

ENR 3530/WGSST 3530

Women, Environment and Development

Spring 2020 ... Kottman Hall 102 ... W/F 11:10 am – 12:30 pm

Dr. Cathy A. Rakowski

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Office: 414C Kottman ... Office hours: WF after class or by appointment

Course Description

This course provides an introduction to the interdisciplinary study of women's roles (and gender as a variable) in sustainable development, environmental movements, climate change, forest conservation, water management, disaster recovery, land grabs and other environmental issues. We will use case studies to illustrate peoples' agency and struggles as well as the growing importance of gender in issues, leadership and strategies. The course includes competing theories and constructions of ideas regarding women/gender and environment & women/gender and environmentally-relevant development issues with attention to the importance of the voices and actions of people on the ground and to policymaking.

Objectives: When students complete the course, they should have a basic understanding of:

- Ways in which science and environmental issues are "gendered" and why
- Analytical/theoretical approaches such as "ecofeminism," "feminist political ecology," "women/gender in development"
- The gendered and economic foundations and impacts of selected policies and programs in specific settings
- Women's roles as leaders of some groundbreaking environmental movements & policy initiatives
- Intersections of gender, race/ethnicity, and class in environmental policies and movements

Grading and Requirements

- Participate in a **group presentation and participate in class discussion** (the 5 short "HW" (comment) assignments - **20%** (NOTE: 5 short homework assignments will give you ideas to share during class and will be counted as "participation")
- Complete 3 exams = **60%**
 - Midterm 1 – 20%
 - Midterm 2 – 20%
 - Final exam – 20%
- Submit a short research paper on a relevant topic of your choice – **20%**

Readings and Other Course Materials

We will use book chapters, journal articles, policy reports, news items, and video materials. Some items will be posted to our Carmen Canvas site at the respective week's "module." Others can be downloaded through the Library's online journal service and still others can be accessed through online web addresses that I will provide. Some videos may be shown in class while others can be viewed through Vimeo or Youtube or another online source. I also will occasionally post interesting but unassigned materials to a week's "optional readings" module.

There are 2 very short books assigned.

1. Gita Sen and Caren Grown. *Development, Crises, and Alternative Visions: Third World Women's Perspectives*. Monthly Review Press, 1987. 106 pp. A "Third World women/feminist approach" to development that critiques capitalist economic rationales and their impact on human societies and the environment. The book also emphasizes environmental sustainability and social justice as pre-requisites to genuine development. Several copies are *on reserve* at the CFAES Library. Each can be checked out for 1 day at a time. However, a **pdf copy will be** posted at the Week 3 module on our Carmen Canvas

page (with the permission of the copyright holder). Note: class discussion will focus on the issues in Chapters 2 & 3.

2. Dana Frank. *Bananeras*. South End Press, 2005. 109 pp. **1** copy will be on reserve at the Main Library and **5** copies will be on reserve at the CFAES Library. Each can be checked out for 1 day at a time. Used copies can be purchased online through Amazon.com and a digital version can be downloaded at pdfbooksplanet online. There also is a Kindle version through Amazon. An Ebook version can be read online for a small fee at the following site <http://ww2.findbooks.space/?book=0896087565> Note: our main focus for class discussion will be women's roles in the banana unions, women workers' particular issues, and important historical/contextual factors that influenced the rise of unions and women's roles in them.

Participation

You start out with an A. It is up to you to keep it. Participation includes attendance, in-class discussions, group work, and homework assignments.

I reserve the right to call on students randomly to facilitate fairness in participation opportunities for class discussion. We also may break down into small groups now and then for discussion.

A seating chart will be used to help identify students by name and to record participation and attendance. So choose the seat early on that you want to sit in throughout the semester. Note: buses often run late, so please save aisle seats and the back row for students who may arrive a little late because they need to take the bus service from central campus.

Homework Assignments

Each student should plan on submitting a total of **5** "homework assignments" (out of **8** HW options on the syllabus). The HW options are spread out over the semester. Two should be handed in before Midterm exam 1, two should be handed in after Midterm 1 and before Midterm exam 2, and the 5th is due after Midterm 2 and during Weeks 7 or 8. These assignments are designed to help you prepare for class discussion on the days that you hand them in (all options are indicated on the semester schedule below). They also will help me assess how class members are engaging with the material and provide opportunities for me to give you feedback, if needed. They will be graded U, S-, S, or S+ to let you know how you are doing in understanding course issues and materials. They count toward your participation grade.

Each assignment should consist of a statement of about 100-200 words (printed out, not handwritten) on the designated topic. Doing 5 out of 8 options provides you with considerable freedom for preparing yourself for class discussion and for budgeting your time. Note: each assignment should be handed in on the day for which the topic was assigned. Do not send by email unless you and I have agreed on this beforehand.

"Want more?" The readings under this heading are there for students who want to explore the day's topic more in depth. There is NO requirement that you read any of them or view any recommended videos; they will not be covered on exams and they are unlikely to be included in class discussions.

Exams: There will be two in-class "midterm" exams (Feb 8 & Mar 8) and a final exam on Wed, April 24, noon-1:45 in our classroom. Exam questions will include multiple choice, short answers, short essays, and longer essays. You will receive a study guide the week before each exam. We will go over any questions about the exam or study guides in class.

Class Choice Topics: There are two dates at the end of the course where topics have not been assigned. They are Friday April 10 (Week 14) and Wednesday April 15 (Week 15). Class members will have an opportunity during Week 9 (before Spring Break) to vote on topics to be discussed on those days. Class members will form two groups and each group will prepare a powerpoint presentation for one of the topics.

Final paper

The final paper should be **1200-1400** words. Give your paper a title that fits its focus and make your objective or argument clear in the opening paragraph. Give the word count (excluding references) at the end of the paper.

Choose a topic of your choice that is related to the course's subject matter but use **primarily** sources that are NOT on the syllabus. Grading is based on clarity, logic, strength of analysis, and relevance of the essay to the course subject matter. Since students' majors vary, so will style of writing and topics selected. I will take majors into account in the interest of fairness. It helps if your paper is interesting and thought provoking and "flows" from beginning to end! References should be in the style relevant to your major (what you have been taught to use in courses in your major or the style used in scholarly publications in your major field). Be sure to use consistent formatting for reference materials. If you do refer to any course materials in your references or in the body of the text, then just put author name and part of the title. If you use quotes from any sources, be sure to give page numbers for ideas used. Correct grammar and spelling are a must!

The paper is due the last day of class. I will be happy to discuss your paper ideas with you beforehand if you wish. Students will have an opportunity to present and discuss their paper topics during our last class meeting.

Policies

No late papers will be accepted *unless* you and I have agreed on this beforehand OR there is a compelling reason for the paper being late.

In principle, there will be no makeup exams. However, life happens. If you have a verifiable emergency or urgent matter, a make-up exam will be administered; questions may not be the same as the original exam. A make-up also is likely to be an all-essay exam. If an emergency comes up, notify me as soon as possible OR have someone else notify me if you are unable to do so yourself. I will work out with you the specific details for a makeup exam.

If you need to be absent from class, please let me know as soon as you know. For an *excused absence*, you should provide proof of the reason for your absence (car broke down, ill, family emergency, a team you play on has an away game, etc.)

Although global warming/climate change makes it unlikely that we will have significant snow, if we do then I will let you know if class will be cancelled or not. So check your email messages if you see 4 or more inches of snow on the ground or a heavy snowfall underway. (OSU usually cancels classes in the event of a heavy snowfall)

Any plagiarism on written assignments will result in referral to the proper university authorities--no exceptions. The university's policy is to give an F for the entire course if plagiarism is proven on even just one assignment. You can consult the rules at <http://en.writecheck.com/ways-to-avoid-plagiarism/>

**Any student who has special needs should let me know and may wish to seek the assistance of Student Life Disability Services at 98 Baker Hall, 113 West 12th ...
Phone: 614-292-3307. I will work with Disability Services to meet your needs.**

COURSE SCHEDULE

@ indicates the reading will be posted to our course Carmen Canvas page in a module designated for the week

Week 1, Jan 8-10: Introduction to the Course: History and context for our focus on “women, environment and development”

Wednesday

Introduction to the subject matter and how we will conduct the course; discussion of syllabus; introduction to how science itself has been “gendered” and how this affects our understanding of the different expectations for the roles played by women and by men and how women’s contributions have often been “dismissed” as not important.

Shared readings:

@ Buckingham-Hatfield, Susan. “The making of science: It’s a man’s world.” Chapter 2 (pp. 12-32) in her book *Gender and Environment*. London: Routledge, 2000.

Want More?

Klein, Johanna. “A pioneering woman of science re-emerges after 300 years.” *The New York Times*, January 23, 2017. https://www.nytimes.com/2017/01/23/science/maria-sibylla-merian-metamorphosis-insectorum-surinamensium.html?_r=0

Chang, Kenneth. “Isabella L. Karle dies at 95; findings on molecules helped husband win Nobel.” *The New York Times*, October 26, 2017. <https://www.nytimes.com/2017/10/26/obituaries/isabella-l-karle-dead-findings-on-molecules-helped-husband-win-nobel.html>

Kennedy, Emily Huddart and Liz Dzialo. “Locating gender in environmental sociology.” *Sociology Compass* 9/10, 2015:920-29.

Friday

The struggle and legacy of Rachel Carson

Shared readings:

Griswold, Eliza. “How ‘Silent Spring’ Ignited the Environmental Movement.” *NYTimes* 9-21-2012. <http://www.nytimes.com/2012/09/23/magazine/how-silent-spring-ignited-the-environmental-movement.html?ref=business>

Koehn, Nancy. “From Calm Leadership, Lasting Change.” *NYTimes* 10-27-2012. http://www.nytimes.com/2012/10/28/business/rachel-carsons-lessons-50-years-after-silent-spring.html?pagewanted=all&_r=0

Silent Spring Movie 5:20 min. <https://www.youtube.com/watch?v=uLV7U1zgd1g> View this before class

Want More?

“Chronology of Rachel Carson’s Life and Work.” <http://www.rachelcarson.org/Timeline.aspx>

“Rachel Carson: The Impact of Silent Spring” 9:04 min. https://www.youtube.com/watch?v=aycQKk4qn_Y

If you haven’t seen it yet, you may like the full length feature film: *Hidden Figures* about the African American women at NASA who helped put Americans into space and on the moon

Week 2, Jan 15-17: Understanding the emergence of the *field* of **women/gender, environment, and development (*we will finalize our seating chart on Friday*)**

Wednesday

Some background on the origin of WID/GAD (women in development/gender and development) and WED/WDE (women, environment and development) approaches in the international policy arena

Shared readings:

@Tinker, Irene. "The making of a field." Pp. 33-42 in I. Tinker, ed. *Persistent Inequalities*. Oxford University Press, 1990. (the "field" is "women and development")

Want more?

@Braidotti, et al. "Developmentalism: A discourse of power." Pp. 17-28 in *Women, the Environment and Sustainable Development*. Rosi Braidotti, et al. Zed Books, 1994.

@Moser, Caroline. "Third World policy approaches to women in development." Chapter 4 (pp. 55-79) in Moser. *Gender Planning and Development: Theory, Practice and Training*. Routledge, 1993.

@Leach, Melissa, Lyla Mehta and Preetha Prabhakaran. "Sustainable Development: A Gendered Pathways Approach." Chapter 1 (pp. 1-33) in Melissa Leach, ed. *Gender Equality and Sustainable Development*. Routledge 2016.

Friday

Shared readings:

@ Sturgeon, Noel. "Ecofeminist natures and transnational environmental politics." Chapter 5 (pp. 135-166) in N. Sturgeon. *Ecofeminist Natures: Race, Gender, Feminist Theory, and Political Action*. Routledge 1997. [a classic]

Want more?

@Braidotti, Rosi, E. Charkiewicz, S. Hausler, and S. Wieringa. "Women, the environment and sustainable development." Pp. 54-61 in the *Women, Gender and Development Reader*. Zed press, 1997.

Week 3, Jan 22-24: Sen and Grown book (on behalf of the "Dawn Collective"): *Women, Environment and Development*

Learn more about what is now the Dawn Network: <http://www.dawnnet.org/feminist-resources/>

HOMEWORK 1

Choose either: A) Explain how you understand the authors' conceptualization(s) of the links between "women," "environment" and "development" (economy) in the book

or B) Explain which of their proposals for alternative visions in Chapter 3 you think would be most useful given the discussion of problems in Chapter 2

Wednesday Hand in HW A today

The Sen and Grown book was produced in preparation for the "Earth Summit"-- the World Conference on Environment held in Brazil in 1992. Its goal was to represent a "Third World" women's perspective that was designed to counter a) both Western/Northern feminists' and development experts' visions of "poor, helpless, downtrodden women in the Global South" and b) the environmental/development issues that "experts from the Global North" believed needed to be addressed through economic development policies that favored the values and interests of the more advanced capitalist countries and their corporations.

Shared reading for both days:

@ Gita Sen and Caren Grown. *Development, Crises, and Alternative Visions: Third World Women's Perspectives*. Monthly Review Press, 1987. Book. Note: focus on getting a sense of what the authors define as problems in how “development” has impacted people who are poor, especially women. Focus on authors’ explanation of an *alternative vision* that critiques how “economic development” harms people and how they propose strategies and methods that ground the notion of sustainable development in diverse people’s and families’ experiences and perspectives (especially those of women and the indigenous who tend to be ignored in mainstream development theory and programming). This is the classic WED approach that critiqued classic (and environmentally destructive) economic development discourse/theories and top-down policymaking and programming.

Friday Hand in HW B today

Continue discussion of the book. Today we will break down into small groups to discuss some of the “systemic crises” from Chapter 2 and then will come together as a class to discuss their “proposals for alternative visions” from Chapter 3.

Want more?

“Rio+20: Indigenous peoples’ international declaration on self-determination and sustainable development.” June 2012. 2 pp. “The future we want.” From the Rio+20 Earth Summit held in 2012
<https://www.culturalsurvival.org/news/indigenous-peoples-international-declaration-self-determination-and-sustainable-development>

Week 4, Jan 29-31: Our course framework: Feminist political ecology

HOMEWORK 2

What are some key differences between the feminist political ecology perspective and an ecofeminist perspective?

You will receive the study guide for Midterm Exam 1 by the end of the week

Wednesday Hand in HW 2 today

The feminist political ecology approach

Shared readings:

@Rocheleau, Dianne, Barbara Thomas-Slayter, and Esther Wangari. “Gender and environment: A feminist political ecology perspective.” Pp. 3-26 in D. Rocheleau, et al, eds. *Feminist Political Ecology*. Routledge, 1996.

Want more?

Leach, Melissa. “Earth mother myths and other ecofeminist fables: How a strategic notion rose and fell.” *Development and Change* 38, 1, 2007:67-85. (I will use some ideas from this reading in lecture; you may want to give it a quick read)

Friday

Case study: Wangari Maathai and the Green Belt Movement in Kenya

Video: <http://www.youtube.com/watch?v=BQU7JOxkGvo> [we will view this video in class, 8:52]

Shared reading & video

@Muthuki, Janet. "Challenging patriarchal structures: Wangari Maathai and the Green Belt Movement in Kenya." *Agenda: Empowering Women for Gender Equity* 20, 69, 2006:83-91.

View this video before class: Documentary: Wangari Muta Maathai (1940 - 2011). It provides historical background behind the Green Belt Movement and the personal and political events that led Maathai to found it <http://www.youtube.com/watch?v=VW5qdeNKfs0> [47:46] Be ready to discuss in class the movement and how it reflects a feminist political ecology approach. (Note: there are some audio problems which may test your patience but do persist and you will be rewarded)

Want more?

Michaelson, Marc. "Wangari Maathai and Kenya's Green Belt Movement: Exploring the evolution and potentialities of consensus movement mobilization." *Social Problems* 41, 4, 1994:540-61. (nice analysis of the structure and strategies of the movement during its first 15 years)

Week 5, Feb 5-7: Forest preservation and the Chipko movement of India

HOMEWORK 3

What were some reasons that women were at the forefront of the Chipko movement?

Midterm Exam 1 on Friday

We will schedule a review session on Thursday if there is interest.

Wednesday Hand in HW 3 today

Case study: The Chipko movement (legend and reality)

We also will go over the study guide for Exam 1 & will select a time for a review session on Thursday

Shared readings & video:

View this video before class: "ON THE FENCE: Chipko Movement Re-visited"

<http://www.youtube.com/watch?v=tlooQxBTrL8> [29:14] (film provides history and a look at contemporary situation; we will discuss this in class)

Bhatt, Chandi Prasad. "The Chipko Andolan: Forest conservation based on people's power." *Environment and Urbanization* 2, 1, 1990:7-18. (*insider perspective*)

Jain, Shobita. "Women and people's ecological movement: A case study of women's role in the Chipko movement in Uttar Pradesh." *Economic and Political Weekly* Vol. XIX, 41, October 1984: 1788-1794. (how women's roles in the movement contributed to conflict & changing roles in the community)

<http://sites.middlebury.edu/fuentesgeorge/files/2011/11/4373670.pdf>

Want more?

@ Bandyopadhyay, Jayanta. "Chipko movement: Of floated myths and flouted realities." 1999. (dispels some myths about Chipko)

Haigh, Martin. "Understanding 'Chipko': The Himalayan people's movement for forest conservation." *International Journal of Environmental Studies* 31, 1988:99-110. (an *outsider analysis*)

Friday

Midterm exam 1

Week 6, Feb 12-14: Women as Agricultural Workers in the Banana Industry of Central America: Issues of Social Justice, Economic Exploitation, and Environmental Sustainability

HOMEWORK 4

Topics to choose from: Why was it important to teach about gender roles & women's rights to members of the banana unions? OR How did women become leaders & activists and how did unions change as a result of women's participation and leadership?

Wednesday

Case Study: Women in unions and the banana industry of Central America (Honduras)

We will discuss reasons and strategies for unionization by women, impact of unionization on the women, women's impact on their unions, problems women encountered such as discrimination and family pressures, etc. as discussed in *Bananeras*. Also, be prepared to discuss how women's unionizing addresses some social justice and economic justice issues.

Shared readings & video

Dana Frank. *Bananeras*. South End Press, 2005.

View video before class: *Banana Split* 46 min. We will discuss in class. <https://vimeo.com/17275072>

(Caution. There are other videos called "Banana Split" that have nothing to do with the banana industry. So be sure to use the Vimeo link above to see the history of the banana and, more importantly, the history of the banana industry in Honduras and Central America).

Video focuses on discussions of the banana industry and its workers; labor conditions; environmental challenges; impact on workers of changes in the industry, etc. It includes great archival video & historical interviews. The film provides the context for better understanding the situation of women in the industry described in the book and why they unionized. The film also focuses on the market for bananas, especially in Canada where the film originated. Most of the segments on banana consumption in Canada *can be skimmed*; you also can *ignore the anecdotal and "cutesy" Canadian cultural segments*.

Friday Hand in Homework 4 today

Continue discussion

Week 7, Feb 19-21: Women's roles in water and forest management

HOMEWORK 5

Why is water considered to be a "women's issue"? How does this impact women's lives?

Wednesday Water management Hand in HW 5 today

Women and water management

Shared readings:

Green, Cathy and Sally Baden. "Integrated water resources management: A gender perspective." *IDS Bulletin* 28, 1, 1995:92-100.

Ray, Isha. "Women, water, and development." *Annual Review of Environment and Resources* 32, 2007:421-49. (read sections 1, 4, 5, 6 only)

Want more?

World March of Women. "Water is the common good of all humankind. Access to quality water is everyone's right." 2012. 4 pp. <http://www.europe-solidaire.org/spip.php?article24560>

Friday Forest management

Agarwal, Bina. "Conceptualizing environmental collective action: Why gender matters." *Cambridge Journal of Economics* 24, 3, 2000:283-310.

Want more?

@Arora-Jonsen, Seema. "Policy discourses and material places: Forests, gender and the (re)making of the peripheries." Pp. 42-71 in her book *Gender, Development and Environmental Governance: Theorizing Connections*. Routledge, 2013.

Week 8, Feb 26 & 28: Gender in the displacement of indigenous people by dams: An environmental justice approach

HOMEWORK 6

What are differences in the issues and problems faced by women versus men when dam construction displaces rural communities and forces relocation? NOTE: Base your comments on any of this week's shared readings or videos

You will receive a study guide for Midterm Exam 2 by the end of this week.

Wednesday

Dams versus people and the environment: The case of the Sardar Sarovar Dam in India

Shared readings & videos:

@Mehta, Lyla and Bina Srinivasan. "Balancing pains and gains: A perspective paper on gender and large dams." *WCD Thematic Review* 1,1, 2000. 42 pp. Focus on information specific to how gender plays a role in conflicts over dams and how resettlement of communities because of dam projects like Sardar Sarovar in India impact men and women differently. Just skim the rest.

Gandhi, Ajay. "Developing compliance and resistance: The state, transnational social movements, and tribal peoples contesting India's Narmada project." *Global Networks* 3, 4, 2003:481-95.

View the video "Drowned Out" before class: <https://www.youtube.com/watch?v=ICnSsK-ZHTg> (1 hr 25 min)
This video shows class divisions regarding support for or opposition to the dams. It shows how indigenous people (OUTSIDE the caste system in India are the objects of discrimination throughout India) organized and were prepared to risk their lives by refusing to leave their communities as the river waters rose. It also shows how protests and the way India treated the displaced convinced the World Bank to withdraw its financial investment in the project until the government agreed to relocate the indigenous. It also shows how activists who follow the Gandhian philosophy (we read about this in Chipko segment) helped teach people how to organize and protest to try to stop dam construction. Note the woman who leads the indigenous organization and founds an important opposition movement

Want more?

Routledge, P. "Voices of the dammed: Discursive resistance amidst erasure in the Narmada Valley, India." *Political Geography* 22, 2003: 243-70.

Peterson, M. J. with Osman Kiralti and Ilke Ercan. "Narmada Dams Controversy – Case Summary." *International Dimensions of Ethics Education in Science and Engineering, Case Study Series*, 2010. 26 pp. <http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1015&context=edethicsinscience>

Friday Hand in HW 6 today

Class members will break down into small groups to discuss issues surrounding mega dams from the vantage points of a **feminist political ecology framework** and/or an **environmental justice framework**. Instructions will be provided in class. Below is an article that provides an example of such an analysis.

@ Braun, Yvonne A. "Interrogating large-scale development and inequality in Lesotho: Bridging feminist political ecology, intersectionality, and environmental justice frameworks." In Stephanie Buechler & Anne-Marie Hanson, eds. *A Political Ecology of Women, Water, and Global Environmental Change*. Routledge, 2015:19-37.

Week 9, March 4-6 The Women of Plachimada & Midterm exam 2

We will schedule a review session for Thursday if there is interest.

Wednesday

1. The Case of Plachimada village in Kerala, India, and the indigenous women who shut down a Hindustan Coca Cola bottling plant that was poisoning their water
2. **propose and vote on class choice topics for presentations during Weeks 14 & 15**

@ News items on the case of Plachimada will be posted to Carmen to provide some background

Friday

Midterm exam 2

Week 10, March Mar 11-13 Spring Break

Week 11, March 18-20: Back to the US: Toxic waste, environmental justice & citizen rights

HOMEWORK 7 (choose 1 of the following choices for topic 7)

- 1 - What factors influenced the success of the Love Canal protest?
- 2 - When activists are women and men of color, how do their strategies differ from those of the white women of Love Canal?

Wednesday

Love Canal (the first toxic contamination case taken on by the newly established EPA-Environmental Protection Agency)

Shared readings & videos:

View these videos before class:

Love Canal by lexilou1461 <http://www.youtube.com/watch?v=azNR-hvmzJM> [9:29] (the opening has a black screen but is immediately followed by archival video)

Also good is *Love Canal Disaster (about genetic damages)* <https://www.youtube.com/watch?v=Kjobz14i8kM> (11 min.)

Hay, Amy. "Recipe for disaster: Motherhood and citizenship at Love Canal." *Journal of Women's History* 21, 1, 2009:111-34.

Want more?

- Robinson, Erin. "Community frame analysis in Love Canal: Understanding messages in a contaminated community." *Sociological Spectrum* 22, 2002:139-69. (I will explain community frame analysis and its importance for understanding differences among people confronting similar problems)
- Newman, Rich. "Making environmental politics: Women and Love Canal activism." *Women's Studies Quarterly* 29, 1-2, Spring/Summer 2001: 65-84.
- Revkin, Andrew. "Love Canal and its Mixed Legacy." *The New York Times*, November 25, 2013. (Also a great discussion and an update on what happened to the residents) 11 min.
<http://www.nytimes.com/2013/11/25/booming/love-canal-and-its-mixed-legacy.html>

Friday Hand in HW 7

The intersection of race, class and gender in environmental justice movements

Shared readings:

- Brown, Phil, and Faith Ferguson. "'Making a big stink': Women's work, women's relationships, and toxic waste activism." *Gender & Society* 9, 2, 1995:145-72.
- Krauss, Celene. "Women and toxic waste protests: Race, class and gender as resources of resistance." *Qualitative Sociology* 16, 3, 1993:247-62. (focus on details of race, class and gender differences)

Want more?

- @Cole, Luke and Sheila Foster. "A history of the environmental justice movement." Chapter 1 (pp. 19-33 with notes from pp. 190-195) in their book *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York University Press, 2001.
- Newell, Peter. "Race, class and the global politics of environmental inequality." *Global Environmental Politics* 5, 3, 2005:70-94. <http://r4d.dfid.gov.uk/PDF/Outputs/CentreOnCitizenship/1052734479-newell.2005-race.pdf>
- @Bullard, Robert, and Damu Smith. "Women warriors of color on the front line." PP. 62-84 in R.D. Bullard, ed. *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*. Sierra Club Books, 2005.

Week 12, MARCH 25-27: Women's roles in preparing for and recovering from natural disasters

HOMEWORK 8 Prepare notes for discussion on either (A) Natural disasters in general or (B) Hurricane Katrina specifically; hand in your HW on the day we discuss your chosen topic

Wednesday HW 8 on disaster/floods due today

Women's roles in natural disasters

Shared readings:

- Enarson, E. "What women do: Gendered labor in the Red River Valley flood." *Environmental Hazards* 3, 2001:1-18.
- Enarson, Elaine and M. Fordham. "From women's needs to women's rights in disasters." *Environmental Hazards* 3, 2001:133-36.
- @Enarson, Elaine, and Betty Hearn Morrow. "Women will rebuild Miami: A case study of feminist response to disaster" (a hurricane). Pp.185-199 in their edited book *The Gendered Terrain of Disaster: Through Women's Eyes*. Praeger, 1998.

Want more?

Juran, L. "The Gendered Nature of Disasters: Women Survivors in Post-Tsunami Tamil Nadu." *Indian Journal of Gender Studies* 9, 1, 2012: 1-29.

"Unsung heroines: Women and natural disasters." *Gender Matters Information Bulletin* No. 8, January 2000. 4 pp. http://pdf.usaid.gov/pdf_docs/PNACL189.pdf

Friday HW 8 on Hurricane Katrina due today

Gender, class, race, and Hurricane Katrina

Shared readings & video:

@Litt, J., A. Skinner and K. Robinson. "The Katrina Difference: African American women's networks and poverty in New Orleans after Katrina." Pp. 130-141 in *The Women of Katrina: How Gender, Race, and Class Matter in an American Disaster*, ed. E. David and E. Enarson. Vanderbilt Univ. Press, 2012.

Elliott, J. and J. Pais. "Race, class, and Hurricane Katrina: Social differences in human responses to disaster." *Social Science Research* 35, 2006:295-321.

Video to watch before class: *Engineering Disaster New Orleans Documentary* - HISTORY CHANNEL 52:16
https://www.youtube.com/watch?v=t_aL4qIVAFY

Want more?

Video: *Katrina, The New Orleans Nightmare: Documentary on the Devastation of Hurricane Katrina* 1:35:03
<https://www.youtube.com/watch?v=JEAedjLXw7Q> Excellent video with more detailed information on causes of flooding than above video

Scott, J. and W. Katz-Fishman. "America through the eye of Hurricane Katrina—Capitalism at its "best." What are we prepared to do?" *Race, Gender & Class* 14, 1-2, 2007:7-16. (an excellent discussion of how to mobilize to prevent the human and infrastructure costs of Katrina from happening again—which, of course, have already happened!)

Week 13, April 1-3 Gender and Climate Change: Policymaking, Projects and Climate Justice

Wednesday

Gender matters in the impacts of climate change

Note: it may be April 1 today but this issue is no April Fool's trick!

Shared readings & video:

Denton, Fatma. "Climate change vulnerability, impacts, and adaptation: Why does gender matter?" *Gender and Development* 10, 2, 2002: 10-20.

Terry, Geraldine. "No climate justice without gender justice: An overview of the issues." *Gender & Development* 17, 1, 2009: 5-18.

Video: Adapting to climate change (Bangladesh) 6:05 https://www.youtube.com/watch?v=xWG_uzLmuug

Want more?

@Spitzner, Meike. "How global warming is gendered: A view from the EU." Pp. 218-29 in Ariel Salleh, ed. *Eco-Sufficiency & Global Justice*. Pluto Press, 2009.

MacGregor, Sherilyn. "A stranger silence still: The need for feminist social research on climate change." *Sociological Review* 57, 2, 2010: 124-140.

Video: Weathering Change - Stories About Climate and Family from Around the World 13:58
<http://www.youtube.com/watch?v=hPy3pLBZvuE>

Friday

Gendering policy and actions

Shared readings:

@Brownhill, Leigh, and Terisa Turner. "Women and the Abuja Declaration for Energy." Pp. 230-250 in *Eco-Sufficiency & Global Justice*, ed. Ariel Salleh. Pluto Press, 2009.

UNDP short overview of climate change and gender <https://adaptation-undp.org/Impact2/>

Nampinga, Rachael. "Gender Perspectives on Climate Change." Paper presented to the Commission on the Status of Women, UN, 2008. 7 pp.

<http://www.un.org/womenwatch/daw/csw/csw52/panels/climatechangepanel/R.Nampinga%20Presentation.pdf>

Increasing Important of Gender Equality in Climate Change Negotiations <https://unfccc.int/news/gender-equality-on-the-rise-at-un-climate-meetings>

Want to read more?

Hemmati, Minu, and Ulrike Rohr. "Engendering the climate-change negotiations: Experiences, challenges, and steps forward." *Gender & Development* 17, 1, 2009:19-32.

Gender and Climate Change: Toolkit for women on climate change. ISIS International. No date. (excellent resource) http://www.isiswomen.org/index.php?option=com_content&view=article&id=1530:gender-and-climate-change-toolkit-for-women-on-climate-change&catid=163:publications&Itemid=240

BRIDGE. "Gender and climate change: Mapping the linkages. A scoping study on knowledge and gaps." 2008.

http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/DFID_Gender_Climate_Change.pdf Another great resource!

"Impact Gender" <https://adaptation-undp.org/Impact2/> (very short)

Week 14, April 8-10 Women and land rights in Africa & Class Presentation 1

Wednesday

Women and land rights

We will watch this video **in class**: Dignity: Women and Land Rights in Burundi 11:25 min.

<https://www.youtube.com/watch?v=OWA8huETxoA>

Shared readings:

@Chu, Jessica. "Gender and 'land grabbing' in Sub-Saharan Africa: Women's land rights and customary land tenure." *Development* 54, 1, 2011:35-39.

@Zoomers, Annelies. "Introduction: Rushing for land: Equitable and sustainable development in Africa, Asia and Latin America." *Development* 54,1, 2011:12-20.

Want to read more?

@TNI Agrarian Justice Program. 2012. *The Global Land Grab: A Primer*. 22 pp.

@Levien, Michael. "Gender and land grabs in comparative perspective." Pp. 105-132 in Melissa Leach, ed. *Gender Equality and Sustainable Development*. Routledge, 2016.

Friday Presentation of CLASS CHOICE TOPIC 1 TBA

Week 15, April 15-17: Class Choice Topic 2 Presentation; Discussion of Student Research Papers

Course Paper due Friday

You will receive a study guide for the final exam by Wednesday

We can schedule an exam review if there is interest.

Wednesday

Discuss CLASS CHOICE TOPIC 2 TBA

Friday Hand in your papers today

Discuss your student papers, go over any questions regarding the study guide for the final exam & select dates and time for up to 2 review sessions

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FINAL EXAM: April 22, Wednesday, 12 noon-1:45 pm in our classroom

-You may bring to the final exam a single sheet of paper (letter size: 8.5x11) with handwritten notes front and back (No typed or printed notes)

-The final is NOT cumulative. It covers only the material after Midterm 2.