

Gender, the Environment and Global Change

SOCI 25000-01

Fall 2012

Mondays, Wednesdays and Fridays, 10:00 – 10:50 am

Class location: Friends Hall 304

Professor Alicia Swords

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Office Hours: Monday, Weds, Thurs 11am-12:00pm, or by appointment.

Office: 109 Muller Faculty Center

Prerequisite: Introduction to Sociology

Crosslisting: This is an approved course for the Latin American Studies minor.

Learning Objectives:

In this course, students will gain knowledge about, and will be able to describe and discuss:

- The social construction of gender and the environment
- Basic histories of social and ecological relations of patriarchy, colonialism, industrialization, development and globalization.
- Principal social theories used to understand patriarchy, colonialism, industrialization, development and globalization, particularly from feminist and ecological perspectives.
- The assumptions of major theorists on gender and the environment, including Marx, Mies, Shiva, Merchant, Enloe, and others.
- Histories not often told, particularly histories of creative innovation, survival, resistance, and non-dominating relations.

Students will practice:

- Collaborative learning methods
- Writing skills including identifying arguments, outlining, summarizing, comparing and contrasting.

Upon completing this course, students will be capable of:

- Recognizing, describing and critically analyzing processes of political, economic, cultural, social and environmental change and relationships among these
- Applying historical lessons to consider how to creatively change social relations regarding gender and the environment

Required Texts:

1. *Radical Ecology: The Search for a Livable World*, by Carolyn Merchant. Routledge, 2nd Edition. 2005.
2. You are responsible for printing and bringing to class the readings posted online on Sakai.

Approach:

This course explores the interconnections between gender relations and human relations with the environment over time. We study the histories and contemporary realities of patriarchy, colonialism, capitalist development, globalization, and environmental crises. We will read authors including historians, ecologists, feminists, and social and environmental activists.

We study forms of global change in historical context, examining the creation of patriarchy, industrialization, colonialism, international development, and social movements that have challenged these processes. Our focus is on US and international case studies of social movements that propose alternatives to current gender hierarchies and environmental degradation, including feminist, indigenous, and environmental justice movements. Particular emphasis is on Latin American cases.

Throughout we will ask, how do gendered humans relate with nature, and how can individuals and groups of people have an impact on changing these relationships?

We address historical and contemporary debates about the environment, gender and global change by reading and discussing case studies, historical accounts, and ethnographies of global changes that have taken place over the short, medium and long-terms. We will consider the causes and effects of these processes, the experiences of people who live through them and contribute to them, and the possibilities that these changes open. We also examine the power dynamics that surround these processes.

PERSPECTIVE: Social Science

“Courses taught from a Social Sciences perspective seek to understand how particular human experiences can be seen as general characteristics and patterns. The focus is on how social forces shape and determine human action. Courses in this perspective apply theoretical, analytical, and empirical tools in the study of individuals, groups, and institutions. Upon completion of an SS course, students are able to:

1. articulate their own values, beliefs, and behaviors, and trace the possible forces that shape their values, beliefs, and behaviors;
2. explain how diverse cultures and institutions help shape, and in turn are shaped by, the lives and decisions of their members; and
3. understand how social science methods are used to analyze, investigate, or predict human individual or group behavior.”

Sociology, almost by definition, is a social science. This course examines how individuals and their values, beliefs, and behaviors are shaped by culture, institutions and society, and in turn how individuals and groups shape cultures and institutions in society. This course focuses in particular on institutions related to gender and the environment. We pay close attention to the effects of social class, race, ethnicity, and gender in these processes. Students in this course learn that sociology is an evidence-based discipline and they come to see how qualitative and quantitative methods are used to explore and analyze the relationships between individuals and society.

THEME: *The Quest for a Sustainable Future: How do we sustain a growing population in a world of limited resources?*

“According to most definitions, a sustainable future means that human communities meet the needs of the present without compromising the ability of future generations to meet their needs. Sustainability proponents argue that we need to better balance social needs, resource consumption, and economic growth. Courses that align with this theme will examine the idea of sustainability from many different perspectives—from biological to political, physical to spiritual, human communities to biotic communities. This theme also encourages perspectives

that call into question the very premises of sustainability—both the idea itself and the goals of its adherents are contested.”

As the syllabus outlines, students in this course are guided in an inquiry that focuses on the basic question of how gendered humans relate with nature. We ask how individuals and groups can have an impact on changing these relationships so that they may become more sustainable and just. The course begins with an introduction to the sociological imagination. This concept, first articulated by C. Wright Mills, can be summarized as “the ability to see our private experiences and personal difficulties as entwined with the structural arrangements of our society and the historical times in which we live.” This concept permeates the course.

In the first third of the course, students examine the concepts of gender, the environment and change from a sociological perspective. In other words, our understandings of gender and the environment are socially constructed and shaped by power relationships in society.

In the second third of the course, students examine the social history of gender and the environment, focusing on changes and continuities. They examine the simultaneous rise of capitalism and patriarchy, focusing on the institutions that exploit and oppress women in relation to those that exploit and degrade the environment. These institutions include industrialization, the Green Revolution, Food Aid, development, global trade, and institutionalized racism. This section highlights challenges to sustainability from social, ecological and economic perspectives.

In the last third of the course, students examine contemporary proposals for socially and ecologically sustainable arrangements, including proposals for eco-feminism, indigenous, food justice, and environmental justice movements. Students identify contradictions and value differences expressed by proposals for sustaining economic growth, sustaining human justice and ecological habitats. Throughout this course, students study the relationships between humans and nature from economic, ecological and social perspectives.

Course expectations:

My responsibilities: I will arrive on time, lead discussion and organize class with enthusiasm, creativity and energy. I will encourage you to ask questions, think critically, and engage with the material. I will share my insights and critical perspectives and encourage you to do the same. I will make myself available for questions and consultations during office hours and by appointment. I will be respectful of you and of the class.

Your responsibilities: I expect that you will engage in class and with readings with enthusiasm, creativity and energy. I encourage you to wrestle critically with readings and lectures. I expect that you will arrive on time, ask questions, participate in class by sharing your experiences and insights, complete assignments on time, and show respect for your fellow students.

Course evaluation and Assignments:

Evaluation for this course is based on the following assignments:

Meeting with Professor Swords	3%
Reflections on two special events (checked as done/not done)	5%
Essay	12%
Global data analysis project	10%
Midterm exam	20%
Final exam	20%
In-class writings and homework (checked as done/not done)	20%
Participation	10%

In-class writings are assigned and collected frequently throughout the semester. They are intended to evaluate whether you have done the readings and how well you have understood them. They include factual questions that you should be able to answer based on assigned readings. Occasional reflection assignments focus more on your ideas, feelings and questions.

Special events: There are three exciting opportunities for our class outside of regular class time. These are the Food Justice Summit on Saturday September 22nd, film screening and speakers from the South African Shack Dwellers' Movement (a weekday evening at 7pm between Oct. 1-4), and a visit by Ronaldo Lec from Mesoamerican Permaculture Institute on October 15 or 16. Please plan ahead and arrange your schedule so as to participate. Your attendance and written reflections are required at two out of three of these.

How to turn in your assignments: Please hand in a hard copy of all written work in class on the day that it is due. Sometimes as well I will ask you to post an electronic version of your assignment on Sakai. Do not expect assignments you submit in any other way to be graded unless I give you confirmation in advance.

Class participation: Come to class each day prepared to discuss the readings. It is important that you be prepared, that your contributions to class discussions are relevant and informed, and that you share with and learn from other students in the class. My assessment of the quality of your contributions comprises 10% of your grade for the course.

Attendance is mandatory. Your participation contributes to your grade, to your learning and to the collective experience in the class. You are allowed three unexcused absences from our class during the semester. On the fourth, you will be dropped from the class. Consistent and regular tardiness, or early departures, will result in deductions from your participation grade.

Please note: If you have any situation or life circumstances that may make it difficult for you to attend or carry out the work as outlined, please notify the instructor as soon as the circumstances occur so we can make appropriate arrangements.

Mutual respect: In class, cell phones, I-Pods, MP3 players, personal computers and all other electronic devices must be turned OFF unless you request special permission for a specific reason. These technologies inhibit the necessary communication and learning in the classroom. In class, I am committed to paying attention to you and I expect you to pay attention to me and to each other.

Email communications with your professor should be carefully edited. Please take the time to communicate clearly as you compose your messages. Please begin messages with respectful salutations and sign your first and last names.

Academic Honesty: I believe students learn from their own work, including mistakes and successes. Any form of dishonesty harms the learning environment. Rather than having you turn in work that involves cheating (using unauthorized assistance for an academic exercise), fabrication (inventing false citations), unauthorized academic recycling (submitting a paper already turned in for another class), or plagiarism (using other peoples words as your own), I would prefer to have a frank conversation, offer an extension or assistance, and find some other way for you to succeed. Do not engage in any form of academic dishonesty in this course.

Consequences may include failing the course. If you have any doubts about this, please speak with me or consult section 7.1.4 in Ithaca College's Policy Manual on Academic Honesty at <http://www.ithaca.edu/attorney/policies/vol7/index.htm>. (Adapted from Dr. R. Plante.)

Final grades will be calculated using the following ranges:

100-97	A+	96.9-93	A	92.9-90	A-
89.9-87	B+	86.9-84	B	83.9-80	B-
79.9-77	C+	76.9-74	C	73.9-70	C-
69.9-67	D+	66.9-64	D	63.9-60	D-
				60 or below	F

Getting the support you need: Diminished mental health (stress, depression, untreated mental illness) can interfere with optimal academic performance. There are many potential sources of personal difficulties. Academic studies, family, friends, poor health and difficult romantic relationships can contribute to personal difficulties – and impaired academic performance. Through the office of Counseling and Psychological Services (CAPS), cost-free support can be obtained when personal difficulties threaten your well-being. In the event I believe you might benefit from additional support, I will express my concerns, my reasoning, and remind you of resources (e.g., CAPS, Health Center, Chaplains, etc.) that might be of help to you. It is not my intention to know the details of what you might be experiencing, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and healthy thing to do, for yourself and for your loved ones.

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities on a case-by-case basis. Students must register with Student Disability Services and provide appropriate documentation to Ithaca College before any academic adjustment will be provided.

Gender, the Environment and Global Change Fall 2012 Class Schedule and Readings

This schedule and readings may be modified if necessary.

WK	DAY	DATE	Topic, Readings and Assignments Due
			~ PART ONE: INTRODUCING CONCEPTS ~
I	Weds	Aug 29	Introduction to this course Pre-course assessment in class.
	Fri	Aug 31	Starting with a sociological approach... “Comparing Debate, Discussion and Dialogue” handout Mills, C. Wright. (1959). The Promise. Chapter One in <i>The Sociological Imagination</i> . Online at: http://www.lclark.edu/~goldman/socimagination.html (Please re-read this even if you've read it already!)
II	Mon	Sept 3	**Labor Day – No class**
	Weds	Sept 5	What is gender? Lorber, Judith. (1997). “Night to his day: The Social Construction of Gender” in <i>Feminist Frontiers IV</i> , ed. by Laurel Richardson, Verta Taylor and Nancy Whittier. New York: McGraw Hill, p. 33-47.
	Fri	Sept 7	Gender and sex Fausto-Sterling, Anne. (2009). “Dueling Dualisms” in <i>Sex, Gender and Sexuality: The New Basics / An Anthology</i> , ed. Abby L. Ferber, Kimberly Holcolmb, Tre Wentling. New York: Oxford University Press, p. 6-8.* (Note: Pages 6-8 are required. The remainder of the reading is included for your information, but is not required reading.) Martin, Emily. (2009). “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles” in <i>Sex, Gender and Sexuality: The New Basics / An Anthology</i> , ed. Abby L. Ferber, Kimberly Holcolmb, Tre Wentling. New York: Oxford University Press, p. 248-254.
III	Mon	Sept 10	What is the environment? Berry, Wendell. (1987). “Getting along with Nature” in <i>Home Economics</i> , San Francisco: North Point Press, p. 6-20.

	Weds	Sept 12	Shiva, Vandana. (2008). "Triple Crisis, Triple Opportunity" in <i>Soil not Oil: Environmental Justice in an Age of Climate Change</i> . Boston: South End Press, p. 1-8. Merchant, Carolyn, (2005). Ch. 1 in <i>Radical Ecology</i> , p. 17-39.
			~ PART TWO: A SOCIAL HISTORY OF GENDER & THE ENVIRONMENT: CHANGES AND CONTINUITIES ~
	Fri	Sept 14	Global changes: Witch hunts, colonialism, the rise of modern science, and the subjugation of women and nature Merchant, Carolyn. (2005). Introduction to <i>Radical Ecology</i> , p. 1-13, and part of Ch. 2, p. 41-53.
IV	Mon	Sept 17	Merchant, Carolyn. Ch. 2 in <i>Radical Ecology</i> , p. 53-62.
	Weds	Sept 19	The rise of patriarchy and capitalism Mies, Maria. (1998). "Preface to the new edition" in <i>Patriarchy and Accumulation on a World Scale: Women in the International Division of Labor</i> . London & NY: Zed Books, p. vii-xi, 74-90.
	Fri	Sept 21	Mies, p. 90-111. Essay #1 Due
	Sat	Sept 22	Food Justice Summit Neighborhood walk-a-thon 10 am – 12; Street Fair 12-7pm. Saturday Sept. 22 at Neighborhood Pride Grocery 210 Hancock Street, Ithaca. See http://www.foodjusticesummit.org/ Plan to participate for 2-3 hours to learn about local food justice efforts. Turn in response paper on Weds, 9/26.
V	Mon	Sept 24	The politics of development Shiva, Vandana. (1989). Ch. 1 "Development, Ecology and Women" in <i>Staying Alive</i> , London: Zed Books p. 1-13.
	Weds	Sept 26	The politics of development: Banana Republics Enloe, Cynthia. (1990). "Carmen Miranda on my Mind: International Politics of the Banana," from <i>Bananas, Beaches and Bases</i> , Berkeley: University of California Press, p. 124-140.
	Fri	Sept 28	Enloe, p. 140-150.

VI	Mon	Oct 1	<p>The politics of development: Slums and shack dwellers Gibson, Nigel and Raj Patel. 2009. "Democracy's everyday death: South Africa's quiet coup." Pambazuka News. (Online at http://pambazuka.org/en/category/features/59322).</p> <p>Eaves, Elisabeth. (2007). "21st Century Cities: Two Billion Slum Dwellers" 06.11.07, 6:00 PM ET (Online at http://www.forbes.com/2007/06/11/third-world-slums-biz-cx_21cities_ee_0611slums.html).</p> <p>Additional reading, TBA.</p>
		Oct 1-4	<p>Guest Speakers - Visiting scholars and leaders from the South African Shack Dwellers' Movement, and Film Screening of <i>Dear Mandela</i> Date and time TBA.</p>
	Weds	Oct 3	<p>Environmental ethics Merchant, Ch. 3, p. 63-88.</p>
	Fri	Oct 5	<p>The politics of development: food and dignity Barndt, Deborah. (2008). <i>Tangled Routes: Women Work and Globalization on the Tomato Trail</i>. 2nd Edition. New York: Roman and Littlefield, p. 41-44.</p> <p>Wittman, Hannah, Annette Aurélie Desmarais & Nettie Wiebe. (2011). "The Origins and Potential of Food Sovereignty" in <i>Food Sovereignty: Reconnecting Food, Nature and Community</i>. Oakland: Food First Books. p. 1-14.</p> <p>Midterm concepts due.</p>
VII	Mon	Oct 8	<p>The politics of industrialization, poverty, and the environment Baptist, Willie and Jan Rehmman. (2011). Ch. 1 "Interview with Willie Baptist (I): From the Cotton Fields to the Watts Uprising" in <i>Pedagogy of the Poor: Building the Movement to End Poverty</i>, p. 11-22.</p>
	Weds	Oct 10	<p>Racism, white supremacy, and the environment Smith, Andrea. (2006). "Heteropatriarchy and the Three Pillars of White Supremacy" in <i>Color of Violence: INCITE! Women of Color Against Violence</i>. Boston: South End Press. p. 66-73.</p>
	Fri	Oct 12	<p>Mid-term exam – In class</p>

VIII	Mon	Oct 15	Global data analysis project **Meet in Friends 110 Technology Classroom
	Mon or Tues	Oct 15 or 16	Guest Speaker – Visiting Scholar Ronaldo Lec from Mesoamerican Permaculture Institute Date and time TBA.
	Weds	Oct 17	Global data analysis project **Meet in Friends 110 Technology Classroom
	Fri	Oct 18	**Fall Break – No class**
IX	Mon	Oct 22	Racism and the environment Collins, Patricia Hill. (2000) <i>Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment</i> , Revised Tenth Anniversary 2 nd edition. New York: Routledge, p. 1-17.
	Weds	Oct 24	Collins, Patricia Hill. p. 201-225.
			~ PART THREE: CONTEMPORARY PROPOSALS ~
	Fri	Oct 26	Globalization and Resistance in Mexico and Central America Friedman, Harriet. (1999). “Remaking ‘traditions’: How we eat, what we eat and the changing political economy of food,” in <i>Women Working the NAFTA Food Chain: Women, Food & Globalization</i> , edited by Deborah Barndt. Toronto: Second Story Press, p. 36-60.
X	Mon	Oct 29	Swords, Alicia. 2010. “Teaching Against Neoliberalism: Gendered Resistance via Neo-Zapatista Network Politics.” Ch. 8 in <i>Contesting Development: Critical Struggles for Social Change</i> . Routledge p. 116-131.
	Weds	Oct 31	<i>Plan Puebla Panama: Battle over the Future of Southern Mexico and Central America</i> , edited by the Network Opposed to the Plan Puebla Panama. (No date). Burlington: ACERCA, p. 4-32.
	Fri	Nov 2	<i>Plan Puebla Panama: Battle over the Future of Southern Mexico and Central America</i> , p. 32-43. Connell, R.W. (2009 [1998]) “Masculinities and Globalization” reprinted in <i>Globalization: The Transformation of Social Worlds</i> , ed by D. Stanley Eitzen and Maxine Baca Zinn. Belmont, CA: Wadsworth Cenage Learning, p. 209-219.
			Global Data Project due

XI	Mon	Nov 5	Social and Environmental Justice Movements: Food Justice and Dignity Margaret Mead. (1997). “Changing Significance of Food” in <i>Food and Culture: A Reader</i> , edited by Carole Counihan and Penny Van Esterik. New York: Routledge, p. 11-19.
	Weds	Nov 7	Loretta Schwartz-Nobel. Ch. 3. “Hunger and the Military” in <i>Growing up Empty</i> .
	Fri	Nov 9	Moore Lappé, Frances and Anna Lappé. (2003). “Beautiful Horizon” in <i>Hope’s Edge: The Next Diet for a Small Planet</i> , New York: Tarcher/Putnam, p. 93-103.
XII	Mon	Nov 12	Social and Environmental Justice Movements: Water in Detroit Caruso, Chris. “Water and Community Struggle in Post-Industrial Detroit,” p. 1-15. <i>Film: The Water Front, part 1.</i>
	Weds	Nov 14	Merchant, Ch. 6, p. 139-161. <i>Film: The Water Front, part 2.</i>
	Fri	Nov 16	<i>Post-film dialogue: Rights vs. Commodities</i>
XIII		Nov 17-25	**Thanksgiving Break**
XIV	Mon	Nov 26	Social and Environmental Justice Movements: Mountain Top Removal Bell, Shannon Elizabeth and Yvonne A. Braun. (2010). “Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia,” in <i>Gender and Society</i> , 2010 Vol. 24, p. 794 - 813.
	Weds	Nov 28	Jensen, Derrick. “Forget Shorter Showers” http://www.orionmagazine.org/index.php/articles/article/4801/ Barry, Dan. (2011). “As the Mountaintops Fall, a Coal Town Vanishes.” <i>The New York Times</i> , April 12, 2011.
	Fri	Nov 30	Ecofeminism Merchant, Ch. 8, p. 193-22.

XV	Mon	Dec 3	Social and Environmental Justice Movements: Anti-Fracking Merchant, Ch. 7, p. 165-191.
	Weds	Dec 5	Bateman, Christopher. (2010). "A Colossal Fracking Mess." In Vanity Fair online. June 21. http://www.vanityfair.com/business/features/2010/06/fracking-in-pennsylvania-201006 Accessed Jan. 18, 2011.
	Fri	Dec 7	Podulkas, Sandy and Bill Podulkas. (2010). "Gas Drilling in the Finger Lakes Region: How Will it Affect Us?" Unpublished Paper.
XVI	Mon	Dec 10	Social and Environmental Justice Movements: Climate Change Rising Tide North America and Carbon Trade Watch. (2010) "Hoodwinked in the Hothouse: False Solutions to Climate Change." 2 nd Edition.
	Weds	Dec 12	Conclusions: What can we do? "People's Agreement on Climate Change and the Rights of Mother Earth: Final Declaration of the World People's Conference on Climate Change and the Rights of Mother Earth, Cochabamba, Bolivia." (2010). In <i>Climate and Capitalism</i> http://climateandcapitalism.com/?p=2255 April 26. Accessed January 19, 2011.
	Fri	Dec 14	Review and Evaluation
			FINAL EXAM Weds Dec. 19, 7:30-10 am