

Geog 321 – Gender, Justice and Environmental Change
Spring 2011

— Revision Effective 02/01/11 —

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Office Hours: MW 10:30-11:30
Tu 4:00-5:00
Th 11:15-12:15
& by appointment

Introduction

Gendered analyses of spatial patterns, social processes, and environmental concerns represent one of the most important new influences in geographical thinking. Traditionally, answers to the questions posed by geographers concerning the relationship between human activities and our social and physical environments have largely ignored the issue of gender. Feminist geographical analysis, however, is raising important issues within human geography as well as the social sciences in general. Specifically, it suggests that both gender and the environment are in many senses constructed by human activities and human perceptions. Hence, the important links between gender and the environment are central to understanding the human experience.

This course explores how the environment (both physical and social) shapes, and is shaped by, the roles of men and women in society. Together, we will address environmental issues from the dual perspective of gender relations and social justice. Our emphasis will be on how incorporation of distinctly gendered and justice perspectives can advance our understandings of the fundamental relationship between human activities and our physical and social environments. To this end, we will work across diverse 'geographies' (i.e., social, physical and regional) to explore (i) the social relations underlying environmental problems, (ii) the ways in which gender, class, race and ethnicity intersect in environmental issues and mediate human-environment interaction, and (iii) the social and environmental processes that underlie the construction of gender and the life-worlds of the individuals in those 'geographies'. Because the lives of individuals are touched by issues that span the globe, we cannot isolate issues within one region. We will, therefore, bring a global perspective to the issues we study by drawing out local-global linkages. This course is expected to enhance our appreciation of the complexity of the human experience in various parts of the world, by leading us to ask anew - through a gendered and social justice prism - those questions traditionally asked by human geographers (e.g., who does/gets what, where, and why?). This is a readings-driven course that will be conducted seminar-style.

Required Texts

- Rita Arditti, 1999, *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina*, University of California Press.
- Elizabeth Blum, 2008, *Love Canal Revisited: Race, Class, and Gender in Environmental Activism*. University of Kansas Press.
- Richard Schroeder, 1999, *Shady Practices: Agroforestry and Gender Politics in the Gambia*, University of California Press.
- Joni Seager, 2009, *The Penguin Atlas of Women in the World*, 4th ed. Penguin Books.
- Rachel Stein, 2004, *New Perspectives on Environmental Justice: Gender, Sexuality and Activism*, Rutgers Press.

Student Responsibilities

- **Course Reading.** The course is organized as a seminar. Because it is reading and discussion driven, I expect all students to arrive at every class fully prepared to engage the issues slated for discussion. The readings are engaging, compelling, provocative, and at times contentious. They are central to developing a complete and nuanced understanding of the inter-related dynamics of gender, justice, and environmental change that we will be studying together. I strongly encourage you to keep a journal chronicling the content and your interpretation of all assigned readings. I recommend that you write a synopsis of each reading in which you identify the key issues of the reading (e.g., the topic, setting, central argument, research methods, major findings, highlights). You might also engage (i.e., interpret, respond to, critique, comment on) the issues in your synopsis. Although this is optional, it will prove valuable for daily discussion and tests.

- **Class Attendance and Participation**

Analysis of assigned readings forms the core of the course. It is essential that you carefully read and reflect upon the assigned material, and that you arrive at class prepared to discuss its content. Active participation is considered an essential and integral component of this course and comprises a significant portion of your grade. You are expected to engage in discussion at every class meeting. Course material is provocative, and your participation will help communicate your understanding of the issues as well as help you appreciate their complexity. As a group of intelligent and responsible students, each of you can enliven discussion and increase one another's awareness by offering a unique perspective while sharpening your own analytical skills. I expect you to attend class regularly and to engage the issues.

- **Discussion Leaders / Discussion Forum**

(i) **Discussion Forum.** Assigned reading is an important part of this course. To help you engage and advance your understandings of the assigned readings, you are expected to participate in the Discussion Forums on our Moodle site. You should make at least two postings relating to the assigned readings to the Discussion Forum each week. Your grade for this component will be based on the frequency and quality of your contributions to online discussions. To facilitate online discussion, each week three to four students (a "Reading Circle") will moderate discussion on the Discussion Forum; these same students will be responsible for leading in-class discussion that same week (see below).

(ii) **Reading Circles.** To facilitate discussion (online and in-class) each week I will assign three to four students to moderate discussion on the Moodle Discussion Forum, these same students will be responsible for leading in-class discussion that same week (see below). I will provide suggestions for how to organize the approach to a reading within a Reading Circle. You may form a Reading Circle or we can proceed alphabetically through the class roster for this. I will try to send a reminder at the start of each week to the Reading Circle that is on deck for the week. However, you are responsible for knowing when you will "facilitate/lead-off" discussion, whether or not you receive a reminder from me.

(ii) **Lead-Off.** Although all of you are expected to arrive at class prepared to engage the assigned reading, for most classes the Reading Circle responsible for facilitating online discussion (Moodle) should be prepared to lead in-class discussion of the reading assigned. You should begin with a very brief overview of the assigned reading and proceed to "lead-off" discussion by identifying issues that you deem important. There will be an occasional class when discussion will be minimal (films, special events, lectures), however the discussion board should be especially active. Each student who is assigned to facilitate discussion will submit a written review of the assigned reading at the end of their assigned week; this review may be informed by and reflective of the approach individual students took toward the assigned reading within their Reading Circle. This activity (facilitating discussion and written review of reading) will be graded.

- **Research Project.**

Early in the semester, you will select a topic of interest to you that is relevant to our course of study. You will conduct independent research on this topic, and present the findings of your research in an analytical essay. Your findings and analysis will be presented formally as a written paper (10-12 cogent pages) and to the class in the final portion of the course. The written analysis should be scholarly in nature and should address theoretical and/or applied issues related to the study of gender, social justice, and/or the environment. You will be asked to select your topic early in the semester and participate in a research workshop (in Case-Geyer Library). The research project will be conducted in stages (listed below), each of which will be explained in class. In the final weeks of the semester, you will be assigned to a small group in order to participate in a collaborative Peer-Editing Workshop. In the workshop, all members of each group will exchange the drafts of their research papers and engage in a *constructive* review of one another's drafts. This activity will be addressed more fully in class and guidelines will be provided.

- (i) Focus Essay
- (ii) Annotated Bibliography
- (iii) Introductory Statement and Detailed Outline
- (iv) Draft and Peer-Editing Workshop
- (v) Final Research Project

- **Examinations.** Two essay exams will be administered.

- (i) **Mid-Semester Essay.** As we approach the middle of the semester, you will write an in-class essay that is reflective in nature and based upon the course content to that point. The topic will be distributed beforehand.
- (ii) **Final Exam.** There will be an essay-based final exam during exam week.

- **Films and Co-Curricular Events.** Class readings and lectures will be complemented by several thought-provoking documentary films, guest speakers, and on-campus events. Some of these will take place during class and others as outside assignments (e.g., Common Period, lunch, late afternoons, evenings). You should treat these events as "texts", and you are responsible for their content. If you are keeping a reading journal, I suggest you make entries for each of them. They are important and will serve as catalyst for class discussion.

- **Critical Writing.** On occasion, we will be attending the lectures of high-profile visitors to Colgate. You might be asked to submit a short synopsis of the lecture. In most cases, these assignments will serve as catalyst for class discussion and will be factored into your class participation.

- **Grading**

	<u>Total: 100 pts</u>
Class Participation	5 pts
Discussion Forum (weekly Moodle postings)	5 pts
Reading Circle (leading discussion & written reading review)	5 pts
Focus Essay	10 pts
Annotated Bibliography	10 pts
Introduction and Outline	10 pts
Draft and Peer Editing Workshop	5 pts
Mid-Semester Reflective Essay (in-class)	10 pts
Research Project (and presentation)	20 pts
Final Exam	20 pts

Note:

- If you are applying this course toward a regional concentration (e.g., African Studies, Latin American Studies, Caribbean Studies, Asian Studies, Native American Studies), you should conduct a research project focused on that region. Please inform me if this is the case.
- Assignments are due in class on the dates specified. Late work will not be accepted unless prior arrangements have been made with me.
- Written assignments are to be printed and stapled to be accepted unless otherwise noted by me.
- You should read an international newspaper, such as *The New York Times*, on a daily basis in order to stay abreast of events that affect our world.
- Students may use personal computers for taking notes but may not audio or video record class presentations without permission of the instructor. If the use of laptops by any student or students becomes a distraction for me or classmates, I will ask all students to cease using laptops for note-taking or any other purposes during class.
- Please be certain to see me if you wish to discuss accommodation for a disability of any sort.
- In the course of the semester, it might be necessary to modify the nature of assignments as well as dates of assignments and/or events from those listed on the syllabus. In this event, ample notice will be given. Always watch the “Announcements” section of the Moodle site for this course and check your email regularly.

Important Dates (revised dates indicated in red)

Th Feb 10	Focus Essay Due
Th Feb 24	Annotated Bibliography Due
Th Mar 3	In-class Reflective Essay
Th Mar 24	Introduction and Outline Due
Mon Apr 4	Drafts due to Peer Editing Group (each student will be assigned to one peer-editing group)
W-Th-F Apr 6-7-8	Peer-Editing Workshops. Each class member will participate in one 75 min workshop on Wed, Th, or Fri (exact schedule to be determined as date approaches)
Th Apr 21	Research Projects Due

#Course Schedule#

Reading and Assignments due on dates indicated

*Denotes assigned reading and/or tasks

Note: In the course of the semester, it might be necessary to modify the dates of assignments and/or events from those listed on the course schedule, or to modify the course in some other way (including terms of evaluation/grading). In this event, ample notice will be given. Check the Moodle site for this course and your email regularly.

I. Introduction: The Nexus of Gender, Justice, Environmental Change

Mon Jan 17 Brief Introduction
Assignment for Tu 1/18 (in addition to book-based assignment listed as due on Tu 1/18):
*Rev. Martin Luther King Jr. Day Celebration, Attend at least one of the significant events:
i) Workshops - 1:00 – 2:00 PM
Workshop A: “A Time of Reconsideration: MLK, Obama and America’s Future”
 Location: ALANA Cultural Center, Multi-Purpose Room
Workshop B: “MLK’s and Gandhi’s Peaceful Paths to Freedom”
 Location: ALANA Cultural Center, Lounge
ii) Workshops - 4:00-5:00PM
Workshop C: Working with Reverend King and Rabbi Abraham Joshua Heschel: “Spiritual
 Audacity and Moral Grandeur”, Location: Saperstein Jewish Center
Workshop D: Film Screening- Brother Outsider: The Life of Bayard Rustin
 Location: ALANA Cultural Center

Tu Jan 18 Introduction to Course
Discussion of Martin Luther King Jr. Day events in relation to our field of study
*Seager, *Atlas of Women in the World*
 - Familiarize self with contents
 - Read “Introduction” AND the introductory page for each of the Eight Parts of
 the Atlas
 = Select and be prepared to discuss three issues addressed in Atlas

Attend if possible: WMST/ALST Brown Bag, 11:30, Center for Women’s Studies
 “We May Have All Come On Different Ships, But We’re In The Same Boat Now,”
 Faculty & Staff Perspectives on Diversity

II. Gender, Justice, Environment

i) Theoretical and Historical Dimensions

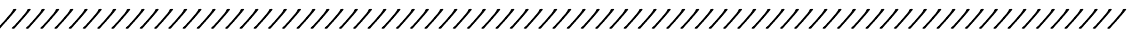
Th Jan 20 * Merchant, “The Death of Nature: Women and Ecology in the Scientific Revolution”. In C.
 Merchant, 1996, *Earthcare: Women and the Environment*, Routledge, pp 75-90. (Moodle)
* Merchant, “From Corn Mothers to Moral Mothers: Changing Forms of Earthcare in New
 England”. In C. Merchant, 1996, *Earthcare: Women and the Environment*,
 Routledge, pp 91-108. (Moodle)
Th Jan 20 assignment continued on following page.....

Th Jan 20 #MLK Keynote Address, Robert P. Moses, *The Algebra Project Inc.*
Chapel "Quality Public School Education as a Constitutional Right"
7pm *Attendance Mandatory

Tu Jan 25 * Stein, *New Perspectives on Environmental Justice*,
Ch 2 Unger, "Women, Sexuality, and Environmental Justice in American History"
Ch 3, Verchick, "Feminist Theory and Environmental Justice"

ii) **Case Studies in Race, Class and Gender in Environmental Activism**

Th Jan 27 * Stein, *New Perspectives on Environmental Justice*,
Ch 4, Kaalund, "Witness to Truth: Black Women Heeding the Call for Environmental Justice"
Ch 5, Prindeville, "The Role of Gender, Race/Ethnicity, and Class in Activists' Perceptions of Environmental Justice"



Syllabus revised from this point onward....

Tu Feb 1 Research Workshop, Meet in Case-Geyer Rm 501
*Bring an idea for a research project and four questions that arise from it.

Th Feb 3 * Stein, *New Perspectives on Environmental Justice*
--- Review and re-read, be thoroughly versed in...
Ch 3, Verchick, "Feminist Theory and Environmental Justice"
Ch 4, Kaalund, "Witness to Truth: Black Women Heeding the Call for Environmental Justice"
Ch 5, Prindeville, "The Role of Gender, Race/Ethnicity, and Class in Activists' Perceptions of Environmental Justice"

Tu Feb 8 * Stein, *New Perspectives on Environmental Justice*,
--- Review and re-read Kaalund & Prindeville; be able to apply Verchick's argument to these three case studies (Lucas, Kaalund, Prindeville)
Ch 11, Lucas, "No Remedy for the Inuit: Accountability for Environmental Harms Under U.S. and International Law"
Ch 4, Kaalund, "Witness to Truth: Black Women Heeding the Call for Environmental Justice"
Ch 5, Prindeville, "The Role of Gender, Race/Ethnicity, and Class in Activists' Perceptions of Environmental Justice"

Th Feb 10 *Focus Essay Due
*Blum, *Love Canal Revisited*
Introduction & Ch 1 "Historical Snapshots of the Love Canal Area"

Tu Feb 15 *Blum, *Love Canal Revisited*,
Ch 2 "Gender at Love Canal"
Ch 3 "Race at Love Canal"
*Re-read Stein, *New Perspectives on Environmental Justice*, Ch 3, Verchick, "Feminist
Theory and Environmental Justice"

Th Feb 17 *Blum, *Love Canal Revisited*
Ch 4 "Class at Love Canal"
Ch 5 "Historical Implications of Gender, Race, and Class at Love Canal"

iii) Gendered Experiences of Climate Change and Environmental Disasters

Tu Feb 22 *A Resource Guide for Gender and Climate Change, 2009, United Nations Development
Programme (Moodle)
*Climate Change Connections: A Resource Kit on Climate, Population and Gender, 2009.
UNFP & WEDO

Th Feb 24 *Annotated Bibliography Due
*Gender Perspectives: Integrating Disaster Risk Reduction into Climate Change
Adaptation, 2008, UN-International Strategy for Disaster Reduction

Tu Mar 1 *Fisher, 2010, "Violence Against Women and Natural Disasters: Findings From Post-
Tsunami Sri Lanka", *Violence Against Women*, 16:8, 902-918
*Mehra, R., and Rojas, M.H. 2008. *Women, Food Security, and Agriculture in a Global
Marketplace*. International Centre for Research on Women. (Moodle)

Th Mar 3 In-Class Reflective Essay

III. Feminist Political Ecology:

i) Gendered Environmental Knowledge

Tu Mar 8 *Rocheleau, et al. *Feminist Political Ecology* (Selected chapters on Blackboard)
Ch 9, Fortman, "Gendered Knowledge: Rights and Space in two Zimbabwe Villages"
Ch 10, Rocheleau, et al. "From Forest Gardens to Tree Farms"

ii) The Gambia: Case Study in the Gendered Politics of Environmental Resource Management

Th Mar 10 *Schroeder, *Shady Practices*,
Ch 1, "Introduction"
Ch 2, "The Rise of a Female Cash Crop: A Market Garden Boom for Mandinka Women"

Mar 12 – 20 Spring Break – Rest & Relaxation

Tu Mar 22 Schroeder, *Shady Practices*, Chapters 3 & 4
Ch 3, "Gone to their Second Husbands: Domestic Politics and the Garden Boom"
Ch 4, "Better Homes and Gardens: The Social Relations of Vegetable Production"

- Th Mar 24 #Introduction and Outline Due
- Tu Mar 29 Schroeder, *Shady Practices*
Ch 5, "Branching into Old Territory: The Gender Politics of Mandinka Gardens/Orchards"
Ch 6, "Contesting Agroforestry Interventions"
- Th Mar 31 Schroeder, *Shady Practices*,
Ch 7, "Shady Practices"
- #M Apr 4 #Drafts due to Peer Editing Group by 5pm

Political Environment: Gendering Space – Spatial Justice

- Tu Apr 5 * Arditti, *Searching For Life*
— Skim these two chapters for context of grandmothers' call to activism
Ch 1, "Not Just One More Coup"
Ch 2, "The Fall of the Regime"
— Read for content: Ch 3, "The Grandmothers Organize"
- Th Apr 7 Peer Editing Workshops (Each class member will be assigned to one peer-editing group, which will meet once on either Wed, Thurs, or Fri of this week. Schedule will be finalized the preceding week.)
- Tu Apr 12 Annual Meeting of the Association of American Geographers, Seattle, Washington
- Th Apr 14 No Class Meetings. Work on Research Projects.
* Arditti, *Searching For Life*, Chapters 4-6
- Tu Apr 19 * Arditti, *Searching For Life*
Ch 7, "A New Strategy: The Right to Identity"
Ch 8, "The Politics of Memory"

Gender, Justice, and Environmental Change: Ethics and Responsibility in the Production of Understandings

- Th Apr 21 * Research Projects Due
Research Roundtable Discussion
* Attendance Mandatory
- Tu Apr 26 Research Roundtable Discussion
* Attendance Mandatory
- Th Apr 28 Research Roundtable Discussion
* Attendance Mandatory