

G&ES 361: Gender and the Environment – Spring 2018

11:00 a.m. - 12:15 p.m. Tuesday and Thursday, Advanced Sci and Tech Hall 309

Prof. Stentor Danielson

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Office hours: Official office hours are 11 a.m.-1 p.m. Monday and Wednesday, and 10-11 a.m. Tuesday and Thursday. My door is generally always open when I am in the office, and I welcome students anytime I'm in.

About this class

From climate change to population growth, humanity faces increasing challenges in our relationship to our non-human environment. At the same time, ideas and practices surrounding gender and sexuality are changing in dramatic ways. What is less often considered is how these trends intersect with each other – as well as with other issues such as economic development and racial inequality. This class aims to demonstrate why anyone who cares about nature needs to understand the cultural and social processes shaping gender relations in our society, and why anyone who cares about gender needs a good understanding of how human societies interact with the natural environment.

Outcomes

By the end of this course, a successful student will be able to:

- Identify ways that gender inequality shapes access to, and use of, environmental resources.
- Explain how gender is used, consciously or implicitly, in debates over environmental topics, and how claims about the environment or nature are used in debates over gender issues.
- Evaluate how gender shapes movements seeking environmental goals.

This course addresses the following departmental outcomes:

- Each graduate will demonstrate an understanding of features and patterns of the human environment. (4.2)
- Each graduate will demonstrate an understanding of the major spatial features and patterns in the cultural environment such as language, religion, and agriculture and economic, political, and demographic regions. (4.7)
- Each graduate will demonstrate an understanding of the major processes such as settlement, migration, trade, technological development, diffusion, and landscape transformation that shape cultural patterns. (4.8)
- Each graduate shall develop the ability to respect and integrate diverse worldviews in problem-solving frameworks. (1.5)
- Each graduate will deliver oral presentations, demonstrating the ability to effectively communicate discipline-specific concepts. (1.1)
- Each graduate will write scholarly papers using acceptable format and organization with proper citations to appropriate literature. (1.2)
- Each graduate will demonstrate professionalism and integrity in his/her academic conduct. (1.4)

- Each graduate will demonstrate the ability to develop valid research questions and hypotheses. (2.1)
- Each graduate will demonstrate the ability to apply proper techniques for data acquisition and interpretation in a problem-solving context. (2.2)
- Each graduate will demonstrate the ability to solve open-ended problems using scientific methodology. (2.3)
- Each graduate will develop the ability to make informed, scientifically-based decisions regarding environmental issues. (2.4)

And the following university-wide outcomes:

- Communication: Communicate effectively in speech and in writing, using appropriate information sources, presentation formats, and technologies. (1)
- Critical Thinking and Problem Solving: Locate, analyze, synthesize, and evaluate information and ideas from multiple perspectives--mathematical, scientific, and humanistic. Apply this information literacy to contemporary challenges. (2)
- Values and Ethics: Demonstrate an understanding of how the values of personal integrity, cooperative action, and respect for diversity influence one's own behavior and the individual and group behavior of others. (3)
- Social Awareness and Civic Responsibility: Use knowledge of evolving human institutions and of diverse cultural and historical perspectives to interact effectively in a variety of social and political contexts. (4)
- Global Interdependence: Act with an understanding of the cultural, socio-economic, and biological interdependence of planetary life. (5)
- Personal Development: Demonstrate intellectual curiosity, as well as a commitment to wellness, and to emotional and spiritual growth. (6)
- Professional Proficiency: Apply knowledge and skills to meet professional competencies within a specific discipline. (8)

Assignments

General assignments policies

All written assignments must be handed in at the beginning of class on the day they're due. Assignments will be docked 5% for each 24 hours or part thereof they are late, unless a documented unforeseeable excuse is provided. Since you have the entire semester's schedule now, please plan your time so as to complete all assignments early, so that you are prepared if something unexpected happens. All assignments must be submitted in .docx or .pdf format to the appropriate folder on D2L. Check that you got a receipt for your submission – if I don't get your paper, it doesn't count, no matter how sure you are that you uploaded it on time.

Word limits are meant to give you a sense of how comprehensive the paper ought to be, not as strict rules. If you have something important to say, say it. If you don't, don't waste your time (and mine) by padding the word count.

All information you acquire from sources other than your own creativity must be appropriately cited in APA style (the library webpage has several guides to APA style under the "Cite It!" link. I expect students to exercise critical judgment in evaluating sources, both from the internet and from the library. If you have any questions about sources or citations, please talk to me before

the due date – I would rather have you do it right than lose points for doing it wrong.

1. *Essays*

Over the course of the semester you will have to write three essays of approximately 1500-2000 words. For each essay, I expect you to use **at least two new academic sources** (journal articles, scholarly books and chapters) in addition to any class readings and non-academic sources you might cite.

A. *Gendered Spaces: Due March 1*

Various places within our society are coded as belonging to one type of gender expression. For this paper, you will select one such gendered space. It may be a specific location (e.g. Black Rock City, site of Burning Man) or a type of location (e.g. a car repair shop). You will analyze how that place is gendered, and what consequences it has for society.

Your essay should answer the following questions:

- What specific type of gender expression is associated with this place?
- What consequences occur to any person who violates the cultural rules about gender in this place?
- How does the gendering of this place influence gender inequality in society?

B. *Gender and Environmental Activism: Due April 5*

For this essay, you will select a notable environmental (or anti-environmental) activist to profile. The activist may be of any gender, come from any country, be active in any time period, and focus on any specific cause (whether or not you agree with their goals or approach). Your paper will describe the role that gender played in their activism.

In order to ensure a diversity of individuals are written about, you must contact me in advance to let me know what person you have selected for your paper. Activists will be handed out on a first-come, first-served basis. If you do not check with me, you will lose points on your final paper even if nobody else was writing about your chosen person. Some suggestions for individuals who would make for interesting papers are: Jane Addams, Sunderlal Bahuguna, James Balog, Judi Bari, Chandi Prasad Bhatt, Cliven Bundy, Aurora Castillo, Cesar Chavez, Paul Ehrlich, Dave Foreman, Lois Gibbs, Al Gore, Anne Gorsuch, James Hanson, Dolores Huerta, James Inhofe, Van Jones, Winona LaDuke, Aldo Leopold, Wangari Maathai, Chico Mendes, John Muir, Seyyed Hosein Nasr, Medha Patkar, Theodore Roosevelt, Peggy Shepard, Julian Simon, Paul Watson, James Watt, or any winner of the Goldman Environmental Prize: <http://www.goldmanprize.org/recipients/byname>

Your essay should answer the following questions:

- Did their activism fit within their culture's prescribed gender roles?
- Did they face difficulties getting their message across because of gender narratives?
- Did they explicitly appeal to gender narratives in their message?
- Would their activism have been more successful if they had approached gender issues differently?

C. *Gender and Development: Due May 8*

There are major debates over the effects of development policies on people of different genders. For this paper, you will choose one specific type of development intervention that has been

proposed as a way of improving the livelihoods of people in poorer regions of the world – for example, dam building, GMOs, or fair trade certification. You will locate two peer-reviewed articles that make contrasting claims about the gendered effects of this intervention (for example, an article arguing that GMOs reduce gender inequality, and one arguing that they increase inequality). Your paper will evaluate the “debate” between the two authors, and propose a resolution. You may conclude that one author is simply correct and the other is wrong, or you may suggest a way their findings can be reconciled.

2. Campus event report: Due throughout the semester

Over the course of the semester, there will be a variety of events held on campus that may relate in some way to our class. You will be required to attend one such event, and submit a paper of approximately 1000-1500 words analyzing it. In your analysis, you should connect the event to at least one of our class readings. Describe how the event elaborated on the reading, challenged the reading, or could have been deeper if the organizers had considered the ideas from the reading.

Events that qualify for this assignment can include speakers, film showings, art exhibits, plays or performances, organized discussions, debates or panels, and protests or political rallies. You may use an event that you are required to attend for another class. However, you may not use something that occurs as part of a normally-scheduled class or club meeting. I will make an effort to announce suitable events in class, but you are not limited to the ones I announce.

3. Class participation: Graded May 8

Interaction with other students is a vital part of social science study. I hope that our classes will feature substantive, critical discussion of the material in the readings as well as relevant ideas from your other experience and the world around us. On the day of the final exam, you must hand in a report of up to 500 words telling me what grade you believe you deserve for your class participation, and giving a justification for that grade. Your justification should give an overview of what you feel has been your level of participation in class discussions, as well as highlighting at least two specific contributions you made to the class. Your grade will be based both on your report as well as my own notes on students’ participation during class, so there is no guarantee you will receive the grade that your report asks for – but I do take your reports seriously.

4. Final exam: May 8

The final exam will be held during the time slot that the university assigns to this class. It will be a combination of short answer and essay questions covering all reading and class discussion material from the whole semester.

Grading

The final grade for this class will consist of:

- 45% Essays (15% each)
- 15% Event report
- 20% Participation
- 20% Final exam

Attendance and Preparation

Gender and the environment is a complex subject, and no manageable set of readings can cover

all of the information that I think is important to highlight on each topic. I expect all students to attend every class, because class lectures and discussions will be key to learning the material. You should come prepared to talk about the readings.

I assume that all members of this class are adults who have chosen to take this class because you are interested in learning about gender and the environment. Therefore, behavior that is disruptive to your own learning or that of others will not be tolerated, and you will be asked to leave. Such behavior includes: eating, smoking, sleeping, working on work for other classes or personal business, talking about topics other than this class, and the use of non-approved electronic devices (iPods, laptops, cell phones, etc.).

Special Needs

Your ability to master the class material should not be hindered by anything other than your own effort. If you have a disability, health issue, outside responsibility, or other concern that may affect your ability to succeed in this class, do not hesitate to contact me or the university's Office of Disability Services (738-4877, 105 University Union), and we will work together to find an accommodation for you.

Slippery Rock University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.sru.edu/offices/diversity-and-equal-opportunity/sexual-misconduct-and-victim-resources>.

Changes

While I do not expect much to change about this syllabus, I reserve the right to make changes and will notify students of them in class and/or by email.

Readings

There are two books for this class, plus a collection of shorter readings. The books are available through the campus bookstore, or from an online seller such as powells.com or amazon.com. The remaining readings are available through the library's electronic reserve system (these are marked [E-Reserve]) or online (URL given after the citation). You are expected to have thoughtfully read each week's readings by the beginning of the week. Many weeks have fairly large reading loads, so plan ahead and don't wait until the weekend before to start reading.

Cruz-Torres, María Luz and Pamela McElwee, eds. 2012. *Gender and sustainability: Lessons from Asia and Latin America*. Tucson: University of Arizona Press.

Unger, Nancy. 2012. *Beyond nature's housekeepers: American women in environmental history*. New York: Oxford University Press.

One good strategy for thoughtful reading is called the “yes, no, hmm” method. That is, after finishing the article you should come up with at least one important thing you think the author got right (“yes”), one thing the author got wrong (“no”), and one thing the author said that prompted you to think more deeply and go beyond the text (“hmm”). I expect all students to participate in class discussions, so thinking about the reading in this way will ensure that you have something to contribute.

I reserve the right to add graded response papers or quizzes to the class if it becomes apparent from class discussions that a substantial number of students are not doing the reading, or not doing it thoughtfully.

Desire2Learn

I will use the D2L system to distribute and collect assignments, to record grades, and to send messages about the class. Students should make sure that they are able to log in to the class's D2L site as well as the electronic reserves for this class on the library website. It is your responsibility to contact ITS or the library if you have a problem. You are also responsible for checking your SRU email account daily, as I will be sending class emails through D2L to those addresses.

Academic Honesty

Cheating (any method for getting the correct answers other than knowing the material yourself) and plagiarism (representing others' work as your own) will not be tolerated, and I will be alert for signs of both. In your papers, any idea that you take from any person other than yourself must be properly cited, and any words or phrases that you take from others must be clearly marked as quotations. You may discuss ideas with your classmates, or get help proofreading, but all of the writing must be your own. On the first instance of cheating or plagiarism, you will receive a zero for that assignment. On the second instance, you will receive a zero for the course. Review the section in your Student Handbook on Academic Honesty for a more detailed explanation of the university's procedures for handling cheating and plagiarism.

Schedule of Topics and Readings

UNIT 1: INTRODUCTION TO GENDER AND THE ENVIRONMENT

Week 1, Jan. 23 and 25: Why gender and the environment

Why should we pay attention to connections between gender and the environment? What kind of links can we draw between these topics?

Armstrong, L. 1995. The great cosmic metaphor: thinking about the “Earth our mother.”

Week 2, Jan. 30 and Feb. 1: Ecofeminism, Feminist Political Ecology, and Feminist Environmental Justice

What kind of theoretical perspective should we take on the connection between the environment and gender? How do we keep in mind the intersections of these issues with other social inequalities?

Unger, *Beyond nature's housekeepers*, Introduction.

Cruz-Torres and McElwee, Introduction, in Cruz-Torres and McElwee, *Gender and sustainability*.

Njambi, W. N., and M. P. Sprenkle. 2004. Rethinking masculinized tools: machetes, women's work, and suburban yard maintenance. *NWSA Journal* 16 (2):121–137. [E-reserve]

UNIT 2: GENDERED SPACES

Week 3, Feb. 6 and 8: Spaces of work

What does it mean for a space to be gendered? How do gender roles in work connect to the gendering of space?

Boyer, K. 1998. Place and the politics of virtue: clerical work, corporate anxiety, and changing meanings of public womanhood in early twentieth-century Montreal. *Gender, Place, and Culture* 5:261–276. [E-reserve]

Perrott, T. (2016). Beyond “token” firefighters: exploring women's experiences of gender and identity at work. *Sociological Research Online*, 21(1), 4. [E-reserve]

Scott, Rebecca R. 2010. *Removing mountains: extracting nature and identity in the Appalachian coalfields*. Minneapolis: University of Minnesota Press, Chapter 2. [E-reserve]

Week 4, Feb. 13 and 15: Spaces of nature

How is nature and wilderness coded as male or female? How does this affect people's ability to access these spaces, and their authority to speak about them?

Ortner, S. B. 1997. *Making gender: the politics and erotics of culture*. Chapter 2: Is female to male as nature is to culture?, pp. 21-42. Beacon Press. [E-reserve]

Strathern, M. 1980. No nature, no culture: The Hagen case. In *Nature, culture and gender*, eds. C. P. MacCormack and M. Strathern, 174–222. Cambridge: Cambridge University Press. [E-reserve]

Unger, *Beyond nature's housekeepers*, Chapter 3.

Week 5, Feb. 20 and 22: Sexuality and space

Are certain locations connected to certain sexual orientations? How do ideas of the “natural” get used in debates over sexuality?

Mortimer-Sandilands, C., and B. Erickson. 2010. Introduction: a genealogy of queer ecologies. In *Queer ecologies: sex, nature, politics, desire*, eds. C. Mortimer-Sandilands and B. Erickson, 1–47. Bloomington, IN: Indiana University Press. [E-reserve]

Unger, *Beyond nature's housekeepers*, Chapter 7

Week 6, Feb. 27 and March 1: The feminist-vegetarian debate

Should feminists be vegetarians? Is there a connection between meat-eating and the oppression of women?

George, K. P. 1994. Should feminists be vegetarians? *Signs* 19 (2):405–434., with replies by Adams, Donovan, and Gaard and Gruen. [E-reserve]

Rothgerber, Hank. 2013. Real men don't eat (vegetable) quiche: masculinity and the justification of meat consumption. *Psychology of Men and Masculinity*, 14(4), 363–375. [E-reserve]

McElwee, The gender dimensions of the illegal trade in wildlife, in Cruz-Torres and McElwee, *Gender and sustainability*.

Essay A (Gendered Spaces) due at the end of the week.

UNIT 3: GENDER AND ENVIRONMENTAL MOVEMENTS

Week 7, March 6 and 8: Gender and early American environments

How did connections between gender and the environment differ between indigenous, white settler, and slave societies? How did these connections shape the course of colonization?

Unger, *Beyond nature's housekeepers*, Chapters 1 and 2.

Smithers, Gregory D. 2009. The “pursuits of the civilized man”: race and the meaning of civilization in the United States and Australia, 1790s-1850s. *Journal of World History*, 20(2), 245–272. [E-reserve]

No class March 13 and 15 – Spring Break

Week 8, March 20 and 22: “Nature's Housekeepers” vs “The Moral Equivalent of War”

How did the early American environmental movement grow out of gendered norms? How did gender shape the rhetoric and success of early environmentalists?

Unger, *Beyond nature's housekeepers*, Chapter 4.

James, William. 1906. The moral equivalent of war. Speech at Stanford University. <http://www.constitution.org/wj/meow.htm>

Carter, Jimmy. 1977. Address to the nation on energy. <https://millercenter.org/the-presidency/presidential-speeches/april-18-1977-address-nation-energy>

Week 9, March 27 and 29: Gender and the mid-century environmental movement

How did gender norms affect the rise of environmentalism in the middle of the 20th century?

Unger, *Beyond nature's housekeepers*, Chapters 5 and 6.

Smith, M. B. 2001. Silence, Miss Carson! science, gender, and the reception of “Silent Spring.” *Feminist Studies* 27 (3):733–752. [E-reserve]

Week 10, April 3 and 5: Gender and contemporary environmentalism

How does gender continue to impact environmentalism today? What gendered narratives do environmentalists use to advance their cause?

Unger, *Beyond nature's housekeepers*, Chapter 8

Sandilands, Catriona. 1993. On “green” consumerism: environmental privatization and “family values.” *Canadian Women's Studies*, 13(3), 45. [E-reserve]

Essay B (Gender and Activism) due at the end of the week.

UNIT 4: GENDER AND RESOURCE ACCESS

Week 11, April 10 and 12: Households and the environment

How do households negotiate over resource access? How do men's and women's roles within households place them in different relationships to the resources they depend on?

Wutich, Gender, water scarcity, and management of sustainability tradeoffs, in Cruz-Torres and McElwee, *Gender and sustainability*.

Vu, Gender, sustainability, and shrimp farming, in Cruz-Torres and McElwee, *Gender and sustainability*.

Eder, The role of gender in the reduction of fishing effort, in Cruz-Torres and McElwee, *Gender and sustainability*.

Week 12, April 17 and 19: Gender and development policy

How do policies to improve the livelihoods of the world's poor affect men and women differently?

Singh, Democratic spaces across scales, in Cruz-Torres and McElwee, *Gender and sustainability*.

Buechler, Gendered fruit and vegetable home processing, in Cruz-Torres and McElwee, *Gender and sustainability*.

Drew, Meaningful waters, in Cruz-Torres and McElwee, *Gender and sustainability*.

Week 13, April 24 and 26: Population, reproduction, and the environment

How does the role of reproduction get addressed in environmental discourse? What kinds of families get blamed for environmental destruction?

Sen, Amartya. 2002. Delusion and reality. *Asian Affairs*. Retrieved from <http://www.asian-affairs.com/issue17/sen.html>

Hartmann, Betsy. 2007. Old roots, new shoots: eugenics of the everyday. *Different Takes*, 47. <http://tinyurl.com/ptk96ed>.

Week 14, May 1 and 3: Gender and “natural” disasters

Does gender shape vulnerability to natural disasters and other environmental hazards? Do men and women deal differently with disasters?

Fincuane, M. L., Slovic, P., Mertz, C. K., Flynn, J., & Satterfield, T. A. (2000). Gender, race, and perceived risk: the “white male” effect. *Health, Risk, and Society*, 2(2), 159–172. [E-reserve]

Eriksen, C. (2014). *Gender and wildfire: landscapes of uncertainty*. New York: Routledge, Chapter 2. [E-reserve]

Final Exam: Tuesday, May 8, 10:30 a.m. - 12:30 p.m

Essay C (Gender and Development) due at the final exam.

General essay and presentation grading rubric:

Item	A	B	C	D	F
Completeness 20%	Gives a complete, thoughtful, and integrated answer to all questions in the assignment	Addresses all questions, but gives insufficient depth to some, fails to link them together	Addresses all questions in a perfunctory way, omits some questions or adds irrelevant digressions	Veers significantly from the assigned topic	Essay is on a completely irrelevant topic
Argument 20%	Makes a strong argument, with a clearly stated thesis and demonstration of all key points.	Main argument is apparent but some points weakly argued	Argument is confused or central thesis not clear	Argument difficult to identify, or may contradict itself or leave large gaps	Absence of an argument
Sources 20%	All arguments fully supported by information that is relevant and obtained from reliable sources	Adequate use of information and sources relevant to the argument	Signs of inattention to source quality, some information presented irrelevant or missing but necessary	Failure to distinguish reliable and unreliable sources, “kitchen sink” approach to research results	Large gaps in research and irrelevant digressions, use of manifestly unreliable sources
Citations 10%	All information cited in a clear and consistent manner	Citations may be partially incomplete	Significant inconsistencies in citation style, important points not cited	Pervasive failure to cite sources or to cite them in an understandable way	Citations absent or impossible to follow
Writing 10%	Impeccable grammar and writing style that is enjoyable to read and appropriate to the subject matter	Generally consistent grammar and an easy to understand writing style	Significant grammar mistakes and writing style that is stilted or inappropriate	Rampant grammar mistakes and awkward writing that make it difficult to follow the argument	Pervasive grammar mistakes and clear lack of care about the readability of the text
Insight 20%	Raises new ideas that enter new ground in cultural geography and/or strongly stimulate my own thinking	Reaches deep and substantive conclusions that go beyond the class material	Draws conclusions consistent with the class material, or further insights which are significantly flawed	Contains original ideas that are shallow or clearly incorrect	Lacks any original ideas