge builder: strategic, not fitting in a box…  
gives me an entry into two communities  
be the voice that frames the issues from the perspective of the marginalized  
hear their voices/conversations  
early article: “env’l justice as a paradigm”  
see visual protests as activism:  
“caring for the world and future environments”:  
children/women’s reproductive lives being harmed…  
broadening the perspective: Harriet Tubman/WEB DuBois…  
a runaway slave needed to know something about the env’t not to be caught  
human mine sweeper: decommissioned mines in the river  
(black slave York and Sacajawea, the pregnant teenager--  
2000 mile trip w/ her baby on her back--  
one of two wives of a trapper, who got compensation)  
these are the kinds of inequities I try to unpack….  
Jody: many dimensions of your identity:   
positions you in difficult/imp’t place—what opportunities exist for us?  
how to re-structure trad’l env’l curriculum,  
from tree identification to justice-based school curriculum,  
implementing in a grammar school—where kids are hungry,   
w/out b’fast, lunch🡪 school garden becomes the center of the curriculum,  
moves into a house in the neighborhood, now running for mayor!  
it all came from an inquiry in the class…  
now teaching families how to make garden plots, track what is grown…  
all volunteers were women, men watching them work for 2 years,  
now setting up plots, watch the place…methadone clinic realizes how therapeutic  
how to get science students to see these social justice questions?  
ex: research on ants in Chiapas🡪 affected by forest disturbance, in coffee growing area w/ low income community🡪 getting them into fair trade/without cutting down forest, getting ants to attract insects that pollinate plants…  
strict biology connects to social justice: facilitate coffee sales  
(tree, bug, soil, EJ people!)  
another colleague anthropologist, researching elephants in Africa:  
why are depraved Africans killing them for tusks?  
**concessionary politics:** **what are the resources in the community,  
to provide money for sustainable living,** w/out killing elephants?  
eco-tourism? Mangos, papayas—what’s extractable w/out killing the forest…?  
solar ovens for processing…(to sell in Whole Foods!)  
traditional ecological knowledge, now called “green” (comes out of poverty)  
Freedom Rides/Rosa Parks/bussing/car pools🡪

segregated bus as part of the env’l discourse: what a re-framing!  
what do ppl in WPhila have to teach BMC students re: food/gardening?  
Kelsey: get some affinity groups and env’l groups in conversation w/ each other  
it’s important to do something w/ intersectionality, beyond…  
alternately: some env’l project on campus..  
Shamial: interview w/ Summer: BMC not well lit @ night…  
Jo: more light! More fossil fuels/light pollution—but safety!?  
Jessica: re-frame what is “the environment”?  
survey as a preliminary to something else? A conversation…  
Lisa: niches @ BMC!—demarcated/hard to attend what is outside what you do  
what do you go? Interest/specific text/food/convenient location/strategic re: time  
(evenings work best for students, least for fac’y)/being scheduled!?not relying on scheduling—would be luck!/people schedule in different ways…trying to plan one event won’t work…  
Jody: insights from Dorceta re: intersections eye-opening? Of interest? To us and more broadly?  
Agatha: Sacajawea/Harriet Tubman—American history re-framed!  
Jo: revelatory…yet own lived experience of being dismissed by poc  
Jessica: how much knowledge you have…talk about family backgrounds:

how would your family respond?  
drawing on personal experience: storytelling event   
you go to events: to support your friends/cause!  
Dorceta: organizing car pools as civil rights, not environmental activism  
how much does motivation factor in it?  
externality! (saving gas in civil rights)  
re-frame 🡪 can change intent? Highlighting different effects…  
Stephanie Nixon, Pensby (vis Kelsey)🡪 5 people step on your foot, all accidents,   
your foot still hurts: intent and effect/impact equally important!  
David: less impt to convince civil rights workers that they were env’lists🡪  
than to learn why they were so successful (short term/make a point…)  
create intensity: increase park-n-ride/bus/light rail/target!  
Jo: desperate vitality of civil rights, vs. env’t overwhelming!  
David: very imp’t personal biography as point of connection!  
how did you get interested in what you are doing?/talk about what we love…  
Jo: a story slam?!  
Sophia: “The Moth Podcast: stories told live without notes”  
…. around a central theme  
poetry slam: Sisterhood/people I knew were hosting it…  
getting to listen to others perform…  
go out as a tag line: re-framing question:  
how poverty is connected to re-cycling/what counts/motivation…  
intersects w/ class conversations we don’t have here…  
we have the tag lines in our own stories…  
Sophia: have a survey w/ questions that might evoke them?  
Sara: why people don’t come: history/people’s personal lives…  
indirect questions…redefining environment @ the end  
re-frame env’t of BMC as the env’t  
call on Sophia/Sara/Jenna/Simona  
  
**Continuing in my class:**  
so interesting, all you told us, from your bio to Sacajawea’s--  
the topic of re-framing seemed central:   
re-framing what the env’t is,  
inviting folks on campus to re-frame how they name what they value/love  
it seemed, when we stopped, that we were starting to imagine an event we could host…tell Dorceta, and brainstorm…  
where we want to get is to an action plan!  
give you something to go away with…

lunch w/ Catharine Slusar re: tour of Stanton Elementary  
(magical, haunted, foes, etc…)  
assignment: “True Stories”: best and worst experience on two pieces--  
in first person as if talking to best friend who listens,   
won’t judge, ask questions, but let the story happen

plot plus details of the day…  
take each others…perform the story…  
vow not to tell the story…  
burden and responsibility of having author in the room: have to respect it  
get one of each/perform one/read them all…  
constellation of story that only exists in this room/time/people…  
a creation story…trying to make the membrane between the story and yourself as thin as possible…each thing you say is a choice (5 details you don’t tell..)  
reading and performing…how we find memories  
fancy story/prom, wedding—sit on their hands,   
without losing eye contact   
(describe what they wore)—then release!   
with eye contact you are not free to imagine…  
  
**reporting out:**  
Jenna: story slam (EJ slam format…)—  
way to make bridges across cultural groups  
silent discussion: how do you see the env’t @ bmc/home?  
Agatha re: Jess—redefine the environment/reconsider not just wilderness  
story slam: culminate—this explains my own definition of the environment…  
Betsy re: Jo—not even including environment in there…  
appreciate reframing of “env” and not on everyone’s minds/  
very specific associations…doesn’t apply to me…  
not deceiving, but rather “not mislead”  
GSSWSR: “doesn’t affect me, my community”🡪 now reframed  
or subtitles, so people see how it calls to them:

master frame: how to get everyone into the showroom…  
(Infinity advertisement: mystique🡪but never show the actual car…!)  
our brand is not environment:   
linking activism/stories—forming bridges…making connections  
a survey first🡪 what would be the goal?  
changing the way ppl talk/think abt the env’t  
are we trying to reach out to the whole community?  
reaching out to different clubs/having them facilitate….  
clubs of networking…Stephanie Nixon: a node  
whatever we call it: interesting title…  
expanding a couple of hours…  
drop in and out: more casual  
community event: profs there?  
Trayvon Martin-> solemn event the night after the verdict:

just talk about/reflect on it…come dressed in full black…1000  
two/three guiding questions?  
stories could be kept short…  
solid foundational “container”/and intensity!-- training tool  
what about the space? Not too big…an area of concentration…  
but not too rigid…Rhoads Dining Hall great acoustics!  
everyone on the floor…coffee/tea…who’s next?  
Shamial: frame it—first ½ hour icebreaker:   
then main part story slam--  
create that environment--  
then ½ hr @ end: conversation about…  
how we advertise it…  
Jenna’s posters around the room:  
during the icebreakers: around the room/write it up!  
growing thing..  
Simona: essence/feeling of this: time of day:  
student-run @ Arnecliffe @ 8 on Friday night!  
Agatha: a concern—starting from our stories🡪 more academic/questioning  
how is this event going to differ from class?  
provide 360 to whole class🡪 demonstrate from our stories to bigger question?  
or differ from what we are doing:  
what are our learning objectives?  
1) we want people to realize env’t not env’t/complex🡪  
two full hours of performance/sharing/opening up…  
tiny end: pick a person you don’t know:   
make a lunch date to talk about this further…  
what is our goal for our community….?  
have a second event! a series of things….  
Sara: being attentive to the communities on campus/ecology of BMC🡪  
open mics that don’t happen any more:   
bringing back something that brought people together…

mixing the social and the academic…  
how is this about eco-literacy?  
David: last fall we started w/ a convo about what makes you feel @ home:  
Park as home—entre where you are @ home:  
Where are you home?

Can’t be a one and done event:  
how to get people to have difficult conversations…climate deniers, etc.

Get past labels/siloing…people don’t see connections find them….  
rich convo to bring people who wouldn’t be together, w/out expectations…  
Advertise “What is Home?”  
debate in EJ: owning the stereotype/tearing it down/creating your own framing  
Story Slam = Poetry Slam will bring in students of color  
scaffolding around it: conversations about race affected environment?  
community another terminology: outdoor experience….  
podcast/video/can be shown…  
if that started people downloading their own stories on line…  
where do you feel @ home @ BMC?  
@ Earth Day last year: EJ class—make a map:  
where you feel @ home: red and not @ home: blue  
participatory art: Jenny Price  
env’t doesn’t have to be nature…  
AMO (affinity group meeting)  
inclusive: not a perfect study🡪   
Pensby Center discussion about safe space/Perry House…  
survey as a follow-up…asking a # of questions…  
what are the main themes to design it…what relates back to that:  
what most important in your environment?  
as follow-or prelude…?  
not solely in American context…  
data freak: urban/northeastern/  
what activities are you doing @ BMC in Phila, local community?  
indicator questions that can get to you to an analysis…?  
you guys assign yourself task of inviting 2-3 you don’t talk to:

someone different from you….  
reflection piece/different from actual performance:  
affinity group leaders as facilitators:  
silent discussion🡪 use discussion/video…  
Photo Voice technique: everyone has a cell phone🡪

take a picture of the things you usually do,   
what is important in your community/environment…  
people’s pictures usually massive smoke stack…  
take pictures and draw their environment  
re-framing best dorm room competition!  
Jody: two thoughts—story slam (Teaching Stories)  
**reverberation** from one to the next…  
think about nerds! Into their math/rat droppings-checker…  
why come to that event? why comfortable? Exciting?  
for whom Park is home-like…?  
we get them on our side…  
**posters:** Why do you feel @ home here? Come tell that story!  
all on social media…good way to share…30 second spiel…know more..  
don’t just keep it to BMC🡪 broaden the conversation…  
art work w/ a particular theme: more home-y/safe/comfortable/relaxed…  
divvy up into committees: advertising/prepare space/  
international students…  
Shamail: different clubs/affinity groups  
focus groups working w/ different groups  
plug @ the end: for a focus group🡪 need to go on  
  
**Action Plan!**  
goal: people to connect! (how? environment? definitions?)  
to create/facilitate connection about home and environment  
creating an ecosystem—foregrounding connections

assess: increased them? changed it?  
so what?  
expand our idea of what counts as the environment🡪  
even seeing it as an ecosystem/expanding our system  
intersections between home/exile/environment/intersectionality  
connecting around what might disconnect:  
connecting over difference…  
“danger of a single story”: Mormon feminist LBGT  
who’s not in the room?  
  
keep talking on Serendip about these notes..

listening to the stories for the prompts…  
not a frozen/but a fluid situation  
M.C. facilitating…? Have to be prepared?  
during intermission: quiet/posting….  
notecards, to gather…  
two events: 100🡪 10 events of 10 after?  
divide it up based on silent discussion posters…  
doodle: requirement…  
sign in sheet: larger goal to broaden conversation:

what are you most interested in? list some… can follow up….  
please make your own videos…  
make sure consensual…  
intranet…  
schedules crazy: to do committee  
advertising—all, with a mistress  
prepare the space

social media  
types of committees:  
tech/video/poster making  
plan the event: scripting the event (education!)  
Kelsey: wrestling w/ story sharing: ind’l-centric:   
interrogate larger social structures/processes….?  
build it in re: silent discussion: analyze stories enough  
Betsy: how to incorporate that w/out long discussion?  
divide between the ENVS minor and the greens  
buzz kill: connects it to a course…  
a manifestation of their classes🡪 can’t talk about in that space  
critical issue in future of ENVS as minor/env’ism on campus  
social/academic: Fri night w/ profs, org by class, and in free time…  
need a DATE…  
appreciate …  
role of Ava’s art in all of this?—didn’t start to address this question…