

Women, Environment and Development Syllabus

ENR 3530/ WGSST 3530
Spring 2024

Course Information

- **Course times and location:** Wednesdays and Fridays from 2:20-3:40 pm, Baker Systems 136
Weekly lectures and reading resources are available before each Wednesday class (released on Tuesday)
- **Credit hours:** 3
- **Mode of delivery:** In-Person Class (Campus - 76%, Online instruction and interaction - 24%)

Instructor

- **Name:** Dr. Anna Jenderedjian
- **Email:** Jenderedjian.1@osu.edu
- **Office location:** 310A Kottman Hall, 2021 Coffey Road, Columbus, OH
- **Office hours:** contact me to arrange a meeting via CarmenZoom or meet me immediately after the class
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Student Instructional Assistant

- **Name:** Chris Dirksen
- **Email:** dirksen.16@buckeyemail.osu.edu



Course Prerequisites

- None.

Course Description

Interdisciplinary study of women's roles as environmental stewards and in resource-based development in the global context. Attention is given to gender differences in environmental and rural development practices.

This course provides an introduction to the interdisciplinary study of women's roles and gender as a variable in sustainable development. More specifically the course will focus on women's role in environmental movements, climate change advocacy, forest conservation, water management, disaster recovery, tenure rights and rural development. We will use case studies to illustrate peoples' agency, specific needs, priorities, and human rights. We will also explore how these struggles impact the growing importance of gender equality and social inclusion analysis in today's policymaking.

The course focuses on the exploration of three main theories: ecofeminism, political feminist economy and feminist ecology. The course studies women, gender, and environmentally relevant development issues with attention to the agency, voices, and implications of environmental and economic policies in the United States and elsewhere.

Learning Outcomes

By the end of this course, students should successfully be able to:

- Articulate in which ways science, development, and environmental issues are "gendered" and explain the reasons behind
- Be familiar with analytical and theoretical approaches such as: ecofeminism, feminist political ecology, feminist political ecology and approaches to development (Women and Development, Women in Development, Gender and Development)
- Assess the gendered impacts of selected policies and programs using relevant theoretical frameworks
- Understand the challenges and describe women's roles as leaders of some of groundbreaking environmental movements and policy initiatives in the United States and elsewhere
- Situate and describe some of the key challenges diverse women and girls face, discuss possibilities for their leadership and empowerment through the analysis of specific case studies and literature review
- Understand and explain how gender and its intersection with race, ethnicity, class have profound effects on people's environmental experiences, priorities and needs



- Identify the differences between gender-neutral/blind and gender-responsive and transformative environmental interventions affecting peoples' livelihoods



How This Course Works

Mode of delivery: **This course is in-person.** We have required in-person sessions on Wednesdays and Fridays from **2:30 a.m.-3:40 p.m.** The remainder of your work will take place in Carmen throughout the week.

Pace of activities: This course is divided into **weekly modules** that are released one week ahead of time on **Wednesdays** (e.g. reading and video materials for Week 2 are released on Wednesday of Week 1). Readings and other video materials are released a week in advance, giving students ample time to read and watch the materials *before the lecture*. Students are expected to keep pace with weekly deadlines and schedule their efforts within that time frame.

I release lecture slides beforehand on **Wednesday mornings**. Please plan around **10-20 minutes** to go over the lecture materials before the class in addition to 5.40 hours of homework time (see **Credit hours and work expectations (6 hours)**). It is imperative to be familiar with the readings and video materials before Wednesday and Friday classes.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of B+ average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in in-person activities for attendance and participation: twice per week on Wednesdays and Fridays.**

You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times.

As part of your participation, each week on Wednesdays and Fridays we will have group-work assignments, discussions and reflection prompts.

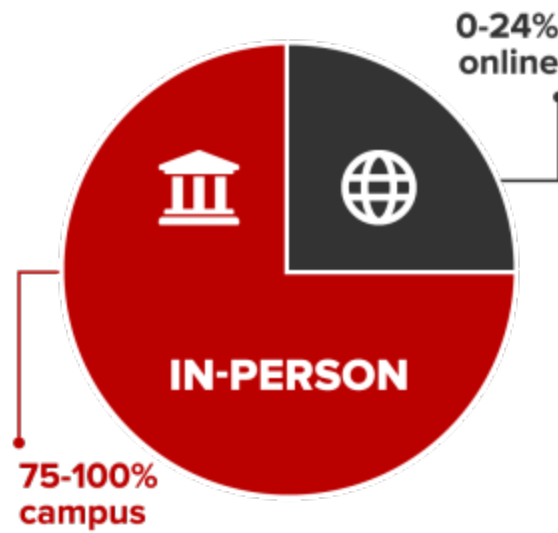
If you have a situation that might cause you to miss a class, notify me *as soon as possible*.

For online sessions (24%), I will record the video lectures and release them for the upcoming week. The online modules will be announced well in advance via Carmen and during the lectures. No in-person attendance will be required for these sessions.

All scheduled events for the course are required.



- **Office hours: optional (immediately after the class or via scheduled Zoom meeting)**
- **Participation in discussions: twice a week during in-person sessions.**



Course Materials, Fees and Technologies

Required Materials

The links to the required readings and videos for each class are in Carmen (<https://carmen.osu.edu>) – Weekly Modules. The resources will be available each Tuesday. You need to familiarize yourself with the materials before participating in sessions and completing assignments.

All materials, including library e-books and research papers are accessible through Ohio State University Library Services at no cost. You would need to use the Off-Campus Sign-In to access some articles and book chapters.

Required Technologies

- You will need a laptop/computer with a reliable internet connection and access to OSU resources

Required Equipment

- **PC/Laptops/tablets** for taking notes, submitting assignments
- **An ipad/laptop, copy book or letter size papers, pen and pencils** for in-person discussion and reflection assignments
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.



- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Midterms and final exam	24 (12 points each)
Participation in weekly sessions on Wednesdays and Fridays: <ul style="list-style-type: none"> - Discussions - Individual reflections (journaling) and response prompts 	52 (4 points each week)
Individual written assignments: Problem analysis based on annotated bibliography Position paper	24 (12 points each)

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Individual Written Assignments

Description: There are two individual written assignments (15 points each). Both papers (Annotated Bibliography Review and Position Paper) will explore the same topic of your choice under one of the following topics: a) *Metroparks in Franklin area: addressing gender equality and inclusion*; b) *How to empower women farmers, entrepreneurs and consumers in agrifood systems of Ohio*; c) *Empowering young girls from Global South and North in climate action*.

- **Problem statement/analysis through annotated bibliography** will include an introduction to a course-specific problem and a description of key findings from the sources that are not on the syllabus (weekly modules). This paper should be 1200-1400 words.
- In the **Position Paper and call for a social change** you will present your proposal about an issue based on the literature review and your application of course materials.

Grading is based on clarity, logic, strength of analysis, and relevance of the essay to the course subject matter. I will be happy to discuss your paper ideas with you beforehand if you wish. Students will have an opportunity to share their paper topics during our discussions.

Academic integrity and collaboration: Your written assignments should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Exams

Description: There will be one “midterm” exam and a final exam (12 points each). Exam questions will include multiple choice, short answers, and short essays. You will receive a study guide the week before each exam. We will go over any questions about the exam or study guides during a dedicated session. The exams are timed and are in online format.

Academic integrity and collaboration: You must complete the midterm and final exams yourself, without any external help or communication.

Participation in weekly discussions

Description: You are expected to participate in-person sessions. Each session covers the weekly module (readings, lecture and video materials). You are required to read and watch all the assigned material before the class. This class centers on your engagement with the readings and other materials, this is why your participation in class discussion is expected and your contribution is indispensable for a dynamic collective learning experience.

You will be asked to briefly articulate and analyze the main themes and arguments of the reading, comment on the major issues and questions raised by the authors. In small-group discussions we will try to connect the topics, find common parallels and differences. You will be asked to reflect on questions, approaches, methods, data analyzed in the articles, or comment on specific viewpoints and perspectives, and identify implicit points of disagreement (or agreement) among the authors.

Your active participation in each weekly topic is worth 4 points (1-4 points depending on the number and complexity of assignments per week). I grade the performance in weekly discussion based on three criteria: whether student is present (50%), prepared and active (50%).

Please notify me about your absence and reasons if you have to miss an online session.

Note for excused absences: Students with **excused absences** shall submit their participation assignments as short essays (250-500 words) in Carmen or emailed to me. **The assignments are due within 7 days after the scheduled class unless agreed otherwise.** The details for each assignment are online (Carmen participation assignment in weekly modules or in lecture notes).

Academic integrity and collaboration: Your discussion posts, should be your own or your group's original work. Be prepared for class and participate in-person sessions. Be responsive to participation and engaged in contributions and comments made by others. Your contributions should be thoughtful and provoke additional comments from others; do not dominate a conversation or be silent, listen carefully and respond thoughtfully to comments made by others.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

No late submissions for **Exams and participation assignments** are accepted without a prior agreement with me (see **Participation in weekly discussions**). Submitting **Individual Assignments (annotated bibliography and position paper)** late without prior notice will result in a deducted grade (5% off per calendar day). Please notify me about any emergency so we can work to find a solution (e.g., email me before or 1-2 hours after the deadline).

You will not be penalized for a late assignment or absences during the academic term due to the following unavoidable or legitimate documented circumstances:

- illness, physical or mental, of the student or a student's dependent;
- medical conditions related to pregnancy;
- student's dependent childcare due to COVID-19 school closings;
- participation in intercollegiate athletic events;
- subpoenas and jury duty;
- military service;
- bereavement, including travel related to bereavement;
- religious observances.

The OSU's inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. The following is recommended: at the beginning of the semester, you should notify me of any religious holiday(s) that will necessitate your request for deadline extension. A week before a religious holiday, send me a notification that you will miss a deadline to observe a religious holiday. For more information about

religious accommodations at the Ohio State, visit [Religious Holidays, Holy Days and Observances](#).

The instructor is not obligated to accommodate a student who has missed so much of the critical components of a course, even for legitimate reasons, that arrangements for makeup work would not be reasonable.

Students must notify me of the circumstances identified above or other circumstances leading to a request for a deadline modification as soon as possible and provide information to explain the late assignments. Generally, technical glitches such as a bad internet connection, laptop and computer malfunction are not acceptable excuses for missing a deadline.

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within 24 hours on days when class is in session at the university.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I aim to provide feedback and grades within **seven working days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+

60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** Please cite your sources to back up what you say in all assignments, including Discussion Submissions.
 - Use **APA format** for citations.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. Always check the submitted file to make sure that it is the correct file! In recent years students have submitted too many blank files or wrong files.
- **In-persons sessions:** During our in-person sessions have a paper and pen and laptop/tablet ready.
- **Attendance/participation:** Refer to Late Assignment Policy if you experience disturbances due to illness or other issues.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."



The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

A note on the use of AI

There are a variety of AI programs available to assist you, but not replace you. Effective use of these programs entails human creativity, originality, and critical thinking. AI programs may be used as a tool, for example, to check your writing for clarity, understand complex issues or help you with initial brainstorming. You are responsible for the information you submit based on an AI query, which should not violate intellectual property laws, contain misinformation, or contain unethical and biased content.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates and readings.

Readings and Materials: We will use book chapters, journal articles, policy reports, news items, and video materials. All items will be posted to our Carmen Canvas site at the respective week's "module."

(See on the next page)

Red color – assignments

Blue color – weekly participation exercises



Week	Points	Topics, Assignments, Readings, Due Dates
Women in environmental science and advocacy		
1 Jan 10- 12	4	<p>Introduction to the Course: Syllabus and the instructor</p> <p>Women, development and environment: Rachel Carson: a pioneer of gender-responsive science communication and activist</p> <p>Materials and readings: Carmen Module Week 1</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 1</p>
2 Jan 17- 19	4	<p>Today: fifty years after Rachel Carson's Silent spring: incorporating gender in technical fields and policies</p> <p>Materials and readings: Carmen Module Week 2</p> <p><i>Release of Draft problem statement assignment and annotated bibliography (deadline Friday, Week 8)</i></p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 2</p>
Women and development policies		
3 Jan 24- 26	4	<p>Overview of gender and development: the role of feminists (Part A): (Women in Development, Women, Environment and Development, Gender and Development)</p> <p>Materials and readings: Carmen Module Week 3</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 3</p>
4	4	<p>Feminist political economy and the role of feminists (Part B): DAWN movement (transition to Gender and Development)</p>

Feb 31- 2		<p>Materials and readings: Carmen Module Week 4</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 4</p>
Feminist political ecology		
5 Feb 7-9	4	<p>Feminist Political Ecology as an analytical framework</p> <p>Women in environmental movements: Green Belt Movement (Kenya)</p> <p>Materials and readings: Carmen Module Week 5</p> <p>Discussion and group-work assignments on Friday (#5) based on the readings and materials from Week 5</p>
6 Feb 14- 16	4	<p>Women in environmental movements: Chipko and Baiga movements (India), applying Feminist Political Ecology</p> <p>Materials and readings: Carmen Module Week 6</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 6</p>
7 Feb 21- 23	12 4	<p>Women and environment: Challenging existing knowledge and conventions about women's ecoactivism (case studies of Mothers of Bohemia and Babushkas of Chernobyl)</p> <p>Materials and readings: Carmen Module Week 8</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 8</p>
Criticism of ecofeminism through indigenous feminisms		



<p>8 Feb 28 Mar 1</p>	<p>4</p>	<p>Indigenous feminisms</p> <p>Materials and readings: Carmen Module Week 9</p> <p>Annotated bibliography and draft problem statement (Deadline Friday, March 1)</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 9</p>
<p>9 Mar 6-8</p>	<p>12</p>	<p>Wed: Study guide for midterm exam and questions on annotated bibliography</p> <p>Friday: Midterm exam is released on Friday</p>
<p>Mar 13- 15</p>		<p>Spring break, no classes</p>
<p>Women's leadership and organization</p>		
<p>10 Mar 20- 22</p>	<p>4</p>	<p>Unrecognized women's leadership in men-led movements: Dolores Huerta and the United Farm Workers of America</p> <p>Materials and readings: Carmen Module Week 10</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 10</p> <p>Assignment: Position paper and call for a change is released (Deadline Week 12)</p>
<p>11 Mar 27- 29</p>	<p>4</p>	<p>Women's activism in agri-industries: women farmworkers in banana industry</p> <p>Materials and readings: Carmen Module Week 11</p>



		Discussion, personal reflection and group-work assignments based on the readings and materials from Week 11
Integration of gender analysis in environmental and sustainable development policies		
12 Apr 3-5	12 4	<p>Gender mainstreaming in climate change polices</p> <p>Materials and readings: Carmen Module Week 13</p> <p>Assignment: Position paper and call for a change (deadline Friday)</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 12</p>
13 Apr 10-12	4	<p>Review of the status of women in agrifood systems</p> <p>Violence as an unrecognized barrier for sustainability: case studies of Armenia and Georgia</p> <p>Materials and readings: Carmen Module Week 13</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 13</p>
14 Apr 17-19	4	<p>Gender-transformative approaches: addressing power dynamic</p> <p>Case study of agroecology</p> <p>Materials and readings: Carmen Module Week 14</p> <p>Discussion, personal reflection and group-work assignments based on the readings and materials from Week 14</p> <p>Final exam study guide review</p>
Apr 24	12	Final exam Wednesday, April 24 from 4:00 pm to 5:45 pm