

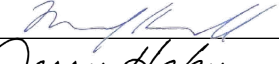

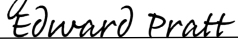
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Pass/Fail Sat/UnSat	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by		Date	
Department Chair 		8-31-20	
College Curriculum Chair 		9.1.20	
College Dean 		9-3-2020	
UUPC Chair 		9-15-20	
Undergraduate Studies Dean 		9-15-20	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Gender and Climate Change

WST 2130 - 001 (3 credits) | Spring 2021 | CRN:

Instructor Name

Course Information

This is a syllabus template. All highlighted fields must be completed by the IOR.

Day(s) and Time(s)

Campus

Building | Room

Instructor Name

Instructor Email :: Instructor Phone

Building | Office #

Student hours: Days and Times

Or by appointment

Course Description and Learning Objectives

This course explores how gender inequality across the globe is related to environmental damage and climate change. It accepts as fact that global climate change is real, ongoing, and driven by human activities, and examines how ecological health and a sustainable future depend upon gender equity and the empowerment of women, girls, and LGBTQ+ people. The course is organized around three core units. The first surveys the feminist critique of heteropatriarchal gender domination, including the assumption that humanity's mission is to conquer nature. The second investigates how women are made particularly vulnerable to ecological disasters by interrogating how the global oppression of women intersects with key issues including consumption, waste, energy, health, migration, tourism, transport, and reproduction. The third discusses how women and LGBTQ+ people worldwide theorize, organize, act, and resist, constituting the core of the global climate justice movement.

As a result of this course, students will be able to:

- Understand how gender relates to ethnicity, race, class, sexuality, and disability
- Explain how environmental degradation and global climate change are linked to gender inequities and other social inequities
- Describe ecologically sustainable worldviews, philosophies, sciences, and spiritualities from multiple cultures
- Discuss the role gender plays in global Indigenous environmental organizing by women and LGBTQ people
- Evaluate how popular culture, educational resources, and global climate change policies address the interrelation of gendered oppression and climate change
- Apply knowledge of intersecting identities to analyze global, national, and local policies around climate change
- Engage in critical self-reflection about gender justice and climate justice in local communities and daily life

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Intellectual Foundation (General Education) Program Outcomes

FAU students live in a region that is increasingly diverse as a consequence of immigration and international connections. They live in a world in which individuals, societies, and governments are becoming more and more interconnected across national boundaries. To succeed in this world, students must have an understanding of diverse national and regional cultures and interests; they must understand the challenges and necessity of being able to communicate across these diverse cultures; they must understand the global forces that shape societies and nations and the relationships between and among them; they must have an awareness of global connectedness and interdependence, understanding how their actions can affect other peoples and places.

Students completing the Global Citizenship requirement will be able to describe the:

- origins and consequences of different individual, cultural, and national identities.
- economic, political, environmental, and/or social processes that influence human events across place and time.
- causes and consequences of interaction between and among cultures, societies and nations.

Required Texts

There will be about 50-70 pages of assigned readings each week, some fairly simple and some quite complex. All will be available through Wimberly Library and/or as PDFs on Canvas, and the syllabus will clearly indicate how to access each reading. You can read them in the library on reserve or purchase the books. Many of the articles are available online. **All readings must be completed ahead of class on the day they are due.**

This is an interdisciplinary course, so course material encompasses a number of scholarly perspectives (philosophy, history, sociology) as well as the arts and literature. We learn from articles and books as well as films, art, and websites.

Required Class Texts:

Asian Communities for Reproductive Justice. *Looking Both Ways: Women's Lives at the Intersection of Reproductive Justice and Environmental Justice* (2009),

<https://forwardtogether.org/tools/looking-both-ways>.

Butler, Octavia. *Parable of the Sower* (New York: Seven Stories Press, 1993).

Friends of the Earth and C40 Cities. *Why Women Will Save the Planet*, 2d ed. (Zed Books, 2018).

Nagel, Joanne. *Gender and Climate Change: Impacts, Science, Policy* (New York: Routledge, 2016).

Native Youth Sexual Health Network and Women's Earth Alliance. *Violence on the Land, Violence on Our Bodies: Building an Indigenous Response to Environmental Violence* (2017), http://landbodydefense.org/uploads/files/VLVBReportToolkit_2017.pdf

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Recommended Class Texts:

Alston, Margaret. *Addressing the Gendered Impacts of Climate Change* (Springer, 2013).

Dankelman, Irene, editor. *Gender and Climate Change: An Introduction* (Taylor & Francis, 2012).

Terry, Geraldine. *Climate Change and Gender Justice* (Oxfam 2009), <https://policy-practice.oxfam.org.uk/publications/climate-change-and-gender-justice-115359>

A Note on Women, Gender, and Sexuality Studies

The academic discipline of Women, Gender, and Sexuality Studies (WGSS) examines issues and topics that include sex and sexuality from a feminist viewpoint, although students are not expected or required to share this viewpoint. In this class, course material will include discussions of LGBTQ people (lesbian, gay, bisexual, transgender, and queer). Students are expected to engage with all course material and become comfortable discussing course material respectfully across differences and disagreements. Class contributions should always engage with the course material, and every student's views will be heard and respected.

Assignments and Assessment

Throughout, page numbers are offed under the assumptions that submissions are double-spaced, 12-point font, 1-inch margins. Points listed are the maximum number of points possible for each assignment, with points awarded based on quality of submission and attention to all assignment instructions.

1. **Class participation** (25 points)

Weekly reading responses: Make notes on every assigned reading and submit 5 responses throughout the semester via Canvas. What new questions did the readings raise? How do they provide insights that complement or challenge other course material? What did you disagree with or want to learn more about?

Class discussion contributions: You will be asked to share ideas and questions from your weekly reading responses to contribute to class discussions.

DUE: throughout the semester, must be completed by the end of semester

2. **Mid-Term and Final Exams** (150 points each)

There will be two take-home essay exams, where you answer two questions (3 pages each) from a choice of several options.

DUE: Weeks 6 and 16

3. **Popular Culture Scrapbook** (75 points) OR **Service Learning Assignment**

1. **Scrapbook:** Throughout the semester, keep an eye out for how climate change and gender are represented in popular culture, including activist paraphernalia (stickers, t-shirts, bumper stickers, political poster art). For example, what news stories do you

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- encounter, what kinds of jokes? Why are activists generating? Are there cartoons, popular songs, ads, magazine covers, and/or comic books addressing climate change? Create a scrapbook of at least three popular culture items where you provide the item (or an image or copy of the item) and write at least one page of analysis on the item, using class concepts and readings.
2. **Service Learning:** To introduce students to the possibility of reciprocity between what you are learning and how to apply this beneficially in your community, you can choose to complete a ten-hour academic service-learning project. This involves working ten hours with a non-profit, governmental or educational organization (which can be at FAU) on a project that involves learning as well as service. You have to inform me about this and get approval. Your subsequent assignment, after the service is completed, is to write a 3--page reflection paper on this experience, considering the impact the academic service-learning experience has had on your professional development, benefit to the community and its relation to course objectives. You will receive a notation on your transcript that you completed academic service learning.

DUE: Week 15

4. **Film or Guest Speaker Response** (25 points)

We will occasionally watch a video clip or film together and we will hear from guest speakers. Reflect on one of these experiences in 1-3 paragraphs.

DUE: Week 14

5. **Country or Indigenous Nation Profile** (50 points)

Select a country or Indigenous nation of your choice and identify at least 4 credible sources of information regarding the status of women, LGBTQ people, and environmental organizing within your chosen culture. Write 1-2 pages discussing the status of women/gender relations and their relation to environment and climate.

Incorporate citations to at least 2 class readings and include a bibliography.

DUE: Week 8

6. **Website Evaluation** (25 points)

Visit two websites from the Resource List at the end of this Syllabus and evaluate each of them over 1-2 pages. Place the websites in dialogue with class readings, lectures, films, and discussions. How do these websites use discourse around gender to discuss climate change? What arguments do they make about the environment, women, and LGBTQ people (including through images, design, and other media elements). You are also welcome to locate and evaluate websites that are not on the Resource List.

DUE: Week 4

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Grading Scale:

A 465-500	A- 450-464
B+ 435-449	B 415-434
B 415-434	B- 400-414
C+ 385-399	C 365-384
C 365-384	C- 350-364
D+ 335-349	D 315-334
D 315-334	D- 300-314
F Below 300	

Course Policies and Information

COVID-19 Policy Statement: All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).

Accessibility: I strive to ensure that my classes are fully accessible. Please be in communication with me if you believe that there are ways I can improve the accessibility of this class. In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>.

If you need or believe that you may need any accommodations to participate fully in this class, please register with OSD and/or speak with me. **Instructor's electronics policy.** Recording any part of class is forbidden except in the case of an OSD-approved accommodation letter. In general, please communicate with me about any challenges that are hindering your learning, and the earlier we speak and create a plan for your success, the better. If you have other questions related to accessibility, please see me in Student Hours.

Academic Integrity: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards

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because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, including assignment and course failure. For more information, see University Regulation 4.001.

Instructor Availability: Please use email to communicate with me. I will do my best to reply within 48 hours, but I may not answer email outside of business hours. Do keep in mind that our communications are professional communications, and use language, style, and forms of address appropriate to professional communication. **Do not use the “comment” feature in Canvas to communicate with me after an assignment has been graded.** For questions about grades, always send an email rather than using Canvas messaging features.

Attendance: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. [Instructor’s absence policy.]

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see Academic Policies and Regulations.

Deadlines: Deadlines are designed to assist both you and me in managing our workloads. You are encouraged to meet deadlines promptly. [Instructor’s late work policy.]

Course Schedule

Please note that details of the syllabus may be changed. In that event, I will inform you in advance by email/Canvas and you will be responsible for following the updated syllabus.

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Week 1: Why is gender a major factor in environment and climate change?

Required Reading:

- Read: Women's Global Call for Climate Justice, http://womenclimatejustice.nationbuilder.com/the_call_english.
- Leith Dunn and Kimberly Carr-Tobias, Exploring the Intersection between Gender and Climate Change in the Caribbean, 2019. Read the Executive Summary and Module 1. <https://cdn.agilitycms.com/wacc-global/Images/Articles/2020/02feb/Gender-Analysis-Guidance-Tool-2019.pdf>
- Namrata Chindarkar, "Gender and climate change-induced migration: proposing a framework for analysis," Environ. Res. Lett. 7 025601, 2012, 1-8, <https://iopscience.iop.org/article/10.1088/1748-9326/7/2/025601/meta>
- Jane Goodall and Vandana Shiva, "Why women are key to solving the climate crisis," Democracy Now, 2013, <https://www.alternet.org/2013/12/jane-goodall-and-vandana-shiva-why-women-are-key-solving-climate-crisis/>
- Catrina Randall, "Why Climate Change is an LGBTQ+ Issue," Feb. 28, 2020, <https://foe.scot/why-climate-change-is-an-lgbtq-issue/>.
- United Nations Women Watch, Women, Gender Equality, and Climate Change: Factsheet, https://www.un.org/womenwatch/feature/climate_change/downloads/Women_and_Climate_Change_Factsheet.pdf

Required Viewing:

- Women's Earth Alliance, <https://wedo.org/feminist-advocacy-for-global-climate-justice-video-launch/>

Week 2: Gender, Intersectionality, and Worldviews

Required Reading:

- Rachel Carson, "Man in the Stream of Time," in *Rachel Carson: Silent Spring & Other Writings on the Environment*, ed. Sandra Steingraber (Library of America, 2018), 421-427.
- Carolyn Merchant, "Science and Worldviews," in *Radical Ecology* (New York: Routledge, 1992), 41-60.
- Aaron M. McCright and Riley E. Dunlap, "Cool dudes: The denial of climate change among conservative white males in the United States," *Global Environmental Change* 21:4 (2011): 1163-1172. (available through Wimberly library e journals)
- Claire Urbanski, "Rematriate the Land: How the Indigenous women of the Sogorea Te' Land Trust Help Solve Climate Change," Ms., Spring 2020, 36.
- Lisa Kemmerer, "Factory Farming (Climate Change) and Female Animals," *Sister Species: Women, Animals and Social Justice* (University of Illinois Press, 2011), 173-185.

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- Berta Cáceres (Honduras), Speech accepting Goldman Environmental Prize, 2016. Read about Cáceres and view her speech at <https://www.goldmanprize.org/recipient/berta-caceres/>

Week 3: Gender and Climate Change: Global Perspectives

Required Reading:

- Nagel, pp. 1-77

Week 4: Gender and Climate Change: Global Perspectives

Required Reading:

- Nagel, pp. 77-156

DUE: Website Evaluation

Week 5: Gender and Climate Change: Global Perspectives

Required Reading:

- Nagel, pp. 157-238

Week 6: Indigenous critiques of environmental violence

Required Reading:

- Native Youth Sexual Health Network and Women's Earth Alliance, *Violence on the Land, Violence on Our Bodies: Building an Indigenous Response to Environmental Violence* (2017), downloadable at http://landbodydefense.org/uploads/files/VLVBReportToolkit_2017.pdf

DUE: Mid-term Exam

Week 7: LGBTQ+ peoples and climate change

Required Reading:

- Kim TallBear, "Badass Indigenous Women Caretake Relations" read online through Wimberly Library e-book, in *Standing with Standing Rock*, ed. Nick Estes and Jaskiran Dhillon, ed. University of Minnesota Press, 2019, 13-18.
- Bani Amor, Queering the Environmental Movement: Two Spirits are reclaiming their collective identity in the battle to protect Turtle Island, *Earth Island Journal*, <https://www.earthisland.org/journal/index.php/magazine/entry/queering-the-environmental-movement/om/>
- "Climate Change is not just about sea level rise: Lesbian women living in Suva's informal settlements, regional trade agreements and the extraction of resources in occupied West Papua are all part of the Pacific climate change picture. <https://dawnnet.org/2010/01/csw-climate-change-is-not-just-about-sea-levels/>
- Aletta Brady, Anthony Torres, and Phillip Brown, "What the queer community brings to the fight for climate justice," *Grist*, April 9, 2019, <https://grist.org/article/what-the-queer-community-brings-to-the-fight-for-climate-justice/>
- Naomi Klein, "Dancing the World into Being: A Conversation with Idle No More's Leanne Betasamosake Simpson," *Yes Magazine*, March 5, 2013,

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<https://www.yesmagazine.org/peace-justice/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson>

Week 8: Global Feminist Theory and Praxis on Environmental Justice

Required Reading:

- *Why Women Will Save the Planet*, pp. 1-63

DUE: Country or Indigenous Nation Profile

Week 9: Global Feminist Theory and Praxis on Environmental Justice

Required Reading:

- *Why Women Will Save the Planet*, pp. 64-127

Week 10: Global Feminist Theory and Praxis on Environmental Justice

- *Why Women Will Save the Planet*, pp. 127-199.

Week 11: Global Feminist Theory and Praxis on Environmental Justice

Required Reading:

- *Why Women Will Save the Planet*, pp. 200-260.

Week 12: Reproductive Justice and Climate Justice

Required Reading:

- “Looking Both Ways: Women’s Lives at the Intersection of Reproductive Justice and Environmental Justice,” Asian Communities for Reproductive Justice, 2009.

<https://forwardtogether.org/tools/looking-both-ways>

Week: 13: Climate Justice in Florida and the Caribbean

Guest speaker from Earth Justice, Miami or another local climate justice organization

Required Reading:

- “Egmont Key: A Seminole Story,” Seminole Tribe of Florida, no date.
- Nidhi Tandon, “Food Security, Women Smallholders, and Climate Change in Caribbean SIDS (Small Island Developing Societies), United Nations Policy Research Brief, no. 33, Oct. 2012, <https://ipcig.org/pub/IPCPolicyResearchBrief33.pdf>
- Nanrata Chindarkar, “Gender and climate change-induced migration: proposing a framework for analysis,” *Environ. Res. Lett.* 7 025601, 2012, 1-8, <https://iopscience.iop.org/article/10.1088/1748-9326/7/2/025601/meta>

Required Viewing:

- “Climate Change Is a Gender Issue,” Esther Figueroa, Panos Caribbean, 2018, https://www.youtube.com/watch?v=zCYZ_2xFLfc

Week 14: Feminist and Afrofuturist visions about and beyond climate change

View short film in class: *Pumzi*, by Wanuri Kahiu (2010)

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Required Reading:

- Octavia Butler, *Parable of the Sower*
- Judith D. Schwartz, "There's another story to tell about climate change. And it starts with water," *The Guardian*, April, 3, 2017, https://www.theguardian.com/commentisfree/2017/apr/03/climate-change-water-fossil-fuel?CMP=Share_AndroidApp_Gmail

DUE: Film/Guest Speaker Response

Week 15: Popular Culture

In-class discussions of student scrapbooks, submitted in advance through Canvas

Make sure to review others' scrapbooks and prepare to discuss these in-class

DUE: Popular Culture Scrapbook

Week 16: Exam Week

Review and take final exam

DUE: Final exam, 5 Class Participation reading responses

Resource List

- #Women Climate Justice Art and Activism: <https://womenclimateart.tumblr.com>
- Gender CC, Women for Climate Justice: <https://www.gendercc.net/home.html>
- Women's Earth Alliance: <https://womensearthalliance.org/wp-content/uploads/2019/03/EARTHframework.pdf>
- UN Women, Women and the Sustainable Development Goals: <https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs>
- Global Gender and Environmental Outlook: <https://www.unenvironment.org/resources/report/global-gender-and-environment-outlook-ggeo>
- WEDO (Women's Environment and Development Organization), Global Gender and Climate Change Alliance: <http://www.wedo.org>
- Energia, International Network on Gender and Sustainable Energy: <http://www.energia.org>
- Gender and Water Alliance [GWA]: <http://www.genderandwater.org>
- Sisters on the Planet/Oxfam: <https://www.oxfamamerica.org/about/ambassadors/sisters-on-the-planet/>
- Women Organizing for Change in Agriculture and Natural Resource Management [WOCAN]: [http://www.wocan.org/Asian Communities for Reproductive Justice](http://www.wocan.org/Asian_Communities_for_Reproductive_Justice)
- White Earth Land Recovery Project: http://nativeharvest.com/winona_ladue
- US Women Connect (links to US and global women's orgs): <http://www.uswc.org/orgs.html>
- Climate Wise Women: <http://www.climatewisewomen.org/>
- Development Alternatives for Women in a New Era (DAWN): <https://dawnnet.org/>
- Gender and Water Alliance, <http://genderandwater.org/en>

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- Gender and Disaster Network: <https://www.gdnonline.org/>
- Global Gender and Climate Alliance: <https://genderandenvironment.org/actors/the-global-gender-and-climate-alliance-ggca/>
- WomenWatch: https://www.un.org/womenwatch/feature/climate_change
- Panos Caribbean, <http://www.panoscaribbean.org/en/>