

WGS 273(F) Gender & Environmental (In)Justice
Fall 2016

LECTURES

Monday 2:00-4:00

Wilson Hall 1017

INSTRUCTOR

Leigh Brownhill

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Office Hours: Mondays by appointment,
New College, 2028

Email me to set appointment time.

WGS PROGRAM ADMINISTRATOR

Marian Reed

New College, 2026, 416-978-3668

TUTORIALS begin on Sept. 19

Held in Wetmore Hall (WE)

Mon 4pm: T0101 Room WE51A

Mon 4pm: T0102 Room WE52

Mon 5pm: T5101 Room WE51A

Mon 5pm: T5102 Room WE52

TEACHING ASSISTANTS

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Details of TA office hours TBA

COURSE DESCRIPTION

What is the connection between gender relations and environmental injustice? In this class, it means we look critically at the intersection of problems associated with inequality (e.g., racism, sexism, colonialism, ableism) and environmental degradation (e.g., pollution, climate change, environmental health). Grounded in an eco-feminist framework, this course examines how ecological crises have spurred cultural, political and social movements; and in turn, how both the crises and movements have shaped (and been shaped by) wider societal and economic relations, including gender relations.

How do we know justice and injustice when we see it? What are the connections between social and environmental injustice? To what extent are peoples in different geographic locations connected by global processes that lead to similar and related environmental injustices? What have local and/or global activisms done to challenge these injustices? What, then, does 'environmental justice' look like?

This interdisciplinary course addresses questions like these, in particular by considering peoples' lived experiences of environmental injustice (at different times and places), and the range of approaches taken to advance the cause of both social and ecological justice. We will examine histories and herstories of environmental injustice, and seek to deepen our understanding of what environmental justice has meant to others, and could mean to us, during the contemporary transition to a renewable energy/post-fossil-fuel era. We will look at examples and case studies in class, and focus attention on the theoretical and empirical intersections between gender and environmental injustice. In doing so, we will uncover some underlying assumptions, values, intentions and institutions that shape our engagement with environmental crises.

Tools we explore and develop through readings, lectures, activities and assignments include:

1. theoretical frameworks
2. key concepts
3. methods of engagement
4. methods of inquiry

The weekly two-hour lecture sessions of the course are followed by one-hour required tutorials that provide an opportunity for discussing, questioning, debating and presenting on course readings. Tutorials are also an opportunity for graduate student TAs to support your collaborative learning and critical engagement with the course material (as well as outside examples/counter-examples). A significant portion of your grade derives from assignments completed in tutorials.

COURSE MATERIALS

1. Vandana Shiva, *Making Peace with the Earth*, Halifax: Fernwood, Co-published with Pluto Press, London, 2013.
2. *Canadian Woman Studies*, Women and Water, Vol. 30, Nos. 2,3, Guest edited by: Kim Anderson, Brenda Cranney, Angela Miles, Wanda Nanibush and Paula Sherman.
3. *Canadian Woman Studies*, Women and Social and Environmental Justice, Vol. 31. Nos. 1,2, Summer/Fall 2016, Guest edited by: Leigh Brownhill, Ana Isla and Sujata Thapa.

The Vandana Shiva book, *Making Peace with the Earth*, is dealt with mainly during lectures, along with other recommended readings, which are listed and linked to full-text on the course Blackboard. The recommended readings offer important supplementary material for defining key concepts, and thus for completing assignments, especially the critical commentary, presentation and final test (see below).

The two issues of the journal *Canadian Woman Studies* contain the remainder of the required readings, a couple of which are dealt with in the lecture period (see lecture schedule below). Most of the journal articles are covered in tutorials, including articles assigned for group presentations.

EVALUATION in the course is based on the following graded assignments*

1. Critical commentary: due on Blackboard - October 17 - **15%**
2. Group presentations and discussions: in tutorials, October 17 - November 28 - **30%**
3. One minute essays: due weekly in tutorials, September 19 - December 5 - **20%**
4. Participation - **10%**
5. Final test, in-class on December 5 - **25%**

**Detailed descriptions of assignments are located at the end of this course outline.*

GRADING

The Faculty of Arts & Science has outlined the following criteria for letter grades:

A (Excellent): Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B (Good): Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

C (Adequate): Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.

D (Marginal): Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.

E (Inadequate): Evidence of familiarity with only some subject matter; presence of some critical and analytic skills.

F (Wholly Inadequate): Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

Marks: If you wish to appeal your marks, first a) consult the Faculty of Arts & Science grading criteria included above to make sure your assignment fulfills the criteria for the mark you feel you deserve; b) write an explanation of your concern based on the above criteria; c) email your explanation to your TA. Do not contact the instructor before you have discussed your case with your TA. Marks will be posted on Blackboard after assignments have been returned. It is your responsibility to ensure that your grade on blackboard matches the grade you received on your assignment. If they don't match, please contact the TA or instructor immediately.

OTHER COURSE POLICIES

Accessibility: Instructors make every effort to accommodate students with specific accessibility needs. The goal is to create a learning environment conducive for all students. In order to do this effectively, students need to discuss and bring documentation as soon as possible, ideally during the first week (please note office hours above), in order to arrange necessary accommodations. It is very difficult and sometimes impossible to tailor assignments and policies retro-actively.

Handing in Assignments: Each assignment includes specific instructions for where, when and how to submit assignments. If you require accommodations or alternative arrangements, this must be discussed in advance with your instructor prior to the deadline or late penalties will accrue.

Late Penalties: Late submission of assignments will be penalized 2% of the assignment mark for every late day, including weekends. *Extensions will be granted only under exceptional circumstances and must be discussed with your tutorial leader prior to the deadline.* Written documentation may be required. Check the Evaluation summary above or the detailed description of each assignment, below, for further information on submission due dates and other requirements.

Logging in to the Blackboard Course Website: Like many other courses, this one uses Blackboard as a course website. Please frequently check the Blackboard course website for announcements, required course readings, other recommend readings and learning materials. The

Blackboard is also used to submit assignments and review your grades and feedback. To access the course website, go to the UofT portal login page at <http://portal.utoronto.ca> and log in using your UTORid and password. Then look for the **My Courses** module, where you'll find the link to the course websites for this and all of your Blackboard-based courses.

Email: All students are required to follow the university policy of having a valid UofT email address and checking their account on a regular basis (at least once every 24 hours). We will occasionally send emails to students to update them about our course and tutorial formats. If you have any questions about course materials, activities, assignments or other matters, please email the Instructor or your Teaching Assistant, and to arrange, as needed, to meet during office hours if further discussion is required. In all emails to your TAs and Instructor, you are requested to follow the University's rules of email etiquette, including being reasonably formal, polite, and direct.

Use of Electronic Devices and Social Media in the Classroom: You may use your computer in the classroom (lecture / tutorial) for the sole purpose of taking notes. Web surfing, email, facebook, and other social media must be turned off/closed down during lectures and tutorials.

Academic Integrity: Plagiarism will result in an F and referral to appropriate authorities. Plagiarism is the unacknowledged use of another person's work. Any cases of suspected plagiarism will be investigated and reported to the university administration. You are expected to be aware of university guidelines on plagiarism. Please review the document "How Not to Plagiarize" <http://www.utoronto.ca/writing/plagsep.html>

The Code of Behavior on Academic Matters (University of Toronto Governing Council Secretariat, 1991) reads: "It shall be an offence for a student knowingly:

- to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism;
- to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- to submit any academic work containing a purported statement of fact or reference to a source which has been concocted."

When quoting a source, use quotation marks correctly, and identify the author's name, date of publication, title of publication, page number and publisher. You may use any style (MLA, APA, Chicago etc.), as long as you use it consistently. In the case of internet sources, identify the full URL of the source and the date you accessed it. You are expected to abide by the University of Toronto code of academic honesty and integrity. Please refer to the University's academic integrity website for more information and resources: www.writing.utoronto.ca/academicintegrity.

Lecture & Reading Schedule Fall 2016

LECTURE 1 (September 12): Introduction

Vandana Shiva, *Making Peace with the Earth*, Chapter 1

Overview of theoretical frameworks, key concepts, methods of engagement, methods of inquiry

No Tutorial

LECTURE 2 (September 19): Ecofeminism

Vandana Shiva, *Making Peace with the Earth*, Chapter 1

Research Strategies 1: Setting questions and collecting data

Tutorial: Forming groups, reviewing assignments

LECTURE 3 (September 26): Water

Vandana Shiva, *Making Peace with the Earth*, Chapter 3

Canadian Woman Studies, Water Issue, Vol. 30, "Editorial"

Research Strategies 2: Research writing and publication

Tutorial: Group discussion

View video: *Taking Root: The Vision of Wangari Maathai*, 2009 (extracts)

LECTURE 4 (October 3): Climate

Vandana Shiva, *Making Peace with the Earth*, Chapter 4

Canadian Woman Studies, Water Issue, Vol. 30, "Meaningful Engagement: Women, Diverse Identities and Indigenous Water and Wastewater Responsibilities"

View *This Changes Everything* Part One

Tutorial: Group discussion

View video: *Taking Root: The Vision of Wangari Maathai*, 2009 (extracts)

OCTOBER 10 – Thanksgiving Holiday – NO CLASS

LECTURE 5 (October 17): Forests

Vandana Shiva, *Making Peace with the Earth*, Chapter 5

Critical commentary due on Blackboard by midnight tonight

Research Strategies 3: Ecofeminist theoretical frames

Tutorial: Group presentations (groups 1 and 2)

LECTURE 6 (October 24): Livelihoods and Subsistence

Vandana Shiva, *Making Peace with the Earth*, Chapter 2

Research Strategies 4: Methods of research engagement

Tutorial: Group presentations (groups 3 and 4)

LECTURE 7 (October 31): Commons

Vandana Shiva, *Making Peace with the Earth*, Chapter 2

Canadian Woman Studies, Social and Environmental Justice Issue, Vol. 31, "Editorial"

Tutorial: Group presentations (groups 5 and 6)

Nov 7 – Last Day to Drop Course; Nov. 7-8 – Reading Break – NO CLASS

LECTURE 8 (November 14): Justice

Vandana Shiva, *Making Peace with the Earth*, Chapters 6,7

Tutorial: Group presentations (groups 7 and 8)

LECTURE 9 (November 21): (Food) Sovereignty

Vandana Shiva, *Making Peace with the Earth*, Chapter 8

Tutorial: Group presentations (groups 9 and 10)

LECTURE 10 (November 28): Species-Being

Vandana Shiva, *Making Peace with the Earth*, Chapter 9

View: *This Changes Everything* Part Two

Tutorial: Group presentations (groups 11 and 12)

LECTURE 11 (December 5): Gender and Environmental (In)Justice

Final test: In class

Tutorial: Review, final One Minute Essay self-evaluation

LECTURE 12 (December 6): Make-up Class

View: *This Changes Everything* Part Three

No tutorial

Detailed descriptions of assignments

1. Critical commentary = 15% of final grade

Readings, key terms and concepts introduced in the first four weeks of the course are reviewed in this assignment. Demonstrate your understanding of the terms and concepts by using them in a short (1,000 word) essay. It is due on Blackboard on October 17 and is worth **15%** of your course grade. **Late penalty: 2% per day**

Required elements: Select two readings covered in weeks 1-4 (choose from both required and recommended readings, see resources posted on Blackboard) and focus your essay on a review of these two readings and their main ideas. The critical commentary should:

(a) briefly review the content of each article

1. re-state the authors' arguments (and cite directly from the text, where relevant)
2. reflect on the wider gender and environmental justice issues that the authors address (here you can make reference to other local or global case(s)).

(b) make reference to two of the course's key concepts introduced in weeks 1-4. Do not merely mention them in passing. Define each briefly, either directly within the essay or within endnotes. The objective is to then go further than the definitions, to use the concepts to shed light on your selected readings in a way that demonstrates understanding of both the readings and the concepts.

2. Group presentation: Time is allocated during some part of the tutorials for preparation of the oral presentations. The assignment is worth **a total of 30%** of the course grade. The grade is allocated to two different parts of the assignment: group presentation - 15% and individual reflection - 15%.

2a) Group Presentation = 15% of final grade

Scheduled in tutorials between October 17 and November 28

In tutorial, you will be assigned to groups of four. Each group is assigned an article from one of the two *Canadian Woman Studies* journal issues that are required reading in the course.

Step 1: Examine course themes and concepts, relate to your reading

In your groups, discuss the ways that the reading assigned to your group addresses (or omits) themes of gender relations and environmental (in)justice. Identify specific ways that the reading relates to (illustrates, counters, elaborates) key concepts from the course.

Step 2: Research and prepare group presentation.

As a group, prepare an oral presentation that:

- identifies the authors' main argument, and explicitly states the relation between gender and environmental concerns
- identifies and defines the main concepts and findings in the reading and relates them to key concepts discussed in the course

- provides a coherent review and critique of the article that raises important (not superficial) questions for discussion.
- includes at least one outside example or counter-example

Step 3: On the day assigned to your group, present your material in a 15-minute presentation and follow-up with a 10-minute discussion with the class.

Policies:

- Discuss with your TA, in advance, any equipment that you might need. Your TA will try to help you, but ultimately it is your responsibility to ensure that everything you need for your presentation is available.
- Your oral presentation will be graded at the time of presentation. The written work prepared for the presentation is then to be submitted on the Course BlackBoard on the day of the scheduled group presentation.
- A participation sheet, signed by all group members, must be handed in to your TA on the day of the presentation.
- You must present on the assigned day. There will be no opportunities for presenting at a later date, therefore late penalties do not apply. Organize your presentation so that in the case of illness or emergency, other group members can still present it.

Criteria for Evaluation:

- Do the presenters identify the authors' main argument, and identify and relate gender and environmental concerns (from within or outside of the reading)?
- Do the presenters identify key concepts, themes or methods in the reading and relate them to key concepts and frameworks discussed in the course?
- Does the presentation provide a coherent review and critique that raises important (not superficial) questions?
- Is the presentation appropriately researched (outside examples, definition of terms)?
- Is the presentation format effective (style, timekeeping, organization, understandability)?
- Is the worksheet completed and submitted?

2b) Individual Reflection = 15% of final grade

Due: One week after the presentation (October 24 to December 5)

Submit on the course BlackBoard

Late penalty: 2% per day

Your individual reflection addresses the same reading that was covered by the group presentation. The goal in the individual reflection is to extend the analysis made in the reading by seeking to either *deepen* your understanding of the gender and environmental concerns within the case presented in the group presentation reading (e.g., by looking more deeply into the history of the case), or to *widen* the analysis presented in the reading (e.g., by comparing it to any other similar (or contrary) case).

To do so, you will develop:

- a. an annotated bibliography that includes five sources related to your topic; *and*
- b. a two page (750-1,000 words) reflection that draws on the bibliographic sources, and either 'deepens' or 'widens' the analysis presented in the reading.

Criteria for Evaluation:

- five relevant sources (quality of source; relevance)
- each annotation includes: (i) source's main argument, (ii) a brief direct quote (with citation) and (iii) a clear connection to reading, case or wider topic
- 2-page reflection clearly states how the annotated sources help deepen or widen the analysis presented in the chosen reading
- reflection effectively employs *at least one key concept from the course* in its analysis

3. One minute essays = 20% of final grade

Weekly, in tutorials: September 19 – December 5

Ten "one-minute essays" are completed over the course of the term, from Sept 19 – Dec 5. Together they account for 20% of your overall grade. There is no "make-up" for this assignment, except under exceptional circumstances, where appropriate documentation is required. At the end of each tutorial session, your TA will present a question related to readings, activities and concepts presented both in lecture and tutorials. Your "one minute essay" should reflect on the question in a way that demonstrates your understanding of and engagement with the matter addressed. An evaluative self-assessment of your learning in the course will constitute the final question for the 'one minute essays' at the end of the course. Late penalty: 2% per day

4. Participation = 10% of final grade

Critical inquiry and engagement with course material, activities and lectures is encouraged both in class and in tutorials. Opportunities for participation are available over the entire term. Students can get participation points by answering questions posed to the class by the lecturer, asking questions relevant to course materials and objectives, taking part in periodic surveys in class and on Blackboard and taking other opportunities as they are offered in class, in tutorials or on Blackboard.

5. Final exam= 25% of final grade

Held in-class on December 5

The test will consist of a series of short essays. In each essay, you will define key concepts in your own words; describe cases studies (with an appropriate level of detail of who, what, where, when); and use the concepts you have defined to analyse gendered impacts, histories, responses or changes as these relate to the environmental (in)justice considered.