ENR 3530/ WGSST 3530
Women, Environment and Development
REVISED ON 1-10-2020

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

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

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

Objectives: When students complete the course, they should have a basic understanding of:
- Ways in which science and environmental issues are “gendered” and why
- Analytical/theoretical approaches such as “ecofeminism,” “feminist political ecology,” “women/gender in development”
- The gendered and economic foundations and impacts of selected policies and programs in specific settings
- Women’s roles as leaders of some groundbreaking environmental movements & policy initiatives
- Intersections of gender, race/ethnicity, and class in environmental policies and movements

Grading and Requirements
- Attendance, class discussion and submit at least 5 short homework assignments- 20%
  ATTENDANCE IS IMPERATIVE & the 5 short “HW” assignments will help you identify ideas to share during class; all count towards “participation”
- Complete 3 exams = 60%
  Midterm 1 – 20%
  Midterm 2 – 20%
  Final exam – 20%
- Submit a short research paper on a relevant topic of your choice – 20%
  Note: approximately 10-12 pages of text single spaced or space and a half (not including citations which should be on a separate page at the end) …you also may include videos and news items as sources in your citations

Readings and Other Course Materials
We will use book chapters, journal articles, policy reports, news items, and video materials. Some items will be posted to our Carmen Canvas site at the respective week’s “module.” Others can be downloaded through the Library’s online journal service and still others can be accessed through online web addresses that I may identify (such as the two thin books assigned). Some videos may be shown in class while others can be viewed through Vimeo or Youtube or another online source. I also will occasionally post interesting but unassigned materials to a week’s “optional readings” module.

There are 2 very short books assigned:
1. Gita Sen and Caren Grown. Development, Crises, and Alternative Visions: Third World Women’s Perspectives. Monthly Review Press, 1987. 106 pp. The classic “Third World women/feminist approach” to development that critiques capitalist economic rationales and their impact on human societies and the environment in less developed countries and former colonies. The book also emphasizes environmental sustainability and social justice as pre-requisites to genuine development. Six copies are on reserve at the CFAES Library. Each can be checked out for 2 hours at a time but you also can check the book out for an additional 2 hours after the first 2 hours have ended. The book (or the key chapters that we will focus on) can be copied in the library. A pdf copy and/or a link to an online copy will be posted at the Week 3 module on our Carmen Canvas page (with the permission of the copyright holder). Note: class discussion will focus primarily on the issues in Chapters 2 & 3.

2. Dana Frank. Bananeras. South End Press, 2005. 109 pp. Six copies are on reserve at the CFAES Library. Each can be checked out for Dana Frank. Bananeras 2 hours at a time and then re-checked out for another 2 hours. You also may photocopy chapters that you consider important. Used copies can be purchased online through Amazon.com and a digital version can be downloaded at pdfbooksplanet online. There also is a Kindle version available through Amazon. An Ebook version can be read online for a small fee at the following site http://ww2.findbooks.space/?book=0896087565. Note: our main focus for class discussion will be women’s roles in the banana unions and the industry, women workers’ particular issues, and the important historical/contextual factors that influenced the rise of unions and women’s roles in them… Be sure to view the Banana Split video at vimeo before reading the book. It identifies problems that banana workers face (both women and men). See link at Week 6 on the syllabus.

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

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

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

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

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

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

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

**Class Choice Topics:** There are three dates at the end of the course where specific topics have not been assigned. They are Friday April 10 (Week 14), Wednesday April 15 (Week 15), and Friday April 17 (Week 15). Class members will have an opportunity during Week 9 (before Spring Break) to nominate topics/issues and then vote to select the topics that we will discuss on April 10 and April 15. Friday April 17 can be a day for some class members to share with others what they wrote about in their final papers and we can discuss the final exam scheduled for April 22. On April 17 we also will choose days and times for study sessions to prepare for the final exam which is scheduled for April 22. Place and time of the exam will be confirmed towards the end of the semester and review sessions will be scheduled. The final is NOT cumulative.

**Final paper**

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

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

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

**Policies**

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

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

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

Although global warming/climate change makes it unlikely that we will have significant snow, if we do then I will let you know if class will be cancelled by the university. So check your email messages if you see 4 or more inches of snow on the ground or a heavy snowfall underway that makes driving dangerous. (OSU has canceled classes in the past because of heavy snowfalls but that has not happened in recent years as there has less snowfall with climate change)

Students who require special accommodations for taking exams should remind me of this a week before each exam so that I can make arrangements ahead of time.

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

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

COURSE SCHEDULE

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

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

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

Shared readings:

Want More?

Friday
The struggle and legacy of Rachel Carson

Shared readings:
Silent Spring Movie 5:20 min. https://www.youtube.com/watch?v=uLV7U1zgd1g View this before class
Want More?
“Rachel Carson: The Impact of Silent Spring” 9:04 min. [https://www.youtube.com/watch?v=aycQKk4qn_Y](https://www.youtube.com/watch?v=aycQKk4qn_Y)
If you haven’t seen it yet, you may like the full length feature film: *Hidden Figures* about the African American women at NASA who helped put Americans into space and on the moon.

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

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

**Shared readings:**

**Want more?**

**Friday**
**Shared readings:**

**Want more?**

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

**Learn more about what is now the Dawn Network:** [http://www.dawnnet.org/feminist-resources/](http://www.dawnnet.org/feminist-resources/)
**HOMEWORK 1**
Choose either: A) Explain how you understand the authors’ conceptualization(s) of the links between “women,” “environment” and “development” (economy) in the book or B) Explain which of their proposals for alternative visions in Chapter 3 you think would be most useful given the discussion of problems in Chapter 2

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

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

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

Want more?

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

HOMEWORK 2
What are some key differences between the feminist political ecology perspective and an ecofeminist perspective?

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

Wednesday Hand in HW 2 today
The feminist political ecology approach

Shared readings:

Want more?
Leach, Melissa. “Earth mother myths and other ecofeminist fables: How a strategic notion rose and fell.” Development and Change 38, 1, 2007:67-85. (I will use some ideas from this reading in lecture; you may want to give it a quick read)
Friday
Case study: Wangari Maathai and the Green Belt Movement in Kenya
Video: http://www.youtube.com/watch?v=BQU7JOxkGvo [we will view this video in class, 8:52]

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

Want more?

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

HOMEWORK 3
What were some reasons that women were at the forefront of the Chipko movement?
Midterm Exam 1 on Friday

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

Wednesday    Hand in HW 3 today
Case study: The Chipko movement (legend and reality)
We also will go over the study guide for Exam 1 & will select a time for a review session on Thursday

Shared readings & video:
View this video before class: "ON THE FENCE: Chipko Movement Re-visited"
http://www.youtube.com/watch?v=toooQx8TrLg [29:14] (film provides history and a look at contemporary situation; we will discuss this in class)

Want more?
@ Bandyopadhay, Jayanta. “Chipko movement: Of floated myths and flouted realities.” 1999. (dispels some myths about Chipko)

Friday
Midterm exam 1
**Week 6, Feb 12-14: Women as Agricultural Workers in the Banana Industry of Central America: Issues of Social Justice, Economic Exploitation, and Environmental Sustainability**

**HOMEWORK 4**

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

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**Wednesday**

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

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

**Shared readings & video**


View video before class: *Banana Split* 46 min. We will discuss in class. [https://vimeo.com/17275072](https://vimeo.com/17275072)

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

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

**Friday**  Hand in Homework 4 today

Continue discussion

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

**HOMEWORK 5**

Why is water considered to be a “women’s issue”? How does this impact women’s lives?

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**Wednesday**  Water management   Hand in HW 5 today

Women and water management

**Shared readings:**


Want more?

Friday  Forest management

Want more?

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

**HOMEWORK 6**

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

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

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

**Shared readings & videos:**


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

**Want more?**


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9
Friday  Hand in HW 6 today
Class members will break down into small groups to discuss issues surrounding mega dams from the vantage points of a **feminist political ecology framework** and/or an **environmental justice framework**. Instructions will be provided in class. Below is an article that provides an example of such an analysis.


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

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

**Wednesday**

The Case of Plachimada village in Kerala, India, and the indigenous women who shut down a Hindustan Coca Cola bottling plant that was poisoning their water

**Propose, discuss, and choose topics for Weeks 14 and 15. Schedule study session(s) on Thursday for Midterm 2**

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

**Friday**

**Midterm exam 2**

### Week 10, March 11-13 **Spring Break**

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

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

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

**Wednesday**

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

**Shared readings & videos:**

View these videos before class:

*Love Canal* by lexilou1461 [http://www.youtube.com/watch?v=azNR-hvmzJM](http://www.youtube.com/watch?v=azNR-hvmzJM) [9:29] (the opening has a black screen but is immediately followed by archival video)
Also good is Love Canal Disaster (about genetic damages) https://www.youtube.com/watch?v=Kjobz14i8kM (11 min.)


Want more?

Friday Hand in HW 7
The intersection of race, class and gender in environmental justice movements

Shared readings:
Krauss, Celene. “Women and toxic waste protests: Race, class and gender as resources of resistance.” Qualitative Sociology 16, 3, 1993:247-62. (focus on details of race, class and gender differences)

Want more?

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

HOMEWORK 8 Prepare notes for discussion on either Natural or Human-caused disasters in general; hand in your HW on the day we discuss your chosen topic Select topics for unassigned days in Weeks 14 and 15

Wednesday HW 8 on disasters due today
Women’s roles in natural disasters

Shared readings:
@Enarson, Elaine, and Betty Hearn Morrow. “Women will rebuild Miami: A case study of feminist response to

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

Friday  Guest Lecture on the Women of Chernobyl (Dr. Anna Jenderedjian)
Shared readings & video: TBA

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

Wednesday
Gender matters in the impacts of climate change
Note: it may be April 1 today but this issue is no April Fool’s trick!

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

Want more?

Friday
Gendering policy and actions

Shared readings:


Want more?
“Impact Gender” https://adaptation-undp.org/Impact2/ (very short)

Week 14, April 8-10 Women and land rights in Africa

Wednesday
Women and land rights
We will watch this video in class: Dignity: Women and Land Rights in Burundi 11:25 min.  
https://www.youtube.com/watch?v=OWA8huETxoA

Shared readings:

Want to read more?

Friday  CLASS CHOICE TOPIC 1  TBA (class members nominate and vote on a topic)

Week 15, April 15-17: Class Choice Topic 2

Course Paper due Friday
You will receive a study guide for the final exam by Wednesday. We can schedule exam reviews if there is interest.

Wednesday
CLASS CHOICE TOPIC 2  TBA (class members nominate and vote on a topic)
Hand in your papers today.

Go over any questions regarding the final exam & select dates and times for up to 2 review sessions. If time remains, some students can share information on the topics they wrote about for their final papers.

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

- You may bring to the final exam a single sheet of paper (letter size: 8.5x11) with handwritten notes front and back (No typed or printed notes)
- The final is **NOT** cumulative. It covers only the material after Midterm 2.