Course Objectives: examines the philosophical, historical, and material aspects of the human/nature relationship and how different socially created categories like gender, race/ethnicity, class, and global location intersect in our understanding of environmental issues and environmental justice. Of particular importance in this class will be examining the international and transnational nature of environmental issues and justice. Case studies and writings on environmental issues and actions from different global locations will be explored providing students with global perspectives and real life examples of the various ways that social and environmental justice are understood and fought for across cultures.

Student learning outcomes: Student Learning Outcomes refer to the knowledge and understanding that students should have when they complete WOMST 480 Gender, Environment and Justice, students will be able to:

1. Recognize and articulate the culturally constructed conceptual interconnections between women and nature, people of color and nature, and the global south and nature that are rooted in political, cultural, social, and economic power
2. Analyze cultural beliefs and values including oppression and domination based on gender, race/ethnicity, class, global location, and species and be able to analyze oppression and domination as interconnected and mutually reinforcing
3. Understand and articulate the basic history of women and feminism within US and global environmentalist movements
4. Understand the connections between the personal and the political, and among the local, the national, and the global in current environmental and environmental justice movements

Course Requirements: A general rule of university level learning is that the student is required to do at least 2-3 hours of reading/studying for every single hour spent in class. What this means is that you are to be prepared for the class discussion and assignments by reading and studying the assigned readings before the class period. Being prepared not only facilitates the discussion in class but also helps you build a knowledge base for future learning. I will not “cover” the readings in class. Instead, we will engage in a variety of learning tasks including group work, class discussions, and individual assignments. The learning tasks will help you develop and refine your critical thinking and reasoning to address the issues of gender, environment, and justice.

Assignments and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project &amp; blog</td>
<td>See instructions, p.4</td>
<td>300</td>
</tr>
<tr>
<td>Essays</td>
<td>Online reflections and assignments</td>
<td>250</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Quizzes over readings</td>
<td>150</td>
</tr>
<tr>
<td>Class lead and</td>
<td>Includes comments to other students’ blogs, attendance, group work, group discussions, class discussion</td>
<td>100</td>
</tr>
<tr>
<td>participation</td>
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Grading: An “A” is earned by the student for providing exceptionally good work and a “B” is earned for work that is good or very good. A “C” is earned for work of average quality. A “D” is earned for work that is below average but meets minimum assignment requirements. “Incomplete” (I) grades will be given only when extenuating circumstances beyond the student’s control interfere with the timely completion of course requirements. Arrangements for this should be made as soon as it is known that an “I” will be requested.

Late Assignments, Early Assignments, Email Assignments: Quizzes, daily assignments, group work, etc. cannot be made up. Late assignments (essays) will be reduced by a grade level for every day late.

Attendance and Participation: You will learn more and get a better grade if you are actively engaged in learning. This includes taking notes, asking questions, answering questions, responding to other students, and sharing your ideas. In order to prepare for participation, you must keep up with the readings. I take attendance and expect you to be in class except in the case of illness or emergency. If you must miss a class, you need to notify me in writing before the missed class. If you need to miss an assignment deadline because of emergency circumstances, I will need a valid written excuse from the Office of Student Life.
**Email Policy:** Please place the following in the subject line of your email—“WOMST 480 Student.” This is necessary to see that it is a question from a student and not spam. All faculty have been advised to erase without opening any email without a subject heading or from unknown email addresses including K-State email addresses. I will never send you assignments after business hours (M-F 8:00 am to 5:00 pm) and expect you to have them completed by the next day. I ask the same of you. I will respond to your emails during business hours. You can, of course, send me an email after business hours or on weekends, but I will not respond until the next business day.

**University, Program, and Course Policies:**

**Academic Honesty:** Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one’s work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: “On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.” A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

**Academic Accommodations for Students with Disabilities:** Any student with a disability who needs a classroom accommodation, access to technology or other academic assistance in this course should contact Disability Support Services (dss@k-state.edu) and/or the instructor. DSS serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety.

**Statement Defining Expectations for Classroom Conduct:** All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article VI, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

**Copyright:** Copyright is held by Dr. Valerie Carroll as to this syllabus and all lectures. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

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**Syllabus**

**Required Texts** (available at Varney’s)
- *The Revolution will not be Microwaved*—Sandor Ellix Katz
- *I, Rigoberta Menchú: An Indian Woman in Guatemala*—Rigoberta Menchú
- *Manifestos on the Future of Food and Seed*—Vandana Shiva and Carolos Petrini
- All other readings on K-State Online

**Jan 17: Human/Nature Relationship**
On Being Prey—Val Plumwood
The Land Ethic—Aldo Leopold
Think Like a Mountain—Aldo Leopold
A Designated National Park—Simon Ortiz
Burning River—Simon Ortiz

**Jan 24: History and Documents**
*Essay due: Jan 24: What are your personal beliefs, wants, and values related to eco justice?*
Rise of US Environmentalism—Steven Stoll
Brunlant Report—World Commission on Environment and Development
Earth Charter—Earth Charter Commission
Declaration of the United Nations Conference on the Human Environment
Jan 31: Eco Philosophies
Nature is a Feminist Issue—Karen Warren
Down Among the Women: Ecofeminism and Identity Politics—Sherilyn MacGregor

Feb 7
The Shallow and the Deep—Arnee Naess
The Deep Ecology Platform—Arnee Naess
Environmental Justice in the 21st Century—Robert Bullard
The Agricultural Crisis as a Crisis of Culture—Wendell Berry
What is the Worth of a Man or a Woman?—César Chávez

Essay due Feb 9: Sit, Experience, and Describe

Feb 14: Indigenous Rights—Chipko (India)
From Staying Alive: Women, Ecology and Development
Ch. 1 Development, Ecology, and Women
Ch. 3 Women in Nature
Ch. 4 Women in the Forest
Ch. 7 Terra Mater: Reclaiming the Feminine Principle

Feb 21: Indigenous Rights—Mayan Land Struggles (Guatemala, Mexico, Belize)
I, Rigoberta Menchú

Feb 28: Grassroots Movements—Greenbelt Movement (Kenya)
Speaking Truth to Power—Wangari Maathai
Involve Women in Climate Change—Wangari Maathai
Looking from the South, Speaking from Home: African Women Confronting Development—Jessica Horn

Mar 6: Grassroots Movements—Water Rights and Development (India)
From: Staying Alive: Women, Ecology and Development
Ch. 6 Women and the Vanishing Water
The Road To Harsud—Arundhati Roy
From the Groundwater Up: Asserting Water rights in India—Georgina Drew
Transverse Solidarity: Water, Power, and Resistance—K. Ravi Raman

Mar 13: Population and Women’s Rights—(Global, India)
The Population Bomb—Paul Erlich
Grassroots Social Action and Empowerment in India—Loti Sekhon
The Gender and Environment Debate: Lessons from India—Bina Agarwal

Essay due March 15: Compare India/US

Mar 20: SPRING BREAK
Mar 27: Global, Local, and Individual Economies
Grameen Bank, Microcredit and Millennium Development—Muhammad Yunnis
Inquiries into the Nature of Slow Money—Woody Tasch
Your Money or Your Life—Vicki Robin

Apr 3: Consumerism and Anti-Consumerism
Finding Meaning without Consuming—Paul Maiteny
Choosing a New Lifeway—Duane Elgin
Slow is Beautiful—Carl Honoré
Journey to Simplicity—Jim Merkel

Online essay due Apr 5—Explore Hyvee with checklist (online) and reflect on experience

Apr 10: Food Sovereignty and Justice—Local/Slow Food Movements (US)
From The Revolution will not be Microwaved:
Ch. 1 Local and Seasonal Food versus Constant Convenience Consumerism
Ch. 4 Slow Food for Cultural Survival
Ch. 5 The Raw Underground
Ch. 8 Vegetarian Ethics and Humane Meat
### Apr 17: Food Sovereignty and Justice—Navdanya (India)
*Manifestos on the Future of Food and Seed*

<table>
<thead>
<tr>
<th>April 24: Changing Structures on a Global Level</th>
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<tbody>
<tr>
<td>Principles of Earth Democracy—Vandana Shiva</td>
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<tr>
<td>Earth Democracy in Action—Vandana Shiva</td>
</tr>
<tr>
<td>Confronting Empire—Arundhati Roy</td>
</tr>
</tbody>
</table>

### May 1: Changing Structures: on Local and Individual Levels

The Theory of Anyway – Sharon Astyk
Social Conscience- Myshele Goldberg

**Essay Due May 3: Cumulative Reflection**

<table>
<thead>
<tr>
<th>WOMST 480 Project and Poster Instructions</th>
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<tbody>
<tr>
<td>For the major project for this class the student may choose from 3 options:</td>
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</tbody>
</table>

#### Walking Your Talk
Here you will live an environmental experiment for a month. Examples: buy nothing (except food, medicine, housing), daily nature meditations, days of silence (1 day a week no media, phone, music, etc); cut your carbon footprint in half; live on the global income average of $2 per day

**Example:**

**Title:** From Carnivore to Vegan in 30 days

- **Intro Blog/Week 1:** Since the environmental costs of CAFO meat eating is so much higher than a diet based on plants, I will spend the next 30 days weaning myself off meat and animal products...
- **Blog/Week 2:** This week I will remove all meat and animal food
- **Blog/Week 3:** No more animals in my clothing/toiletries
- **Blog/Week 4:** A totally vegan lifestyle
- **Blog/Week 5:** Final wrap up blog

#### What One Person Can Do
This assignment has you exploring what you can do about a particular environmental topic. You must examine your topic from at least 4 of the following ways: personal, political, economic, knowledge, artistic, community, spiritual, and activist, combination. Examples: trying to stop the use of plastic shopping bags, working towards ending factory farming, getting kids to eat fresh, organic vegetables; helping women farmers globally

**Example:**

**Title:** Manhattan Has Too Much Trash!

- **Intro Blog/Week 1:** The litter in Manhattan is out of control. The environmental cost of litter is ....
- **Blog/Week 2:** Personal Change. Everyday I will pick up trash I see, modeling behavior....
- **Blog/Week 3:** Knowledge. I am learning about the recycling options in Manhattan...
- **Blog/Week 4:** Political. I spoke at a City Council Meeting about the problems of litter...
- **Blog/Week 5:** Activist. I have decided to develop a campaign to end litter in this city...
- **Blog/Week 6:** Final wrap up blog

#### Informed Citizenship
For this assignment you will spend 1.5-2 months doing self directed research on an approved topic to develop the knowledge needed to make an informed opinion on a subject. Areas to explore must include science and politics and at least 3 from cultural, spiritual, journalistic, economic, and artistic viewpoints. Topic examples: global climate change, green energy, and organic farming.

**Example:**

**Title:** What is happening to beehives?

- **Blog/Week 1:** Recently there has been an increase in bee hives collapses in the US...
- **Blog/Week 2:** *Journalistic.* Exploring media interpretation
- **Blog/Week 3:** *Science.* The scientific studies on bee deaths
- **Blog/Week 4:** *Science.* The scientific studies on bee deaths
- **Blog/Week 5:** *Economic.* How this is effecting food production
- **Blog/Week 6:** *Artistic.* Documentary and fictional reaction
- **Blog/Week 7:** *Political.* What the US government is doing
- **Blog/Week 8:** *Political.* What is the Canadian government is doing

**Final Reflection Blog**