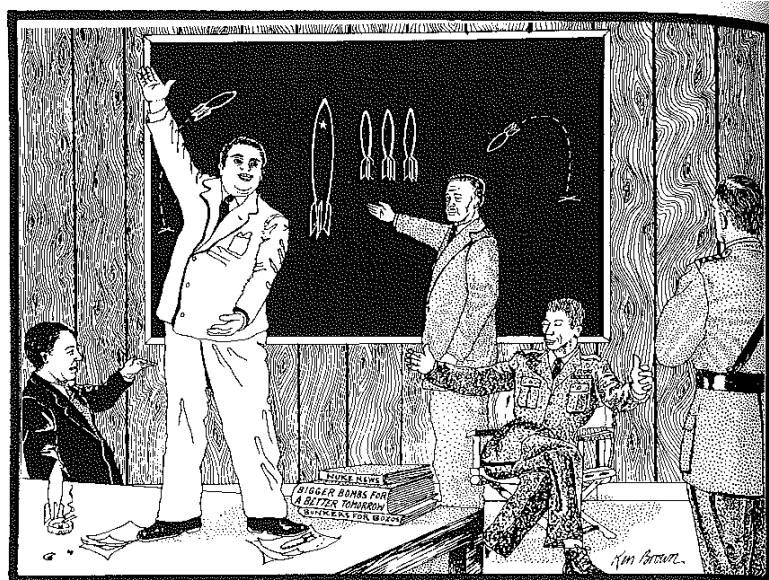


Gender and Environment (Geography 466/566)

Instructor: Ingrid L. Nelson, Spring 2012: Mon, Wed 11:00-12:20pm, 206 Condon Hall

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WHITE MEN IN TIES DISCUSSING MISSILE SIZE

Figure 1.4. Surprisingly transparent phallic imagery pervades military rhetoric. (© Ken Brown, courtesy of artist.)



Images (clockwise from top center): 1) Wangari Maathai with her Nobel Prize (2004) (photo by John McConico, © Pressens Bild AB 2004), www.nobelprize.org), 2) cover for Gorillas in the Mist (1988 film about Dian Fossey, theatrical release poster) and 3) cartoon by Ken Brown (reprinted from Seager, 1993, p. 56).

Course Objectives and Approach

This course begins with an examination of how gender shapes our understandings of, and interactions with, nature. We will broaden our focus on gender to philosophical and theoretical debates that underlie feminist ecological thinking (expanding from gender to class, race, culture, sexuality, nationality and other axes of analysis). We will also explore concrete environmental justice struggles in various regions of the world. This course is intensive in terms of reading, writing, and class discussion. We will devote significant time to understanding strategies, discourses and analytical assumptions in different forms of writing about gender, feminism and the environment. We will critically examine the role of science, philosophy and politics in different visions of nature and society.

This is a unique year to study gender and environment!

In June, 2012, world leaders, environmentalists, protestors and many others will gather in Rio de Janeiro, Brazil for the *RIO+20 United Nations Conference on Sustainable Development*. In 1987, the term 'sustainable development' became popularized in a report titled *Our Common Future*, published by the World Commission on Environment and Development (WCED). The term signified a contentious struggle between seemingly irreconcilable goals: social justice, mitigating/stopping environmental degradation and economic growth for poor peoples and countries. In 1992, the United Nations General Assembly met in Rio de Janeiro, accepted the report and produced the principles of sustainable development (the meeting was called the Rio Summit or Earth Summit). Twenty years on, the term 'sustainable development' has lost much of its political meaning and it has transformed into a buzzword for business as usual. For Rio+20, the new buzzword is 'green economy'. Women worldwide are furious with this change in terminology and with the lack of real progress on the original 'sustainable development' principles. After taking this course you will have a strong understanding of why the new Rio+20 theme evokes such a response. Women from diverse and often conflicting perspectives are organizing and strategizing in order to shape the outcome of the Rio+20 conference.

Building on a strong theoretical background gained in the initial weeks of the course, **we will analyze the statements, documents, speeches and other materials from key activists and policy-makers (a group project that introduces the basics of discourse analysis)**. By grounding the current debates in a deeper critical history, we will examine the ideas about gender and environment that these women mobilize and the implications of their strategies for different women (and men) around the world. While this project focuses on women's organizing, we will pay particular attention to class, race, ethnicity, nationality, sexuality, age and other key axes of difference. Students will also pursue a topic of personal interest in a **short research paper (5 pages for undergraduate students, 6-8 pages for graduate students)**. **These papers do not need to focus on women per se, but must engage key theories about nature, power and difference** (for example, much of my own work focuses on masculinity and class in the illegal timber trade in southern Africa).

Required Texts (available at the UO bookstore):

- *The Penguin Atlas of Women in the World, 4th Edition* by Joni Seager (2009) [PAWW]
- *Shady Practices: Agroforestry and Gender Politics in the Gambia*, by Richard A. Schroeder (1999)
- *Refuge: an unnatural history of family and place*, by Terry Tempest Williams (1992)
- **Additional readings will be posted on blackboard**

Course Policies

- 1. Attendance** is mandatory. Attendance means coming to class on time and not skipping class unless you have a *documented* medical emergency or you have made prior arrangements with me. We will start and finish class on time—please do not disrupt class by coming late or leaving early. If you must do so, make sure you have contacted the professor *in advance*.
- 2. Talking about Sensitive Issues in Class:** Throughout the course, please feel free to express your ideas and enter into dialogue with myself and your fellow students. Although I encourage you to express your views, I expect that you will be courteous to others, respect different views, and refrain from personal attacks—both in class and on-line. In this class we do not debate, we discuss. There are not two sides to an issue. There are probably at least ten! The topics that we will cover can be very sensitive and provoke strong emotions. Some of you may have anxieties about the specific course content; others may have concerns about discussing sensitive issues surrounding sexuality, race, economic issues, religious beliefs and practices, etc. I share these same concerns. My goal is to create a hospitable space for you to cultivate your growing understandings of gender and environment without fear and to receive respect from me and from the rest of class.

Many of the issues we will cover are not typically discussed in an academic setting. Here are some guidelines for making our conversations reasonable, enlightening, and friendly:

- Anyone, professors included, may be embarrassed at times by some questions or discussions about aspects of, for example, sexuality. This is expected and acceptable.
- Everyone has their own personal values about many societal issues, and these will not be the same for everyone in the class. Differences are to be acknowledged and accepted.
- Personal boundaries need to be respected. No one should feel obliged to disclose personal information about oneself or one's personal values.
- Confidentiality: I would like for us to agree that personal opinions, values, or information shared in class will not be discussed with others outside of class.

In other words, let's all strive to maintain an open, congenial, and comfortable setting for our academic discussions. As a result of class discussion and the assignments, you will improve your critical thinking and writing skills—tools that you will carry with you beyond this class.

- 3.** You must complete ALL assignments to pass the class. Late work will be accepted at the discretion of the professor.
- 4. Cheating and plagiarism will not be tolerated.** Please check the University Catalog and Student Conduct Code for definitions, examples of, and penalties for academic dishonesty. All work for this course must be your own and produced exclusively for this class.
- 5.** If you have special needs that affect your performance and participation in the course, please contact me within the first week of the semester to discuss appropriate accommodations. The university provides services to all students to improve reading, writing and researching skills (<http://tlc.uoregon.edu/>).

Assignments	Percent of Final Grade
4 Essays (8% each)	32%
1 Short assignment	4%
<i>Refuge</i> (book) assignment	10%
Short research paper	24%
- Proposal (2%)	
- Abstract (2%)	
- Final Paper (20%)	
Group Rio+20 Project	18%
- Presentation (6%)	
- Paper (12%)	
Participation, Leading Discussion, Attendance	12%
TOTAL	100%

6. **Participation** entails preparing and contributing to the overall quality of the learning experience for yourself *and others* in the class. All assigned readings must be completed *before* the class for which they are assigned. Those who do not do the readings will not do well in this course (I will review reading and writing strategies). There will be students with different levels of experience. If you are not following, make sure to ask for more clarification. This is helpful to other students and the professor. It's difficult to have a discussion in a large group, but not at all impossible. Students must **sign up to lead 20 minutes of discussion once during the term** (a sign-up sheet will be posted on blackboard during the first week of the term). **Graduate students** will attend two meetings outside of our regular class time (TBD), to discuss the "grad only" readings listed in the syllabus.
7. **Essays** for both undergrads and grads will be 2 pages, typed (1.5 spacing). Essays must closely and critically engage course readings and are due on **Fridays by 12pm** in the "Homework box" outside of the main Geography office on the 1st floor of Condon Hall. I expect advanced-level thinking/writing, including critically examining underlying theoretical debates, connecting concepts and issues raised in the readings to your own interests or research, reading different authors 'against' each other, and exploring what these themes mean for how we do research or other types of work in the world. Specific essay questions will be posted early in the term.
8. **The short assignment** serves as individual practice for the techniques that we will use to analyze the Rio+20 preparations in the group project.
9. We will read one novel in the course (*Refuge*). Students will submit work that connects key themes in the course to the book (this does not necessarily need to follow typical essay format).
10. **Research papers** are should be short. Proposals are due early in the term. An abstract (outlining your paper structure and final argument is due in Week 10 to avoid procrastination). The final paper (5 pages for undergraduate students, 6-8 pages for graduate students) is due mid-exam week to enable time for grading before graduation. **Graduate students may modify this assignment to fit their intellectual goals, but this must be arranged within the first 2 weeks of the course.**
11. **Group projects** consist of analyzing documents by the Rio+20 women's major group using basic discourse analysis techniques. Groups will nominate a single speaker to present their case/analysis in the last class of the term (mimicking actual meeting protocol in the sub-committee pre-Rio+20 events). Final versions of group findings/statements (a 4 page document) are due on Friday of Week 10 at 12pm. Keep in mind that environmental organizing in the real world **REQUIRES** group work.

COURSE READINGS (full citations)

All readings must be completed before the class meeting time under which each reading is listed. *Readings that are optional or that are only for graduate students are marked accordingly on the syllabus and in Blackboard.* All readings not on the "Required Texts" list are posted in Course Documents in Blackboard.

Week 1: Introduction

- Mon. Apr. 2nd
- **Steingraber**, S. (2003) *Rose Moon*. In *Having Faith: An Ecologist's Journey to Motherhood*. Berkley Books: New York, pp. 103-132.
- Wed. Apr. 4th
- **Carson**, R. (1962) *Silent Spring*. Houghton Mifflin Co.: Boston, pp. 5-37.
 - **Grads Only: Rose**, G. (1993) Ch. 5 Looking at Landscape: The Uneasy Pleasures of Power. In *G. Rose Feminism & Geography: The Limits of Geographical Knowledge*. Minneapolis, MN: University of Minnesota Press, pp. 86-112.

Week 2: Feminist Environmentalism

- Mon. Apr. 9th
- **Seager**, J. (2003) Rachel Carson died of breast cancer: The coming of age of feminist environmentalism, *Signs* 28(3): 945-972.
 - **Seager**, J. (2009) Ch. 14 Breast Cancer (PAWW), pp. 46-7.
 - **Shiva**, V. (1988) *Staying Alive: Women, Ecology and Survival in India*. London: Zed Books, Ch. 1 & 3.
- Wed. Apr. 11th
- **Williams**, T.T. (1992) *Refuge: an unnatural history of family and place*. New York: Vantage Books. Read Map, Prologue, 'Burrowing Owls' through 'Canada Geese'.
 - **Grads Only: Haraway**, D.J. 1983/1994. Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908-1936. In N.B. Dirks, G. Eley, S.B. Ortner (eds.) *Culture/Power/History: a Reader in Contemporary Social Theory*. Princeton University Press: Princeton, NJ.
 - **Optional: Ortner**, S.B. (1972) Is Female to Male as Nature is to Culture? *Feminist Studies* 1(2): 5-31.

****ESSAY 1 Due FRIDAY, April 13th, 12 Noon****

Week 3: Ecofeminism

- Mon. Apr. 16th
- **Merchant**, C. (1995) The Death of Nature: Women and Ecology in the Scientific Revolution (pp. 75-90) and Isis: Science and History (pp. 57-72) In *Earthcare: Women and the Environment*. Routledge: New York.
 - **Warren**, K. (2000) Nature is a Feminist Issue. In *EcoFeminist Philosophy*. Boulder: Rowman & Littlefield, pp. 1-19.
- Wed. Apr. 18th
- **Leach**, M. 2007. Earth Mother Myths and Other Ecofeminist Fables: How a Strategic Notion Rose and Fell. *Development and Change* 38(1): 67-85
 - **Moore**, N. 2008. The Rise and Rise of Ecofeminism as a Development Fable: A Response to Melissa Leach's 'Earth Mothers and Other Ecofeminist Fables: How a Strategic Notion Rose and Fell'. *Development and Change* 39(3): 461-475.
 - **Grads only: Sturgeon**, N. (1997) What's in a Name? In N. Sturgeon, *Ecofeminist natures: race, gender, feminist theory, and political action*. New York: Routledge, p. 168-196.

****PAPER PROPOSAL Due TODAY in class, April 18th****

Week 4: Gender and 'Hard' Science

- Mon. Apr. 23rd
- **Harding**, S. (1986) Ch. 5 Natural Resources: Gaining Moral Approval for Scientific Genders and Genderized Sciences. In *The Science Question in Feminism*. Milton Keynes, UK: Open University Press, pp.111-135.
 - **Harding**, S. (1991) Ch. 8 "...and Race"? Toward the Science Question in Global Feminisms, and Ch. 9 Common Histories, Common Destinies: Science in the First and Third Worlds. In *Whose Science? Whose Knowledge?: Thinking from Women's Lives*. Ithaca, NY: Cornell University Press, pp. 191-248.
- Wed. Apr. 25th
- **Haraway**, D. (1989) *Primate Visions*. New York: Routledge, pp. 1-5; 115-156.
 - **Grads only**: Haraway, D. (1988) Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies* 14(3): 575-599.

****ESSAY 2 Due FRIDAY, April 27th, 12 Noon****

Week 5: Militarization & Development (Soldier/Expert/Volunteer)

- Mon. Apr. 30th
- **Seager**, J. (1993) Ch. 1, Up in Arms Against the Environment: The Military. *Earth Follies: Coming to Feminist Terms with the Global Environmental Crisis*. New York: Routledge, pp. 14-69.
 - **Seager**, J. (2009) Ch. 38, Crisis Zones and Ch. 39, Women in the Military (PAWW, pp. 100-3)
 - U.S. Department of Energy Videos and News Reports on YouTube (posted on blackboard)
- Wed. May 2nd
- **Heron**, B. (2007) *Desire for Development: Whiteness, Gender, and the Helping Imperative*. Waterloo, Ontario, Canada: Wilfrid Laurier University Press. Read marked sections of pp. 1-6, 9-23, 25-54, 72-84, 91-95.

Week 6: The Body

- Mon. May 7th
- **Williams**, T.T. (1992) *Refuge: an unnatural history of family and place*. New York: Vantage Books.
 - **Finish Refuge by today at the latest.**
 - **[Possible fieldtrip to the Willamette today – More information provided in week 5]**
- **Short Assignment Due TODAY in class, May 7th****
- Wed. May 9th
- **LaDuke**, W. (1999) "Akwasasne: Mohawk Mothers' Milk and PCBs" in *All Our Relations: Native Struggles for Land*. Boston: South End Press, pp. 11-26.
 - **Langston**, N. (2003) Gender transformed: Endocrine disruptors in the environment, In. V. Scharff (ed.) *Seeing Nature Through Gender*. Lawrence, Kansas: University Press of Kansas, pp. 129-154.

****Refuge Assignment Due FRIDAY, May 11th, 12 Noon****

Week 7: Gender, Population & 'Sustainable Development'

- Mon May 14th
- **Hartmann**, B. (1999) Population, environment, and security: A new trinity (pp. 1-23) **and** **Bandarage**, A. (1999) Population and development: Toward a social justice agenda (pp. 24-38) In J. Silliman & Ynestra King (eds.) *Dangerous Intersections: Feminist Perspectives on Population, Environment and Development*. Cambridge, MA: South End Press.
 - **Seager**, J. (2009) Ch.9 Motherhood, Ch. 10 Contraception, Ch. 11 Abortion, Ch. 12 Maternal Mortality, Ch. 13 Son Preference (PAWW), pp. 34-43.
 - **Schroeder**, R. (course text): chapters 1-3 (pp. 1-60).

- Wed May 16th
- **Adams, W.M.** (2004) *Green Development, 2nd Edition: Environment and Sustainability in the Third World*. London and New York: Routledge, pp. 54-101.
 - **Seager, J.** (1993) Ch. 4, The Ecology Establishment. *Earth Follies: Coming to Feminist Terms with the Global Environmental Crisis*. New York: Routledge, pages 167-221.

****ESSAY 3 Due FRIDAY, May 18th, 12 Noon****

Week 8: Feminist Political Ecology

- Mon May 21st
- **Schroeder** (course text): chapters 4-7 (pp. 61-136)
 - **Rocheleau, D.,** Barbara Thomas-Slayter, and Esther Wangari (1996) "Gender and Environment: A Feminist Political Ecology Perspective," pp. 1-19 in *Feminist Political Ecology: Global Issues and Local Experiences*. Routledge: New York.
 - **Grads Only:** **Hawkins, R.** and **Ojeda, D.** (2011) Gender and Environment: critical tradition and new challenges. *Environment and Planning D: Society and Space* 29(1): 237-253.
- Wed May 23rd
- **Hawkins, R.** (2011) 'One Pack = One Vaccine' = one global motherhood? A feminist analysis of ethical consumption. *Gender, Place and Culture* 18(2): 235-253.
 - **Gururani, S.** (2002) Forests of Pleasure and Pain: Gendered Practices of labor and livelihood in the forests of the Kumaon Himalayas, India. *Gender, Place and Culture* 9(3): 229-243.

Weeks 9 & 10: Environmental Justice and Global Engagement (focus on Rio+20)

- Mon May 28th
- **MEMORIAL DAY**

- Wed May 30th
- Global Women's Submission for the Rio+20 zero-draft document (November 2012): <http://www.uncsd2012.org/rio20/index.php?page=view&nr=574&type=230&menu=38>
 - **United Nations.** The Future We Want (January 10, 2012), Zero draft Rio+20 (blackboard).
 - **Azra** (Women's Major Group Response) (January 26, 2012) (blackboard).
 - Women's proposed revisions to the zero draft document (February 24, 2012)

****ESSAY 4 Due FRIDAY, June 1st, 12 Noon****

- Mon Jun 4th
- Choose from links and resources on blackboard. As your group conducts an analysis of these documents/videos/websites, find out more about the organizations and the people contributing to the Rio+20 and the side event preparations. Who is protesting Rio+20? Post additional resources for your classmates on blackboard.

****PAPER ABSTRACT Due TODAY in class, June 4th****

- Wed Jun 6th
- Rio+20 Group Presentations – Group papers (4 pages) due FRIDAY, June 8th, 12 Noon**

*****Final short research papers (undergrads 5 pages, grads 6-8 pages) due Wednesday, June 13th, 12 Noon*****