

ANP/FOR/FW/GEO/WS/SOC/CSUS 858:

Gender, Justice, and Environmental Change (GJEC) Theory

(If you wish to have your enrollment in this course appear on your record as FOR 858 or FW 858 or GEO 858 or SOC 858 or WS 858 or ANP 858, enroll in CSUS 858 and then contact the FOR or FW or GEO or SOC or WS or ANP department when this class is completed.)

Semester and Year: Fall 2020

Class Meeting Days and Times: Thursday, 10:20 PM - 1:10 PM,

Location: <https://msu.zoom.us/j/94944747793> password: GJEC858

Date Class Ends: Thursday, Dec 17 2020 10:00am - 12:00pm

Part 1: Course Information

Instructor: *Wenda K. Bauchspies, PhD.*

Pronouns: *She, Her, Hers*

Office: *319 Natural Resources, 206 International Center*

Office Hours: *Tuesday 1-3 pm zoom or by appointment*

Office Telephone: *517-353-5040; 517-432-7733*

Email: bauchspi@msu.edu

Course Overview

The Catalog description of CSUS 858 states that it will cover: (1) Issues and concepts related to gender, ecology, and environmental studies; (2) Key debates and theoretical approaches to addressing environmental issues from a gender and social justice perspective; and (3) Gender and environment issues and processes from a global perspective. This is one of two required courses for the graduate-level Gender, Justice, and Environmental Change (GJEC) Specialization designed to provide a theoretical grounding for supporting work in this area.

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 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 environmental activism from local, regional and global perspectives.

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 Wynne Wright.



Prerequisite

- Background in social science, environmental science, or natural resources.

Course Materials

Readings are available in the MSU library as a hard copy book, ebook or article. The hard copy books are on class reserve: <https://lib.msu.edu/resources/reserves/> and eligible for a 3 day checkout. (Once returned, the book will be placed in quarantine for 5 days before the next user can check it out.) When we are reading one chapter of a hardcopy book, you can find a digital copy on D2L.

MacGregor, Sherilyn. 2019. Routledge handbook of gender and environment.
(Good reference during the course)
<http://catalog.lib.msu.edu/record=b12320367~S39a>

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable) and a means to access Desire2Learn (D2L) and Zoom.
- **Any changes to the course content will be announced in class and via D2L**

Technical Assistance

If you need additional technical assistance at any time during the course you can:

- Visit the Desire2Learn Help Site (<http://help.d2l.msu.edu/>)
- To email MSU subject Librarians for GJEC: <https://libguides.lib.msu.edu/ANP859>

Part 2: Course Objectives

Learning Objectives

- 1) Develop a critical perspective on key concepts and fundamental theoretical issues in environmental and gender studies
- 2) Understand the history within a socio-cultural framework on the development of work around gender, justice and the environment

You will meet the objectives listed above through a combination of the following activities in this course:

I. Attendance and participation / writing and thinking (10pts@class)

My goal is to create a class where all participate and all benefit from the insights and experiences that each person brings to the dialogue and facilitates mutual learning and understanding.

(If you have questions about MSU class policies: <https://ombud.msu.edu/classroom-policies/index.html> for General University Attendance Policy, Code of Teaching Responsibility and Attendance, Administrative Drop for Non-Attendance, Grief Absence Policy, and Final Exam Policy and Attendance.)

If you are unable to attend class virtually and synchronously, in lieu of class, please submit a critical thought paper (2000-3000 words) on the class readings for 10pts due before class starts via D2L. Where you engage with the readings, by asking questions, exploring implications and meanings, applying ideas to your experience and/or thinking through the author's argument in your own words. Ultimately this is an



opportunity for you to begin to develop your theoretical voice and illustrate what you are thinking and understanding about the authors' ideas.

II. Student-led discussion (25pts) and hand out/classroom teaching guide (50pts)

Students will **lead class discussion once** during the semester. This may be a co-facilitation opportunity or a singular one depending on the number of students in the class. Materials for the discussion will be posted on the Class OneNote: **CSUS 858 Fall 2020**. If you are unable to attend class virtually and synchronously for your discussion leading – you will need to develop a way to do it asynchronously and virtually, for the entire class to participate.

Student presenters are responsible for preparing an informal short presentation of the readings and for bringing a few questions/exercises to engage the class in discussion. The presentation should clearly synthesize the articles' central arguments, place the argument in its intellectual context, and establish connections to other readings. Please prepare a learning activity that addresses the background; context and importance; key concepts/questions/approaches; additional references; and broader social impacts of the readings. To do so, please prepare a classroom teaching guide that addresses the following:

- i. What are the learning objectives based upon these readings?
 - a. Outline how these readings fit with course objectives
- ii. What will you do to illustrate the value of these readings, for the course, for research?
 - a. Highlight quotes or concepts – then ask for examples from people's experience, readings or research
 - b. Note questions that the authors ask, explore why they ask them and push the class to explore them as well.
 - c. Outline or show case the readings to help your peers to see and make their own the connections between readings.
 - d. Identify key concepts and why they are key
 - e. Explore broader social impacts or implications from the readings
- iii. Prepare at least 10 discussion questions with potential avenues of responses:
 - a. Prepare questions and examples ranging from easy (i.e. drawing from personal experience or popular media) to complex (i.e. applying known principles to a new area or challenging a theory or idea).
 - b. Ask open-ended questions to promote discussion and close-ended questions to check what your peers remember from the readings.
 - c. Think about how the case studies may answer, illustrate or challenge other class readings.
 - d. Ask questions that have many possible answers rather than one range of acceptable answers.
- iv. Identify what you will do to facilitate a comfortable, respectful and civil space for your peers to engage, discuss and explore diverse view-points?

III. Book Review (75 pts) A book of your choice (copyright date of 2018, 2019 or 2020) within the domain of gender, justice and environmental change (approximately 1000-1500 words.) Please identify a journal that you think would be interested in a book review on your book and read their book reviews to model yours after. If you have questions about what book to read, please consult with me and once you have selected your book, let me know (via D2L) what book you are planning to read and the targeted Journal by 24 September 2020. Book Review Due 22 October 2020.

OR



Academic based Social Media Content for your portfolio² (75pts). Identify your chosen form of academic social media product and identify (3-5) academics/scholars/researchers using that form of academic social media content to use as models. Let me know (via D2L) what is the theme of your social media product, it's goal/objectives, the social media content you are benchmarking and why it is a good model for the type of academic social media product you aim to produce with this assignment by 24 September 2020. Social Media Product Due 22 October 2020.

V. Final Paper (Total 300 pts) on a topic of your choice that reflects the goals and objectives of the class and readings while contributing to the development of your academic training.

1. **Submit an outline** with beginning bibliography of what shape your question/paper is taking. (25pts) Due 15 October 2020.
2. **One-on-One** zoom call to discuss your paper at least once before 1 November 2020
3. **Conference-style presentation with Q&A** (12-15 minutes) of your final paper (75pts). Due December 3 or 10, 2020.
4. **Final Paper:** on topic of your choice related to gender, justice and environmental change that has instructor approval. Approximately 20-25 pages (200pts) with a minimum of 10 sources from the syllabus. Please keep me posted as to the direction and focus of your paper throughout the semester. Due December 17, 2020 by noon (12PM).

Part 3: Course Outline/Schedule

Readings are listed for Weeks 1-12 with additional readings listed. The role of the additional readings is to give you suggestions for additional readings that may serve several functions: 1) identify related articles that may be of particular interest to you to read for class; 2) provide replacement readings if you already read a piece (or several) in the reading section; 3) suggest alternative readings if for some reason you can't read/locate one of the readings; and 4) guide your reading and thinking for your final paper.

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

Week 1: (9/03/20) Introduction

Create community classroom norms and expectations

Imarisha, Walidah, and Adrienne Maree Brown. 2015. Octavia's brood: science fiction stories from social justice movements. Oakland: AK Press.

<http://catalog.lib.msu.edu/record=b13042023~S39a>

Before class please read one or two (or more!) stories from this collection.

Recently there was a call for proposals: <https://competitions4dev.org/risechallenge>

² This may be a podcast, blog or other form social media context that fits your career goals. One example of an academic based blog: <https://www.alieward.com/ologies/neuroendocrinology>. Another example from a scholar we are reading in week 12 is: <http://www.fuguejournal.com/mastectomy-instructions-before-surgery-shannon-cram> For additional ideas look at scholars' webpages in your field, one such example is: <https://natashamyers.wordpress.com>



It is based upon this report on GBV and Environmental Linkages:

<https://portals.iucn.org/library/node/48969>

Browse (or read carefully) the website/report – to think about what is their global policy approach to gender, justice and environment

Watch: <https://events.nelsonmandela.org/events/2020/07/18/the-18th-nelson-mandela-annual-lecture> or read it here: <https://www.nelsonmandela.org/news/entry/annual-lecture-2020-secretary-general-guterres-full-speech>

Week 2: (9/10/20) 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.b <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. **Book on Reserve in the Library and Chapter on D2L**

Rubin, David A. 2012. “An Unnamed Blank That Craved a Name”: A Genealogy of Intersex as Gender. *Signs: Journal of Women in Culture and Society* 37:4, pp. 883–908. <http://ezproxy.msu.edu/login?url=https://www-jstor-org.proxy2.cl.msu.edu/stable/10.1086/664471>

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:

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.)

Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge (Ch. 1). <https://www-taylorfrancis-com.proxy2.cl.msu.edu/books/9780203824979>



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?_seq=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. **Book on Reserve in the Library and Chapter on D2L**

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: (9/17/20) 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>

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>

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.
<http://catalog.lib.msu.edu/record=b13588348~S39a>

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>

Additional Readings:

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.
<http://catalog.lib.msu.edu/record=b13590400~S39a>

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. <http://catalog.lib.msu.edu/record=b13590397~S39a>

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.
<http://catalog.lib.msu.edu/record=b4980353~S39a> or <https://www-fulcrum-org.proxy2.cl.msu.edu/concern/monographs/7m01bm02m>

Week 4: (9/24/19) 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. <http://catalog.lib.msu.edu/record=b13525665~S39a> or <https://www-fulcrum-org.proxy2.cl.msu.edu/concern/monographs/fj236290s>

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*. <http://catalog.lib.msu.edu/record=b13590398~S39a>

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

Shiebinger, Londa. 1999. "Conclusion." In *Has Feminism Changed Science?* Cambridge, MA: Harvard University Press. **Book on Reserve in the Library.** Or
Shiebinger, Londa. 2000 "Has Feminism Changed Science?" *Signs*, 25:4 pp. 1171-1175

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

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:

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



<http://catalog.lib.msu.edu/record=b13590399~S39a> (Ebook at MSU library is a 1-simultaneous-user license)

Keller, Evelyn Fox. 2001. "Gender and Science: An Update." Pp 132-142 in *Women, Science, and Technology: A Reader in Feminist Science Studies*. Eds. M. Wyer et al. New York: Routledge. <http://catalog.lib.msu.edu/record=b10262047~S39a>

Puig de la Bellacasa, Maria (2015) "Making time for soil. Technoscientific futurity and the pace of care." *Social Studies of Science*, 45 (5), 691-716.

Week 5: (10/01/20) 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.

Scarce, Rik. 1997. "Socially Constructing Pacific Salmon." *Society & Animals*. 5(2): 117-135.

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.

Haslanger, Sally Anne. 2012. *Resisting reality: social construction and social critique*. New York: Oxford University Press. <http://catalog.lib.msu.edu/record=b12320147~S39a>
Chp 2: Ontology and Social Construction

Additional Readings:

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. https://www.williamcronon.net/writing/Cronon_Trouble_with_Wilderness_1995.pdf

Takas, David. 1996. "Tensions at the Crossroads of Science, Nature, and Conservation." Pp 1-9 in *The Idea of Biodiversity*. Baltimore, MD. Johns Hopkins University Press. **Book on Reserve in the Library and Chapter on D2L**

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



Tsing, Anna Lowenhaupt, Heather Anne Swanson, Elaine Gan, and Nils Bubandt. (eds) 2017. *Arts of Living on a Damaged Planet*. Minneapolis: University of Minnesota Press.
<http://catalog.lib.msu.edu/record=b13590771~S39a>

Merchant, Carolyn. 1980. *Death of Nature*, San Francisco : Harper & Row on **Reserve in the Library**

Griffin, Susan. 1980. *Woman and Nature: Roaring Inside Her* New York : Harper & Row, on **Reserve in the Library**. (Ebook on order at MSU Library.)

Week 6: (10/8/20) 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. <http://catalog.lib.msu.edu/record=b9960625~S39a>

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. **Book on Reserve in the Library and Chapter on D2L**

Fischer, Gundula, Simon Wittich, Gabriel Malima, Gregory Sikumba, Ben Lukuyo, David Ngunga, and Jacqueline Rugalabam. 2018. “Gender and Mechanization: Exploring the sustainability of mechanized forage chopping in Tanzania.” *Journal of Rural Studies*, 64:112-122.

Allen, Barbara L. 2013. Justice as Measure of Nongovernmental Organization Success in Postdisaster Community Assistance. *Science, Technology and Human Values*, 38(2):224-249.
<https://doi.org/10.1177/0162243912470726>

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. (on order by the MSU Library)

Plumwood, Val. 1993. “Dualism: The Logic of Colonialism.” Pp 41-68 in *Feminism and the Mastery of Nature*. New York: Routledge.
<http://catalog.lib.msu.edu/record=b12174743~S39a>

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: (10/15/20) 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

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. **Book on Reserve in the Library and Chapter on D2L**

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

<http://catalog.lib.msu.edu/record=b10357793~S39a> or

<http://ezproxy.msu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=e000xna&AN=470497>

Visvanathan, 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>

Gallaher, C. M. 2017. "Regreening Kibera: How Urban Agriculture Changed the Physical and Social Environment of a Large Slum in Kenya." Edited by Antoinette M. G. A. WinklerPrins. *Global Urban Agriculture*, Wallingford; Boston. Pp. 171. (Chpt 14).

<http://catalog.lib.msu.edu/record=b13590753~S39a>

Additional Readings:

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. [Book on Reserve in the Library and Chapter on D2L](#)

Ives, Sarah Fleming. 2017. *Steeped in Heritage The Racial Politics of South African Rooibos Tea*. Duke University Press. <https://read.dukeupress.edu/books/book/2365/Steeped-in-HeritageThe-Racial-Politics-of-South>

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

Week 8: (10/22/20) EcoFeminism

Shiva, Vandana. 1989. "Women in Nature." Pp 38-54 in *Staying Alive: Gender, Ecology and Development*. London: Zed Books. <http://catalog.lib.msu.edu/record=b13590399~S39a>
(Ebook at MSU library is a 1-simultaneous-user license)

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>

Estévez-Saá, Margarita and Maria Jesus Lorenzo Modia. 2018. "The Ethics and Aesthetics of Eco-caring: Contemporary Debates on Ecofeminism(s)." *Gender, Place and Culture* 42(2):123-146.

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.

Plumwood, V. 2002. *Feminism and the mastery of nature*. London and New York: Routledge. Chp1 Feminism and EcoFeminism pp 19-40.
<http://catalog.lib.msu.edu/record=b12174743~S39a>

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>

Smith, Andy. 1997. "Ecofeminism through an Anticolonial Framework," In *Ecofeminism: Women, Culture, Nature*. Kay Warren ed., Bloomington: Indiana University Press.
<http://catalog.lib.msu.edu/record=b10330773~S39a>

Sturgeon, Noël. 1997. *Ecofeminist Natures: Race, Gender, and Feminist Theory and Political Action*. New York: Routledge. <http://catalog.lib.msu.edu/record=b13590772~S39a>



Gaard, Greta. 1998. Pp. 11-52 in *Ecological Politics: Ecofeminists and the Greens*, Philadelphia: Temple University Press. (Study the Ecofeminist Map). on **Reserve in the Library** (Ebook on order at MSU Library.)

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. **Book on Reserve in the Library and Chapter on D2L**

Week 9: (10/29/20) EcoFeminism (continued)

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. <http://catalog.lib.msu.edu/record=b1487715~S39a>

Rogers, Richard. 2008. "Beasts, Burgers and Hummers" *Environmental Communication*. 2:3, 281-301, <https://doi.org/10.1080/17524030802390250>

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. <http://catalog.lib.msu.edu/record=b10330773~S39a> or <http://ezproxy.msu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=e000xna&AN=612>

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

Additional Readings:

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

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>.

Gaard, Greta. 2004. "Toward a Queer Ecofeminism." In *New Perspectives on Environmental Justice*, Rachel Stein (ed). <http://catalog.lib.msu.edu/record=b10357793~S39a>

Week 10: (11/5/20) 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.

Seager, Joni. 2003. "Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism." *Signs*, 28(3): 945-972.

Additional Readings:

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.

Agarwal, Bina. 2001. "Participatory Exclusions, Community Forestry, and Gender: An Analysis of South Asia and a Conceptual Framework." *World Development* 29(10): 1623-1648.

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

Week 11: (11/12/20) 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. on **Reserve in the Library** (ebook on order at MSU Library.)

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



Carey, M., Jackson, M., Antonello, A., & Rushing, J. 2016. "Glaciers, gender, and science: A feminist glaciology framework for global environmental change research." *Progress in Human Geography*, 40(6), 770–793. <https://doi.org/10.1177/0309132515623368>

Additional Readings:

Thomas-Slayter, Wangari, et. al. 1996. "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. on **Reserve in the Library** (ebook on order at MSU Library.)

Walker, Peter A. 2005. "Political Ecology: Where is the Ecology?" *Progress in Human Geography* 29(1):73-82.

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.

White, Stephanie A. 2014. "A Gendered Practice of Urban Cultivation: Performing Power and Well-being in M'Bour, Senegal." *Gender, Place & Culture*, 22(4):544-560.

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. <http://catalog.lib.msu.edu/record=b10362643~S39a> or <http://ezproxy.msu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=e000xna&AN=470492>

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: (11/19/19) 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 chp 33. pp 487-505. <http://catalog.lib.msu.edu/record=b12320367~S39a>

Yusoff, Kathryn. 2018. *A Billion Black Anthropocenes or None*. Minneapolis, MN: University of Minnesota Press. on **Reserve in the Library**. (Ebook on order at MSU Library.)



Zylinska, Joanna. 2018. *The End of Man: A Feminist Counterapocalypse*. Minneapolis, MN: University of Minnesota Press. on **Reserve in the Library**. (Ebook on order at MSU Library.)

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.

Additional Readings:

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>

Out of the Woods Collective, 2020 *Hope Against Hope: Writings on Ecological Crisis*
Common Notions, ISBN: 978-1-942173-20-5
<https://www.commonnotions.org/hope-against-hope>

Merchant, Carolyn. 2020. *The Anthropocene and the humanities: from climate change to a new age of sustainability*. New Haven: Yale University Press. on **Reserve in the Library** (Ebook on order at MSU Library.)

Catalyst: Feminism, Theory, Technoscience. Vol 5 No 2 (2019): Special Section on Plantarium:
Human–Vegetal Ecologies. <https://catalystjournal.org/index.php/catalyst/issue/view/2248>

Week 14: (11/26/20) Thanksgiving Break – No Class

Week 15: (12/3/20) Class Presentations

Week 16: (12/10/20). Class Presentations

Part 4: Grading Policy

Graded Course Activities

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 or that is used in the discipline where you expect to publish.

The table below describes the graded course activities including points and activity description. The first column includes the points possible, and the second column includes a description for each activity.

Points	Description
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120	Participation&Attendance/Writing&Thinking 10pts@class
75	Discussion Lead
75	Book Review/Social Media
200	Final Paper
75	Final Presentation
25	Outline of Final Paper
5	One on one zoom w/Prof
575	Total Points Possible

Late Work Policy

All work is due at the start of class on the date indicated via D2L unless directed otherwise.

Viewing Grades

Grades will be posted in D2L within 2 weeks of submission, unless stated otherwise.

Letter Grade Assignment (Grading Scale)

Grade	Percentage	Performance
4.0	93-100%	Brilliant
3.5	86-92.9%	Excellent
3.0	80-85.9%	Well Done
2.5	72-79.9%	Satisfactory
2.0	70-71.9%	Less than satisfactory
1.5	67-69.9%	Needs Improvement
1.0	61-66.9%	Suboptimal
0.0	60% and below	Unsatisfactory

Part 5: Course Policies

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. You can find information regarding MSU's attendance policies on the website for the [Office of the University Ombudsperson](#).

Participation

Students are expected to participate in all activities as listed on the course calendar. Participation will be evaluated through attendance; engagement with the readings in class discussions and written work; and professionalism towards all course activities.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

Assignments for this course will be submitted electronically through D2L unless otherwise requested by professor or student.



Commitment to Integrity: Academic Honesty

Article 2.3.2 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU website: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, 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. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

Resource on Plagiarism / iThenticate workshop video:

<https://mediacast.ttu.edu/Mediasite/Play/27b9a15b402c46fe982f99d2d25aa1f11d>

Cell Phone, Laptop, Calculators, Other Electronic Equipment Use Policies

Electronic equipment is allowed in the classroom in a professional manner. The class will discuss what norms will be applied for optimal learning of all.

Mental Health

Mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Counseling & Psychiatric Services (CAPS) website at www.caps.msu.edu.

Religious Observance Policy

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.

Chosen Name and Pronoun Policy

All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you would like to change your name, you can do that through StuInfo. Your gender marker can be changed by filing a request at the Office of the Registrar at the Hannah Administration Building. More information about MSU's preferred name policy can be found at: <https://lbgtrc.msu.edu/trans-msu/msu-preferred-name-policy/>. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.



Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. Please see: <http://titleix.msu.edu/policy-info/mandatory-reporting.html>

In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center. Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities online at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term in order to facilitate any accommodations that may need to be made.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is 9/28/2020. The last day to drop this course with no refund and no grade reported is 10/21/2020. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.



Campus Emergencies

In the event of an emergency arising within the classroom, Dr. Bauchspies 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.

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.”

