

# Gender and Environment

Candace Famiglietti, Adjunct Lecturer of Environmental Politics

**Contact:** cfamiglietti@babson.edu

**Office Hours (online):** TBD

**Course Schedule:** TTh 1:00 – 3:10 PM

**Course Location:** TBD

**Online Meeting Room:** <https://babson.webex.com/meet/cfamiglietti>

## Course Description

The objective of this course is to understand, explore, and analyze the linkages between gender and the environment. Using multiple case studies (fashion, food, waste, illegal wildlife trade, climate change etc.), the course will focus on three core themes: 1) foundational concepts and theories of gender as they relate to the environment 2) the inequities and power dynamics associated with environmental challenges 3) knowledge and tools to mainstream gender and create effective change. By thinking critically about these concepts, we will challenge our current understanding about complex, global environmental challenges, the meaning of gender, and why it matters today and in the future.

## Course Objectives

1. To draw on a variety of disciplines to understand and analyze structural injustices expressed through the concepts of gender and environment.
2. To explore understandings of gender and environment through analytical lenses spanning multiple disciplines.
3. To acquire knowledge of core concepts, theories, ideas, and historical processes connecting and analyzing gender and environment, using them to formulate convincing arguments and communicate them strategically to specific audiences.

## Course Learning Goals and Themes

- **Collaboration** – Students will collaborate in groups using gendered lenses to critically analyze and produce works regarding select environmental issues.
- **Communication** – Students will develop and express ideas strategically and creatively, through the group project and the individual papers.
- **Integrated Sustainability** – This course addresses how individuals understand and apply integrated systems approaches to address social responsibility, ecological integrity, and value creation in decision-making processes.
- **Global and Multicultural Perspectives** – Through cases drawn from different regions and attention to global processes, this course will address how individuals understand and adapt to social, cultural, and intellectual diversity.

## Course Readings

All required readings will be available on the Canvas website. We will be using multiple chapters from the following textbook, which you may want to purchase if you prefer paper over digital reading.

Detraz, Nicole. *Gender and the Environment*. John Wiley & Sons, 2017.

## Course Requirements & Grading

### Overview

Please stay up to date with the readings and other expectations to the best of your abilities. All readings must be completed before the class for which they are assigned. Late assignments will result in a grade deduction (starting from the session they are due).

Snapshot of course assignments, due dates, and percent of final grade		
Course assignment	Due Date	Points
Online Discussion and Course Engagement	Weekly	20
Co-leading Class Discussions ( <i>*Teams will sign-up for individual weeks to present throughout the semester</i> )	TBD	10
Group Course Project <ul style="list-style-type: none"><li>• <i>Group Written Analysis (15 pts)</i></li><li>• <i>Group Presentation (15 pts)</i></li></ul>	TBD	30
Individual Gender Analysis Paper <ul style="list-style-type: none"><li>• <i>Individual Written Analysis (15 pts)</i></li><li>• <i>Individual Presentation (15 pts)</i></li></ul>	TBD	30
Journal Reflections and Personal Development	TBD	10

### Classroom Attendance

The attendance policy will be developed depending on the circumstances of Summer 2021 (<https://babson.webex.com/meet/cfamiglietti>). Whether online or in-person, you are expected to engage critically with the readings and topics that are discussed with your teammates. Sharing is an important part of learning, so please come to each class session ready to contribute your unique perspective with questions, comments, ideas, or reflections you have assembled based on the readings, guest lectures, class discussions or your personal experiences. Your active participation is highly valued and greatly enhances class sessions. A respectful attitude and considerate interaction with everyone in the classroom are expected in all contexts. The use of cellphones (unless using it to dial into class) is not allowed. Respecting the technology policy is a part of your participation grade.

### Face Mask Policy

Students are reminded that all activities at Babson, including in-person class attendance, are subject to important Covid-19-related safety parameters, including the [Babson College Face Mask Policy for Students](#). These precautions protect all members of the community and aim to ensure, to the greatest extent possible, that on-campus learning and in-person activities remain possible. Face masks are mandatory and must be worn correctly at all times in all Babson classrooms (including entry and exit to class) and during all interactions with Babson faculty and staff. You can expect that your professor and any staff assistants will also be complying with this Babson policy. **Students also should not attend any class in person if they are sick or feeling ill;** instead, they should inform the instructor and attend class online instead.

All community members must take personal responsibility for following the safety guidelines and reminding others to do the same. The college takes community health and interference with other

students' learning very seriously. To that end, students failing to wear masks correctly will be asked by the instructor to put on a properly-fitted mask or to leave the classroom. Any student who fails: (i) to comply with the college mask policy is subject to Babson's [Student Code of Ethics](#) and/or (ii) who fails to leave a classroom immediately upon request by the instructor will be addressed by Public Safety.

### **Online Discussion and Course Engagement (20 points)**

Engaging in knowledge exchange through the sharing of ideas with others is vitally important to the learning process. **Prior to each class session, please submit at least 1 question, comment, or reflection on the readings and respond to at least 1 of your fellow teammate's postings on Canvas by 11:59 pm the day before class.** Your participation in each discussion is worth .5 points, and we will carry the online discussion into the classroom. Also, if you find any related resources you think will add to our collective learning, please feel free to post them in the appropriate discussion channel on Canvas.

### **Co-leading Class Discussion (15 pts)**

You will sign up for co-leading a class the first week of the course. Teams will create a one-page handout or a slide deck analyzing the assigned readings. Connections to other course material are encouraged in your analysis. Importantly, teams must include a list of at least 3 discussion questions that are stimulating, thought-provoking, and relate to the week's course materials. Questions might engage, for example, difficult or confusing concepts, connections to previous materials, potential analyses of the week's readings, or encourage students to share their thoughts on a subject. **Teams should email their slide deck to cfamiglietti@babson.edu by 11:59 pm the day before class.** These materials will be made available to the rest of the class at least one hour prior to the session.

Leading class includes: 1) a presentation component designed to inform and generate class discussion (~7-8 minutes) and 2) guiding and actively participating in the overall discussion.

The objective is to lead an in-depth discussion that highlights the reading's main argument/key points as well as connects to larger class themes or other course material.

### **Group Course Projects (30 pts)**

For this assignment, you will be working together to apply gender-focused theories and concepts to an environmental issue area of your choice (climate change, illegal wildlife trade, waste, etc.). In doing so, your group will analyze the interconnection of gender and environment, how it manifests in a specific environmental issue, and reimagine potential solutions for the future. For this assignment, it is critical that you (a) perform proper research (b) use clear and concise language to communicate the issue (c) propose realistic and implementable solutions. The written analysis should be between 1000 and 1250 words, while the presentation should be 10 minutes. I am happy to provide guidance as you are selecting issues and developing your narratives. Additionally, assignment guidelines and rubric will be posted on Canvas.

### **Individual Gender Analysis (30 pts)**

This analysis should be between 4000 and 4500 words, while the presentation should be 10-12 minutes. You will be writing on the topic of your choosing that connects gender and the environment. Topics will be preapproved with the professor. Assignment guidelines and grading rubrics will be posted on Canvas.

## Journal Reflections and Personal Development (15 points)

Throughout the semester, students will be provided with time in class to engage in contemplative practices and reflection, some of which will include journaling. I also encourage you to use your journal outside of class, so you can jot down thoughts, notes, or feelings whenever they come to you. The purpose of the journal is to record your journey and any “ah ha” moments you have throughout the course connected gender and the environment. These may come from observations and interactions with others. At the end of the semester, you will read back through your journal to reflect on your development throughout the course. You will refer to your journal reflections throughout the course to see how your thinking and/or personal behaviors have changed (or not) over the course of the semester. You will use this information to compose a Reflection Paper (word count: 500-1000) detailing your personal development throughout the course.

## Course Details

Please check the course Canvas site frequently, where you will find up-to-date readings, assignments, and announcements.

## Email Policy

- I will do my best to respond to your emails in a timely manner (24-48 hours).
- For questions emailed late on Friday or the weekend, I will respond by the end of the business day on Monday (unless it is a holiday).
- Before sending an email, review the course syllabus to see if the answer is already there.
- If you have lengthy questions, special circumstances that need attention, or want to chat, please visit me during my office hours.

## Documentation and Appropriate Style

Please use any consistent documentation style for your submissions. All sources must be cited, including course texts, Internet sources, and ideas that are paraphrased. Lack of proper citation suggests academic dishonesty, or plagiarism. Please know that I take the issue of academic integrity seriously, and I expect that you will as well. It is my policy to forward all plagiarism cases to the campus Honor Board.

Guidelines for documentation styles can be found online; and at Babson’s Writing Center (Babson Hall 205) and Speech Resource Center (Olin 009).

## Academic Integrity

In this course, you are required to abide by the College’s Academic Integrity Policies and Procedures as outlined in [Babson’s Student Code of Ethics](#). Please review the College’s Student Code of Ethics in its entirety, as it is your responsibility to take the appropriate steps to ensure your understanding of the Code. *Ignorance of the policies is not a valid excuse for any violations.*

Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most they can from their educational experience and the pursuit of knowledge. Second, academic misconduct violates the most fundamental values of an intellectual community and diminishes the achievements of the entire college community. Accordingly, Babson views academic misconduct as one of the most serious violations of the College’s expectations that a student can commit while at Babson College. Specific behaviors that constitute academic misconduct, as defined in the Code, are **cheating, fabrication, facilitating academic dishonesty, plagiarism, participation in academically dishonest activities, and unauthorized collaboration**. In the instance I am presented with evidence to

suggest that you engaged in any of these behaviors, I will refer the incident to the [Office of Community Standards](#) for review.

For your coursework, you are required to affirm your understanding of and commitment to the academic honesty and integrity expectations set forth in the Code. You will be asked to write the following pledge on every exam, paper, project, or other academic exercise:

*“I have abided by the Babson Code of Ethics in this work and pledge to be better than that which would compromise my integrity.”*

If you have questions relative to academic integrity expectations within the context of a particular assignment, please ask me directly. General questions can be directed to [communitystandards@babson.edu](mailto:communitystandards@babson.edu).

### Conflict Navigation Services

Conflict – especially when working in groups – is a normal, healthy, and expected part of life and ideally is viewed as an opportunity to strengthen relationships, improve efficiency, and rectify underlying concerns that often otherwise go unaddressed. Resolving conflict is a vital part of the educational journey of the Babson student and entrepreneur and requires your active participation and skill development. If you experience interpersonal conflict in this course, I encourage you to explore the [College’s Conflict Navigation Services](#) as a resource.

### Learning Center

Any student who feels she or he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs at the start of the semester. Please contact the Coordinator of the Learning Center at 781-239-5509 or in Hollister Hall 122 to coordinate accommodations.

### Religious Observance

Any student who faces a conflict between the requirements of a course and the observance of her or his religious faith should contact the instructor as early in the semester as possible. In such event, the instructor will provide reasonable accommodations that do not unduly disadvantage the student.

## CLASS LECTURE AND READING SCHEDULE

*Be sure to complete all readings before class*

*\* Notes key materials for the semester*

SCHEDULE		TOPIC	ASSIGNMENT
<b>Unit 1: Foundations of Gender and Environment</b>			
Tues.	11-May	Introduction to the course	Read through syllabus.
Thurs.	13-May	Foundations of Gender	Reading TBA  Listen to Making Contact’s Podcast: <a href="#">Intersectionality with Kimberlé Crenshaw</a>
Tues.	18- May	Connection between gender and environment	Detraz, Ch 1, Introduction: How are Gender and Environment Connected?

		<i>Guest Speaker: Mariama Williams</i>	Seager, Joni. "The Death of Nature: foundations of ecological feminist thought." In <i>Routledge handbook of gender and environment</i> . Routledge, 2017.
Thurs.	20-May	Gender and Environment: Theories and approaches	Xiao, Chenyang and Aaron McCright, "Social Ecology: A transdisciplinary approach to gender and Environment research."  Mollett, Sharlene. "Gender's critical edge: Feminist political ecology, postcolonial intersectionality, and the coupling of race and gender." In <i>Routledge handbook of gender and environment</i> , pp. 146-158. Routledge, 2017.
Tues.	25-May	Gender and Environment: Indigenous and Black Feminisms and Queer Theory	Seymour, Nicole. "Transgender environments." In <i>Routledge Handbook of Gender and Environment</i> , pp. 253-269. Routledge, 2017.  Collins, Patricia Hill. "Gender, black feminism, and black political economy." <i>The Annals of the American Academy of Political and Social Science</i> 568, no. 1 (2000): 41-53.  Mitchell, S. L. (2018). "Women are the Water-bearers of the Universe," <i>Sacred instructions: Indigenous wisdom for living spirit-based change</i> . North Atlantic Books.
<b>Case Studies: A Deeper Dive</b>			
Thurs.	27-May	Masculinities and Extractive Industries	Raping Indian Country, 38 COLUMBIA J. GENDER & L. 31 (2019) (with Elizabeth Kronk Warner). Magazine Article. <i>The Rapidly Increasing Extraction of Oil, and Native Women, in North Dakota</i> , Federal Lawyer 35 (2017) (with Mary Kathryn Nagle).  Watch the presentation, " <a href="#">Petro-Bromance: Masculinities Driving the Climate Crisis</a> " by Joni Seager, Professor of Global Studies, Bentley University
Tues.	1-June	Gender and Environmental Justice	Detraz, Chapter 3, Revealing Gender in Environmental Justice  Sze, Julie. "Gender and Environmental Justice." In <i>Routledge handbook of gender and environment</i> , pp. 159-173. Routledge, 2017.
Thurs.	3-June	Gender, Water and Food Security	Detraz, ch 6. Too Little Security? Gender and the Securitization of the Environment.  Materials TBA
Tues.	8-June	Gender and Waste  <i>Guest Speaker: Lucy McAllister</i>	Reading TBA  Watch Lucy McAllister's presentation, "Women, E-Waste, and Technological Solutions to Climate Change," from minute 41:00-53:12, <a href="https://youtu.be/cPO9bqOPJSo">https://youtu.be/cPO9bqOPJSo</a>

Thurs.	10-June	Gender and the Illegal Wildlife Trade	Ivanova, Maria and Famiglietti, C. (2020). <a href="#">Python skin jackets and elephant leather boots: How wealthy Western nations help drive the global wildlife trade.</a> <i>The Conversation</i> .  Watch the documentary, <a href="#">Akashinga: The Brave Ones</a> , by National Geographic.
Tues.	15-June	Sustainable Futures: Gender, Sustainability, and Justice in Climate Change Debates	Matthews, Freya. "Gender and environment in the Global South: from 'women, environment , and development; to feminist political ecology.'" In <i>Routledge handbook of Gender and Environment</i> . Routledge, 2017.  Detraz, Ch 7, "Conclusions: Gendered sustainability and Justice in Climate Change Debates" in <i>Gender and the Environment</i> . John Wiley & Sons, 2017: 94-119. PDF on Canvas.
Thurs.	17-June	Gender and Climate Change  <i>Guest Speaker: TBD</i>	Watch the presentation, " <a href="#">Indigenous Feminism and Challenging the Climate Crisis Narrative</a> " by Deborah McGregor, Associate Professor & Canada Research Chair in Indigenous Environmental Justice, York University"  Reading TBA
Tues.	22-June	Individual Presentations	No readings.
Thurs.	24-June	Individual Presentations  <i>Individual Analysis Papers Due: June 25</i>	No readings.
Tues.*	29-June	Consumption in a globalized world	Detraz, Nicole. "Too much stuff?" in <i>Gender and the Environment</i> . John Wiley & Sons, 2017: 94-119. PDF on Canvas.  Russell, Cameron (2020). "Fashion and Sustainability," in <a href="#">All We Can Save: Truth, Courage, and Solutions for the Climate Crisis</a> . PDF on Canvas.
Thurs.	1-July	Fashionable Consumption  <i>Guest Speaker: Cameron Russell, Model and Activist</i>	*Watch <a href="#">The True Cost</a>  Crane, D. (2012). <i>Fashion and its social agendas: Class, gender, and identity in clothing</i> . University of Chicago Press.
Tues.*	6-July	<b>Final Creative Communications Presentations</b>	No readings.
Thurs.	8-July	<b>Final Creative Communications Presentations</b>	No readings,

Tues.	13-July	Course Wrap-up	No readings.
<b>Final Assignment: Personal Reflections due on July 15th by 11:59 pm.</b>			