

WOMEN AND CLIMATE CHANGE

GWS 2700, University of Denver, Spring 2011

Tuesday-Thursday, 2:00-3:50, Mary Reid 021

Dr. Elaine Enarson

Course overview

This course explores global women's efforts to make visible and address the gender dimensions of climate change, including grassroots women's adaptation strategies and cutting-edge research. We'll examine women's vulnerability to the effects of specific hazards and disasters that are related to climate changes and our work historically and regionally to promote gender justice and climate justice. Because we live in the arid West, our work together will also focus on how indigenous women and women in different social locations have coped with climate change historically and are organizing today. Your specific interests will drive the discussion and outcomes of the course. Bring your ideas, your passion, and your concerns for the future to class and work creatively with others toward solutions.

Class structure and process

This is a new field so we will be close intellectual collaborators this term. In ten short weeks, we can only begin to explore these complex and interconnected issues. We'll use class time for guided discussion of specific topics, videos and guest speakers, in-class research and your reports back to the class, reviewing assignment guidelines and, most importantly, discussing the "a ha!" moments that come up for you in these wonderful readings. What inspires or frustrates you? What do you disagree with or want to know more about? I look forward to learning from and with you this term as we explore this rapidly developing subfield.

Two fundamental assumptions ground this class: first, that climate change is real, underway already, driven by human agency, and amenable to change; secondly, while men and boys are affected by and responding to the effects of climate change, gender disparities and women's everyday lives position women as leaders in international efforts to reduce the negative effects of global warming. We will not debate these assumptions though you are welcome to take them up in your written work.

The course begins with a broad overview of climate change and gender relations. In *Week 1*, we'll do this by watching short videos, reading short handouts and fact sheets, and reading a short story on the topic. We then have two questions to answer (Weeks 2-5):

1. What are the likely effects and driving forces of global climate change and how do these relate to gender? In *Weeks 2-3* we'll read *Field Notes from a Catastrophe* and selected overview chapters and articles to explore this relationship.
2. How do these patterns vary across and within cultures? In *Weeks 4-5*, you'll select case studies from the Dankelman reader and the *Gender and Development* reader to answer this, with each of you selecting a region and nation for special attention.

Bringing it home: Here in the arid West, women have historically learned to cope with water scarcity and we will want to learn more about this as we look ahead. *Week 6* is devoted to understanding how global warming does and will affect us personally, especially in the coming decades in the American West. We'll focus primarily on drought and the Southwest and collectively develop a wiki on this topic. I will look to you to design the wiki and identify or create the materials you want to share; my role is to help facilitate this.

What are women doing to promote gender and climate justice globally? In *Weeks 7-10* we'll learn how women are mobilizing at home and around the world and take action ourselves. *Week 7* is devoted to finalizing and sharing your group action plan, and *Weeks 8 and 9* provide time for concentrated work on your group action project. We will continue to explore the literatures on gender and climate change and you will continue to develop your e-journal/portfolio.

Week 10 is time for sharing your group project, reflecting on the class as a whole, and reviewing the study questions for the final exam.

Learning objectives

At the conclusion of this course, I expect you will be able to:

- Explain the driving forces of climate change and of gender inequality and how these are related at different levels of analysis
- Use intersectional knowledge of ethnicity, race, class, sexuality, and disability to analyze national, regional and global gender patterns in climate change impacts and adaptation
- Relate the emerging body of knowledge about gender and climate change to women in the Southwestern US
- Understand women's critiques of institutional practices and discourse around climate change adaptation and disaster risk reduction
- Identify a range of action steps to effect positive change in this area from a gender perspective
- Identify and evaluate key sources of scholarly and grey literature on the topic
- Access and evaluate multidisciplinary data on women, gender, and climate change vulnerability and resilience, and demonstrate the utility of gender-based analysis in climate change research
- Improve your future research, writing and presentation skills including effective use of electronic resources and media
- Engage in critical self-reflection about the role that gender plays in your own life with respect to sustainability and climate change

More about my teaching and grading

I anticipate, encourage, and require your active participation in this class as we are all both teachers and learners. I will do my best to answer your questions, respect your ideas, point you in new directions, and help you become both a self-learner and a teacher of others. In doing so, we will all think and write in ways that respect and reflect the diversity of peoples in the US and the world. We are here to exchange ideas and learn from one another—not always to agree. Vigorous debates are likely and welcome, and every student's views will be heard and respected. While I teach from a feminist perspective, I don't assume this to be yours; however, much of our discussion will concern change strategies promoting social justice and the empowerment of women as this is central to meeting the challenges of climate change.

As ever, we will honor the confidentiality of those who elect to share personal information or feelings with the class, always exploring and respecting difference in a positive way.

Good and original writing (including research, analysis, organization, composition and referencing) is expected of all students. I am happy to offer help as feasible and will share some guidelines for proofreading that may help you catch common errors. But do take advantage of writing tutors and reference librarians—both should become your best friends.

Please note that I reserve the right to make changes or additions as needed to this syllabus, but will not do so without advising you in a timely way.

Academic Integrity

Academic honesty is an essential premise of our work together. If you are uncertain about DU's policies in this area, please review the Honor Code here: <http://www.du.edu/studentlife/ccs/2010-2011%20Honor%20Code.pdf>

As teaching and learning becomes increasingly electronic, it is easy to lose sight of the principles of fair use. This makes good referencing all the more important. Being a competent and ethical writer includes consistent conformity to accepted practices of citation. In this class we will follow the APA style manual for your papers (guidelines and links are posted) unless you have requested use of another style guide in advance.

Accommodations

The University of Denver strives to serve all students equally. Should you require alternative assignments or other accommodations due to a disability, be in touch early and often with disability service:

<http://www.du.edu/studentlife/disability/dsp/accommodations.html> Also, please let me know before the first class and we will work together to meet your needs. This is the case for students with faith-based needs as well.

Readings

You can expect 50-75 pages of assigned readings each week, *varying in scope and complexity*. Please plan ahead to organize your time accordingly, making time in your busy lives for reflection, research, writing and sitting around talking with your friends about women and climate change.

Four texts are required and available through the DU Library. Note that two are also available to you at no-cost online, but remember the wonderful feel and small of real books. These texts were selected to provide multiple disciplinary and regional perspectives on our subject.

1. Dankelman, ed. *Women & Climate Change: An Introduction*
2. Terry, ed. , *Climate Change & Gender Justice (available on line: http://www.oxfam.org.uk/resources/downloads/wigad_climate/WIGAD_climate_change_gender_justice_book_pap.pdf)*
3. Worldwatch Institute, *State Of World 2009 (available on line: http://www.worldwatch.org/files/pdf/SOW09_chap4.pdf)*
4. Kolbert, *Field Notes From A Catastrophe*

Additional e-reserves readings are required (see below) and you will be doing external research and reading with your work group as well. Make time for reading in this and every course to which you have committed.

The attached Resource List provides you with some beginning places for further reading. We will discuss this more in class.

Participation

I plan to limit my lecturing in this class and build a learning community driven by student interest and projects. This means that your active participation is essential. We will all become comfortable working through the Wimba virtual classroom on BlackBoard and the wiki function there, as this is our collective work space. It is your responsibility to ensure that you have functioning equipment and correct software allowing your full participation. Sorry, I am no expert so technical questions should go to the DU Help Desk: <http://www.du.edu/uts/helpdesk/emailus.html>.

Women's collective work is the essential path to sustained change now as in the past, so I encourage student interaction and group work in this class. Be conscious of how your actions affect others; respond to their ideas with respect; demonstrate your accountability to the group. This will lead to a successful outcome of your group work.

Finally, please *do bring your laptop to class every day* (with some exceptions), or plan on asking another student to share. We will discuss how this can contribute positively to class.

I will be talking with you about which films and which guest speakers are most interesting to you. Please note that there is no paper due and no final, but regular short writing assignments based on assigned readings. Every week you will add to your e-journal and many weeks you will be asked to share your readings/ideas with the class. Missing this opportunity due to unexcused absence short-changes us all.

Communication and office hours

We will use the DU webmail function to communicate and I will post important Instructor Updates on the course website. I can't promise rapid turn-around at all times but strive to be accessible by email Monday-Friday. If

urgent matters arise, please use my personal email (enarson@gmail.com). If you would like to speak personally by phone about your work or other issues, we can schedule this in advance. As I am an adjunct professor, we will arrange office hours by appointment, generally immediately before and/or after class.

For your group work, you may want to arrange out-of-class group project meetings, or set up skype talks or use space in the Wimba classroom to meet up virtually. If email is your primary means of collaboration, please continue to use the course website email function and not your private emails. Each group will have a designated space on the website for developing and sharing your work together.

Double-check all emails and postings, remembering that everything you write becomes part of the class archive and is visible to me and to every other student.

General grading guidelines

Absenteeism will affect your grade in this course and is defined here as not attending two or more consecutive postings without explanation; however, this does not mean that you must notify me if you must miss a class, leave early, etc.

As in the case of late work, unexcused absences will result in reducing your grade by one-half a grade for every missed posting and/or missed class meeting. The conditions applying to late work also apply here. Letter grades will be assigned to each assignment and are weighted as indicated below. These are the basic criteria *for earning full points* on your assignments:

- Complete assignments conforming to all assignment guidelines and submitted on time
- Thoughtful and analytic responses, evidence of creative and independent thinking
- Arguments or positions well-supported by scholarly sources including assigned readings
- Evidence of good or improving research skills
- Good use of standard English (organization, grammar, punctuation, vocabulary)
- Complete citation provided where needed using APA (or another reference style, with prior permission) with *few and minor errors*

Please note that I *very rarely agree to grades of Incomplete*--be in touch immediately if you think you may have to ask for one as I may be able to help you avoid this. Unless *late work* is a result of circumstances entirely beyond your control such as a funeral, serious illness, or unavoidable travel delay (I will make this determination), you will lose *one-half a grade for every late day including weekends*, e.g. B to a B- after one day. Please remember that your work can always be submitted early if you anticipate a conflict with due dates.

Your final letter grade will be based on both individual and group work, and conform to standard DU grading scales. I will also ask each of you to evaluate your contribution (and that of other students in your group) to the final group project and will also make my own assessment by following your progress on the Blackboard journal (see below). For my part, I strive to read and evaluate your work fairly and rapidly. I will post mid-term grades on your class participation. While I will not grade each of your individual journal entries, I'll provide regular feedback.

Assignments and evaluation

- 10% **Class participation.** Active and informed participation is required, along with respect for the views of others and accountability to your action project team.
- 70% **Class journal/portfolio (10%--weekly entries; 50%--required entries; 10%--your own entries)**
We will use the e-journal function provided on Blackboard with each of you developing an electronic Women and Climate Change portfolio. (Flash! Always work on Word first, saving these documents in a designated folder before uploading to your e-journal.) Each portfolio will be different but there are three required sections. I will evaluate and provide feedback and a letter grade at weeks 3 and 6 and at the end of the term.

Part One: On-going journal entries (3 categories)

1. *Weekly reading responses:* Make notes on every assigned article. Keep what new questions did they raise? What “a ha!” moments? What did you disagree with or want to learn more about? I will occasionally ask each of you to share your responses to the reading and to lead the class in discussion of the questions the readings raised for you.
2. *Change strategies:* Jot down notes from all course materials about how women are making change—or might. How could this inform our own work here in the US? How could it guide your final project for this class? Course materials include assigned readings, films, speakers, presentations made by other students, your independent reading, etc.)
3. *Popular culture:* Throughout the term, keep an eye out for how CC is represented culturally in the US or globally. For example, copy down jokes you hear, clip out cartoons, save links to songs, describe billboards or ads or magazine covers you see, review films, news stories, etc. On most Tuesdays, I will ask each of you what you have seen or heard around you, and by the end of the term this part of the portfolio must include *at least five entries*.

Part Two: Assigned entries (8 categories) based on templates I provide. I will ask you to share your findings with the class. Each entry is approximately 2 pages long.

1. *Film or guest speaker responses:* We will occasionally watch a video clip or film together, and hear from guest speakers. Reflect on these in 1-3 paragraphs.
2. *Reading sharing/synthesis:* On *several occasions* we will divide up readings and each of you will synthesize these for your e-journal as well as present on them in class.
3. *Conference presentation:* I will ask each of you once during the term to “take us to a meeting” and share the uploaded e-content with the class. Reflect on this in your journal in 1-3 paragraphs.
4. *Country profile:* Focusing on nation, write a page on the status of women/gender relations and a second page on climate risks and adaptation, incorporating assigned readings and government statistics (we will discuss).
5. *Case study:* Read several in-depth case studies and synthesize the findings. *You are also welcome to locate others – let’s talk.*
6. *Website sharing:* Visit two websites from those on the Resource list and evaluate them. *You are also welcome to locate others – let’s talk.*
7. *Change tool:* Read (skim) both assigned sets of guidelines and evaluate one in depth. *You are also welcome to locate others – let’s talk.*
8. *Week Six wiki contribution:* Record the work you put in on the class wiki on Women and Water in Colorado including *recommendations for 2 class readings (and provide links)*. We will discuss this project more in class.

Part Three: Other entries (any number—but quality over quantity, right?)

1. What else would you like to include to make this Women and Climate Change portfolio your own? I will evaluate the portfolio for completion of required sections (see above) and for your independent thinking and creativity. Have fun with this!

20% **Action project or Action plan.** This is a collaborative outcome for which we will use some in-class time in the last half of the course. How can you advance social change in this area as DU students? Consider developing a wiki, organizing a photo exhibit, staffing an informational booth, writing a teaching module, designing a virtual game, organizing a writing campaign, doing some performance art on campus, planning an academic symposium, arranging an informational field trip... I look forward to your ideas! Note that there are no funds available and not much time, so think big, but be realistic.

The Action Project includes an *annotated literature review* and a well-developed Action Plan (I will provide a template) outlining a project that addresses your area of concern. You will work with your group to decide on core topics and a division of labor for investigating these. Each of you will then *contribute a minimum of 5 scholarly sources with paragraph-length annotation* to the collective bibliography. I will provide examples of entries in an annotated bibliography, and we will review APA formatting.

You will share your *draft* action plan with the class in Week 7 (I will provide a template for the action plan), leaving time for feedback from all before finalizing and sharing with the class on Week 10. Each group will have time in class as well as space on Blackboard for developing and sharing your final project. Remember that the project can either be realized in the time we have together or take the form of a comprehensive action plan that could be enacted later. The approach you take has no bearing on your final grade.

TOPICAL READING AND ASSIGNMENT GUIDE				
<p>K=Kolbert; WW=State of the World; D=Dankelman; T=G&D reader 2009 E-R=e-reserve pdf; BB=pdf folder on BlackBd; OL=access through Penrose Library J=your journal entry assignment for this period</p>				
<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments</i>	<i>Activities</i>
Week 1	Overview: Why are we here?			
March 22	What do you want to take from this class? What do you want to bring?	Read ahead for Thursday if possible We will take a look at some basic handouts (fact sheets)	None	Intro & syllabus Discuss handouts Video: <i>Sisters on the Planet</i>
March 24	Why gender? Why climate change?	<ul style="list-style-type: none"> • WW: Glossary & Year in Review • BB: Oxfam, Suffering the Science Climate change, people, and poverty (skim) • BB: Familiarize yourself with to major resource guides for us this term; UNDP G&CC Resource Guide, and UN Women Watch, Women, Gender Equality and CC 	J: On-going J: <i>Video reflections</i>	Video excerpts: <i>Heat;</i> <i>Cadillac Desert</i>
Week 2	Driving forces, effects and trends			
March 29	Climate change basics	<ul style="list-style-type: none"> • BB: IPCC, Ch. 7/Human Health (p 393, Exec Summary and then select areas of interest to read) • K: Ch. 5 and 7 • WW: Ch.1, Lavin & Engelmann, The perfect storm OR WW: Ch. 2, Hare, Safe landing for the future 	J: On-going J: <i>Video reflections</i> ➤ Prepare for reading sharing Thursday	Assessing our carbon footprint

March 31	Gender relations and human adaptation	<ul style="list-style-type: none"> D: Ch. 2, Dankelman, Introduction OR D: Ch. 3, Dankelman & Jansen, Gender, environment and CC WW: Aguilar (p. 59) and <i>any 5 of the other very short case studies</i> BB: IPCC, 2007, Cross-Cutting, Indigenous Knowledge (pp. 864-868) 	J: On-going J: <i>Reading sharing</i>	Reading sharing
Week 3 Persistent and emerging issues				
April 5		<ul style="list-style-type: none"> ER: Seager, Death by degrees E-R: Huang, Over-breeders and the population bomb OR BB: Looking both ways: at the intersection of reproductive and climate justice 	J: On-going ➤ Prepare for reading sharing on Thursday	Short video clips on disaster or <i>Still Waiting</i>
April 7	<i>EE evaluates your e-journal</i>	<ul style="list-style-type: none"> BB: Nagel, Genders, Disasters, Climate Change, pp. 111-116 in NSF, Sociological Perspectives on Global CC (Workshop) BB: David and Hunter, Climate Change and Migration: Considering the Gender Dimensions OR D: Ch. 4, Khosha & Masaud, Cities, climate change and gender OR D: Dankelman, Ch. 3, CC and human security and gender 	J: On-going J: <i>Video reflections</i> J: <i>Reading sharing</i>	Reading sharing
Week 4 Difference: locale				
April 12	Diverse needs, interests and & responses	<ul style="list-style-type: none"> BB: Briggs, et al., Changing women's roles, changing environmental knowledges: Evidence from Upper Egypt OR Unifem, Gender and Climate Change in Vietnam-Desk Review OR Van Voorst, "I work all the time" (Greenland) OR Action Aid, We know what we need :South Asian women speak out on climate change adaptation 	J: On-going ➤ Prepare for case study reports on Thursday	Video excerpts: <i>Sila Alangotok and/or Taking Root: Wangari Mathaai</i>
April 14		<ul style="list-style-type: none"> OL: Women and global climate change, <i>Women & Environments International Magazine</i> 2007 Issue 74/75 (choose 3 of these short profiles) Women and Global Climate Change 	J: On-going J: <i>Case study entry</i> J: <i>Video reflections</i> ➤ Visit several portals and locate a conference website and presentation to share next week	Case study reports
Week 5 Difference: Country case studies				
April 19		<ul style="list-style-type: none"> BB: Terry, No climate justice without 	J: On-going	E-

		<ul style="list-style-type: none"> gender justice BB: In Masika (Ed.), Select one chapter (Bangladesh, Peru, Bolivia or India) 	<i>J: E-conference</i> <ul style="list-style-type: none"> Prepare for reading sharing Thursday 	conference sharing
April 21	<i>EE assigns mid-term participation grade</i>	<ul style="list-style-type: none"> T: Select 1 chapter (India, Tanzania, or Mexico) Kolbert, Ch.3 OR Ch. 6 (Iceland, Netherlands) 	<i>J: On-going</i> <i>J: Country profile</i>	Country profile sharing
Week 6	Difference: Bringing it home			
April 26		<ul style="list-style-type: none"> K: Ch. 1, 8, 9 (Alaska, US, Vermont) 	<i>J: On-going</i>	Guest speaker (Beth Bee, CSU)
April 28	<i>EE evaluates your e-journal</i>	<ul style="list-style-type: none"> BB: US Global Change Research Program, Global climate change impacts in the US: Highlights BB: Pew Center, Climate Chang 101, Local Action 	<i>J: Guest speaker reflections</i>	Catching up and wiki planning
Week 7	Wiki week: Women and drought in the Southwest			
May 3		<ul style="list-style-type: none"> BB: Regional highlights: Southwest, from Global climate change impacts in the US BB: <i>Hotter and drier: The West's Changed Climate</i> (skim) <i>Ms. Mag</i> excerpt (handout) BB: Alston, Drought policy in Australia: Gender mainstreaming or gender blindness? 	<ul style="list-style-type: none"> Locate materials on women and drought. Read and prepare to share and post 	Listening to women in the OK Dustbowl-oral history narratives Discuss wiki content & process- In-class research
May 5		<ul style="list-style-type: none"> BB: Women & water management (UNEP) 	<i>J: Wiki entry</i> <ul style="list-style-type: none"> Prepare for website review next week 	Group work to finalize the wiki
Week 8	Taking action (1)			
May 10		<ul style="list-style-type: none"> WW, Ch. 4, Sawin & Moomaw, An enduring energy future T: Tandon, The bio-fuel frenzy: What options for rural women? T: Wong, Climate change and sustainable technology 	<i>J: On-going</i>	Group work on action plan

May 12		<ul style="list-style-type: none"> • BB: ISDR, Gender perspectives: DRR and CCA (select 5 from pp. 1-55) • BB: ISDR, Gender perspectives: DRR and CCA (on-line, pp. 56-74) • D: Review all boxed case study material in this book 	<p>J: On-going</p> <ul style="list-style-type: none"> ➤ Post draft group action plan on Bbd ➤ Locate and review 2 websites for sharing 	Oxfam slide show (It's up to UNOW) and video clips
Week 9	Taking action (2)			
May 17		<ul style="list-style-type: none"> ➤ T: Khamis, et al. Women's rights in CC: Using video as a tool for empowerment in Nepal ➤ WW, Ch. 5, Dodman, Ayers, & Huq, Building resilience 	<p>J: On-going</p> <p>J: <i>Website entry</i></p> <p>J: <i>Video reflections</i></p> <ul style="list-style-type: none"> ➤ Prepare for action strategy sharing on Th 	<p>Group work on action plan</p> <p>Website sharing</p>
May 19		<ul style="list-style-type: none"> • BB: UNDP G&CC Adaptation Guide OR WEDO G&CC Training Manual • Locate one other action-oriented reading to share from one of the websites on our resource list 	<p>J: On-going</p> <p>J: <i>Action strategy entry</i></p>	<p>Action strategy sharing</p> <p>Group work on action plan</p>
Week 10	Students in action			
May 24		<ul style="list-style-type: none"> • D: Ch. 9, Women organizing for a health planet • D: Ch. 10, Epilogue 	<p>J: <i>Annotated bibliography entry</i></p> <p>J: On-going</p> <ul style="list-style-type: none"> ➤ Post your group's bibliography on Bbd 	<p>Groups finalize action plans</p> <p>Local activists visit DU? (tbd)</p>
May 26	Course reflections and feedback			
		Class reflections and learning	<ul style="list-style-type: none"> ➤ Finalize your e-journal and post to BBD 	Groups present action plans
No final exam. Note: I will evaluate your e-journal in Weeks 3 and 6 and again during finals week.				

NOTE: In addition to the assigned readings posted on BlackBoard, several articles are on e-reserve. You will also be adding extra readings for your wiki project on women and drought in the Southwest and we can put this on reserve for other students, too.

- Joni Seager, 2009, Death by degrees: Taking a Feminist Hard Look at the 2° Climate Policy Women, in *Gender and Research* 3-4.2009
- Priscilla Huang, National Asian Pacific American Women's Forum , Over-Breeders and the Population Bomb: The Reemergence of Nativism and Population Control in Anti-Immigration Policies, in L. Mazur (ed.), *A Pivotal Moment: Population, Justice and the Environmental Challenge*
- Malea Hoepf Young, Elizabeth L. Malone, Elizabeth Leahy Madsen, and Amy Coen, Adapting to Climate Change: The Role of Reproductive Health in L. Mazur (ed.), op.cit.
- Masika (ed.) Climate change (special issue of *Gender and Development* 10(2), 2002, also available on line: http://publications.oxfam.org.uk/download.asp?dl=http://www.oxfam.org.uk/resources/downloads/FOG_Climate_15.pdf

SELECTED RESOURCES FOR RESEARCH AND ACTION

We will explore many of these resources together to identify gaps and resources on gender mainstreaming in climate change work. Please share additional links to the sites you find this term.

Books: (to get us started)

- Dankleman, I. (Ed.) (2010). Women and climate change: An introduction (all articles are recommended/most required reading)
- Terry, G. (Ed.) (2009) Climate change and gender justice. Oxford, UK: Oxfam. Available for free download: http://publications.oxfam.org.uk/download.asp?dl=http://www.oxfam.org.uk/resources/downloads/wigad_climate/WIGAD_climate_change_gender_justice_book_pap.pdf (all articles are recommended/most required)
- Masika, R. (Ed.) (2002). Gender, development and climate change. Oxford, UK: Oxfam. Available for free download: http://publications.oxfam.org.uk/download.asp?dl=http://www.oxfam.org.uk/resources/downloads/FOG_Climate_15.pdf

Special collections: (to get us started)

- Dust, drought and dreams gone by (Ok State U): <http://www.library.okstate.edu/oralhistory/dustbowl/>
- Katrina oral history projects ("Alive in Truth" and others): <http://www.usm.edu/slis/KatrinaOralHist.htm>

Women's groups and networks (to get us started)

- GenCC: <http://www.gendercc.net/>
- Groots/Disaster Watch: <http://www.disasterwatch.net/>
- WEDO/Global Gender and Climate Change Alliance: <http://www.wedo.org/>
- Energia: <http://www.energia.org/>
- Gender and Water Alliance [GWA]: <http://www.genderandwater.org/>
- Sisters on the Planet/Oxfam: <http://www.oxfamamerica.org/howeare/sisters-on-the-planet>
- Code Pink: <http://www.codepink4peace.org/section.php?id=354>
- Women Organizing for Change in Agriculture and Natural Resource Management [WOCAN]: <http://www.wocan.org/>
- Earth Day Network International's Women and the Green Economy (WAGE): <http://www.earthday.org/campaign/women-and-green-economy-wage>

- Asian Communities for Reproductive Justice: <http://reproductivejustice.org/>
- White Earth Land Recovery Project: http://nativeharvest.com/winona_ladue
- US Women Connect (links to US and global women's orgs): <http://www.uswc.org/orgs.html>
- Climate Wise Women: <http://www.climatewisewomen.org/>
- Gender and Disaster Network [GDN]: <http://www.gdnonline.org>
- Gender and Disaster Resilience Alliance [GDRA]: <http://usgdra.org>
- DAWN: <http://www.dawnnet.org/notice.php>

Website portals: (to get us started)

- Bridge: <http://www.bridge.ids.ac.uk/index.cfm?objectid=9C00A9E6-BAD9-AC5E-E53190748926F722&qt=climate%20change>
- UN WomenWatch: [http://www.un.org/womenwatch/feature/climate_change/downloads/Women and Climate Change Factsheet.pdf](http://www.un.org/womenwatch/feature/climate_change/downloads/Women_and_Climate_Change_Factsheet.pdf)
- WHO: <http://www.who.int/globalchange/en/>
- UN High Commission for Human Rights: <http://www2.ohchr.org/english/issues/climatechange/index.htm>
- World Meteorological Organization: http://www.wmo.int/pages/index_en.html
- And check thoroughly for some excellent gender and CC initiatives in major UN agencies, e.g. ISDR, UNDP, UNEP, ILO, WHO, FAO, FPA

Conference sites: (to get us started)

- Gender Equality and DRR/Honolulu: <http://www.ssri.hawaii.edu/research/GDWwebsite/pages/background.html#lessons> (links to past gender and disaster conference proceedings)
- Environmental management and mitigation of natural disasters: Gender perspective/DAW: http://www.un.org/womenwatch/daw/csw/env_manage/
- Third Global Congress of Women in Politics and Governance/Gender and DRR and CCA: <http://www.capwip.org/genderandrr.html>
- COP/FCCC: <http://www.cop16.mx/en/about/index.html>

Environmental organizations and social justice groups: (to get us started)

- Indigenous People's Global Network on Climate Change and Sustainable Development: <http://www.indigenousclimate.org/>
- Greenpeace: <http://www.greenpeace.org/international/en/campaigns/climate-change/>
- International Union for the Conservation of Nature/ IUCN: <http://www.iucn.org/Conservation>
- Conservation International: http://www.conservation.org/discover/Pages/about_us.aspx
- Union of Concerned Scientists: http://www.ucsusa.org/global_warming/
- 350: <http://www.350.org/>
- Oxfam: <http://www.oxfam.org/>
- Human Rights Watch: <http://www.hrw.org/>
- Global exchange: http://www.globalexchange.org/war_peace_democracy/climatechange/index.html
- Environmental Justice Resource Center at Clark Atlanta University: <http://www.ejrc.cau.edu/Welcome.html>
- Climate frontlines: forum for indigenous peoples, small islands and vulnerable communities <http://www.climatefrontlines.org/>
- Tribes and climate change: <http://www4.nau.edu/tribalclimatechange/index.asp>
- Climatechallenge.org: <http://www.climatechallenge.org/>; <http://climatechallenge.org/groups> (campus groups)
- TckTckTck: Global campaign for climate action

<http://tckctck.org/about-tck/>

US Government Organizations: (to get us started)

- NOAA: <http://www.education.noaa.gov/Climate/>
- US EPA: <http://www.epa.gov/climatechange/> (excellent LINKS page)
- US Department of Agriculture: <http://www.ers.usda.gov/Briefing/GlobalClimate/>
- US Department of Health and Human Services [HHS]: <http://sis.nlm.nih.gov/enviro/climatechange.html> (good links page)
- White House Council on Environmental Quality: <http://www.whitehouse.gov/administration/eop/ceq/>
- NCAR: <http://ncar.ucar.edu/>
- Centers for Disease Control and Prevention [CDC]: <http://www.cdc.gov/climatechange/>

Global climate portals: (to get us started)

- UN Gateway to Climate Change: <http://www.un.org/wcm/content/site/climatechange/gateway>
- UN Framework Convention on Climate Change [UNFCCC]: <http://unfccc.int/2860.php>
- Intergovernmental Panel on Climate Change [IPCC]: <http://www.ipcc.ch/>
- UN Foundation: <http://www.unfoundation.org/our-solutions/reduce-carbon-emissions/>
- UN REDD: <http://www.un-redd.org/>
- Oxfam: http://www.oxfam.org.uk/resources/policy/climate_change/index.html

Research Centers: (to get us started)

- Pew Center on Global Climate Change: <http://www.pewclimate.org/>
- UN University: <http://unu.edu/climate/>
- Earth Institute/ColumbiaUniversity: <http://www.earth.columbia.edu/sections/view/9>
- US Global Change Research Program: <http://www.globalchange.gov/publications/reports/scientific-assessments/us-impacts>
- National Research Council/National Academies: <http://americasclimatechoices.org/index.shtml>
- International Institute for Sustainable Development [IISD]: <http://www.iisd.org/climate/>
- Institute for Social and Environmental Transition [ISET]: <http://www.i-s-e-t.org/>
- Southwest Climate Change Network: <http://www.southwestclimatechange.org/>

Foundations: (to get us started)

- Mary Robinson Foundation for Climate Justice: <http://www.mrfcj.org/> (good links)
- Clinton Foundation: <http://www.clintonfoundation.org/what-we-do/clinton-climate-initiative/>
- Rockefeller Foundation: <http://www.rockefellerfoundation.org/who-we-are/our-focus/climate-environment>
- Climate Works Foundation: <http://www.climateworks.org/>

Local groups: (to get us started)

- Women in Sustainable Energy (WISE): <http://wisecolorado.org/WISE/Index.htm>
- Groundwork Denver: <http://www.groundworkdenver.org/climate.htm>