

Gender and Environment – ENVR 300U/GEND 360M

College of St. Benedict and St. John's University
Department of Environmental Studies

Spring 2019
MWF, 10:20-11:15, PE 225

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Office Hours: I am generally available MWF from 11:25-12:00 and on TR between 1 and 2. Please drop by or, to ensure that I am free, email or speak with me after class to schedule an appointment. I hope to see you all in office hours.

Course Description

This course explores the links between gender, women, and environments, with an emphasis on the interconnections between environments and the workings of power that shape gender-based inequality, resistance, and strategies for social change. Through reading, discussion, documentary films, and research projects, we will explore how gender inequalities and norms of femininity and masculinity shape and are shaped by environments. The course will focus on local (U.S.) and global contexts, covering topics such as ecofeminism; intersectionality; environmental and climate justice; climate change; women's leadership in the environmental movement and community resilience; development; gendered perceptions of environmental risk; queer perspectives on environmental issues; how gendered divisions of labor (particularly care of children and elderly) affect environmental experiences; sustainable agriculture and redistribution of global resources; the effects of globalization and militarism on women and the environment; social constructions of gender and science; and the relationship between gender and environmental policy-making, inequalities, and health.

Learning Goals

This course will enable students to:

1. Explain the interconnections of gender (always understood in and through relation to other identities)¹ and environment.
2. Make critical social science arguments about the connections between gender and environment, supported by evidence appropriate to an advanced level.



<http://www.wedo.org/wp-content/uploads/p1>

¹ As McClintock (1995:5) writes in *Imperial Leather*, “race, gender and class are not distinct realms of experience, existing in splendid isolation from each other; nor can they be simply yoked together retrospectively ... they come into existence *in and through* relation to each other—if in contradictory and conflictual ways”

3. Evaluate how social, economic, environmental, political, and cultural systems, in specific contexts, shape the intersection of gender and environmental (in)equality.
4. Recommend, in accessible terms, the most sustainable pathways for realizing the twin goals of gender justice and environmental justice.

Course preparation: ENVR 150 or GEND 101 recommended for background

Required Text, available as a free e-book or at the bookstore

Detraz, Nicole. *Gender and the Environment*, Polity Press, 2016. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/csbsju/detail.action?docID=4773598>.

EXPECTATIONS

Attend Class: I expect multiple contributions from you during *each* class period. Please provide appropriate documentation for excused absences in advance. If it is difficult for you to speak in class, meet with me during week 1 so we can devise a plan to help you improve.

Be Prepared: Please come to class ready to participate (converse, inspire, teach, learn, question, take notes)—having read and carefully thought about the assigned readings. Please always have your readings with you.

Create a Respectful Environment: Our course should reflect a critical engagement with the course material and with each other that privileges openness, respect, thoughtfulness, and constructive feedback. In our community of learners (that includes me!), please act and speak in a respectful manner towards everyone.

Be Engaged: I request that you give all speakers in our class your undivided attention. If you bring a laptop or tablet please ensure that it is used *only used for taking notes or referring to readings*.

Take Space, Make Space: If you tend to talk a lot, make space to let others speak. If you tend to not talk a lot, take space and share your ideas. We will use discussion hand signals to facilitate this.

A Note on Writing: Learning how to write well is one of the best things you can do in college! It will help you tremendously in the future. Therefore, we expect all writing to be well organized, well crafted, and free of typos. Consider purchasing *The Elements of Style* by Strunk and White, a tiny book with lots of tips on how to write well. I've posted some key excerpts on the Canvas Resources page.

ASSIGNMENTS

Assignments are due on Canvas before class begins, unless otherwise noted.

Participation (20%)

Participation is composed of engagement in in-class discussion and online answers to discussion questions.

This is a reading intensive upper division course that requires complete participation from each student. Our class time will primarily be spent discussing the readings and sharing ideas we each have about them—how they connect to our lives, our fellow beings, and our home.

I want you to focus on the readings. Assignments will help you do this. Set aside a lot of time, read them carefully, take notes, and answer the questions I have posed thoughtfully and thoroughly. Come prepared to: explain their arguments, ask questions about them, spark discussion with your classmates, and connect them to other readings and topics. If, in each class period, I can consistently count on you to make multiple insightful comments that

demonstrate critical engagement with the reading, and submit similarly high-quality answers to discussion questions, you will earn an A for excellence.

I am aware that it is hard for some folks to speak in class. If this describes you, I am sympathetic, but require that you use this class to practice learning how to overcome barriers you face. In your life beyond school, discussion skills are important. Meet with me during week 1 to make a plan for success.

Essays (10%)

See instructions in the schedule.

Take-home Essay Exam (30%)

See instructions in the schedule, page 12. This is something you will want to start working on during the first week of class. It is meant to hold you accountable to deep engagement with the ideas in the readings.

Research Project (40%)

With one partner*, choose a group, organization, or campaign working for justice at the intersection of gender and environment. Pick a group that is:

1. Working on an issue or debate covered in the second half of the semester, or one of your own choosing (run this by me before the proposal)
2. Building solutions to gender and environmental injustice

The most important thing is that you genuinely want to learn about the issue and the solution. **The goal of this project is to teach the class about this solution and relate the group and their project to concepts from the course.** Throughout the semester, study this group to learn about them: what they do, how they do it, how they organize, their successes and failures (according to whom?), their goals, past actions, how they interact with social institutions (government, education, family, economy). Write a final paper that analyzes this group in the context of our course. Be sure to draw on the following sources:

- The group's website and publications
- Course readings
- At least 5 scholarly publications outside of assigned readings (check out the "Further Reading" suggestions in the schedule).
- At least 5 policy documents and reports (UN, Government, Local government, non-governmental organization (NGO) publications)
- One to three interviews with group members (conducted in person, by phone, Skype, or email)
- Feel free to also draw on news, magazines, and web resources

Your **final paper** of 10-12 double spaced pages (excluding references) should provide an in-depth analysis that explores:

1. Your issue or debate. If it is one we covered in class, you will take course materials as a starting point and then go much more in depth, bringing in other literature, sources, and cases. What is the issue and how does it shape gender and environment? How does gender and environment shape the issue?
2. What the group does. How does the chosen group work for environmental and gender justice and what are the implications of their work? What are the theoretical implications? In other words, how does their work

change how we should *think* about strategies for change? What are the practical implications? In other words, what does their work mean for our future or the future of the communities they serve?

3. The Solution: What does the group suggest as a solution and what do you think about it? Does it achieve complete gender and environmental justice? If not, where does it fall short? How can it be improved? Are there lessons from class that could help this group?

Please use headings to guide the reader.

In a “**preface**” to your final paper (does not count toward page limit), please briefly answer the following questions (please use headings for the questions): Why did you choose this group? In one sentence: What is the solution they propose? What did you do well in this paper? What could you have done better? Where there any obstacles that affected your writing? If you would like comments on your paper returned to you via email, please note that.

Throughout the process, you will complete a group-process evaluation, a self-evaluation, and a peer-evaluation. If your partner is not pulling their weight or communicating well with you, contact me immediately so we can resolve the situation right away. I reserve the right to raise or lower a group member’s grade based on these evaluations.

In addition to the paper, groups will submit project **proposals** (instructions posted on Canvas) and meet with me to approve proposals by week 10.

During the final week of classes, groups will give **6-minute presentations** to teach about the solutions you studied. Please practice timing your presentations so you are right on time. Presentations should be focused specifically on what your chosen group is doing to create environmental and gender justice or to address environmental and gender injustice. (For example, if I were presenting on WEDO (Women’s Environment and Development Organization), I would tell the class about *one* of their projects (remember, you only have 6 minutes!) that I think is most promising and why. I would save information on the background of WEDO, its members’ and leaders’ views, and how it works as an organization for my paper. Let’s end on a positive note!

*Note, guidelines may change depending on final enrollment.

Summary of Percentages

Assignments	Percentage
Participation	20 %
Discussion Questions	
Engagement in Discussion	
Essays (3)	10%
Take-home Essay Exam	30%
Final Project	40 %
Proposal	(5%)
Presentation	(15%)
Paper	(20%)

Grades will be calculated on a percentage basis, using the following cut off points:

A= 92.5% to 100%
 AB= 87.5% to 92.4%
 B= 82.5% to 87.4%

BC= 77.5% to 82.4%
 C= 72.5% to 77.4%
 CD= 67.5% to 72.4%

D= 59.5% to 67.4%
 F= <59.4%

Formatting and Writing

All written work should be double spaced, size 12, Times New Roman font, one-inch margins, double-sided, and should appropriately cite (within the footnotes, and in a references section) sources using the style of your discipline. Environmental Studies students should use Chicago Notes and Bibliography (NB) style. References do not count in assignment page limits. Visit *The Chicago Manual of Style*

(http://www.chicagomanualofstyle.org.ezproxy.csbsju.edu/16/ch14/ch14_toc.html) for instructions on Chicago Notes and Bibliography (NB) style. The Owl at Purdue is another great resource for many styles: <https://owl.english.purdue.edu/owl/resource/717/01/>.

Use EndNote to format your citations. Practice with this software now will help you tremendously in other upper division courses. See <http://guides.csbsju.edu/endnote> for information on downloading EndNote and to schedule a help session with Jonathan Carlson in the library.

Make use of the Writing Center (<http://www.csbsju.edu/writing-center>) and Student Academic Resources (<https://www.csbsju.edu/academics/academic-resources>) to improve your writing and study skills.

Late Policy

I recognize that you all lead complex lives. You may request an extension on an assignment at least one day in advance of the due date. In your request, propose a date by which you will turn it in. I will consider these requests on a case by case basis. The goal of this policy is to help you learn how to plan ahead and organize your time, a skill that you must master in college. If you do not do this, I will deduct half a letter grade from an assignment if turned in the next day and one letter grade if turned in after that. I reserve the right to not accept late work if a student repeatedly fails to request an extension. Please don't lose credit this way!

I will not accept late discussion questions unless you have an excused absence.

Academic Integrity

CSBSJU's academic integrity policy can be found here (<http://www.csbsju.edu/academics/2017-2018-catalog/academic-policies-and-regulations/rights/academic-misconduct>). It is your responsibility to be familiar with this policy. Academic dishonesty is a serious offense. Follow this easy guideline: If you're not sure, *cite it!*

Accessibility Support Services

This course welcomes and accommodates all interested students. Students with disabilities who require accommodations to fully participate in course activities or meet course requirements should speak to the Student Accessibility Services, as well as me. For information contact Student Accessibility Services, CSB Henrita Academic Building 105, (320) 363-5245, sas@csbsju.edu, or visit <http://www.csbsju.edu/student-accessibility-services>.

Office Hours, Email, and Canvas

Please come to my office hours with questions or concerns regarding the course, assignments, environmental studies, or our collective future. I'm here to help, so *contact me sooner rather than later* if you are struggling with any aspect of the course. I will respond to emails within 24 hours Monday through Friday. Students should not expect an email response during weekends or holidays. Please reserve email communication for scheduling appointments. Please check your email and Canvas regularly to ensure smooth and timely communication. All course materials and assignments will be posted on Canvas.

In line with feminist pedagogy, please draw on your classmates as a resource (space provided below for two people's contact information). Please contact your classmates with questions about the course (if you miss a class, or have a question about ideas or assignments).

Classmate 1 _____ Classmate 2 _____

Acknowledgements: I thank the teachers who have informed my teaching, this course, and whose material and ideas I have borrowed in this syllabus: John Foran, Ali Hendley, Chandra Russo, and Carly Thomsen. Sarah-Jane Pinkerton deserves special thanks for co-designing Feminist Climate Justice, the course that inspires some of this syllabus.

COURSE SCHEDULE

Note: I intend to follow the given schedule but reserve the right to make changes as the course progresses. Changes will be announced in class. It is your responsibility to get this information from a classmate if you are absent.

	Topic and Reading
	CONCEPTS AND WAYS OF KNOWING
W 1	Introductions
1/14	Introductions
1/16	<p>What is Feminism?</p> <p>READINGS</p> <p>Jagger, Alison. 2008. Pp vii-x in <i>Just Methods: An Interdisciplinary Feminist Reader</i>, edited by Alison Jagger. Boulder: Paradigm Publishers.</p> <p>Enloe, Cynthia. 2004. "Introduction." Pp 1-7 in <i>The Curious Feminist: Searching for Women in a New Age of Empire</i>. Berkeley: University of California Press.</p> <p>hooks, bell. 2000. <i>Feminism is for Everybody: Passionate Politics</i>. Cambridge, MA: South End Press. (Introduction, Chapter 1, Chapter 12)</p> <p>ASSIGNMENT</p> <p>Feminism Essay, 2-pages: How does each author define feminism? Find a fourth definition on the internet (not from a dictionary). What are other key terms that you must know to understand feminism? Analyze the definitions. How are they similar and different? What are their strengths and weaknesses? What is your definition of feminism?</p>
1/18	<p>What is Gender?</p> <p>READINGS</p> <p>Gansen, Heidi M. and Karin A. Martin. 2018. Pp 83-93 in <i>Handbook of the Sociology of Gender</i>. Springer International Publishing.</p> <p>Coontz, Stephanie. 2013. "Why Gender Equality Stalled." <i>New York Times</i>, February 16. https://www.nytimes.com/2013/02/17/opinion/sunday/why-gender-equality-stalled.html</p> <p>ASSIGNMENT</p> <p>Gender Essay, 2-pages: How is your life gendered? Describe how childhood, family, peers, school, media, and job prospects have worked and currently work to inform how you identify and perform your gender. How do you think this informs your relationship with the environment?</p>
W 2	Genders
1/21	<p>Sex and Gender: Outside the Binary</p> <p>READINGS</p> <p>Fausto-Sterling, Anne. 2000. "The Five Sexes Revisited." <i>The Sciences</i> 40:4-22.</p> <p>Kralick, Alexandra. 2018. "How Human Bones Reveal the Fallacy of a Biological Sex Binary." <i>Pacific Standard</i>, December 25. https://psmag.com/social-justice/our-bones-reveal-sex-is-not-binary</p> <p>2018. "Gonads: Dana." <i>Radiolab</i>. July 26. (Podcast 28 minutes) https://www.wnycstudios.org/shows/radiolab/projects/radiolab-presents-gonads</p>

	<p>Calma, Justine. 2018. "Yes, Trans Rights are an Environmental Issue, Too." <i>Grist</i>, October 29. https://grist.org/article/transgender-rights-climate-intersectionality/</p> <p>ASSIGNMENT</p> <p>Discussion Question (post response on Canvas):</p> <p>1. What are binaries and how do they affect people?</p>
1/23	<p>Representation: Constructing Gender, Constructing Hikers</p> <p>Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles," <i>Signs</i> 16: 485-501.</p> <p>Hu, Jane C. 2018. "Unlikely Hikers' Gain Traction." <i>High Country News</i>, May 14. https://www.hcn.org/issues/50.8/recreation-unlikely-hikers-gain-traction.</p> <p>ASSIGNMENT</p> <p>Discussion Questions (post response on Canvas):</p> <p>1. How are constructions of science shaped by ideas about gender? Why is this problematic?</p> <p>2. Who do you picture when you picture an outdoorsy person? (what is their gender, race, age, clothing, body type). How is your image informed by social norms about gender?</p>
1/25	<p>Intersectionality</p> <p>READING</p> <p>Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." <i>The University of Chicago Legal Forum</i> 140:139-67. (excerpts – see instructions in PDF)</p> <p>McIntosh, Peggy. 1989. "White Privilege: Unpacking the Invisible Knapsack." <i>Peace and Freedom</i> (July/August).</p> <p>Barclay, Eliza. 2017. "The Face of Environmentalism Isn't So White Anymore. That'll Define Success Today." <i>Vox</i>, May 4. https://www.vox.com/science-and-health/2017/5/4/15486220/environmentalism-diversity-march</p> <p>Further Reading</p> <p>McClintock, Anne. 1995. <i>Imperial Leather: Race, Gender and Sexuality in the Colonial Contest</i>. New York: Routledge.</p> <p>Bhavnani, Kum-Kum and Krista Bywater. 2009. "Dancing on the Edge: Women, Culture, and a Passion for Change." Pp. 52-66 in <i>On the Edges of Development: Cultural Interventions</i>, edited by Kum-Kum Bhavnani, John Foran, Priya A. Kurian, and Debashish Munshi. New York: Routledge.</p> <p>Many readings and videos on intersectionality from the key theorists: http://achangeiscoming.net/2017/06/18/intersectionality-definitions-videos-links/</p> <p>ASSIGNMENT</p> <p>Discussion Questions (post response on Canvas):</p> <p>1. What identities do you hold (that you want to share) and how does their intersection inform your life?</p>
W 3	Environment: Different Perspectives
1/28	<p>Environmentalism: History and Key Concepts</p> <p>READING</p>

	<p>Taylor, Dorceta E. 2016. "Introduction" and "Key Concepts Informing Early Conservation Thought." Pp 1 -31 in <i>The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection</i>. Duke University Press. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/csbsju/detail.action?docID=4616253.</p> <p>Further Reading:</p> <p><u>Examples of well-known white men environmentalists' writing:</u></p> <p>Thoreau, Henry David. 1851. "The Value of Wilderness." Canvas.</p> <p>Pinchot, Gifford. 1910. <i>The Fight for Conservation</i>. Excerpt on Canvas.</p> <p>Muir, John. 1911. "The Yosemite." in <i>My First Summer in the Sierra</i>. https://vault.sierraclub.org/john_muir_exhibit/writings/my_first_summer_in_the_sierra/chapter_5.aspx</p> <p>Leopold, Aldo. 1949. <i>A Sand County Almanac</i>. Excerpt on Canvas. (library)</p> <p>Abbey, Edward. 1988. <i>Desert Solitaire</i>. (library)</p> <p>Abbey, Edward. 1975. <i>The Monkey Wrench Gang</i>. (library)</p>
1/30	<p>Gender and Environment: An Introduction</p> <p>READING</p> <p>Detraz, Nicole. 2017. "Introduction: How are Gender and the Environment Connected?" Pp 1-19 in <i>Gender and The Environment</i>. Cambridge, MA: Polity Press.</p> <p>Detraz. "Sustainability and Sustainable Development as Gendered Concepts?" Pp 20-44.</p>
2/1	<p>Environmental Justice</p> <p>READING</p> <p>Detraz. "Revealing Gender in Environmental Justice" Pp 45-68.</p> <p>Further Reading:</p> <p>Prindeville, Diane-Michele. 2004. "The Role of Gender, Race/Ethnicity, and Class in Activists' Perceptions of Environmental Justice." Pp. 93-108 in <i>New Perspectives on Environmental Justice: Gender, Sexuality, and Activism</i>, edited by Rachel Stein. New Brunswick: Rutgers University Press.</p> <p>Bell, Shannon Elizabeth and Yvonne A. Braun. 2010. "Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia." <i>Gender & Society</i> 24(6):794-813. http://gas.sagepub.com/content/24/6/794.abstract</p> <p>Kaalund, Valerie Ann. 2004. "Witness to Truth: Black Women Heeding the Call for Environmental Justice." Pp. 78-92 in <i>New Perspectives on Environmental Justice: Gender, Sexuality, and Activism</i>, edited by Rachel Stein. New Brunswick: Rutgers University Press.</p> <p>Bell, Shannon Elizabeth. 2013. <i>Our Roots Run Deep as Ironweed: Appalachian Women and the Fight for Environmental Justice</i>. Urbana, IL: University of Illinois Press.</p> <p>Principles of Environmental Justice. 1991. National People of Color Environmental Leadership Summit. http://www.ejnet.org/ej/principles.pdf</p> <p>Bali Principles of Climate Justice. 2002. http://www.ejnet.org/ej/bali.pdf</p> <p>Universal Declaration of The Rights of Mother Earth. 2010. World People's Conference on Climate Change and the Rights of Mother Earth. Cochabamba, Bolivia. April 22,</p>

	http://therightsofnature.org/wp-content/uploads/FINAL-UNIVERSAL-DECLARATION-OF-THE-RIGHTS-OF-MOTHER-EARTH-APRIL-22-2010.pdf
W 4	Indigenous Experiences and Knowledges
2/4	<p>READING</p> <p>Wesley-Esquimaux, Cynthia C. 2009 “Trauma to Resilience: Notes on Decolonization.” Pp 13-23 in <i>Restoring the Balance: First Nations Women, Community, and Culture</i> by Gail Guthrie Valaskakis, Madeleine Dion Stout, and Éric Guimond.</p> <p>Smith, Linda Tuhiwai. 2008. “Research Through Imperial Eyes.” Pp 58-67 in <i>Just Methods: An Interdisciplinary Feminist Reader</i>, edited by Alison Jagger. Boulder: Paradigm Publishers.</p>
2/6	<p>READING</p> <p>Baldy, Cutchá Risling. 2018. Chapter 1, “Hupa People–With Them–It Stays, There is Hupa Tradition: Oral Narratives and Native Feminisms” and Chapter 2, “The World–Came to BE Lying There Again, the World Assumed Its Present Position: California Indian History, Genocide, and Native Women.” Pp 28-72 in <i>We are Dancing for You: Native Feminisms and the Revitalization of Women’s Coming-of-Age Ceremonies</i>. Seattle: University of Washington Press. (45 pages)</p> <p>Further Reading:</p> <p>2018. Tribal Chapter. California’s Fourth Climate Change Assessment.</p> <p>ASSIGNMENT</p> <p>Discussion Question (post response on Canvas):</p> <p>1. What do these readings teach about the relationship between gender and the environment?</p>
2/8	<p>READING</p> <p>Allen, Paula Gunn. 2008. “Kochinnenako in Academe: Three Approaches to Interpreting a Keres Indian Tale.” Pp 21-33 in <i>Just Methods: An Interdisciplinary Feminist Reader</i>, edited by Alison Jagger. Boulder: Paradigm Publishers.</p> <p>Discussion Question (post response on Canvas):</p> <p>1. What is the take away from each interpretation that Allen highlights? In other words, what impression of gender relations does each interpretation provide?</p>
W 5	Masculinities
2/11	<p>READING</p> <p>MacGregor, Sherilyn, and Nicole Seymour. 2017. Introduction. <i>RCC Perspectives</i>, (4), 9-14. Retrieved from http://www.jstor.org/stable/26241449</p> <p>Tallmudge, John. 2004 “Deerslayer with a Degree.” Pp 17-27 in <i>Eco-man: New Perspectives on Masculinity and Nature</i>, edited by Mark Allister. Charlottesville: University of Virginia Press.</p> <p>McLeod, Carmen. 2016. “Ducks, Dogs, and Men: ‘Natural’ Masculinities in New Zealand Duck Hunting.” Pp 227-243 in <i>Masculinities Under Neoliberalism</i>, edited by Andrea Cornwall, Frank G. Kariotis and Nancy Lindisfarne. London: Zed.</p> <p>ASSIGNMENT</p> <p>Discussion Question (post answer on Canvas):</p> <p>1. What do you think is the most valued form of masculinity in a) the United States b) your hometown c) your family?</p>

	<p>2. Do you think these forms of masculinity are compatible with a sustainable future? Explain.</p> <p>3. How do you or someone close to you (brother, partner, father) fit into this form of masculinity? Explain how and why you or that person are similar or different.</p>
2/13	<p>READING</p> <p>Loomis, Erik. 2017. Masculinity, Work, and the Industrial Forest in the US Pacific Northwest. <i>RCC Perspectives</i>, (4), 37-44. Retrieved from http://www.jstor.org/stable/26241453</p> <p>Kambe, Naoki. 2017. Representing Disaster with Resignation and Nostalgia: Japanese Men's Responses to the 2011 Earthquake. <i>RCC Perspectives</i>, (4), 15-22. Retrieved from http://www.jstor.org/stable/2624145</p> <p>De Luna, Kathryn M. 2017. Inventing Bushcraft: Masculinity, Technology, and Environment in Central Africa, ca. 750–1250. <i>RCC Perspectives</i>, (4), 51-60. Retrieved from http://www.jstor.org/stable/26241455</p> <p>Further Reading:</p> <p>Special journal issue on Men and Nature: Hegemonic Masculinities and Environmental Change, <i>RCC Perspectives: Transformations in Environment and Society</i>. https://www.jstor.org/stable/e26241446?refreqid=excelsior%3Ab322fee6d6098a20813aab17d50e92b8</p>
2/15	<p>READING</p> <p>Norgaard, Kari Marie, Ron Reed, and J. M. Bacon. 2017. “How Environmental Decline Restructures Indigenous Gender Practices: What Happens to Karuk Masculinity When There Are No Fish?” <i>Sociology of Race and Ethnicity</i> 4(1):98-113.</p> <p>Johnson, Alex Carr. 2017. Every Day Like Today: Learning How to Be a Man in Love. <i>RCC Perspectives</i>, (4), 45-50. Retrieved from http://www.jstor.org/stable/26241454</p> <p>ASSIGNMENT</p> <p>Discussion Questions (post response on Canvas):</p> <p>1. What happens to Karuk Masculinity when there are no fish?</p>
W 6	Ecofeminism
2/18	No Class - Meet with your research partner to work on your proposal, due by week 10
2/20	<p>Foundational Ideas</p> <p>READING</p> <p>Shiva, Vandana. 2005. “Principles of Earth Democracy.” Pp. 1-12 in <i>Earth Democracy: Justice, Sustainability, and Peace</i>. Cambridge: South End Press. Introduction.</p> <p>Warren, Karen J. 2000. “Nature Is a Feminist Issue: Motivating Ecofeminism by Taking Empirical Data Seriously.” Pp. 1-20 in <i>Ecofeminist Philosophy: A Western Perspective on What It Is and Why It Matters</i>. Lanham, MD: Rowman & Littlefield Publishers, INC.</p> <p>Further reading:</p> <p>Warren, Karen J. 2000. “What are Ecofeminists Saying?: An Overview of Ecofeminist Positions.” Pp. 21-38 in <i>Ecofeminist Philosophy: A Western Perspective on What It Is and Why It Matters</i>. Lanham, MD: Rowman & Littlefield Publishers, INC.</p>

	<p>Gaard, Greta. 2011. "Ecofeminism Revisited: Rejecting Essentialism and Re-Placing Species in a Material Feminist Environmentalism." <i>Feminist Formations</i>. 23(2):26-53. https://tidsskrift.dk/index.php/KKF/article/view/44305/84084</p> <p>Godfrey, Phoebe. 2005. "Diane Wilson Vs. Union Carbide: Ecofeminism and the Elitist Charge of "Essentialism"." <i>Capitalism Nature Socialism</i> 16(4):37-56. http://www.tandfonline.com/doi/full/10.1080/10455750500376008#.VRXSw5PF-II</p>
2/22	<p>New Directions</p> <p>READING</p> <p>Gaard, Greta. 2015. "Ecofeminism and Climate Change." <i>Women's Studies International Forum</i> 49(0):20-33.</p> <p>Grosse, Corrie. 2018. "Ecofeminism and Climate Justice." Pp 185-203 in <i>Nevertheless They Persisted: Feminisms and Continued Resistance in the U.S. Women's Movement</i>, edited by Jo Reger. New York: Routledge.</p> <p>ASSIGNMENT</p> <p>Discussion Questions (post answer on Canvas):</p> <ol style="list-style-type: none"> 1. What are the contributions of ecofeminism (what does it add that other theories or practices do not?) 2. How can ecofeminism help us understand and address climate change? 3. What can ecofeminists learn from Standing Rock?
W 7	
2/25	<p style="text-align: center;">Queer Perspectives</p> <p>READING</p> <p>Gaard, Greta. Forthcoming. "Out of the Closet and into the Climate." In <i>Climate Futures: Re-Imagining Global Climate Justice</i>, edited by Kum-Kum Bhavnani, John Foran, Priya A. Kurian, and Debashish Munshi. London: Zed</p> <p>Further Reading:</p> <p>Sturgeon, Noël. 2009. "Penguin Family Values: The Nature of Planetary Environmental Reproductive Justice." Pp. 120-148 in <i>Environmentalism in Popular Culture</i>. Tucson: University of Arizona Press.</p> <p>Gaard, Greta. 2004. "Toward a Queer Ecofeminism." Pp. 21-44 in <i>New Perspectives on Environmental Justice: Gender, Sexuality, and Activism</i>, edited by Rachel Stein. New Brunswick: Rutgers University Press.</p> <p>Di Chiro, Giovanni. 2010. "Polluted Politics? Confronting Toxic Discourse, Sex Panic, and Eco-Normativity." Pp. 199-230 in <i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriona Mortimer-Sandilands and Bruce Erickson. Bloomington: Indiana University Press.</p>
2/27	<p>No Class</p> <p>Take-home essay exam, due on Canvas at midnight. Work on this essay throughout the first part of the semester.</p> <p>A bunch of people walk into a bar ... no, let's say a presidential debate. Among the speakers are 1) a feminist, 2) a gender scholar, 3) a person who identifies with a non-binary gender identity, 4) a scholar focused on representation, 5) an intersectionality theorist, 6) an environmental justice advocate, 7) an indigenous scholar who focuses on storytelling, 8) a masculinities scholar, 9) an ecofeminist, 10) and a queer theorist. The moderator poses the question: What is the relationship between gender and environment? Because these folks want to be president, they have very polished, concise, and evidence-based answers prepared.</p>

	<p>Draw on the readings from each of the respective class segments to answer this question from each speaker's perspective. You should be creative. Make the reader laugh, smile, feel sad and enjoy your paper. You should be rigorous in demonstrating your command of the key theories, concepts, and arguments from each perspective. Convince the reader that you can articulate how different gendered perspectives, which always intersect with other identities, shape how people interact with the environment on a personal, interactional, and structural level. You must cite <i>every</i> required reading up until this point. 8-10 pages. Sources must be cited appropriately and consistently in the reference style of your discipline. If you are Environmental Studies major, use Chicago Notes and Bibliography Style. This means you will need to adjust formatting of the references listed in the syllabus.</p>
	<p>KEY ISSUES AND DEBATES</p>
	<p>Population</p>
3/1	<p>READING</p> <p>Detraz. 2017. "Too Many People? Gender and Population Debates." Pp 69-93.</p> <p>Scranton, Roy. 2018. "Raising My Child in a Doomed World." <i>The New York Times</i>, July 18. https://www.nytimes.com/2018/07/16/opinion/climate-change-parenting.html</p> <p>Further Reading:</p> <p>Najam, Adil. 1996. "A Developing Countries' Perspective on Population, Environment, and Development." <i>Population Research and Policy Review</i> 15(1):1-19.</p> <p>ASSIGNMENT</p> <p>Discussion Questions (post answer on Canvas):</p> <ol style="list-style-type: none"> 1. Do you think over-population is a problem? Explain. 2. What do the readings suggest about this question? 3. Explain what a feminist perspective on population would be.
W 8	
3/4	No Class – Spring Break
3/6	No Class – Spring Break
3/8	No Class – Spring Break
W 9	
	<p>Consumption</p>
3/11	<p>READING</p> <p>Detraz. 2017. "Too Much Stuff? Gender and Debates about Consumption." Pp 94-119.</p> <p>ASSIGNMENT</p> <p>Discussion Question (post on Canvas):</p> <p>Create an in-depth and thought-provoking discussion question about this reading and topic.</p>
3/13	<p>Popular Culture</p>
	<p>READING</p>

	<p>Sturgeon, Noël. 2004. "The Power is Yours, Planeteers!" Race, Gender, and Sexuality in Children's Environmental Popular Culture." Pp. 262-276 in <i>New Perspectives on Environmental Justice: Gender, Sexuality, and Activism</i>, edited by Rachel Stein. New Brunswick: Rutgers University Press.</p> <p>ASSIGNMENT</p> <p>Popular Culture Essay, 1-2 pages plus media object: Bring in (on a printed page) an example of how gender and environment is portrayed in popular culture. This could be a TV show, a song, a film, a piece of art, or an online/social media commentary, that, upon reflection, tells us something about how gender and environment are treated in public and daily life. If you have an example from your own life (culture defined as "lived experience")—an experience you had, a comment from a family member—that you want to share (in addition to your other example), please do! Write an essay describing the messages of your piece of media and how these messages connect to course materials (readings/themes/discussions). Be prepared to present your example to the class.</p>
3/15	<p style="text-align: center;">Securitization</p> <p>READING</p> <p>Detraz. 2017. "Too Little Security? Gender and the Securitization of the Environment." Pp. 120-145.</p> <p>LaDuke, Winona. 1992. "An Indigenous Perspective on Feminism, Militarism, and the Environment." Pp 244-245 in <i>War After War</i>, edited by Nancy J. Peters. San Francisco: City Lights Books. (reprinted here: http://reimaginerpe.org/node/951).</p> <p>Pellow, David. N., Jasmine Vazin, Harrison Ashby, Michaela A. Austin, Sage Kime, Shannon Mcalpine, Yue (Rachel) Shen. "Environmental Injustice Behind Bars: Toxic Imprisonment in America." <i>UCSB Global Environmental Justice Project</i>. University of California, Santa Barbara. Pp 8-10. http://www.es.ucsb.edu/gejp/sites/secure.lsit.ucsb.edu/envs.d7_gejp-2/files/sitefiles/publication/PEJP%20Annual%20Report%202018.pdf</p> <p>Further Reading:</p> <p>Sturgeon, Noël. 2009, "Planetary Security, Militarism, and the Nature of Violence." Pp. 149-170 in <i>Environmentalism in Popular Culture</i>. Tucson: University of Arizona Press.</p> <p>Seager, Joni. 1996. "'Hysterical Housewives and Other Mad Women': Grassroots Environmental Organizing in the United States." Pp. 271-283 in <i>Feminist Political Ecology: Global Issues and Local Experiences</i>, edited by Dianne Rocheleau, Barbara Thomas-Slayter and Esther Wangari. London: Routledge.</p> <p>ASSIGNMENT</p> <p>Discussion Question (post on Canvas):</p> <p>1. Think of three top security concerns in the United States. How are gender and environment related to these?</p>
W 10	
3/18	<p style="text-align: center;">Risk</p> <p>READING</p> <p>Zelezny, Lynnette C., Poh-Pheng Chua, and Christina Aldrich. 2000. "New Ways of Thinking about Environmentalism: Elaborating on Gender Differences in Environmentalism." <i>Journal of Social Issues</i> 56(3):443-57.</p> <p>ASSIGNMENT</p> <p>Discussion Question (post on Canvas):</p>

	<p>1. What are at three gendered trends in risk perception?</p> <p>2. What explains these trends?</p> <p>In groups, you will choose one of the abstracts below to read and report back to the class about. Your task will be to tell us: 1) what are the main findings of the article? (refer to the full text if needed) 2) how do the findings relate to our core reading (Zelezney et al. 2000) and our course more broadly?</p> <ol style="list-style-type: none"> 1. Laws, Barton, et al. 2015. "Gender, Ethnicity and Environmental Risk Perception Revisited: The Importance of Residential Location." <i>Journal of Community Health</i> 40(5): 948–955. https://doi.org.ezproxy.csbsju.edu/10.1007/s10900-015-0017-1 2. Davidson, Debra and Michael Haan. 2012. "Gender, Political Ideology, and Climate Change Beliefs in an Extractive Industry Community." <i>Population & Environment</i> 34(2):217-34. https://link.springer.com/article/10.1007/s11111-011-0156-y (full text) 3. Saleh Safi, Ahmad, William James Smith, and Zhnongwei Liu. 2012. "Rural Nevada and Climate Change: Vulnerability, Beliefs, and Risk Perception." <i>Risk Analysis: An International Journal</i> 32(6):1041-59. https://doi.org/10.1111/j.1539-6924.2012.01836.x (full text) 4. McCright, Aaron M. and Riley E. Dunlap. 2011. "Cool Dudes: The Denial of Climate Change Among Conservative White Males in the United States." <i>Global Environmental Change</i> 21(4):1163-72. http://dx.doi.org/10.1016/j.gloenvcha.2011.06.003 (full text) 5. McCright, Aaron M. 2010. "The Effects of Gender on Climate Change Knowledge and Concern in the American Public." <i>Population and Environment</i> 32(1):66-87. https://link.springer.com/article/10.1007/s11111-010-0113-1 (full text) 6. Norgaard, Kari Marie. 2007. "The Politics of Invasive Weed Management: Gender, Race, and Risk Perception in Rural California*." <i>Rural Sociology</i> 72 (3): 450–77. doi:10.1526/003601107781799263. (full text) 7. K, Brent. 2004. "Gender, Race, and Perceived Environmental Risk: The "White Male" Effect in Cancer Alley, LA." <i>Sociological Spectrum</i> 24(4):453-78. https://doi.org.ezproxy.csbsju.edu/10.1080/02732170490459485 (canvas) <p>Further Reading:</p> <p>Davidson, Debra J. and Wiluam R. Freudenburg. 1996. "Gender and Environmental Risk Concerns: A Review and Analysis of Available Research." <i>Environment and Behavior</i> 28(3):302-39. http://eab.sagepub.com/content/28/3/302.abstract</p> <p>Zhou, Min. 2015. "Public Environmental Skepticism: A Cross-national and Multilevel Analysis." <i>International Sociology</i> 30(1):61-85.</p> <p>Gustafson, Per E. 1998. "Gender Differences in Risk Perception: Theoretical and Methodological Perspectives." <i>Risk Analysis</i> 18(6):805-11.</p> <p>Beck, Ulrich. 1992. <i>Risk Society: Towards a New Modernity</i>. London: Sage Publications.</p>
	Health
3/20	<p>READING</p> <p>Gaard, Greta. 2013. "Toward a Feminist Postcolonial Milk Studies." <i>American Quarterly</i> 65(3):595-618. http://muse.jhu.edu/journals/aq/summary/v065/65.3.gaard.html</p> <p>Film (excerpts in class this week):</p> <p>Chevannes, Chanda. 2010. <i>Living Downstream</i>. DVD. The People's Picture Company Inc. 85 minutes https://CSBSJU.on.worldcat.org/oclc/1055759659</p>

	<p>Further Reading:</p> <p>LaDuke, Winona. 1999. "Awkwesasne: Mohawk Mothers' Milk and PCBs." Pp. 11-26 in <i>All Our Relations</i>. Cambridge: South End Press.</p> <p>Toxic Waste: "Lois Gibbs Love Canal Homemaker Turned Activist" 1996. Address to Community Chemical Hazardous Awareness Seminar on August 29th in Phoenix. https://www.youtube.com/watch?v=vTWIE-Fnh_c</p> <p>ASSIGNMENT</p> <p>Discussion Question (post on Canvas):</p> <p>1. What is the most surprising thing you read in Gaard's article? Why is it surprising? This can be something you agreed or did not agree with. Explain what you think about the issue you raise.</p>
3/22	<p>READING</p> <p>Sze, Julie. 2004. "Gender, Asthma Politics, and Urban Environmental Justice Activism." Pp. 177-190 in <i>New Perspectives on Environmental Justice: Gender, Sexuality, and Activism</i>, edited by Rachel Stein. New Brunswick: Rutgers University Press.</p> <p>Harvard, Dawn Memee. 2015. <i>Extreme Extraction and Sexual Violence Against Indigenous Women in the Great Plains</i>. Callaway, MN: Honor the Earth. https://d3n8a8pro7vhmx.cloudfront.net/honorearth/pages/2076/attachments/original/1433357727/UN_submission_sex_trafficking_and_extreme_oil.docx?1433357727.</p> <p>Steingraber, Sandra. 2014. "Pinkwashing: Fracking Company Teams Up with Susan G. Komen to 'End Cancer Forever.'" <i>Ecowatch</i>, October 9th. http://ecowatch.com/2014/10/08/pinkwashing-susan-korman-baker-hughes/</p> <p>Further Reading:</p> <p>Dean, Dave. 2013. "Native American Women Are Being Sold into the Sex Trade on Ships Along Lake Superior." <i>Vice</i>, August 26 https://www.vice.com/en_us/article/gq8xnx/first-nations-women-are-being-sold-into-the-sex-trade-on-ships-along-lake-superior?utm_campaign=sharebutton&fbclid=iwar2vq2l_ixfl8rkpdjug_weltehfywa98ryxnamqn_vujqbtmmpms1mn--q</p> <p>Lucas, Anne E. 2004. "No Remedy for the Inuit: Accountability for Environmental Harms under U.S. and International Law." Pp. 191-208 in <i>New Perspectives on Environmental Justice: Gender, Sexuality, and Activism</i>, edited by Rachel Stein. New Brunswick: Rutgers University Press.</p> <p>Further Reading:</p> <p>The Daily Show: Breast Cancer Action's executive director Karuna Jaggar was featured on The Daily Show, explaining this year's most egregious pinkwashing partnership, involving Komen and fracking company Baker Hughes. http://breastcancerconsortium.net/pink-fracking-drill-bits-on-the-daily-show/</p> <p>Fracking: Fox, Josh. 2010. <i>Gasland</i>. DVD. New York: Docurama Films. 107 minutes. https://www.youtube.com/watch?v=6mp4ELXKv-w</p> <p>World Health Organization. 2014. <i>Gender Climate Change and Health</i> http://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf</p> <p>ASSIGNMENT</p> <p>Proposal meetings should be completed by today</p> <p>Discussion Question (post on Canvas):</p>

	<ol style="list-style-type: none"> 1. Why is asthma management gendered? 2. How is energy extraction related to violence against indigenous women? 3. What is pinkwashing?
W 11	
3/25	<p>READING</p> <p>Voyles, Traci Brynne. 2015. "Hot Spots: Justice, Power, and Gender in the Radioactive Present. Pp 117-150 in <i>Wastelanding: Legacies of Uranium Mining in Navajo Country</i>. Minneapolis: University of MN Press.</p> <p>ASSIGNMENT</p> <p>Discussion Question (post on Canvas):</p> <p>How is nuclearism gendered? Provide three examples.</p>
3/27	<p style="text-align: center;">Food</p> <p>READING</p> <p>Adams, Carol. 1996. "Ecofeminism and the Eating of Animals." Pp. 114-36 in <i>Ecological Feminist Philosophies</i>, edited by Karen J. Warren. Bloomington: Indiana University Press.</p> <p>Pilgeram, Ryanne. 2012. "Social Sustainability and the White, Nuclear Family: Constructions of Gender, Race, and Class at a Northwest Farmers' Market." <i>Race, Class & Gender</i> 19:37-60.</p> <p>ASSIGNMENT</p> <p>Discussion Question (post on Canvas):</p> <ol style="list-style-type: none"> 1. What are two types of feminism that Adams highlights and how do they view meat consumption? 2. What, does Adams argue, is the ecofeminist argument for not eating meat? 3. What restricts equality at the farmer's market, according to Pilgeram?
3/29	<p style="text-align: center;">Work</p> <p>READING</p> <p>Rolston, Jessica. 2014. "Tomboys and Softies." Pp 115-145 in <i>Mining Coal and Undermining Gender: Rhythms of Work and Family in the American West</i>. Rutgers University Press. http://ebookcentral.proquest.com/lib/csbsju/detail.action?docID=1651775.</p> <p>ASSIGNMENT</p> <p>Discussion Question (post on Canvas):</p> <ol style="list-style-type: none"> 1. What does "tomboy" and "softie" mean for coal miners in Wyoming? 2. Why does Rolston think these gender identities are important?
W 12	
4/1	<p style="text-align: center;">Development</p> <p>READING</p> <p>Bhavnani, Kum-Kum, John Foran, and Priya A. Kurian. 2016. "An Introduction to Women, Culture and Development." Pp. 1-25 in <i>Feminist Futures: Re-imagining Women, Culture and Development</i>, edited by Kum-Kum Bhavnani, John Foran, and Priya A. Kurian. New York: Zed Books.</p>

	<p>Grosse, Corrie. 2016. "Fair Care? How Ecuadorian Women Negotiate Childcare in Fair Trade Flower Production." <i>Women's Studies International Forum</i> 57:30-37.</p> <p>Additional Readings:</p> <p>Bhavnani, Kum-Kum, John Foran, and Molly Talcott. 2005. "The Red, the Green, the Black, and the Purple: Reclaiming Development, Resisting Globalization." Pp. 323-31 in <i>Critical Globalization Studies</i>, edited by Richard P. Appelbaum, and William I. Robinson. New York: Routledge.</p> <p>Millennium Development Goals – Goal 3: Promote Gender Equality and Empower Women</p> <p>Oxfam. 2017. <i>An Economy that Works for Women</i>. Cowley, Oxford: Oxfam GB. https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bp-an-economy-that-works-for-women-020317-en.pdf</p> <p>ASSIGNMENT</p> <p>Discussion Question (post on Canvas):</p> <ol style="list-style-type: none"> 1. What is the women, culture, development approach? Why is it useful, according to the authors? 2. How does Fairtrade fall short for Ecuadorian women flower workers?
	Climate Change and Gender: Introduction
4/3	<p>READING</p> <p>Dankelman, Irene. 2010. "Introduction." Pp. 1-18 in <i>Gender and Climate Change: An Introduction</i> Sterling, VA: Earthscan</p> <p>Detraz. 2017. "Conclusion: Gendered Sustainability and Justice in Climate Change Debates." Pp 145-165.</p> <p>Further Reading</p> <p>Sierra Club. 2018. Women on the Move in a Changing Climate: A Discussion Paper on Gender, Climate & Mobility. https://www.sierraclub.org/sites/www.sierraclub.org/files/uploads-wysiwig/Women%20On%20The%20Move%20In%20A%20Changing%20Climate%20report.pdf</p>
4/5	<p>READING</p> <p>MacGregor, Sherilyn. 2010. "A Stranger Silence Still: The Need for Feminist Social Research on Climate Change." <i>The Sociological Review</i> 57:124-40. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-954X.2010.01889.x/abstract</p> <p>Further Reading</p> <p>Seager, Joni. 2009. "Death by Degrees: Taking a Feminist Hard Look at the 2° Climate Policy." <i>KVINDER, KØN & FORSKNING</i> 3(4):11-21. https://tidsskrift.dk/index.php/KKF/article/view/44305/84084</p> <p>Spitzner, Meike. 2009. "How Global Warming Is Gendered: A View from the EU." Pp. 218-29 in <i>Eco-Sufficiency and Global Justice: Women Write Political Ecology</i>, edited by A. Salleh. New York: Pluto Press and Spinifex Press.</p> <p>ASSIGNMENT</p> <p>Discussion Question (post on Canvas):</p> <ol style="list-style-type: none"> 1. Why do we need feminist social science research on climate change?
W 13	
4/8	READING

	<p>Kaijser, Anna and Annica Kronsell. 2014. "Climate Change Through the Lens of Intersectionality." <i>Environmental Politics</i> 23(3):417-33. (read 420-430 unless you need a review of intersectionality)</p> <p>Jantarasami, L.C., R. Novak, R. Delgado, E. Marino, S. McNeeley, C. Narducci, J. Raymond-Yakoubian, L. Singletary, and K. Powys Whyte, 2018: Tribes and Indigenous Peoples. In <i>Impacts, Risks, and Adaptation in the United States: Fourth National Climate Assessment, Volume II</i> [Reidmiller, D.R., C.W. Avery, D.R. Easterling, K.E. Kunkel, K.L.M. Lewis, T.K. Maycock, and B.C. Stewart (eds.)]. U.S. Global Change Research Program, Washington, DC, USA, pp. 572–603. doi: 10.7930/NCA4.2018.CH15. https://nca2018.globalchange.gov/chapter/15/ (read Pp 573-587)</p> <p>Indigenous Peoples Terminology for NCA4 U.S. Indigenous Peoples Resilience Actions map</p> <p>Further Reading:</p> <p>Bennett, T. M. B., N. G. Maynard, P. Cochran, R. Gough, K. Lynn, J. Maldonado, G. Voggesser, S. Wotkyns, and K. Cozzetto, 2014: Ch. 12: Indigenous Peoples, Lands, and Resources. <i>Climate Change Impacts in the United States: The Third National Climate Assessment</i>, J. M. Melillo, Terese (T.C.) Richmond, and G. W. Yohe, Eds., U.S. Global Change Research Program, 297- 317. doi:10.7930/J09G5JR1. (10 pages) https://nca2014.globalchange.gov/report/sectors/indigenous-peoples</p> <p>Discussion Question (post on Canvas):</p> <p>1. Kaijser and Kronsell provide ideas for how to conduct intersectional analysis of climate change. How are their ideas illustrated or not in the National Climate Assessment chapter on indigenous peoples?</p>
	Climate Change in the Global South
4/10	<p>READING: TBA</p> <p>Nellemann, C., Verma, R., and Hislop, L. eds. 2011. <i>Women at the Frontline of Climate Change: Gender Risks and Hopes</i>. A Rapid Response Assessment. United Nations Environment Programme, GRID-Arendal. http://www.grida.no/publications/rr/women-and-climate-change/ * pages 1-36</p> <p>Discussion Question (post on Canvas):</p> <p>1. TBA</p>
4/12	<p>READING: TBA</p> <p>Nellemann, C., Verma, R., and Hislop, L. eds. 2011. <i>Women at the Frontline of Climate Change: Gender Risks and Hopes</i>. A Rapid Response Assessment. United Nations Environment Programme, GRID-Arendal. http://www.grida.no/publications/rr/women-and-climate-change/ * pages 36 – 60</p> <p>Further Reading:</p> <p>International Fund for Agricultural Development (IFAD). 2014. <i>The Gender Advantage: Women on the Front Line of Climate Change</i>. (19 pages) https://reliefweb.int/sites/reliefweb.int/files/resources/gender_0.pdf</p> <p>Discussion Question (post on Canvas):</p> <p>1. TBA</p>
W 14	
4/15	Asia Pacific Region

	<p>READING</p> <p>ARROW. 2017. Sex, Rights, Gender in the Age of Climate Change. (21 pages)</p> <p>ARROW. 2017. Women’s Health and Climate Change. (18 pages)</p> <p>Film (in class)</p> <p>The Women of Sarawak and Mindoro : The Invisible Battle of Climate Change (7:21) https://www.youtube.com/watch?v=3A8c6pMirpI&feature=youtu.be</p> <p>Further Reading:</p> <p>ARROW 2017. Raising the Bar on Asian Women’s SRHR in the Age of Climate Change.</p> <p>Discussion Question (post on Canvas):</p> <p>1. TBA</p>
	<p>Climate Change and Masculinities</p>
4/17	<p>READING</p> <p>Vinyeta, Kirsten, Kyle Powys Whyte, and Kathy Lynn. 2016. Indigenous Masculinities in a Changing Climate: Vulnerability and Resilience in the United States. In <i>Men, Masculinities and Disaster</i>. Edited by Elaine Enarson and Bob Pease. Routledge.</p> <p>Fleming, Jim. 2017. Excuse Us, While We Fix the Sky: WEIRD Supermen and Climate Engineering. <i>RCC Perspectives</i>, (4), 23-28. Retrieved from http://www.jstor.org/stable/26241451</p> <p>Gonda, Noémi. 2017. "Rural Masculinities in Tension: Barriers to Climate Change Adaptation in Nicaragua." <i>RCC Perspectives</i>, no. 4: 69-76. http://www.jstor.org/stable/26241457.</p> <p>Chan, Jody, and Curnow, Joe. 2017. Taking Up Space: Men, Masculinity, and the Student Climate Movement. <i>RCC Perspectives</i>, (4), 77-86. Retrieved from http://www.jstor.org/stable/26241458</p> <p>Further reading:</p> <p>Men Engage Alliance. Men, Masculinities & Climate Change: A Discussion Paper. https://promundoglobal.org/resources/men-masculinities-climate-change-discussion-paper/</p> <p>Discussion Question (post on Canvas):</p> <p>1. TBA</p>
4/19	No Class, Easter Break
W 15	
4/22	No Class, Easter Break
	<p>Solutions and Activism</p>
4/24	<p>READING TBA</p> <p>WECF. 2018. Gender Just Climate Solutions. http://www.wecf.eu/download/2018/12%20Dezember/2018GenderJustClimateSolutionsEnglish.pdf</p> <p>Hallum-Montes, Rachel. 2012. “Para el Bien Común” Indigenous Women’s Environmental Activism and Community Care Work in Guatemala.” <i>Race, Gender & Class</i> 19(1/2):104-30.</p> <p>Film (in class)</p> <p>Oxfam. Sisters on the Planet https://www.oxfamamerica.org/explore/about-oxfam/ambassadors/sisters-on-the-planet/</p>

	<p>Further Reading</p> <p>Climate Solutions: Women at the Fore. The New Climate Economy. Fact Sheet. (Canvas)</p> <p>The New Climate Economy. 2018. Unlocking the Inclusive Growth Story of the 21st Century: Accelerating Climate Action in Urgent Times. https://newclimateeconomy.report/2018/</p> <p>ASSIGNMENT</p> <p>Come prepared to discuss your favorite solution from the readings and why you like it.</p>
4/26	<p style="text-align: center;">Women's Leadership</p> <p>READING TBA</p> <p>2017. Rising Currents Stronger Movements. https://youngfeministclimatestorytelling.wordpress.com/download-the-zine/</p> <p>Videos of Powerful Women on Climate Justice (selections in class)</p> <p>Discussion Question (post on Canvas):</p> <p>1. TBA</p>
W 16	Presentations: Solutions
4/29	<p>READINGS TBA</p> <p>Review Grading Rubric</p> <p>Post presentation here, at least 15 minutes before class.</p> <p>Submit presentation feedback in Discussion section.</p>
5/1	<p>READINGS TBA</p> <p>Review Grading Rubric</p> <p>Post presentation here, at least 15 minutes before class.</p> <p>Submit presentation feedback in Discussion section.</p>
5/3	<p>READINGS TBA</p> <p>Review Grading Rubric</p> <p>Post presentation here, at least 15 minutes before class.</p> <p>Submit presentation feedback in Discussion section.</p>
	<p>Final Paper</p> <p>Due May 9, midnight, on Canvas. Submit here. No hard copy needed. Submit just one paper per group.</p>

Have a wonderful Summer!