

CSUS 858 Gender, Justice and Environmental Change: Issues and Concepts

3 Credit Hours.

Thursdays 11:30 AM - 2:20 PM

118 Farrall Ag Eng Hall

<https://d2l.msu.edu/d2l/home/634324>

Instructor Information & Accessibility

Wenda K. Bauchspies, PhD.
Co-Director of GenCen
Center for Gender in Global Context
206 International Center
427 N. Shaw Lane, East Lansing, MI 48824
Phone: 517-353-5040
bauchspi@msu.edu
Hours available by appointment
(When pronouns are needed: she/her/hers – however, happy with they/their/them if speaker prefers.)

Associate Professor of Community and Sustainability
Natural Resources Building Room 319
480 Wilson Rd, East Lansing, MI 48824
Office Hours: Mondays 1-3pm and Thursday 3-4 pm
Phone:
Please email me via D2L

Course Description¹

The Catalog description of CSUS 858 is: Issues and concepts related to gender, ecology, and environmental studies. Key debates and theoretical approaches to addressing environmental issues from a gender and social justice perspective. Gender and environment issues and processes from a global perspective.

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 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 environmental activism from local, regional and global perspectives.

This course is one of the required courses for the Graduate Specialization on Gender, Justice and Environmental change and provides a theoretical grounding for supporting work in this area.

Learning Objectives

- 1) Develop a critical perspective on key concepts and fundamental theoretical issues in environmental and gender studies
- 2) Understand the history within a socio-cultural framework on the development of work around gender, justice and the environment

¹ 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, Meredith Gore and Wynne Wright.

- 4) Assess the underlying assumptions of contemporary theory and discourse on the environment, sustainability, justice and gender relations;
- 5) Engage in intellectual arguments (verbally and written) relating to gender, environment, justice that incorporates ideas and examples from thinkers from diverse backgrounds and disciplines.

Required/Recommended Resources:

Title: *Braiding sweetgrass: indigenous wisdom, scientific knowledge and the teachings of plants.*

Author: Kimmerer, Robin Wall. 2014.

ISBN: 9781571313560

Publisher: Milkweed Editions

Copyright/Published Date: 2014

Electronic Copy in the Library

Author: Imarisha, Walidah, and Adrienne Maree Brown.

Title: Octavia's brood: science fiction stories from social justice movements.

Publisher: Oakland: AK Press.

Copyright: 2015

Electronic Copy in the Library

Title: Anthropocene Feminism

Author: Grusin, Richard

ISBN: 978-1-5179-0061-8

Publisher: Minnesota Univ Press

Copyright/Published Date: 2017

Title: ROUTLEDGE HANDBOOK OF GENDER AND ENVIRONMENT

Author: MacGregor, Sherilyn

ISBN: 978-0-415-70774-9

Publisher: Routledge

Copyright/Published Date: 2017

Electronic Copy in the Library

Title: Arts of Living on a Damaged Planet Ghosts and Monsters of the Anthropocene

Author: Tsing, Anna Lowenhaupt, Heather Anne Swanson, Elaine Gan, and Nils Bubandt, Editors

ISBN: 978-1-5179-0237-7

Publisher: Minnesota Univ Press

Edition: 2017

Title: Staying Alive: Women, Ecology, and Development

Author: Shiva, Vandana

ISBN: 9780862328238

Publisher: Zed Books

Copyright/Published Date: 1989

Title: ReView: An Anthology of Plays Committed to Social Justice

Author: Julia Gray

ISBN: 9789463008211

Tentative Course Schedule

- Please note that the schedule is tentative and subject to change. Changes may be made in the schedule; they will be announced ahead of time.

Weeks:

30 August: Introduction and *The Common Ground*

6 September. Gender and Silent Spring

Reading:

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. OR Doing Gender. Candace West and Don H.

Zimmerman *Gender and Society*

Vol. 1, No. 2 (Jun., 1987), pp. 125-151

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

Gender: Still a Useful Category of Analysis? by Wallach Scott, Joan

Diogenes, 02/2010, Volume 57, Issue 1

<http://journals.sagepub.com/doi/pdf/10.1177/0891243287001002002>

Seager, Joni. 2003. "Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism." *Signs*, 28(3): 945-972.

Selections from *Silent Spring*. (on D2L)

RHG&E: Chapter 1: Rachel Carson

Excerpt from Gender Trouble (on D2L)

13 September*

Reading:

Staying Alive

RHG&E: Chapter 4: Gender and Envir in the Global South

Braiding Sweetgrass: Read two essays from each of the 4 sections

20 September

Reading:

RHG&E: Chapter 2: The Death of Nature

RHG&E: Chapter 3: The dilemma of dualism

RHG&E: Chapter 5: Ecofeminist Political Eco

Selections from Carolyn Merchant and Susan Griffin on D2L

Read one story – class choice from *Octavia's brood*

27 September

Reading

RHG&E: Chapter 6: Natureculture

RHG&E: Chapter 7: Posthumanism

Selections from Donna Haraway and Sandra Harding on D2L

Arts of Living: Monster Chapters 1, 2, 3.

4 October

Reading:

RHG&E Part II: Approaches (Read at least 6 or 7 of the 11 chapters)

Read one story – class choice from *Octavia's brood*

11 October

Reading: Echoes from the poisoned well, Part One (D2L)

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

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

18 October

Reading:

RHG&E Part III: Politics, policy and practice (Read at least 6 or 7 of the 10 chapters)

Read one story – class choice from *Octavia's brood*

25 October*

Reading:

The End of Man (on D2L)

Arts of Living: Monster Chapters 4-9

1 November *

Reading: Arts of Living: Ghosts

Activity: Go to the Broad Museum to watch "When the Land Speaks"

8 November: Group Activity Presentations

Readings:

Justice as Measure of Nongovernmental Organization Success in Postdisaster Community Assistance. Barbara L. Allen, First Published January 21, 2013 Research Article

<https://doi.org/10.1177/0162243912470726>

Achieving Environmental Justice Chapters 1, 2, 3, 10 and 11. (D2L)

Environmental Inequalities beyond Borders Chap 5 and 12

Environmental Justice in the new millennium Chap 2

15 November

Reading: RHG&E Part IV: Futures

Read one story – class choice from *Octavia's brood*

29 November

Reading: *Anthropocene Feminism*

6 December: Class Presentations

13 December: Class Presentations

Course Requirements:

- I. **Attendance for seminars is requested.** If it is necessary to be absent please prepare/respond to them in a professional manner. Attendance and participation 5pts per class. (See <https://ombud.msu.edu/classroom-policies/index.html> for General University Attendance Policy, Code of Teaching Responsibility and Attendance, Administrative Drop for Non-Attendance, Grief Absence Policy, and Final Exam Policy and Attendance.)
- II. Weekly **contribute to the Reading Forum** with both discussion questions and short responses that will help to focus your thoughts and to articulate the focus, problem, approach and perspective of the reading as well as to identify the importance of the reading in our conversation about gender, justice and environmental change. Due every Wednesday Midnight before class on Thursday (3 pts per week).
- III. **Submit 3 – short essays** (1000 words) that addresses in depth one of the questions posed on the forum applied to the week's reading (it can be your question or another's, please reference whose, the question & date). Please submit them weekly, on the day of the reading that it addresses. It is your choice which week you submit them – however, three need to be completed before 15 November. (30pts @ 90 pts total.)
- IV. **Social Media Challenge** from Zylinska: Details to be discussed. It will be a collaborative and in-class activity
- V. **Book Review** (50 pts) A book of your choice (copyright date of 2016, 2017 or 2018) within the domain of gender, justice and environmental change (approximately 1000-1500 words.) Please identify a journal that you think would be interested in a book review on your book and read their book reviews to model yours after. If you have questions about what book to read, please consult with me and once you have selected your book, let me know what book you are planning to read by and the targeted Journal 15 September. Due 18 October.

OR

Annotated Bibliography In order to help you place your own research interests within the dialogue of work on gender, justice and environment and to engage in preliminary work needed to launch your scholarly career this course requires an annotated bibliography using 20 academic peer-reviewed sources. 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. As well as a sentence or two on how you might be able to fit it in a paper you may write.

Your annotated bibliography should be alphabetized and 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/>. Due 18 October.

VI. Final Paper:

- a. Presentation of your **work in progress** for feedback from the class. Beginning as soon as possible, we will have short (5-10) minute presentations of work in progress. Selected a topic for your final paper, identify your question or what you find intriguing about it. Introduce the idea to your peers, explain why this idea, where you might like to take it and how you would like to approach it. (10pts) Starting 27 Sept – and finishing 18 October.
- b. **Submit an outline** with beginning bibliography of what shape your question/paper is taking. (10pts) Due 8th November.
- c. **Conference-style presentation** (12-15 minutes) of your final paper. 6 & 13 December.
- d. **Final Paper:** Research paper on topic of your choice related to gender, justice and environmental change. Approximately 25-30 pages. (200pts). This paper can feed into your dissertation or master thesis project. Please keep me posted as to the direction and focus of your paper throughout the semester – ie my expectation is that you will visit me at least once during the semester to discuss your paper. Due **10 December by midnight**.

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 or that is used in the discipline where you expect to publish.

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%

Extra: Over the next year the Eli and Edythe Broad Art Museum at Michigan State University, or MSU Broad, will showcase a yearlong video series titled, “When the Land Speaks” in the

Projection Gallery. The video series will highlight artwork created by artists that is related to land use, sustainability, environmentalism and the right to clean, safe water resources.:

- “The value of water,” from Sept. 4 to Sept. 30 by Deborah Jack.
- “Land of Friends,” from Oct. 2 to Nov. 4 by Carolina Caycedo.
- “Michif-Michin,” from Nov. 6 to Dec. 2 by Dylan Miner.
- “Many People, One Lake,” from Dec. 4 to Dec. 30 by Nicolás Gulotta.

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. 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>. And <http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge>

Accessibility for Students with Disabilities: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.

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. Bauchspies 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.

Limits to Confidentiality

Please see: <http://titleix.msu.edu/policy-info/mandatory-reporting.html>

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.