ENR 3530/ WGSST 3530
Women, Environment and Development

Spring 2017 … Kottman Hall 102 … W/F 11:10 am – 12:30 pm

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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, disaster management, climate change policymaking, forest conservation, water management, disaster recovery, land grabs and other issues. We will use case studies to illustrate participants’ agency and struggles as well as the growing importance of gender differences. The course balances competing theories and constructions of ideas regarding women and environment & women and development 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”
- The relative strengths of competing theoretical approaches such as “ecofeminism,” “feminist political ecology,” and “women/gender in development” for illustrating and explaining the gendering of issues
- The gendered foundations and impacts of selected policies, projects, and programs in diverse settings and of science itself
- Women’s roles as leaders of some groundbreaking environmental movements & policy initiatives

Grading and Requirements
- Participate in class discussions & a group project and submit 5 “HW” (homework) comments - 20%
- Complete 3 exams = 60%
  Midterm 1 – 20%
  Midterm 2 – 20%
  Final exam – 20%
- Submit a short paper on a relevant topic of your choice – 20%

Readings and Other Course Materials
We will use book chapters, journal articles, policy reports, news items, and video materials. Some items will be posted to our Carmen “content” page. Others can be downloaded through the Library’s online journal service and still others can be accessed through online web addresses that I will provide. Some videos will be shown in class while others can be viewed through Vimeo or Youtube or another online source. I also will post unassigned reports and materials used in policy or development programs that may interest some of you.

There are 2 very short books assigned.

1
2. Dana Frank. *Bananeras*. South End Press, 2005. 109 pp. 1 copy will be on class reserve at the Main Library and 1 copy will be on reserve at the CFAES Library. Used copies can be purchased online through Amazon.com; a digital version can be downloaded at pdfbooksplanet online.

**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 and to record participation and attendance.

**Homework Assignments**

Each student should plan on submitting a total of 5 “homework assignments” (out of 8 HW options on the syllabus). The 8 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 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. They count toward your participation grade.

Each assignment should consist of a statement of about 200-300 words (printed out, not hand written) on the designated topic. Doing 5 out of 8 options provides you with considerable freedom for preparing yourself for class discussion and budgeting your time. Note: each assignment should be handed in on the day for which its topic was assigned. Do not send by email unless you and I have agreed on this beforehand.

**Group Assignment**

There will be one class day set aside for students to work in groups (2 groups) on topics of their choice (Week 14). Members of each group will prepare a brief powerpoint presentation and group members will discuss their topic during a 20-25 min. presentation followed by open discussion. Further details will be explained once our semester gets underway and time will be set aside to select group topics. This assignment will constitute up to ½ of your participation grade.

**“Want to read more?”** The readings under this heading are there for students who really do want to explore the day’s topic more. 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 10 & Mar 10) and a final exam on Wed, April 26, 10-11:45 am 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 midterm exam and the last week of class for the final exam. We will go over any questions about information on study guides in class.

**Final paper**

The final paper should be no more than 1200 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 NOT on the syllabus. Grading is based on clarity, logic, strength of arguments and 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). 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. You will have an opportunity to discuss your paper research during our last class meeting.

Policies

No late papers will be accepted unless you and I have agreed on this beforehand.

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, and questions will not be the same as the original exam. A make-up 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.

Be sure to notify me or have someone else notify me of any emergency or problem that you have that comes up during the semester. I might be able to help with solutions.

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.

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’s Carmen “content” page (Carmen D2L)

| Week 1, Jan 11-13: Introduction to the Course: Why “women, environment and development”? |

Wednesday
Introduction to the subject matter and how we will conduct the course; discussion of syllabus and assigned readings

Shared readings:
@ Nagel, Joane. “Gender and Climate Change Science.” Chapter 4 (pp. 77-115) in her book Gender and Climate Change: Impacts, Science, Policy. Routledge, 2016. (Note. There is a single file with 3 chapters from the book posted on our Carmen content page; Chapter 4 is the last chapter in the file)

Friday
The struggle and legacy of Rachel Carson
Week 2, Jan 18-20: Understanding the emergence of the field of women/gender, environment and development

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 to read more?

Friday
Shared readings:
Want to read more?


HOMEWORK Option 1
How do Sen and Grown conceptualize the links between and/or importance of “women,” “environment,” and “development”? There are lots of ideas to choose from.

Wednesday   Hand in HW 1 today
The Sen and Grown book was produced in preparation for the “Earth Summit”-- the World Conference on Environment held in Brazil in 1992. It is a “Third World” women’s perspective that was designed to counter Western/Northern feminists’ and development experts’ vision of “poor, helpless women in the Global South” and the environmental and development issues that development experts defined as needing to be addressed by “development policies that originate in the Global North.”

Shared reading:
@ 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
Continue discussion of the book & critique classic ecofeminist approach

Shared readings:
Sen and Grown book

Want to read more?
Week 4, Feb 1-3: The feminist political ecology framework

HOMEWORK Option 2
How does the feminist political ecology perspective differ from an ecofeminist perspective?
You will receive the study guide for Midterm Exam 1 by the end of the week

Wednesday  Hand in HW Option 2 today
The feminist political ecology approach

Shared readings:

Want to read more?

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.

Want to read more?

Week 5, Feb 8-10: Forest preservation and the Chipko movement

HOMEWORK Option 3
What were the reasons that women were at the forefront of the first defense of trees that became the Chipko movement?
Midterm Exam 1 on Friday

Wednesday  Hand in HW Option 3 today
Case study: The Chipko movement (legend and reality)
We also will go over the study guide for Exam 1
Shared readings:
View this video before class: "ON THE FENCE: Chipko Movement Re-visited"
http://www.youtube.com/watch?v=tlooQxBTrL8 [29:14] (film provides history and a look at contemporary situation; we will discuss this in class)

Read both of the following articles. Note: there is overlap between Haigh and Bhatt, but each also provides a different perspective:

Want to read more?

Friday
Midterm exam 1

Week 6, Feb 15-17: Women as Agricultural Workers in the Banana Industry of Central America: Issues of Social Justice, Economic Exploitation, and Environmental Sustainability

HOMEWORK Option 4

Why was it important to teach about gender roles and women’s rights in the banana unions? How did women become leaders and activists? OR How did the unions change as a result of women’s participation and leadership?

Wednesday
Case Study: Women in unions and the banana industry of Central America (Honduras)
Discuss reasons and strategies for unionization by women, the impact on the women, women’s impact on unionization, problems, etc. as discussed in Bananeras. How is women’s unionizing a reflection of social justice issues? Of economic justice issues? What obstacles does the industry and environmental issues present beyond the union’s

Shared readings & video
View video before class: Banana Split 46 min. We will discuss in class. https://vimeo.com/17275072 (Caution. There are other videos called “Banana Split” that have nothing to do with the banana industry. So be sure to use the Vimeo link above).
Focuses on discussions of the banana industry and its workers; labor conditions; environmental challenges; impact on workers of changes in the industry, etc. There is 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. Most of those segments can be skimmed; just look for info on markets for bananas and you can ignore the anecdotal and “cutesy” Canadian cultural segments.

**Friday  Hand in Homework Option 4 today**
Continue discussion

**Want more?**

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### Week 7, Feb 22-24: Gender differences in water management and forest management

**HOMEWORK ASSIGNMENT Option 5**

Why is water considered to be a “women’s issue”?

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### Wednesday  Water management  Hand in HW Option 5 today

Women and water management

**Shared readings:**

**Want to read more?**

**Friday  Forest management**


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### Week 8, March 1-3: Gender and dams

**HOMEWORK Option 6 (Choose 1 of the 2 choices for Topic 6)**

1 What are differences in the issues and problems faced by women versus men when dam construction displaces rural communities?

2 Should environmental justice be an ethical/legal consideration when mega projects (i.e., hydroelectric dams) threaten or displace hundreds of thousands of people?

**NOTE:** Base your comments on any of this week’s shared readings

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


**Wednesday**

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

**Shared readings & videos:**


View videos before class: Videos 1 & 4 on competing interests fighting over dam construction in the Narmada River Valley  [https://www.youtube.com/watch?v=Rexfjg0xGek](https://www.youtube.com/watch?v=Rexfjg0xGek) [12:30]
 [https://www.youtube.com/watch?v=4fF928My7x8](https://www.youtube.com/watch?v=4fF928My7x8) [13:37]

**Want more?**


**Friday  Hand in HW Option 6 today**

Class members will break down into small groups to discuss issues surrounding mega dams from the vantage points of feminist political ecology and environmental justice. Instructions will be provided in class. However, an example of how such an analysis might be done can be found in the following shared reading for today’s class:

**Shared reading:**


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**Week 9, March 8-10**

**Wednesday**

Making sense of it all…a stop, breathe and reflect discussion; go over exam study guide ... propose and select group presentation topics for Week 14;

**Friday**

**Midterm exam 2**

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**Week 10, March Mar 15-17  Spring Break**
Week 11, March 22-24: Back to the US: Toxic waste, environmental justice movements & citizen rights

HOMEWORK Option 7 (choose 1 of the 2 choices for topic 7)

1. Given course materials and the recent Standing Rock/Sioux conflict in the Dakotas, what seems to be the role of race, class, and gender in creating situations of environmental injustice?
2. How does the concept of “standpoint” help us identify why some women/social groups and not others choose to organize around specific environmental issues? (If “standpoint” is a new concept for you, see definition posted to Carmen)

Wednesday
Love Canal

Shared readings & videos:
View these videos before class:
Love Canal by lexilou1461 [http://www.youtube.com/watch?v=azNR-hvmzJM] [9:29]
Love Canal 01, History Channel [http://www.youtube.com/watch?v=kzwacZZe5yk] [7:10] (this film discusses aspects of the clean up as well as the origin of the problem, behavior of companies; has editing problems but great factual info here)


Want more?

Friday Hand in HW option 7
Race, class, gender, and environmental justice movements

Shared readings:

Want to read more?

**Week 12, MARCH 29-31: Women’s roles in preparing for and recovering from natural disasters**

**HOMEWORK Option 8**

Prepare notes for discussion on either Floods or Hurricane Katrina & hand your HW in on the day we discuss your chosen topic

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**Wednesday  HW 8 on floods due today**

Gender and class in chronic flood situations

**Shared readings:**


**Want more?**


**Friday  HW 8 on hurricanes due today**

Gender, class, race, and Hurricane Katrina

**Shared readings & video:**


Video to watch before class: Engineering Disaster New Orleans Documentary - HISTORY CHANNEL 44:16 Shorter and more focused on actual damage in New Orleans https://www.youtube.com/watch?v=OiMkGfyCOY4

**Want more?**

Video: Katrina, The New Orleans Nightmare: Documentary on the Devastation of Hurricane Katrina 1:35:03 https://www.youtube.com/watch?v=JEAdjLXw7Q Has more detailed information and details than above video

Scott, J. and W. Katz-Fishman. “America through the eye of Hurricane Katrina—Capitalism at its “best.” What are we prepared to do?” Race, Gender & Class 14, 1-2, 2007:7-16.

**Week 13, April 5-7 Gender in Environmental Policymaking: Climate Change**

**Wednesday**
Gender matters in the impacts of climate change

**Shared readings & video:**

**Video to watch before class:** Weathering Change - Stories About Climate and Family from Around the World [http://www.youtube.com/watch?v=hPy3pLBZvuE](http://www.youtube.com/watch?v=hPy3pLBZvuE) 13:58

**Want more?**

**Video:** Adapting to climate change in Eastern and Southern Africa 20:42 [https://www.youtube.com/watch?v=tlp2RkDQBMg](https://www.youtube.com/watch?v=tlp2RkDQBMg)

**Friday**
Gendering policy and actions

**Shared readings:**

**Want to read more?**

Week 14, April 12-14: Land grabs– environmental and social justice issues

Wednesday
Women and land rights
We watch 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?

If you have never heard of land grabs and/or don’t know how work then, in addition to the assigned readings, you may want to read The Global Land Grab Primer and watch this film before class: Food crisis and the global land grab documentary - Planet for Sale? https://vid.me/PBhL/planet-for-sale-food-crisis-and-the-global-land [54:22] The first part of this film focuses on the economic rationale behind “land grabs.” The second half follows an investor and the impact of his take over of land on local people and the ecosystem. (Note: this video has been removed from most sites where it was available in prior years due to copyright issues. The above link is the only place that it remains available that I could find.)

Friday Group presentations on pre-selected topics
Group 1 topic: TBA
Group 2 topic: TBA

Week 15, April 19-21: Pulling it all together
Course Paper due Friday
You will receive a study guide for the final exam by Wednesday.

Wednesday
We will conclude our discussion of land grabs if need be. Class members are encouraged to propose issues from the course that they would like to discuss more. We will discuss the study guide for the Final Exam which covers Weeks 10-14 only.

Friday Hand in your papers today
Discuss student papers & go over study guide for final exam

FINAL EXAM: April 26, Wed, 10-11:45 am in our classroom