

CSUS 858

**Gender, Justice and Environmental Change:
Issues & Concepts**

Fall 2021

Wednesday 10:20-1:10 pm

Room 48 Morrill Hall

Course Instructor: Wynne Wright, Ph.D., Dept of. Community Sustainability *and* Dept. of Sociology

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Office hours: Wed. 1:30 – 3:00 pm and by appointment

COURSE DESCRIPTION¹

This multi-disciplinary course acquaints graduate students with the key debates and theoretical approaches involved in understanding environmental concerns from a gender and justice perspective. The course is intended for students in the social sciences and in agricultural and natural resources who, while familiar with their own disciplinary approaches to environmental studies, are not acquainted with those used in other disciplines and are not familiar with gendered perspectives on environmental change or activism. Growing concern for the protection of the environment and for the development of more sustainable ecological systems have led policymakers and scholars to consider ways in which gender, class, and race mediate human environment interactions. The course examines conceptual issues related to ecological systems, environmental policy, gender studies, and justice and equity concerns. It critically examines the complex intersections of environmental actors, agencies, and institutions in the global arena through a focus on contested gender power relations. Many of the readings and other materials used in the class are global (that includes both north and south perspectives) in focus in order to acquaint students with the similarities and differences in gendered relationships to the environment, access to resources, and in their environmental activism. We also consider localized dimensions to these challenges.

LEARNING OUTCOMES

By the end of the semester, students should be able to demonstrate the following:

- 1) A critical perspective on key concepts and fundamental theoretical issues in environmental and gender studies;

¹ Like all social relations, it takes a village to design a course. This syllabus is indebted to the intellectual contributions of Professors Ann Ferguson, Tracy Dobson, Soma Chaudhuri, Meredith Gore and Wenda Bauchspies.

- 2) An understanding of arguments surrounding current debate on gender and the environment;
- 3) A familiarity with some of the various critical approaches that inform gender and environment studies;
- 4) The competence to critically assess underlying assumptions of contemporary theory and discourse on the environment, on sustainability, and on gender relations; and
- 5) The competence to discuss gender, environment and activism among people with diverse backgrounds and disciplines.

Note ... The phrase ‘critical thinking’ is often overused or used ambiguously with few empirical measures to assess its presence/use. There are many definitions in the literature but for the purposes of this course I will adopt that developed by Green and Klug (1990). Critical thinking is:

1. Does the writer indicate an awareness of historical, cultural, and social structural (e.g., class, gender, age, race) contexts?
2. How adequate is the logic of the argument? Some common logical goals to look for:
 - uses evidence selectively, or uses out-of-date evidence, or uses examples of dubious pertinence
 - generalizes from personal experience
 - uses ad hominem arguments
 - fails to define key terms or uses circular definitions
 - insensitive to weaknesses and contradictions in own logic and/or evidence
 - appeals to numbers or prevailing opinion (e.g., "we all know that..."; "since most people think that...it follows that..."the bandwagon rationale)
 - not sensitive to questions of reliability and validity of evidence
 - oversimplifies or misrepresents opponents' arguments-the straw person fallacy
 - value assumptions left unstated and unrecognized
 - cites the opinions of persons whose expertise is dubious or undocumented

COURSE STRUCTURE, ASSIGNMENTS and TENTATIVE SCHEDULE

This course has been designed to operate as a traditional graduate seminar where discussion and evaluation take center stage. You will be assigned readings for each class session. It is your responsibility to retrieve the readings by either accessing them on-line or locating them on the course website. The course website will be hosted by Schoology, a very user-friendly learning management system. Readings, the course syllabus and other handouts will be posted on the course site in Schoology. To set up your account on Schoology, go to <https://www.schoology.com/> and click on the icon “Sign Up” at the top right on the home page. The sign- up process is very easy and will walk you through the very few steps required. You will need to access our class specifically once you are in the system and for that you will need a code. Your Schoology access code is: **PTSC-4P9W-GPQMX**

You should approach readings (and class lectures) with a healthy degree of critical thinking. I also urge you to bring your own unique disciplinary lens to bear on the readings and share your insights with the class to enrich all our learning. That will help you gain a better understanding of the subject matter and will make you a better student as well.

Assignments and Course Evaluation

Evaluation for this course will be determined on the following criteria. Each of the criteria is more fully elaborated below.

Activity	Value	Date Due
Attendance/Participation	28 pts	weekly
Facilitation	40 pts	TBD
Critical Reflection Commentaries	40 pts	weekly
Annotated Bibliography	50 pts	Dec 1.
Feminist Analysis Project	50 pts	Dec. 15
TOTAL	208 pts	

I. Attendance/Participation

All students are expected to regularly attend class, be on time, to complete the assigned readings PRIOR to each class meeting, and to participate in class discussions. Your attendance and engagement will make or break your experience in this course. I see no reason that a student should miss more than one class except in some unusual circumstance. From time to time we will have guest presenters to discuss their research. We want to encourage you to think about this learning opportunity as the responsibility of each course member. In general, at MSU, we tend to follow the “Carnegie rule” regarding workload. That means that I expect 2-3 hours of work outside the class for every one hour spent in the class. This means that the class requires approximately 6-9 hours total of outside class work per week *on average*.

All students are required to come to class with at least 3 questions on the assigned readings. Also submit these along with your weekly reflection (they can be in the same document). Students will be graded on the quality of the questions posed and use of the questions to stimulate class discussions. You have to show improvement in your ability to think critically throughout the course of the semester. If you cannot make a class meeting, it is your responsibility to contact me via email before the class. Failure to turn in assignments on a timely basis given you have missed class without notifying me will result in a zero for the assignment.

II. Course Facilitation

Each student will be paired with another student and the team will act as facilitators for one session. The primary task of a facilitator is to stimulate reflection, critique and synthesis of the assigned readings for that day and to bring the assigned readings into conversation with previous readings. I have placed class facilitation tips on the course website and a template for a lesson plan. The goal of this exercise is not simply to ‘keep the conversation going’, but to treat this

exercise as a learning opportunity about how to lead a graduate seminar. As many of you have academic career aspirations, such opportunities are valuable for cultivating your teaching skills and I trust you will approach this exercise in that spirit. You may meet with me before your class to discuss your lesson plan if desired. This is strongly advised. I will also be able to give you constructive feedback and ideas for readings, plans, activities, etc. You will not be alone, as I see this as a co-designed class process, with you in the lead. Next week we will determine our assigned course facilitation schedule.

III. Critical Reflection Commentaries

Each student will submit 10 critical reflection essays over the course of the semester. Each essay should be between 2-3 pages long.

The point of these essays is to integrate what you are reading and hearing. For each essay, you will select two readings from two DIFFERENT class sessions. The task is to critically reflect on these two readings and the relationship between them. For example, you might consider how the arguments are similar? How are they different? How do they approach gender in the context of the environment? How does each think of nature as a delineator of gender relations?

Your papers should be more than simple summaries of the arguments of the assigned readings. You should provide critical, intellectual, engaging, and thoughtful consideration of the readings AND clearly articulate and evaluate the points the author(s) are making in the readings. Bring the readings into dialogue with one another. How do they ‘speak’ to each other? Critical commentaries are to be submitted electronically by noon on the Wednesday prior to class. Late commentaries will not be accepted. Be sure to number each essay and also be careful to avoid the trap of over-description...analysis is our objective.

IV. Annotated Bibliography

I hope you will use this class to think about your own research interests and engage in preliminary work needed to launch your scholarly career. To that end, this assignment gives you the chance to begin this work. The annotated bibliography is a listing of valuable articles that can help you become familiar with a body of scholarship, accompanied by a summary of the work and a critique of it. You might consider including a note of how you might be able to fit it in a paper you may write. **Your annotated bibliography should be alphabetized and have a minimum of each of the article/chapter we read for the semester (up to Dec 1), plus an additional 10 entries that reflect your interest.** For more information on how to develop an annotated bibliography check out the Purdue On-line Writing Lab for more information on annotated bibliographies at: <http://owl.english.purdue.edu/owl/resource/614/01/>.

Format of written work: You should adhere to a publication manual for citation of sources in your written work. You may already be familiar with a certain style of citation, in which case you may use the style with which you are most familiar. If you are not currently using a particular style, we recommend using the Publication Manual of the American Sociological Association (ASA). Proofread your written work carefully. Errors in spelling, format, grammar,

and clarity of thought will affect the grading of all written work, as will failure to cite sources appropriately. See *Schoology* for a guide to ASA citations.

V. Feminist Analysis Exercise

This assignment begins by asking you to identify one published material, such as an academic book, research paper, or an article from a peer-reviewed journal that is in the public domain. The goal of the assignment is to analyze and interpret the published material and represent it back to a targeted group such as other scholars, consumers, citizens, policy makers, or other named audience. The means of dissemination of the analysis should be appropriate for the targeted group you select.

GRADING

4.0 - 191- 208 pts (92%)

3.5 - 177 – 191 pts (85%)

3.0 - 156 – 177 pts (75%)

2.5 - 135 - 156 pts (65%)

Classroom Protocol and Policies:

Health & Safety: We are pursuing this course of study in the midst of a pandemic which means we must take extra precautions to create a safe and healthy environment to the fullest extent possible. EVERYONE is responsible for helping to create a healthy space and respect the space and needs of others. We must first keep in mind that a civil learning space means respect for the different needs we will see voiced in our class over the semester. Please do your utmost to extend thoughtfulness and grace to your colleagues and their needs for safety. MSU mandates that everyone be vaccinated or have an exemption based on religious or health reasons approved by the university. As members of the university community, we are also required to wear a mask on university property if not in possession of a university-sanctioned exemption. This may be very difficult for each of us but in the name of safety we must abide by university regulations. If one member of the class fails to abide by these university mandates, class will be cancelled and will not resume until all are in compliance. If you anticipate complications adhering to this policy, please see me asap.

Accommodations: If you need an accommodation based on the effect of a disability, you should contact me as soon as possible.

Academic dishonesty: Academic honesty is fundamental to the activities and principles of Michigan State University. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult your instructor for guidance. To learn more about plagiarism and how to avoid it, visit www.library.ualberta.ca/guides/plagiarism. Unless authorized by me, you are expected to complete all course assignments without assistance from any source. You are expected to develop original work for this course; therefore, you may not

submit course work you completed for another course to satisfy the requirements for this course. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Visit this MSU website to learn more about this policy: <https://www.msu.edu/~ombud/academic-integrity/index.html#integrity>.

Spartan Code of Honor: “As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

Religious Holidays: Per the MSU policy on religious holidays, we are sensitive to the observance of holidays so that students who absent themselves from class on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements with me in advance.

On Campus Emergency Statement

In the event of an emergency arising within the classroom, Dr. Wright will notify you of what actions may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, “shelter-in-place,” and “secure-in-place” guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

TENTATIVE SCHEDULE OF READINGS

PART 1: CRITICAL CONCEPTS: *Gender, Environment, Justice*

Week 1: (9/8/21) Introduction, Overview and Framework for Academic Success

Wright, Wynne. 2021. Gender & Environment CSUS 858 Course Syllabus.

Week 2: (9/15/21) Conceptualizing Sex & Gender

Ahmed, Sara. Living a Feminist Life Durham Duke University Press 2017. Introduction and Part I <http://catalog.lib.msu.edu/record=b13590180~S39a>

Lorber, Judith. 2005. "The Variety of Feminisms and Their Contributions to Gender Equality." Pp 1-21 in *Gender Inequality: Feminist Theories and Politics*. Los Angeles: Roxbury Publishing Company. <http://oops.uni-oldenburg.de/1269/1/ur97.pdf>.

West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender and Society* 1(2):125-151. <http://ezproxy.msu.edu/login?url=https://www.jstor-org.proxy2.cl.msu.edu/stable/189945>

Cleaver, Frances. 2002. "Men & Masculinities: New Directions in Gender & Development." Pp. 1-27 in *Masculinities Matter: Men, Gender & Development*, F. Cleaver, ed. London: Zed Books

Rolston, Jessica Smith. 2010. "Talk about Technology: Negotiating Gender Difference in Wyoming Coal Communities." *Signs* 35(4) 893-918. <http://www.journals.uchicago.edu/doi/pdfplus/10.1086/651039>

Additional Readings:

Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge (Ch. 1).

Sharp, Joane, John Briggs, Hoda Yacoub, and Nabila Hamed. 2003. "Doing Gender and Development: Understanding empowerment and local gender relations." *Transactions of the Institute of British Geographers*, 28(3): 281-295.

Hultman, Martin. Pule, Paul M. 2019. *Ecological Masculinities: theoretical foundations and practical guidance*. Routledge. pp 63-102. Chp 3: Men and Masculinities: A spectrum of views. (Ebook on order at MSU libraries.)

Scott, Joan W. 1986. "Gender, A Useful Category of Historical Analysis." *The American Historical Review*, 91(5): 1053-1075. https://www.jstor.org/stable/pdf/1864376.pdf?_=1471452569245

Lorber, Judith. 2005. "Framing the Issues: Gender Theory and Degendering." Pp. 3-38 in *Breaking the Bowls: Degendering and Feminist Change*. New York: W.W. Norton.

Richardson, Sarah S. 2012. Sexing the X: How the X Became the "Female Chromosome" *Signs: Journal of Women in Culture and Society* 37:4, pp. 909-933. <https://www-journals-uchicago-edu.proxy2.cl.msu.edu/doi/abs/10.1086/664477>

Week 3: (9/22/21) Envisioning Diversity and Difference

Ahmed, Sara. *Living a Feminist Life* Durham Duke University Press 2017. Part II <http://catalog.lib.msu.edu/record=b13590180~S39a>

Hill, Patricia Collins. "Defining Black Feminist Thought." Chapter 2 in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, 19-40. New York: Routledge: Routledge, Chapman and Hill, Inc., 1990.

Mohanty, Chandra Talpade. 2003. "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles". *Signs: Journal of Women in Culture and Society*. 28 (2): 499–535. Retrieve at: <http://www.journals.uchicago.edu/doi/pdfplus/10.1086/342914>

Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43 (6):1241-1229. Retrieve at: <https://www.jstor.org/stable/pdf/1229039.pdf?refreqid=excelsior%3A904413255374be60f6c178ce0e20968d>

Zakaria, Rafia. 2021. "Against White Feminism: Notes on Disruption." Pg. 15-55. New York, NY: W.W. Norton & Co.

Additional Readings:

Acker, Joan. 2006. "Inequality Regimes: Gender, Class and Race in Organizations." *Gender and Society*, 20(4): 441-464. <http://gas.sagepub.com/content/20/4/441.full.pdf+html>

Guy-Sheftall, Beverly, ed. "The Combahee River Collective: A Black Feminist Statement." *Words of Fire: An Anthology of African-American Feminist Thought*, 231- 240. New York: W.W. Norton & Company, 1995.

hooks, bell. 2000. "Black Women: Shaping Feminist Theory." Pp. 1-15 in *Feminist Theory: From Margin to Center*. Cambridge MA: South End Press. https://diyworkshop.noblogs.org/files/2015/10/Bell_Hooks_Feminist_Theory_from_Margin_to_CenteBookZZ.org_.pdf

Taylor, Dorceta E. 1997. "American Environmentalism: The Role of Race, Class, and Gender, 1820–1995." *Race, Gender & Class* 5(1): 16–62.

Finger, A. and Rosner, V. (eds.) 2001. Forum: Doing Feminism in Interdisciplinary Contexts, *Feminist Studies* 27(3):499-531.

Moore, Donald, Anand Pandian, and Jake Kosek. 2003. Pp. 1-49 in *Race, Nature, and the Politics of Difference*, edited by D. Moore, A. Pandian, and J. Kosek. Durham, NC: Duke University Press.

Lorde, Audre. 1983. "An Open Letter to Mary Daly." In *This Bridge Called My Back: Writings by Radical Women of Color*. Pp. 94-97. <http://www.historyisaweapon.com/defcon1/lordeopenlettertomarydaly.html>

Johnson-Odim, Cheryl. 1991. "Common Themes, Different Contexts: Third World Women and Feminism," In *Third World Women and the Politics of Feminism* edited by C.T. Mohanty, A. Russo and L. Torres. Bloomington and Indianapolis: Indiana University Press, pp. 314-327.

Week 4: (9/29/21) Feminist Perspectives on Science

Harding, Sandra. 1986. "From the Woman Question in Science to the Science Question in Feminism," Chapter 1 in *The Science Question in Feminism*. Ithaca, NY: Cornell University Press.

Haraway, Donna. 1993. "Situated knowledges: The science question in feminism and the privilege of partial perspective." In Donna Haraway, *Simians, Cyborgs, and Women: The Reinvention of Nature*.

Campbell, Nancy D. 2009. "Feminist Standpoint Theory." *Frontiers*. 30(1): 1-29.
http://www.jstor.org/stable/pdf/40388704.pdf?_=1471454489936

Shiebinger, Londa. 1999. "Conclusion." In *Has Feminism Changed Science?* Cambridge, MA: Harvard University Press. OR

Schiebinger, Londa. 2000 "Has Feminism Changed Science?" *Signs*, 25:4. Pp. 1171-1175.

Bell, David 2010 "Queernaturecultures" Chp 4 in Mortimer-Sandilands, Catriona, and Bruce Erickson. Ed. *Queer Ecologies Sex, Nature, Politics, Desire*. Bloomington: Indiana University Press. <http://catalog.lib.msu.edu/record=b13590396~S39a>

Additional Readings:

Barad, Karen. 1998. "Getting Real: Technoscientific Practices and the Materialization of Reality." In *differences: A Journal of Feminist Cultural Studies*, 10(2): 88-128.

Shiva, Vandana, 1989. "Science, Nature and Gender." Pp 14-37 in *Staying Alive: Women, Ecology and Development*. London: Zed Books.

Keller, Evelyn Fox. 2001. Gender and Science: An Update." Pp 132-142 in *Women, Science, and Technology: A Reader in Feminist Science Studies*. Edt by M. Wyer et al. New York: Routledge.

Week 5: (10/6/21) Social Construction of Nature

Greider, Tom and Lorraine Garkovich. 1994. "Landscapes: The Social Construction of Nature and the Environment." *Rural Sociology* 59: 1-24.

Fine, Gary Alan. 1997. "Naturework and the Taming of the Wild: The Problem of 'Overpick' in the Culture of Mushrooms." *Social Problems* 44(1): 68-88.

Freudenberg, W.R., S. Frickel, and R. Gramling. 1995. "Beyond the Nature/Society Divide: Learning to Think About a Mountain." *Sociological Forum* 10(3): 361-392.

Little, Jo. 2015. "The Development of Feminist Perspectives in Rural Gender Studies." Pp 107-118 in *Feminisms and Ruralities*., Barbara Pini, Berit Brandt and Jo Little, editors. Lanham: Lexington Books

Additional Readings:

Shiva, Vandana. 1989. "Resources."

Yard, Jaime. 2009. 'Softwood Lumber & the Golden Spruce: Two Perspectives on the Material and Discursive Construction of British Columbian Forests.' *Topia: Canadian Journal of Cultural Studies* 21: 85-103.

Cronon, William. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." Pp 69-90 in *Uncommon Ground: Rethinking the Human Place in Nature*, William Cronon, Ed., New York: W. W. Norton & Co.

Takas, David. 1996. "Tensions at the Crossroads of Science, Nature, and Conservation. Pp 199 in *The Idea of Biodiversity*. Baltimore, MD. Johns Hopkins University Press.

Murphy, R. 1994. "The Sociological Construction of Science without Nature." *Sociology* 28(4): 957-974.

Week 6: (10/13/21) Conceptualizing Nature, the Environment and Justice

Robbins, Paul. 2012. Introduction and Part I "What is political ecology?" (Chpt. 1), pp. 9-24 in *Political Ecology: A Critical Introduction*. Second edition. Hoboken: Wiley-Blackwell.

Taylor, Dorceta E. 2000. "The Rise of the Environmental Justice Paradigm: Injustice Framing and the Social Construction of Environmental Discourses." *American Behavioral Scientist*. 43(4):508-580.

Evans, Mei Mei. 2002. "'Nature' and Environmental Justice." In *The Environmental Justice Reader*. Tuscon: The University of Arizona Press, 181-193.

Liboiron, M., Tironi, M., Calvillo, N. (2018). "Toxic Politics: Acting in a Permanently Polluted World." *Social Studies of Science*, 48(3): 331-349.

Additional Readings:

Cronon, William. 1996. "Introduction: In Search of Nature." Pp 25-56 in *Uncommon Ground: Rethinking the Human Place in Nature*, edited by W. Cronon. New York, NY: W.W. Norton and Company.

Plumwood, Val. 1993. "Dualism: The Logic of Colonialism." Pp 41-68 in *Feminism and the Mastery of Nature*. New York: Routledge.

York, R., Rosa, E. A., & Dietz, T. (2003). "Footprints on the earth: The environmental consequences of modernity." *American Sociological Review*, 68, 279-300.

David Harvey. 1974. Population, resources and the ideology of science. *Economic Geography* 50: 256-277.

Capek, Stella M. 1993. "The "Environmental Justice" Frame: A Conceptual Discussion and an Application. *Social Problems*, 40(1)

Week 7: (10/20/21) Conceptualizing Nature, the Environment and Justice (continued)

Agarwal, Bina 2000. "Conceptualizing Environmental Collective Action: Why Gender Matters." *Cambridge Journal of Economics*, 24: 283-310.

http://binaagarwal.com/downloads/apapers/conceptualizing_environmental_collective_action.pdf

Verchick, Robert RM. 2004. "Feminist Theory and Environmental Justice." In *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*, ed. Rachel Stein. New Brunswick, NJ: Rutgers University Press

Gallaher, C. M. 2017. "Regreening Kibera: How Urban Agriculture Changed the Physical and Social Environment of a Large Slum in Kenya." (Chpt 14). *Global Urban Agriculture*, 171.

Visvanatthan, Shiv. 2007. "Knowledge, Justice and Democracy." Pp 83-94 in *Science and Citizens: Globalization and the Challenge of Engagement*. Edited by M. Leach, I Scoones and B. Wynne. London: Zed Books. <http://catalog.lib.msu.edu/record=b10540588~S39a>

Additional Readings:

Visvanatthan, Shiv. 2007. "Knowledge, Justice and Democracy." Pp 83-94 in *Science and Citizens: Globalization and the Challenge of Engagement*. Edited by M. Leach, I Scoones and B. Wynne. London: Zed Books.

Nussbaum, Martha C. 2005. "Women and Human Development: In Defense of Universal Values." Pp 104-119 in *Gender and Planning: A Reader*, edited by SS. Fainstein and LJ. Servon. New Brunswick, NJ: Rutgers University Press.

Pellow, D.N. 2000. "Environmental Inequality Formation: Toward a Theory of Environmental Injustice." *American Behavioral Scientist* 43(4): 581-601.

Minkler, Meredith, Victoria Breckwich Vasquez, Mansoureh Tajik, and Dana Petersen. 2008. "Promoting Environmental Justice through Community-Based Participatory Research: The Role of Community and Partnership Capacity." *Health, Education, and Behavior*, 35:119-137.

Schroeder, R., K. St. Martin, B. Wilson, and D. Sen. 2008. "Third World Environmental Justice." *Society and Natural Resources* 21: 547-555.

DiChiro, Giovanna. 2008. "Living environmentalisms: coalition politics, social reproduction, and environmental justice." *Environmental Politics*, 17(2):276-298.

Pulido, Laura. 1996. "Subaltern environmental struggles," pp. 3-30 in *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*, edited by L. Pulido. Tucson, AZ: University of Arizona Press.

PART II: GENDER AND THE ENVIRONMENT: Theoretical Approaches & Frameworks

Week 8: (10/27/21) EcoFeminism

Shiva, Vandana. 1989. "Women in Nature." Pp 38-54 in *Staying Alive: Gender, Ecology and Development*. London: Zed Books.

Greta Gaard and Lori Gruen, 1993. "EcoFeminism: Toward Global Justice and Planetary Health." *Society and Nature* 2:1-35. <http://lgruen.faculty.wesleyan.edu/files/2011/05/Gaard.pdf>

Ortner, Sherry B. 1974. "Is female to male as nature is to culture?" Pp. 68-87 in M. Z. Rosaldo and L. Lamphere (eds), *Woman, culture, and society*. Stanford, CA: Stanford University Press.

Abatemarco, Tatiana. 2018. "Women's sense of farming: ecofeminism in sustainable farming and local food in Vermont, U.S.A." *Gender, Place and Culture*, 25(11):1601-1621.

Additional Readings:

Gaard Greta. 2011. "Ecofeminism Revisited: Rejecting Essentialism and Re-Placing Species in a Material Feminism Environmentalism." *Feminist Formations* 23, 2: 26-53.

Mann, Susan. 2011. "Pioneers of the U.S. Ecofeminism and Environmental Justice." *Feminist Formations* 23(2):1-25. <https://muse.jhu.edu/article/448629>

Plumwood, V. 2002. *Feminism and the mastery of nature*. London and New York: Routledge.
Smith, Andy. 1997. "Ecofeminism through an Anticolonial Framework," In *Ecofeminism: Women, Culture, Nature*. Kay Warren ed., Bloomington: Indiana University Press.

Additional Readings:

Sturgeon, Noël. 1997. *Ecofeminist Natures: Race, Gender, and Feminist Theory and Political Action*. New York: Routledge.

Gaard, Greta. 1998. Pp. 11-52 in *Ecological Politics: Ecofeminists and the Greens*, Philadelphia: Temple University Press. (Study the Ecofeminist Map).

Epstein, Barbara. 1993. Ecofeminism and Grass-roots Environmentalism in the United States." Pp. 144-152 in Hofrichter, Richard (ed.). *Toxic struggles: the theory and practice of environmental justice*. Philadelphia: New Society Publishers.

Week 9: (11/3/21) EcoFeminism (continued)

Rogers, Richard. 2008. "Beasts, Burgers and Hummers: *Environmental Communication*.

Bradley, Candace. 1997. "Keeping the Soil in Good Hearts: Women Weeders, the Environment and Ecofeminism." Pp 290 in *Ecofeminism: Women, Culture & Nature*, Karen J. Warren, ed. Bloomington, Indiana University Press.

Jackson, Cecile. 2008. "Women/nature or gender/history? A critique of ecofeminist 'development'." *Journal of Peasant Studies*, 389-418.

Wilson, Kathi. 2005. "Ecofeminism and First Nations Peoples in Canada: Linking Culture, Gender and Nature." *Gender, Place and Culture* 12(3): 333-355.
<http://www.tandfonline.com/doi/pdf/10.1080/09663690500202574>.

Additional Readings:

Jackson, Cecile. 1993. "Doing what comes naturally? Women and Environment in Development." *World Development* 21(2):1947-1963.

Pulido, Linda. 1996. *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*. Tucson: University of Arizona Press. (Ch 1 and 2).

Gaard, Greta. 2004. "Toward a Queer Ecofeminism." In *New Perspectives on Environmental Justice*, Rachel Stein (ed).

Week 10 (11/10/21) Feminist Environmentalism (Materialist Perspectives)

Moore, N. 2008. "The Rise and Rise of Ecofeminism as a Development Fable: A Response to Melissa Leach's 'Earth Mother Myths and Other Ecofeminist Fables: How a Strategic Notion Rose and Fell.'" *Development and Change* 39(3): 461-475.

Mellor, Mary. 2000. "Feminism and Environmental Ethics: A Materialist Perspective." *Ethics and the Environment* 5(1):107-123.

Agarwal, Bina. 1992. "The Gender and Environment Debate: Lessons from India." *Feminist Studies*, 18(1):119-158.

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Nightingale, A. 2006. "The Nature of Gender: Work, Gender and Environment." *Environment and Planning D: Society and Space* 24(2): 165-185.

Seager, Joni. 2003. "Pepperoni or Broccoli? On the Cutting Wedge of Feminist Environmentalism." *Gender, Place & Culture*, 10(2): 167-174.

Leach, M. 2007. "Earth Mother Myths and Other Ecofeminist Fables: How a Strategic Notion Rose and Fell." *Development and Change* 38(1): 67-85.

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Korovkin, Tanya. 2003. "Cut Flower Exports, Female Labor, and Community Participation in Highland Ecuador." *Latin American Perspectives* 30(4):18-42.

Week 11: (11/17/21) Feminist Political Ecology

Rocheleau, D. E., B. P. Thomas-Slayter, and E. Wangari. 1996. "Gender and environment: a feminist political ecology perspective." Pp 3-23 in *Feminist political ecology: global issues and local experiences*, edited by D. E. Rocheleau, B. P. Thomas-Slayter and E. Wangari. New York: Routledge.

Elmhirst, Rebecca. 2011. "Introducing New Feminist Political Ecologies." *Geoforum*, 42(2):129-132.

Jarosz, Lucy. 2011. "Nourishing Women: Toward a Feminist Political Ecology of Community Supported Agriculture in the United States." *Gender, Place and Culture*, 18(3):307-26.

Sharlene Mollett, and Caroline Faria. 2013. "Messing with gender in feminist political ecology." *Geoforum*, 45:116-125, <https://doi.org/10.1016/j.geoforum.2012.10.009>.

Ruth Meinzen-Dick, Chiara Kovarik, and Agnes R. Quisumbing. 2014. "Gender and Sustainability" *Annual Review of Environment and Resources* 39:29–55

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Thomas-Slayter, Wangari, et. al. 2011. "Feminist Political Ecology: Crosscutting Themes, Theoretical Insights, Policy Implications." Pp 287-307 in *Feminist Political Ecology: Global Issues and Local Experiences*, edited by D. Rocheleau, B Thomas-Slayter and E. Wangari. New York: Routledge.

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Hovorka, A. J. 2006. The No. 1 Ladies' Poultry Farm: A feminist political ecology of urban agriculture in Botswana*. *Gender, Place and Culture*, 13(3), 207-225.

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Paulson, Susan. 2005. Gendered Practices and Landscapes in the Andes: The Shape of Asymmetrical Exchanges. In *Political ecology across spaces, scales, and social groups*, edited by S. Paulson and L.L. Gezon. New Brunswick: Rutgers University Press.

Rocheleau, Dianne E. 2008. Political ecology in the key of policy: from chains of explanation to webs of relation. *Geoforum*, 39 (2):716-27.

Nightingale, A. 2011. Bounding difference: Intersectionality and the material production of gender, caste, class and environment in Nepal. *Geoforum*, 42(2): 153-162.

Rocheleau, D. and D. Edmunds. 1997. "Women, Men and Trees: Gender, Power and Property in Forest and Agrarian Landscapes." *World Development*, 25(8): 1351-1371.

Week 12: (11/24/21): Thanksgiving Break – no class

Week 13: (12/1/21) Gender and Agriculture

Sachs, Carolyn. *Gendered Fields: Rural Women, Agriculture and the Environment*. Ch 1 and 2. Boulder, CO: Westview Press.

Pilgeram, Ryanne and Bryan Amos. 2015. "Beyond "Inherit It or Marry It": Exploring How Women Engaged in Sustainable Agriculture Access Farmland." *Rural Sociology* 80(1):16-38.

Carr, Edward. 2008. "Men's Crops and Women's Crops: The Importance of Gender to the Understanding of Agricultural and Development Outcomes in Ghana's Central Region." *World Development* 36(5):900-915.

Petrzelka, Peggy and Sandra Marquart-Pyatt. 2011. "Land Tenure in the US: Power, Gender, & Consequences for Conservation Decision Making." *Agriculture & Human Values*, 28:549-560.

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Glass, Christy, Susan Mannon and Peggy Petrzela. 2014. "Good Mothers as Guest Workers: Constructing the Trope of Compliant Maternity in Spain's Strawberry Industry." *International Journal of Sociology*, 4(3): 8-22.

Sachs, Carolyn, Mary Barberchek, Kathy Brasier, Nancy Kiernan, Anna Terman. 2016. *The Rise of Women Farmers and Sustainable Agriculture*. Iowa City: University of Iowa Press.

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Week 14: (12/8/21): Anthropocene, Gender, Justice

Ahmed, Sara. *Living a Feminist Life* Durham Duke University Press 2017. Part III
<http://catalog.lib.msu.edu/record=b13590180~S39a>

Di Chiro, G. 2017. "Welcome to the white (m) Anthropocene? A feminist-environmentalist critique" *Routledge Handbook of Gender and Environment*, Routledge. Ch 33. pp 487-505.
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Yusoff, Kathryn. 2018. *A Billion Black Anthropocenes or None*. Minneapolis, MN: University of Minnesota Press.

Zylinska, Joanna. 2018. *The End of Man: A Feminist Counterapocalypse*. Minneapolis, MN: University of Minnesota Press

Hultman, Martin. Pule, Paul M. 2019. *Ecological Masculinities: theoretical foundations and practical guidance*. Routledge. Part III pp 189-246.
<http://catalog.lib.msu.edu/record=b13590395~S39a>

Cram, Shannon. 2015. "Becoming Jane: The Making and Unmaking of Hanford's Nuclear Body." *Environment and Planning D: Society and Space* 33 (5): 796-812.

Kimmerer, Robin Wall. 2014. *Braiding sweetgrass: indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions. ISBN: 9781571313560
<http://catalog.lib.msu.edu/record=b12052085~S39a>

Week 15: (12/5/21) Final Class Meeting

Submit Final Papers