

**CSUS 858**  
**Gender and Environment**

Fall 2017  
Tuesdays 11:30am – 2:20 pm  
Room 118 Farrall Ag. Engineering Hall

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Course Instructor:

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Office hours: Wed 10:00-12:00 (Berkey office)  
and by appointment

**COURSE DESCRIPTION<sup>1</sup>**

This multi-disciplinary course acquaints graduate students with the key debates and theoretical approaches involved in understanding environmental concerns from a gender and justice perspective. The course is intended for students in the social sciences and in agricultural and natural resources who, while familiar with their own disciplinary approaches to environmental studies, are not acquainted with those used in other disciplines and are not familiar with gendered perspectives on environmental change or activism. Growing concern for the protection of the environment and for the development of more sustainable ecological systems have led policymakers and scholars to consider ways in which gender, class, and race mediate human-environment interactions. The course examines conceptual issues related to ecological systems, environmental policy, gender studies, and justice and equity concerns. It critically examines the complex intersections of environmental actors, agencies, and institutions in the global arena through a focus on contested gender power relations. Many of the readings and other materials used in the class are global (that includes both north and south perspectives) in focus in order to acquaint students with the similarities and differences in gendered relationships to the environment, access to resources, and in their environmental activism. We also consider localized dimensions to these challenges.

**LEARNING OUTCOMES**

By the end of the semester, students should be able to demonstrate the following:

- 1) A critical perspective on key concepts and fundamental theoretical issues in environmental and gender studies;
- 2) An understanding of arguments surrounding current debate on gender and the environment;

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<sup>1</sup> Like all social relations, it takes a village to design a course. This syllabus is indebted to the intellectual contributions of Professors Ann Ferguson, Tracy Dobson, Soma Chaudhuri and Meredith Gore.

- 3) A familiarity with some of the various critical approaches that inform gender and environment studies;
- 4) The competence to critically assess underlying assumptions of contemporary theory and discourse on the environment, on sustainability, and on gender relations; and
- 5) The competence to discuss gender, environment and activism among people with diverse backgrounds and disciplines.

*Note ...* The phrase ‘critical thinking’ is often overused or used ambiguously with few empirical measures to assess its presence/use. There are many definitions in the literature but for the purposes of this course I will adopt that developed by Green and Klug (1990). Critical thinking is:

1. Does the writer indicate an awareness of historical, cultural, and social structural (e.g., class, gender, age, race) contexts?
2. How adequate is the logic of the argument? Some common logical goals to look for:
  - uses evidence selectively, or uses out-of-date evidence, or uses examples of dubious pertinence
  - generalizes from personal experience
  - uses ad hominem arguments
  - fails to define key terms or uses circular definitions
  - insensitive to weaknesses and contradictions in own logic and/or evidence
  - appeals to numbers or prevailing opinion (e.g., "we all know that..."; "since most people think that...it follows that..."the bandwagon rationale)
  - not sensitive to questions of reliability and validity of evidence
  - oversimplifies or misrepresents opponents' arguments-the straw person fallacy
  - value assumptions left unstated and unrecognized
  - cites the opinions of persons whose expertise is dubious or undocumented

## **COURSE STRUCTURE, ASSIGNMENTS and TENTATIVE SCHEDULE**

This course has been designed to operate as a traditional graduate seminar where discussion and evaluation take center stage. You will be assigned readings for each class session. It is your responsibility to retrieve the readings by either accessing them on-line or locating them on the course website. The course website will be hosted by Schoology, a very user-friendly learning management system. Readings, the course syllabus and other handouts will be posted on the course site in Schoology. To set up your account on Schoology, go to <https://www.schoology.com/> and click on the icon “Sign Up” at the top right on the home page. The sign up process is very easy and will walk you through the very few steps required. You will need to access our class specifically once you are in the system and for that you will need a code. Your Schoology access code is: **G8FZK-NGMPC**.

You should approach readings (and class lectures) with a healthy degree of critical thinking. I also urge you to bring your own unique disciplinary lens to bear on the readings and share your

insights with the class to enrich all our learning. That will help you gain a better understanding of the subject matter and will make you a better student as well.

### **Assignments and Course Evaluation**

Evaluation for this course will be determined on the following criteria. Each of the criteria is more fully elaborated below.

Activity	Value	Date Due
Attendance/Participation	10%	weekly
Facilitation	20%	TBD
Critical Reflection Commentaries	20%	weekly
Annotated Bibliography	25%	Nov 28
Poster Presentation	25%	Dec. 13

#### **I. Attendance/Participation**

All students are expected to regularly attend class, be on time, to complete the assigned readings PRIOR to each class meeting, and to participate in class discussions. Your attendance and engagement will make or break your experience in this course. From time to time we will have guest presenters to discuss their research. We want to encourage you to think about this learning opportunity as the responsibility of each course member. In general, at MSU, we tend to follow the “Carnegie rule” regarding workload. That means that I expect 2-3 hours of work outside the class for every one hour spent in the class. This means that the class requires approximately 6-9 hours total of outside class work per week *on average*.

All students are required to come to class with at least 3 questions on the assigned readings. Also submit these along with your weekly reflection (they can be in the same document). Students will be graded on the quality of the questions posed and use of the questions to stimulate class discussions. You have to show improvement in your ability to think critically throughout the course of the semester. If you cannot make a class meeting, it is your responsibility to contact me via email before the class. Failure to turn in assignments on a timely basis given you have missed class without notifying me will result in a zero for the assignment.

#### **II. Course Facilitation**

Each student will act as a facilitator for one session. The primary task of a facilitator is to stimulate reflection, critique and synthesis of the assigned readings for that day and to bring the assigned readings into conversation with previous readings. I have placed class facilitation tips on the course website and a template for a lesson plan. The goal of this exercise is not simply to ‘keep the conversation going’, but to treat this exercise as a learning opportunity about how to lead a graduate seminar. As many of you have academic career aspirations, such opportunities are valuable for cultivating your teaching skills and I trust you will approach this exercise in that spirit. You may meet with me before your class to discuss your lesson plan if desired. This is strongly advised. I will also be able to give you constructive feedback and ideas for readings, plans, activities, etc. You will not be alone, as I see this as a co-designed class process, with you in the lead. Next week we will determine our assigned course facilitation schedule.

### III. Critical Reflection Commentaries

Each student will submit 10 critical reflection essays over the course of the semester. Each essay should be between 2-3 pages long.

The point of these essays is to integrate what you are reading and hearing. For each essay, you will select two readings from two DIFFERENT class sessions. The task is to critically reflect on these two readings and the relationship between them. For example, you might consider how the arguments are similar? How are they different? How do they approach gender in the context of the environment? How does each think of nature as a delineator of gender relations?

Your papers should be more than simple summaries of the arguments of the assigned readings. You should provide critical, intellectual, engaging, and thoughtful consideration of the readings AND clearly articulate and evaluate the points the author(s) are making in the readings. Bring the readings into dialogue with one another. Critical commentaries are to be submitted electronically by 5 pm on the Monday night prior to class. Be sure to number each essay and also be careful to avoid the trap of over-description...analysis is our objective.

### IV. Annotated Bibliography

I hope you will use this class to think about your own research interests and engage in preliminary work needed to launch your scholarly career. To that end, this assignment gives you the chance to begin this work. The annotated bibliography is a listing of valuable articles that can help you become familiar with a body of scholarship, accompanied by a summary of the work and a critique of it. You might consider including a note of how you might be able to fit it in a paper you may write. **Your annotated bibliography should have a minimum of each of the article/chapter we read for the semester, plus an additional 10 entries that reflect your interest.** For more information on how to develop an annotated bibliography check out the Purdue On-line Writing Lab for more information on annotated bibliographies at: <http://owl.english.purdue.edu/owl/resource/614/01/>.

**Format of written work:** You should adhere to a publication manual for citation of sources in your written work. You may already be familiar with a certain style of citation, in which case you may use the style with which you are most familiar. If you are not currently using a particular style, we recommend using the Publication Manual of the American Sociological Association (ASA). Proofread your written work carefully. Errors in spelling, format, grammar, and clarity of thought will affect the grading of all written work, as will failure to cite sources appropriately. See *Schoology* for a guide to ASA citations.

### V. Poster Presentation

Each student will present a professional-quality poster during the final course meeting. A poster is a visual display of figures, tables, and text designed to communicate your topic. It is composed of a short title, an introduction to your critical question, review of literature, methods (if any), key findings, synthesis, conclusion, and implications. A person should be able to fully read your poster in approximately 10 minutes. Students should be prepared to present their posters to their peers and professors and answer questions/comments. Your peers will be evaluating your poster during the presentation session at the end of the term. You will receive a handout on the criteria.

**Poster Topics:** You may choose to go into greater depth on a topic covered in class, or you may choose to cover another topic that we did not have time to cover. All topics must be preapproved by Dr. Wright. Students are required to submit the title of their poster with a 250-300 word abstract by **October 3**.

**Design and Layout:** All posters should be 91x142 cm and in color. You can attempt to build a poster by cutting and pasting content onto panels of colored matte board, the default method for most of the last century. Such handcrafted posters, when properly executed, are often superior to anything that you could make with a poster printer, but to do them well is a challenge for the busy and artistically challenged. Template files for scientific posters can be found on the internet by conducting a search in Google for “poster template” and then adding the application name (e.g., PowerPoint). Your poster should be readable from 2 meters away. Be sure you have a good amount of blank space which is critical for a readable poster. Resist the temptation to use this blank space to cram in more background information; a good rule of thumb is 35% blank space.

**Section Headings and Content:**

1. Title: This should convey the "issue," the approach, and the system. It needs to be catchy in order to "reel in" passersby. [Maximum length: 1-2 lines.]
2. Introduction: Get your viewer interested about the issue or question while using the absolute minimum of background information and definitions. Quickly place your issue in the context of a gender issue and provide a description of your approach. Provide a clear thesis statement. You may opt to use a photograph in this section if it can get your viewers oriented to your study question quickly. [Maximum length: approximately 150 words.]
3. Review of literature. Briefly describe the knowledge base surrounding your topic and identify gaps in understanding [Maximum length: approximately 150 words]
4. Materials and methods (if any): Briefly describe your methods, perhaps using a figure to illustrate your design and a flow chart (text or drawings within boxes connected by arrows) to summarize key steps. If you were presenting the results from a study, this is where you would layout your research methods. For the purposes of this assignment, use this section to explain how you went about collecting information. [Maximum length: approximately 100 words.]
5. Results and synthesis: Present succinct statements of your key findings and synthesis linked to figures, tables, or charts.
6. Discussion/Conclusions: A few concise statements to convey your take home messages with a particular emphasis on gender. [Maximum length: approximately 200 words.]
7. Implications. Briefly describe the implications for gender, justice and the environment. [Maximum length: approximately 150 words.]
8. Literature cited: Putting this on your poster will make it look cluttered. Instead, provide a handout with this information.

**Printing:** There are a number of on and off-campus options available for poster printing. MSU Libraries has large printers, called plotters, where you can print large items like posters. The plotter printers are located in the Copy Center, on the 2nd floor west of the Main Library. You can even reserve a time slot. I suggest you price printing at a variety of print shops and make sure you tell them you are a MSU student. Most print shops require at LEAST 48 hours to print a

poster, so make sure you plan in advance. Many print shops will let you view a proof of your poster before printing the final version.

### **Useful literature:**

Block, S. 1996. The DOs and DON'Ts of poster presentation. *Biophysical Journal* 71:3527-3529.  
Briscoe, M.H. 1996. Preparing Scientific Illustrations: A Guide to Better Posters, Presentations, and Publications, 2nd ed. Springer-Verlag, New York.  
Keegan, D.A., and S.L. Bannister. 2003. Effect of color coordination of attire with poster presentation on poster popularity. *Canadian Medical Association Journal* 169:1291-1292.  
Wolcott, T.G. 1997. Mortal sins in poster presentations or, How to give the poster no one remembers. *Newsletter of the Society for Integrative and Comparative Biology* Fall:10-11.  
Woolsey, J. D. 1989. Combating poster fatigue: how to use visual grammar and analysis to effect better visual communications. *Trends in Neurosciences* 12:325-332.

### **Additional resources:**

1. <http://www.ncsu.edu/project/posters/NewSite/>
2. <http://ublib.buffalo.edu/asl/guides/bio/posters.html>
2. <http://writingcenter.gmu.edu/resources-template.php?id=52>

### **GRADING**

Course grades will be determined using the following scale:

Grade Point	Percentage
4.0	90.0%-100%
3.5	85.0%-89.9%
3.0	80.0%-84.9%
2.5	75.0%-79.9%
2.0	70.0%-74.9%
1.5	65.0%-69.9%
1.0	60.0%-64.9%
0.0	Below 60.0%

**Accommodations:** If you need an accommodation based on the effect of a disability, you should contact me as soon as possible.

**Academic dishonesty:** Academic honesty is fundamental to the activities and principles of Michigan State University. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult your instructor for guidance. To learn more about plagiarism and how to avoid it, visit [www.library.ualberta.ca/guides/plagiarism](http://www.library.ualberta.ca/guides/plagiarism). Unless authorized by me, you are expected to complete all course assignments without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Visit this MSU website to learn more about this policy: <https://www.msu.edu/~ombud/academic-integrity/index.html#integrity>.

**Spartan Code of Honor:** “As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

**Religious Holidays:** Per the MSU policy on religious holidays, we are sensitive to the observance of holidays so that students who absent themselves from class on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements with me in advance.

### **On Campus Emergency Statement**

In the event of an emergency arising within the classroom, Dr. Wright will notify you of what actions may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, “shelter-in-place,” and “secure-in-place” guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

## **TENTATIVE SCHEDULE OF READINGS**

### **PART 1: CRITICAL CONCEPTS: *Gender, Environment, Justice***

#### **Week 1: (9/5/17) Introduction, Overview and Framework for Academic Success**

Wright, Wynne. 2016. Gender & Environment CSUS 858 Course Syllabus.

#### **Week 2: (9/12/17) Conceptualizing Sex & Gender**

Scott, Joan W. 1986. "Gender, A Useful Category of Historical Analysis." *The American Historical Review*, 91(5): 1053-1075.

[https://www.jstor.org/stable/pdf/1864376.pdf?\\_=1471452569245](https://www.jstor.org/stable/pdf/1864376.pdf?_=1471452569245)

Lorber, Judith. 2005. “The Variety of Feminisms and Their Contributions to Gender Equality.” Pp 1-21 in *Gender Inequality: Feminist Theories and Politics*. Los Angeles: Roxbury Publishing Company. <http://oops.uni-oldenburg.de/1269/1/ur97.pdf>.

Cleaver, Frances. 2002. “Men & Masculinities: New Directions in Gender & Development.” Pp. 1-27 in *Masculinities Matter: Men, Gender & Development*, F. Cleaver, ed. London: Zed Books.



Rolston, Jessica Smith. 2010. "Talk about Technology: Negotiating Gender Difference in Wyoming Coal Communities." *Signs* 35(4) 893-918.

<http://www.journals.uchicago.edu/doi/pdfplus/10.1086/651039>

Additional Readings:

Lorber, Judith. 2005. "Framing the Issues: Gender Theory and Degendering." Pp. 3-38 in *Breaking the Bowls: Degendering and Feminist Change*. New York: W.W. Norton.

Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge (Ch. 1).

West, Candace and Don H. Zimmerman. 2002. "Doing Gender." In S. Fenstermaker and C. West, eds. *Doing Gender, Doing Difference: Inequality, Power, and Institutional Change*. New York: Routledge.

**Week 3: (9/19/17) Envisioning Diversity and Difference**

Acker, Joan. 2006. "Inequality Regimes: Gender, Class and Race in Organizations." *Gender and Society*, 20(4): 441-464. <http://gas.sagepub.com/content/20/4/441.full.pdf+html>

Hill, Patricia Collins. "Defining Black Feminist Thought." Chapter 2 in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, 19-40. New York: Routledge: Routledge, Chapman and Hill, Inc., 1990.

Mohanty, Chandra Talpade. 2003. "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles". *Signs: Journal of Women in Culture and Society*. 28 (2): 499–535.

Retrieve at: <http://www.journals.uchicago.edu/doi/pdfplus/10.1086/342914>

Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43 (6):1241-1229. Retrieve at: <https://www.jstor.org/stable/pdf/1229039.pdf?refreqid=excelsior%3A904413255374be60f6c178ce0e20968d>

Additional Readings:

Guy-Sheftall, Beverly, ed. "The Combahee River Collective: A Black Feminist Statement." *Words of Fire: An Anthology of African-American Feminist Thought*, 231-240. New York: W.W. Norton & Company, 1995.

hooks, bell. 2000. "Black Women: Shaping Feminist Theory." Pp. 1-15 in *Feminist Theory: From Margin to Center*. Cambridge MA: South End Press.

[https://diyworkshop.noblogs.org/files/2015/10/Bell\\_Hooks\\_Feminist\\_Theory\\_from\\_Margin\\_to\\_CenteBookZZ.org\\_.pdf](https://diyworkshop.noblogs.org/files/2015/10/Bell_Hooks_Feminist_Theory_from_Margin_to_CenteBookZZ.org_.pdf)

Taylor, Dorceta E. 1997. "American Environmentalism: The Role of Race, Class, and Gender, 1820–1995." *Race, Gender & Class* 5(1): 16–62.



Finger, A. and Rosner, V. (eds.) 2001. Forum: Doing Feminism in Interdisciplinary Contexts, *Feminist Studies* 27(3):499-531.

Moore, Donald, Anand Pandian, and Jake Kosek. 2003. Pp. 1-49 in *Race, Nature, and the Politics of Difference*, edited by D. Moore, A. Pandian, and J. Kosek. Durham, NC: Duke University Press.

Lorde, Audre. 1983. "An Open Letter to Mary Daly." In *This Bridge Called My Back: Writings by Radical Women of Color*. Pp. 94-97.

<http://www.historyisaweapon.com/defcon1/lordeopenlettertomarydaly.html>

Johnson-Odim, Cheryl. 1991. "Common Themes, Different Contexts: Third World Women and Feminism," In *Third World Women and the Politics of Feminism* edited by C.T. Mohanty, A. Russo and L. Torres. Bloomington and Indianapolis: Indiana University Press, pp. 314-327.

#### **Week 4: (9/26/17) Feminist Perspectives on Science**

Harding, Sandra. 1986. "From the Woman Question in Science to the Science Question in Feminism," Chapter 1 in *The Science Question in Feminism*. Ithaca, NY: Cornell University Press.

Haraway, Donna. 1993. "Situated knowledges: The science question in feminism and the privilege of partial perspective." In Donna Haraway, *Simians, Cyborgs, and Women: The Reinvention of Nature*.

Campbell, Nancy D. 2009. "Feminist Standpoint Theory." *Frontiers*. 30(1): 1-29.

[http://www.jstor.org/stable/pdf/40388704.pdf?\\_seq=1471454489936](http://www.jstor.org/stable/pdf/40388704.pdf?_seq=1471454489936)

Eubanks, Virginia. 2009. Excerpt from "Double-bound: Putting the Power Back into Participatory Research." *Frontiers*, 30 (1): 107-110. <https://muse.jhu.edu/article/263461/pdf>

#### Additional Readings:

Shiva, Vandana, 1989. "Science, Nature and Gender." Pp 14-37 in *Staying Alive: Women, Ecology and Development*. London: Zed Books.

Keller, Evelyn Fox. 2001. Gender and Science: An Update." Pp 132-142 in *Women, Science, and Technology: A Reader in Feminist Science Studies*. Edt by M. Wyer et al. New York: Routledge.

Shiebinger, Londa. 1999. "Conclusion." In *Has Feminism Changed Science?* Cambridge, MA: Harvard University Press.

Barad, Karen. 1998. "Getting Real: Technoscientific Practices and the Materialization of Reality." In *differences: A Journal of Feminist Cultural Studies*, 10(2): 88-128.

#### **Week 5: (10/3/17) Social Construction of Nature**

Greider, Tom and Lorraine Garkovich. 1994. "Landscapes: The Social Construction of Nature and the Environment." *Rural Sociology* 59: 1-24.

Fine, Gary Alan. 1997. "Naturework and the Taming of the Wild: The Problem of 'Overpick' in the Culture of Mushrooms." *Social Problems* 44(1): 68-88.

Yard, Jaime. 2009. 'Softwood Lumber & the Golden Spruce: Two Perspectives on the Material and Discursive Construction of British Columbian Forests.' *Topia: Canadian Journal of Cultural Studies* 21: 85-103.

Freudenberg, W.R., S. Frickel, and R. Gramling. 1995. "Beyond the Nature/Society Divide: Learning to Think About a Mountain." *Sociological Forum* 10(3): 361-392.

Additional Readings:

Shiva, Vandana. 1989. "Resources."

Scarce, Rik. 1997. "Socially Constructing Pacific Salmon." *Society & Animals*. 5(2): 117-135. 8

Cronon, William. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." Pp 69-90 in *Uncommon Ground: Rethinking the Human Place in Nature*, William Cronon, Ed., New York: W. W. Norton & Co.

Takas, David. 1996. "Tensions at the Crossroads of Science, Nature, and Conservation. Pp 1-99 in *The Idea of Biodiversity*. Baltimore, MD. Johns Hopkins University Press.

Murphy, R. 1994. "The Sociological Construction of Science without Nature." *Sociology* 28(4): 957-974.

**Week 6: (10/10/17) Conceptualizing Nature, the Environment and Justice**

*Guest Speaker: Dr. Rowenn Kalman, GenCen; GJEC Advisor*

Cronon, William. 1996. "Introduction: In Search of Nature." Pp 25-56 in *Uncommon Ground: Rethinking the Human Place in Nature*, edited by W. Cronon. New York, NY: W.W. Norton and Company.

Robbins, Paul. 2012. Introduction and Part I "What is political ecology?" (Chpt. 1), pp. 9-24 in *Political Ecology: A Critical Introduction*. Second edition. Hoboken: Wiley-Blackwell.

Taylor, Dorceta E. 2000. "The Rise of the Environmental Justice Paradigm: Injustice Framing and the Social Construction of Environmental Discourses." *American Behavioral Scientist*. 43(4):508-580.

Evans, Mei Mei. 2002. "'Nature' and Environmental Justice." In *The Environmental Justice Reader*. Tuscon: The University of Arizona Press, 181-193.

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Additional Readings:

Plumwood, Val. 1993. "Dualism: The Logic of Colonialism." Pp 41-68 in *Feminism and the Mastery of Nature*. New York: Routledge.

York, R., Rosa, E. A., & Dietz, T. (2003). "Footprints on the earth: The environmental consequences of modernity." *American Sociological Review*, 68, 279-300.

David Harvey. 1974. Population, resources and the ideology of science. *Economic Geography* 50: 256-277.

Capek, Stella M. 1993. "The "Environmental Justice" Frame: A Conceptual Discussion and an Application. *Social Problems*, 40(1)

### **Week 7: (10/17/17) Conceptualizing Nature, the Environment and Justice (continued)**

*Guest Speaker: Dr. Stephanie White, Global Center for Food Systems Innovation*

Agarwal, Bina 2000. "Conceptualizing Environmental Collective Action: Why Gender Matters." *Cambridge Journal of Economics*, 24: 283-310.

[http://binaagarwal.com/downloads/apapers/conceptualizing\\_environmental\\_collective\\_action.pdf](http://binaagarwal.com/downloads/apapers/conceptualizing_environmental_collective_action.pdf)

Nussbaum, Martha C. 2005. "Women and Human Development: In Defense of Universal Values." Pp 104-119 in *Gender and Planning: A Reader*, edited by SS. Fainstein and LJ. Servon. New Brunswick, NJ: Rutgers University Press.

Verchick, Robert RM. 2004. "Feminist Theory and Environmental Justice." In *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*, ed. Rachel Stein. New Brunswick, NJ: Rutgers University Press

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#### Additional Readings:

Visvanathan, Shiv. 2007. "Knowledge, Justice and Democracy." Pp 83-94 in *Science and Citizens: Globalization and the Challenge of Engagement*. Edited by M. Leach, I Scoones and B. Wynne. London: Zed Books.

Pellow, D.N. 2000. "Environmental Inequality Formation: Toward a Theory of Environmental Injustice." *American Behavioral Scientist* 43(4): 581-601.

Minkler, Meredith, Victoria Breckwich Vasquez, Mansoureh Tajik, and Dana Petersen. 2008. "Promoting Environmental Justice through Community-Based Participatory Research: The Role of Community and Partnership Capacity." *Health, Education, and Behavior*, 35:119-137.

Schroeder, R., K. St. Martin, B. Wilson, and D. Sen. 2008. "Third World Environmental Justice." *Society and Natural Resources* 21: 547-555.

DiChiro, Giovanna. 2008. "Living environmentalisms: coalition politics, social reproduction, and environmental justice." *Environmental Politics*, 17(2):276-298.

Pulido, Laura. 1996. "Subaltern environmental struggles," pp. 3-30 in *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*, edited by L. Pulido. Tucson, AZ: University of Arizona Press.

## **PART II: GENDER AND THE ENVIRONMENT: Theoretical Approaches & Frameworks**

### **Week 8: (10/24/17) EcoFeminism**

Shiva, Vandana. 1989. "Women in Nature." Pp 38-54 in *Staying Alive: Gender, Ecology and Development*. London: Zed Books.

Greta Gaard and Lori Gruen, 1993. "EcoFeminism: Toward Global Justice and Planetary Health." *Society and Nature* 2:1-35. <http://lgruen.faculty.wesleyan.edu/files/2011/05/Gaard.pdf>

Smith, Andy. 1997. "Ecofeminism through an Anticolonial Framework," In *Ecofeminism: Women, Culture, Nature*. Kay Warren ed., Bloomington: Indiana University Press.

Mann, Susan. 2011. "Pioneers of the U.S. Ecofeminism and Environmental Justice." *Feminist Formations* 23(2):1-25. <https://muse.jhu.edu/article/448629>

#### Additional Readings:

Gaard Greta. 2011. "Ecofeminism Revisited: Rejecting Essentialism and Re-Placing Species in a Material Feminism Environmentalism." *Feminist Formations* 23, 2: 26-53.

Griffin, Susan. 1978. *Woman and Nature*.

Merchant, Carolyn. 1980. *The Death of Nature*.

Plumwood, V. 2002. *Feminism and the mastery of nature*. London and New York: Routledge.

Sturgeon, Noël. 1997. *Ecofeminist Natures: Race, Gender, and Feminist Theory and Political Action*. New York: Routledge.

Gaard, Greta. 1998. Pp. 11-52 in *Ecological Politics: Ecofeminists and the Greens*, Philadelphia: Temple University Press. (Study the Ecofeminist Map).

Epstein, Barbara. 1993. Ecofeminism and Grass-roots Environmentalism in the United States." Pp. 144-152 in Hofrichter, Richard (ed.). *Toxic struggles: the theory and practice of environmental justice*. Philadelphia: New Society Publishers.

### **Week 9: (10/31/17) EcoFeminism (continued)**

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#### **Week 10: (11/7/17) Feminist Environmentalism (Materialist Perspectives)**

Agarwal, Bina. 1992. "The Gender and Environment Debate: Lessons from India." *Feminist Studies*, 18(1):119-158.

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### **Week 11: (11/14/17) Feminist Political Ecology**

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Hovorka, A. J. 2006. The No. 1 Ladies' Poultry Farm: A feminist political ecology of urban agriculture in Botswana\*. *Gender, Place and Culture*, 13(3), 207-225.

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**Week 12: (11/21/17) Gender and Agriculture**

Sachs, Carolyn. *Gendered Fields: Rural Women, Agriculture and the Environment*. Ch 1 and 2. Boulder, CO: Westview Press.

Carr, Edward. 2008. "Men's Crops and Women's Crops: The Importance of Gender to the Understanding of Agricultural and Development Outcomes in Ghana's Central Region." *World Development* 36(5):900-915.

Carney Judith. 1993. "Converting the Wetlands, Engendering the Environment: The Intersection of Gender with Agrarian Change in the Gambia." *Economic Geography*, 69(4): 329-348

Wright, Wynne and Alexis Annes. 2016. "Locating the Empowerment Potential in Value Added Agriculture." *Rural Sociology*, 81(4):545-571.

Additional Readings:

Glass, Christy, Susan Mannon and Peggy Petrzela. 2014. "Good Mothers as Guest Workers: Constructing the Trope of Compliant Maternity in Spain's Strawberry Industry." *International Journal of Sociology*, 4(3): 8-22.

Petrzelka, Peggy & Sandra Marquart-Pyatt. 2011. "Land Tenure in the US: Power, Gender, & Consequences for Conservation Decision Making." *Agriculture & Human Values*, 28:549-560.

**Week 13: (11/28/17) Gender and Agriculture (cont'd)**

Sachs, Carolyn, Mary Barberchek, Kathy Brasier, Nancy Kiernan, Anna Terman. 2016. *The Rise of Women Farmers and Sustainable Agriculture*. Iowa City: University of Iowa Press.

In Class Videos:

- Community Supported Agriculture: The Benefits of Supporting Local Foods (in Central Ohio) [http://www.youtube.com/watch?v=V8aDzs\\_JzIo](http://www.youtube.com/watch?v=V8aDzs_JzIo) [9:04]
- Annie's Project (training for farm women in US) <http://www.youtube.com/watch?v=BYFcGdTW7Y4>

Additional Readings:

Pilgeram, Rynne and Bryan Amos. 2015. "Beyond "Inherit It or Marry It": Exploring How Women Engaged in Sustainable Agriculture Access Farmland." *Rural Sociology* 80(1):16-38.

**Week 14: (12/5/17) Sustainability and Future Directions**

Perkins, Patricia E. 2007. "Feminist Ecological Economics and Sustainability." *Journal of Bioeconomics*, 9:227-244.

Valeria Esquivel. 2016. "Power and the Sustainable Development Goals: A feminist analysis." *Gender & Development*, 24(1):1-23.

J.K. Gibson-Graham. 2011. "A feminist project of belonging for the Anthropocene." *Gender, Place & Culture*, 18:01, 1-21.



Terry, Geraldine. 2009. "No climate justice without gender justice. An overview of the issues." *Gender & Development* 12(1):5-18.

Additional Readings:

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MacGregor, Sherilyn. "Feminist Perspectives on Sustainability." *Encyclopedia of Life Support Systems*. Retrieve at: <http://www.eolss.net/sample-chapters/c13/e1-45-05-12.pdf>

Schildberg, Cäcilie. 2014. *A Caring and Sustainable Economy*. Friedrich Ebert Stiftung.

Cook, S., & Smith, K. 2012. "Introduction: green economy and sustainable development: Bringing back the 'social.'" *Development* 55(1): 5-9.

Arora-Jonsson, Seema. 2014. "Forty years of gender research and environmental policy: Where do we stand?" *Women's Studies International Forum* 47:295-308.

Haraway, Donna. 1991. "A Cyborg Manifesto." Retrieve at: <http://faculty.georgetown.edu/irvinem/theory/Haraway-CyborgManifesto-1.pdf>

**Week 15:** Final Exam: Wednesday, Dec. 13, 2017 from 10 am – 12 pm