

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>0/9/2023</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair _____ College Curriculum Chair <u>Eric Hanns</u> College Dean _____ UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date _____ <u>9/25/23</u> _____ <u>9/25/23</u> _____ <u>9/25/2023</u> _____ <u>10/9/2023</u> _____ <u>10/9/2023</u> _____ _____

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

Gender and Climate Change

WST 2351 (3 credits) | Fall 2023

WST: GENDER AND CLIMATE CHANGE GENERAL INFO

Course Information

Instructor: Daniella Orias, dorias@fau.edu, Nicole Morse, morsen@fau.edu

Class meeting time: Asynchronous

Office hours via Zoom: Wednesday (1 PM-3 PM) or by appointment; please email me at dorias@fau.edu to schedule a Zoom appointment.

Asynchronous Course

This course is fully asynchronous meaning, “the instructor and the students in the course all engage with the course content at different times (and from different locations). The instructor provides students with a sequence of units which the students move through as their schedules permit. Each unit might make use of assigned readings or uploaded media, online quizzes, discussion boards, and more. The instructor guides the students, provides them with feedback, and assesses them as needed” ([Article](#)). For this course you will have modules that open up on Monday each week. Please follow the syllabus and modules in the Canvas course shell to guide yourself through the course. Deadlines for all assignments are listed in the syllabus. **Each week is designed to require approximately 540 minutes or 9 hours of engagement, equaling the amount of time that in-person classes are expected to require of students.** Time estimates are provided on the syllabus: if you find the work is consistently taking you longer, please let me know.

Course Description and Learning Objectives

This course explores historical, philosophical, sociological, and humanistic perspectives on how gender inequality across the globe is related to environmental damage and climate change. It examines feminist, indigenous and LGBTQ climate justice movements alongside the gendered implications of global policy and practices related to the history and development of thought on the environment. This is a General Education course.

We live in a time of global warming, mass extinction, and pervasive pollution of air, water, and land leading to concerns about a viable future. For more information about the debate on climate change including additional readings and sources, see this article in the journal *Science* (<https://www.science.org/doi/10.1126/science.1189312>). We also live in a time where gender, sex, and sexuality impact how individuals experience the world and empirical data indicate that gender inequality exists in various forms around the globe. For more information on gender inequality worldwide, see the United Nations’ report on “The Gender Gap” (https://www.un.org/en/un75/women_girls_closing_gender_gap). The World Economic Forum (<https://www.weforum.org/agenda/2022/06/explainer-how-gender-inequality-and-climate-change-are-interconnected>) and other international groups have determined that gender

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inequality interacts with climate change. This class seeks to understand this interaction through examining questions of gender and worldview, for example, the common notion that humanity's role is to conquer "nature," colloquially known as Mother Nature or Mother Earth. We also look at how traditional gender roles and heterosexism interact with domestic life, work, consumerism, fashion, food, waste, energy, health, migration, tourism, transport, and reproduction to influence the conditions around and producing climate change. In studying activist responses to these conditions, we approach these individuals and movements as scholars; in other words, we are examining and analyzing activists and social movements through reflection, discussion, debate, and analysis. Students are free to consider the range of ideas presented in the course and to respond to them as they determine. All students must demonstrate that they understand the concepts elaborated in the readings and viewings but students are not required or expected to agree with any/all of the various perspectives offered by the course materials. Students are welcome to bring in additional perspectives to the class discussions, but all materials referenced must be properly cited.

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

- Understand how gender relates to ethnicity, race, class, sexuality, and disability
- Discuss the relationship between environmental degradation, global climate change, gender inequities, and related 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 multi-faceted forms of gendered oppression and climate change
- Apply knowledge of how identities and experiences interrelate to analyze global, national, and local policies around climate change

Required Texts

All readings are available through Wimberly Library and/or as PDFs on Canvas, and the syllabus will clearly indicate how to access each reading. Please note if you are using the Wimberly Library eBook there is a limited number of eBooks available, so plan accordingly. You can read them in the library on reserve or purchase the books. Another option for required texts is to purchase the books either as a physical book or online as an eBook.

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. Rather than providing a textbook with a single, authoritative view of the issues, this course presents a range of perspectives through this

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variety of media and texts. All assigned material is available for analysis, debate, discussion, disagreement, and other forms of intellectual engagement. Students are encouraged to be actively engaged in analyzing, assessing, evaluating, and debating course material.

Required Class Texts/Materials:

- *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*, ed. Ayana Elizabeth Johnson and Katharine K. Wilkinson (One World, 2020). (Available on Amazon as an e-book and through FAU Library as e-book [limited copies available]).
- *Moana* (2016) Student needs to rent or purchase video. Student can purchase/rent video on YouTube, Disney+, Google Play, Amazon Prime Video, Apple TV, etc.

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 among others, although students are not expected or required to share these viewpoints. 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.

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. As a result, students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

Assignments and Assessment

Throughout, page numbers are offered under the assumptions that submissions are double-spaced, 12-point font, 1-inch margins. Points listed are the maximum number of points possible

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for each assignment, with points awarded based on quality of submission and attention to all assignment instructions.

Course Evaluation Method/Grading Scale

1. Discussion Boards (30 points each)

As part of the course assignments, you will be asked to post an original submission to the discussion board and reply to at one other students' post with a substantive response each week. All discussion board due dates are listed in the syllabus. **Initial responses to discussion board questions should be 150 words (7-10 sentences) or more, and responses to classmates should be 75 words (3-5 sentences) or more.**

You are required to respond to discussion questions. Since each of us has a gender and sexual identity, the issues of this class are personal and at times highly charged based on our personal experience and belief systems. Some of the material of class may challenge your ideas and beliefs. While you may at times feel discomfort, we expect you will be able to address these issues in an academic manner that draws on the development of your critical thinking skills. The issue will not be whether the material you are addressing is right or wrong, but about how you identify cultural assumptions and how you develop critical and analytical thinking. Everyone has the right to an opinion, but please also remember that others also have the right to a classroom free from hostility, ridicule, and embarrassment. Every student is expected to participate in discussions in a responsible and mature manner that enhances the education of all.

All original posts for each module discussion board must be submitted by 11:59 PM, EST, on Sunday. Responses to peers are due at 11:59 PM, EST, on the date posted in the class schedule.

Please post as early as you can so your classmates have time to read and respond.

Please review Canvas Discussion Board guides for additional information:

<https://guides.instructure.com/m/4212/c/35110>

2. Environmental Stakeholder Research Project (100 points)

Students will identify an individual who is active in environmental issues and write a report analyzing the work of this individual in dialogue with course materials, concepts, and themes. This report should demonstrate critical thinking and address the scope of the individual's work and impact, rather than simply describing how the individual and/or their supporters characterize their work. In other words, students are asked to think independently and evaluate potentially positive and negative aspects of the individual they research. Subjects for this research project may include politicians, advocates, activists, organizers, policy-makers, and other stakeholders with an interest in the relationship between the environment and gender.

3. Two take home Exams (200 points each; 400 points total)

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There will be two take-home essay exams. Each exam will be 4-pages and will include a works cited (MLA format) at the end of the exam.

4. All We Can Save Presentation (100 points)

For this project students will create a PowerPoint presentation examining and analyzing one chapter from the book *All We Can Save*.

5. Creative Project (100 points)

Students will complete a Creative Project for the course which allows them to analyze media from the internet and apply it to our class.

GRADE SCALE

Grade	Percentage (%)
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	0 – 59%

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))

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- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

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In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential that you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the E-Learning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

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COURSE POLICIES AND INFORMATION

Accessibility: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), 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/

Attendance Policy: 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. 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.

Counseling and Psychological Services (CAPS) Center: 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>.

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 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](#).

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According to 4.001 Plagiarism is:

1. The presentation of words from any other source or another person as one's own without proper quotation and citation.
2. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
3. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.
4. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors

Please note that all assignments are turned in through the extension TurnItIn which checks papers for plagiarism. If a student plagiarizes on an assignment, they will receive a "0/100" or "F" on the assignment and the department director will be notified of plagiarism.

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.**

Deadlines/Late Work Policy: The course is asynchronous, meaning students will work through modules each week at their own pace. 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. [FAU Academic Policy and Regulations](#).

Deadlines are designed to assist both you and me in managing our workloads. You are encouraged to meet deadlines promptly. The student must **email me within 48 hours if they miss an assignment and need to make up the assignment with a [university-approved reason](#).**

- Discussion Boards- Students cannot receive extensions on discussion boards unless they have a university-approved reason. Students will have the lowest discussion board grade dropped at the end of the semester (1 discussion board).
- Other assignments- Students can request an extension for these assignments if they contact me prior to the assignment's due date. However, for each day the assignment is late, students will lose 10 points unless they have a university-approved reason.

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- Final Exam- Students cannot request an extension for the Final Exam unless they have a university-approved reason.

In accordance with the 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.

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. Please make sure to go to Canvas and work through each module as noted in the syllabus. Each week is designed to require approximately 540 minutes or 9 hours of engagement, equaling the amount of time that in-person classes are expected to require of students. All times noted on syllabus are estimated times. **If you have trouble accessing any readings/videos please email me as soon as possible. Please refer to the Modules for all readings, materials, assignments etc.**

Module 1: Why is gender/LGBTQ+ a major factor in environment and climate change? (Total Estimate Module: 525 mins)

Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (50 mins total)

- “Why female leadership is What the Climate Justice Movement Needs, Ms. Magazine, 2019. <https://msmagazine.com/2019/07/19/why-female-leadership-is-what-the-climate-justice-movement-needs/> (5 mins)
- “Women at the Forefront” UNFPA https://www.unfpa.org/sites/default/files/pub-pdf/climateconnections_1_overview_1.pdf (20 mins)
- 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-queercommunity-brings-to-the-fight-for-climate-justice/> (5 mins)
- Ishii, “The benefits of using a gender lens,” in *Why Women Will Save the Planet* (PDF in Module) (5 mins)
- “Why Climate Action Needs a Gender Focus” <https://www.bcg.com/publications/2021/climate-action-impact-on-gender-equality> (15 mins)

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- Jedediah Purdy, “Environmentalism’s Racist History,” *The New Yorker*, August 13, 2015, <https://www.newyorker.com/news/news-desk/environmentalisms-racist-history> (15 mins)

PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (135 mins total)

- “Theories of Gender: Crash Course Sociology #33” (2017), https://youtu.be/CquRz_cceH8 (10 mins)
- *Before the Flood* (2016) https://fau-flvc.primo.exlibrisgroup.com/permalink/01FALSC_FAU/1m3tu56/alma991000627726406568 (95 mins)
- “What is a “gender lens”?” <https://www.youtube.com/watch?v=Rm4umgvEjTE> (5 mins)
- “Women on the Front Lines of Climate Change” <https://www.youtube.com/watch?v=FpOgWC6QPYg> (5 mins)
- “How empowering women and girls can help stop global warming” (15 mins) https://www.ted.com/talks/katharine_wilkinson_how_empowering_women_and_girls_c_an_help_stop_global_warming?fbclid=IwAR1TZXEwAq_ZYqpihG7AP1NDE5xeLj2tqwCNcKfFKTzsORYPwfZGL9GjmWI
-
- “Youth Climate Activist Jamie Margolin on the intersection of the climate justice and LGBTQ movements” <https://www.youtube.com/watch?v=RWavfxi4M3o> (5 mins)

Assignments (210 mins total)

- “Climate Change: Discover 10 Women” https://artsandculture.google.com/story/AgXRDHOMn_MKAg?hl=en&fbclid=IwAR1mbrNNFRfQr1CW4qjcv5e6T8WLMXIHys5YWWKBewd4z4z1C4jG-G0jhiE Student spends 60 mins exploring website. You do not need to turn in an assignment for this specifically, but you will need to discuss and analyze the website in your post on the discussion board (60 mins)
- **Submit Student Introduction Discussion** (60 mins)
- **Submit Discussion #1** (90 mins)

Module 2: Gender, Science, Nature, Worldviews (Total Estimate Module: 515 mins)

Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (170 mins total)

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- Carolyn Merchant, “Science and Worldviews,” in *Radical Ecology* (New York: Routledge, 1992), 41-60. (PDF in Module) (60 mins)
- MacGregor, Sherilyn, “Zooming In, Calling Out: (M)Anthropogenic Climate Change Through the Lens of Gender,” in *Climate Futures*, ed. Kum-Kum Bhavnani, Joran Foran, Priya Kurian and Debashish Munshi (PDF in Module) (20 mins)
- Nagle, pp. 77-117 (PDF in Module) (80 mins)
- Senator Thomas Hart Benton on Manifest Destiny (1846), Speech, https://pages.uoregon.edu/mjdennis/courses/hst469_benton.htm (5 mins)
- Martha A. Sandweiss, “John Gast, American Progress, 1872” *Picturing United States History*, <https://picturinghistory.gc.cuny.edu/john-gast-american-progress-1872/> (5 mins)

PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (143 mins total)

- *The American Experience: Rachel Carson Silent Spring* 2007 https://fau-flvc.primo.exlibrisgroup.com/permalink/01FALSC_FAU/1m3tu56/alma991000661799306568 (60 mins)
- “Environmentalism: From the Control of Nature to Partnership with Carolyn Merchant” <https://www.youtube.com/watch?v=GP-HbjCYru4> (60 mins)
- “Carbon Offsets: Last Week Tonight with John Oliver” (2022), <https://youtu.be/6p8zAbFKpW0> (23 mins)

Assignments (90 mins total)

- **Submit Discussion #2** (90 mins)

Module 3: Perspectives on Gender and Climate Change (Total Estimate Module: 525 mins)

Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (165 mins total)

- Nagel, pp. 157-190 (PDF in Module) (100 mins)
- 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 (35 mins)
- NPR, “How Big Oil Companies Are Promising a Low Carbon Future” June 8, 2021, <https://www.npr.org/2021/06/08/1002448099/big-oils-transition-3-takeaways-on-how-the-industry-is-and-isnt-going-green>

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- 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. (PDF in Module) (30 mins)
- Jean Léon Boucher, Garfield T. Kwan, Gina R. Ottoboni, Mark S. McCaffrey, “From the suites to the streets: Examining the range of behaviors and attitudes of international climate activists,” *Energy Research & Social Science* 72 (February 2021): <https://www.sciencedirect.com/science/article/pii/S2214629620304412> (Available through FAU Libraries) (20 mins)

PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (150 mins total)

- *The Power of Big Oil Part 1: Denial* <https://www.pbs.org/wnet/peril-and-promise/video/part-one-denial-the-power-of-big-oil/> (90 mins)

Assignments (90 mins total)

- **Submit Discussion #3** (90 mins)

Module 4: *All We Can Save Part 1* (Total Estimate Module: 510 mins)

Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (255 mins total)

- Marilyn A. Brown, Majid Ahmadi, “Would a Green New Deal Add or Kill Jobs?” *Scientific American*, December 17, 2019, <https://www.scientificamerican.com/article/would-a-green-new-deal-add-or-kill-jobs1/> (20 mins)
- *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*
 - “Begin”: p. xvii (25 mins)
 - “Calling In”: p. 3 (15 mins)
 - “Reciprocity”: p. 8 (20 mins)
 - “Indigenous Prophecy”: p. 16 (40 mins)
 - “A Handful of Dust”: p. 30 (20 mins)
 - “What is Emergent Strategy?” p. 37 (5 mins)
 - “On Fire”: p. 39: (30 mins)
 - “Beyond Coal”: p. 61 (35 mins)
 - “Collards are just as good as Kale,”: p. 75 (25 mins)
 - “The Politics of Policy”: p. 85 (20 mins)

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Viewing (185 mins total)

- “All We Can Save: Truth, Courage, and Solutions for the Climate Crisis”
<https://www.youtube.com/watch?v=lwsUMfXFpyA> (90 mins)
- “If you adults won't save the world, we will”
<https://www.youtube.com/watch?v=KWkIgCnUWvY> (10 mins)
- “Sherri Mitchell - On the times we are living in, women and water and healing”
<https://www.youtube.com/watch?v=WWHIqKPsFgY> (10 mins)
- “Naomi Klein on Extinction Rebellion, the Green New Deal and fast fashion”
<https://www.youtube.com/watch?v=JpFZmisvrQQ> (50 mins)

Assignments (90 mins total)

- **Submit Discussion #4** (90 mins)
- **All We Can Save PowerPoint Project open in Module 6**

Module 5: All We Can Save Part 2 (Total Estimate Module: 540 mins)

Reading (180 mins total)

- Rob Jordan, “Stanford energy and environment experts examine strengths and weaknesses of the Green New Deal,” March 28, 2019,
<https://news.stanford.edu/2019/03/28/strengths-weaknesses-green-new-deal/> (10 mins)
- *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*
 - “A Green New Deal For Us All.”: p. 92 (35 mins)
 - “How to Talk About Climate Change”: p. 105 (20 mins)
 - “Harnessing Cultural Power,”: p. 121 (20 mins)
 - “Wakanda doesn’t have suburbs”: p. 138 (20 mins)
 - “Heaven or high water”: p. 147 (25 mins)
 - “Catalytic Capital” p.171 (15 mins)
 - “Mending the Landscape” p. 177 (20 mins)
 - “We are sunrise”: p. 187 (15 mins)

Viewing (60 mins total)

- “California Artist Prints her Activism” <https://www.youtube.com/watch?v=T1eXMCtF-E0> (5 mins)
- “The Green New Deal, explained” <https://www.youtube.com/watch?v=GxIDJWCbk6I> (10 mins)
- “Why America Needs The Green New Deal”
<https://www.youtube.com/watch?v=ULsxBxX19GU> (10 mins)
- “Rebuilding eco-infrastructure: Kate Orff”
<https://www.youtube.com/watch?v=NZPT5mgzOCU> (10 mins)
- Senator Mike Lee, “Remarks on the Green New Deal,” March 26, 2019,
<https://www.youtube.com/watch?v=sK27NZon11w> (13 mins)

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- “A Message From the Future With Alexandria Ocasio-Cortez”
<https://www.youtube.com/watch?v=d9uTH0iprVQ&list=PLJSvdWDsWqnBg2FXsi-19jncytdjLYWR&index=39&t=2s> (10 mins)

Assignments (310 mins total)

- “A Green New Deal for Gender Equality”
<https://artsandculture.google.com/story/VQXxn89etjCstg?hl=en> Student spends 35 mins exploring website. You do not need to turn in an assignment for this specifically, but you will need to discuss and analyze the website in your post on the discussion board (35 mins)
- **Midterm exam posted in Module 7**: Student works on exam (180 mins estimated per week)
- **Submit Discussion #5** (90 mins)

Module 6: *All We Can Save Part 3* (Total Module Estimate: 505 mins)

In studying activist engagements with gender and climate change, we approach these individuals and movements as scholars; in other words, we are examining and analyzing activists and social movements through reflection, discussion, debate, and analysis.

Reading (140 mins total)

All We Can Save: Truth, Courage, and Solutions for the Climate Crisis

- “At the intersection”: p. 194 (25 mins)
- “Sacred Resistance”: p. 213 (20 mins)
- “Mothering in the age of extinction”: p. 249 (15 mins)
- “Black Gold”: p. 301 (30 mins)
- “A Letter to Adults”: p. 323 (15 mins)
- “Community is our best chance”: p. 363 (20 mins)
- “Final onward from editors”: 371 (15 mins)

Viewing (35 mins total)

- “The Standing Rock resistance and our fight for indigenous rights”
<https://www.youtube.com/watch?v=wD3-6JIUF7M> (15 mins)
- “How These Youth Climate Activists Are Changing the Future”
https://www.youtube.com/watch?v=QR0QDS9_6NY (5 mins)
- “How This Activist Farmer Fights Racism Through Food”
<https://www.youtube.com/watch?v=LVZq3jITD2g&t=1s> (15 mins)

Assignments (330 mins total)

- ***All We Can Save PowerPoint*** (60 mins)
- **Submit Discussion #6** (90 mins)

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- **Midterm exam:** Student works on exam (180 mins estimated per week)

Module 7: Land and Bodies (Total Estimate Module: 530 mins)

Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (120 mins total)

- 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), pp. 1-67, downloadable at http://landbodydefense.org/uploads/files/VLVBReportToolkit_2017.pdf (120 mins)

PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (20 mins total)

- “Peace River Rising: The link between violence against Indigenous women and violence against the land” <https://www.youtube.com/watch?v=6GbGL7dmEwA> (10 mins)
- “Helen Knott on Violence against Indigenous Women and Lands” <https://www.youtube.com/watch?v=XiqEDIATWuA> (5 mins)
- “Racial Justice is Climate Justice: Veronica” https://www.youtube.com/watch?v=HL-LIgKIGe4&list=PLK1TK6eY3GAjl2Ieq2UwntQgtFyMeH6__&index=5 (5 mins)

Assignments (270 mins total)

- **Midterm exam:** Student works on exam (180 mins estimated per week)
- **Submit Discussion** (90 mins)

Module 8: Indigenous Activism (Total Estimate Module: 470 mins)

In studying activist engagements with gender and climate change, we approach these individuals and movements as scholars; in other words, we are examining and analyzing activists and social movements through reflection, discussion, debate, and analysis.

Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (75 mins total)

- Indigenous Women's Treaty, <https://indigenouswomenrising.org/defenders-of-motherearth-treaty/> (10 mins)
- 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. (PDF in Module) (15 mins)

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- “Indigenous women call upon Biden to stop pipelines and uphold Indigenous rights in the wake of escalating climate chaos and Covid-19 crises”
<https://www.nationofchange.org/2021/01/14/indigenous-women-call-upon-biden-to-stop-pipelines-and-uphold-indigenous-rights-in-the-wake-of-escalating-climate-chaos-and-covid-19-crises/> (10 mins)
- Stacey Balkan, “Can Solarpunk Save the World?” November 15, 2022,
https://www.publicbooks.org/can-solarpunk-save-the-world/?fbclid=IwAR0Gh7IFx_4YzGRmBddgECbcZAVUDxtSF5qae56BFAEG4Igr2OnBPEZiDA4 (15 mins)
- Sheena Wilson, “Solarities or Solarculture: Bright or Bleak Energy Futures and the E. L. Smith Solar Farm,” *South Atlantic Quarterly* 120:1 (2021).
<https://read.dukeupress.edu/south-atlantic-quarterly/article/120/1/137/167505/Solarities-or-SolarcultureBright-or-Bleak-Energy> (Available through FAU Libraries) (25 mins)

PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (125 mins total)

- “Casey Camp-Horinek - Aligning Human Law with Natural Law”
<https://www.youtube.com/watch?v=IN0F00jJPQI> (30 mins)
- “Violence on the Land, Violence on our Bodies”
<https://www.youtube.com/watch?v=w9WZNSOKcb0> (70 mins)
- "Pipeline battle brews in Minnesota"<https://www.pbs.org/newshour/show/pipeline-battle-brews-in-minnesota-between-indig> (10 mins)
- “Joe Biden Cancels” (Biden Pipeline) <https://www.youtube.com/watch?v=ef-JKZ3C6UI> (5 mins)
- “The Standing Rock resistance and our fight for indigenous rights”
<https://www.youtube.com/watch?v=wD3-6JIUF7M&t=2s> (10 mins)

Assignments (150 mins total)

- “Indigenous Voices at the Intersection of Environmental & Social Justice Podcast Series” <https://www.mediasanctuary.org/project/indigenous-voices-at-the-intersection-of-environmental-social-justice-podcast-series/> Listen to 60 mins of podcasts on website (you can select any of the podcasts on the website just make sure to listen to 60 mins of episodes). You do not need to turn in this assignment, but you will need to reference the podcasts you listen to in the discussion board. (60 mins)
- **Submit Discussion #8** (90 mins)

Module 9: LGBTQ+ Theory and Activism on Climate Change (Total Estimate Module: 530 mins)

In studying activist engagements with gender and climate change, we approach these individuals and movements as scholars; in other words, we are examining and analyzing activists and social movements through reflection, discussion, debate, and analysis.

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Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (100 mins total)

- *Queer Ancestral Futures*, by Deseree Fonteno and Vaness Radiz (PDF in Module) (60 mins)
- 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/> (10 mins)
- Greta Gaard, “Out of the Closets and Into the Climate,” in *Climate Futures*, ed. KumKum Bhavnani, Joran Foran, Priya Kurian and Debashish Munshi (Zed, 2019). Pg. 92-101 (PDF in Module) (30 mins)

PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (40 mins)

- Discussing Climate Change & Inclusion with Environmental Activist QueerBrownVegan <https://www.youtube.com/watch?v=rD2B1SyFfvg>
- “Adriana Laurent: racial justice is climate justice” <https://www.youtube.com/watch?v=RlladyVT23A> (10 mins)
- “Udokam Iroegbu: racial justice is climate justice series” <https://www.youtube.com/watch?v=-YAhtlF7Cdk&list=PLK1TK6eY3GAjl2Ieq2UwntQgtFyMeH6> (5 mins)
- “Racial justice is climate justice: Jaylen Bastos” https://www.youtube.com/watch?v=6buj3zlhYcs&list=PLK1TK6eY3GAjl2Ieq2UwntQgtFyMeH6__&index=5 (10 mins)
- “Racial justice is climate justice: Tonye Aganaba” https://www.youtube.com/watch?v=V36gt_60B7U&list=PLK1TK6eY3GAjl2Ieq2UwntQgtFyMeH6__&index=6 (10 mins)
- “Rita Steele: racial justice is climate justice” <https://www.youtube.com/watch?v=oe5WUzM2zB0> (5 mins)

Assignments (270 mins total)

- **LGBTQ+ Environmental Activist Research** (180 mins)
- **Submit Discussion #9** (90 mins)

Module 10: What we Wear, Where we Live, What we Eat, and more (Total Estimate Module: 530 mins)

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Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (220 mins total)

- Naomi Klein, “Dancing the World into Being: A Conversation with Idle No More’s Leanne Betasamosake Simpson,” *Yes Magazine*, March 5, 2013, <https://www.yesmagazine.org/social-justice/2013/03/06/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson> (10 mins)
- Adams, *Pornography of Meat*, 2020, excerpt. (PDF in Module) (100 mins)
- “Homelessness and the Climate Crisis” <https://www.climaterealityproject.org/blog/homelessness-and-climate-crisis> (5 mins)
- “Looking Both Ways: Women’s Lives at the Intersection of Reproductive Justice and Environmental Justice,” Asian Communities for Reproductive Justice, 2009. Read all of this, but focus on the section on the “nail salon industry.” <https://forwardtogether.org/tools/looking-both-ways> (100 mins)
- "The Real Cost of Fast Fashion" (PDF in Module) (5 mins)

PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (40 mins total)

- Climate Change Will Make MILLIONS Homeless. Where Will They Go? | Hot Mess <https://www.youtube.com/watch?v=5xuZT7VkjVg> (5 mins)
- Climate Change Is Making it Even Harder to Escape Poverty <https://www.youtube.com/watch?v=VhEoMV3kPTE> (15 mins)
- The environmental impact of fast fashion <https://www.youtube.com/watch?v=4JnC7JWIfq0&list=PLJSvdWDsWqnBg2FXsi-I9jncytdjLYWR&index=45&t=16s> (5 mins)
- The life cycle of a t-shirt - Angel Chang https://www.youtube.com/watch?v=BiSYoeqb_VY&list=PLJSvdWDsWqnBg2FXsi-I9jncytdjLYWR&index=46&t=252s (5 mins)

Assignments (150 mins total)

- “The Wardrobe Podcast” <https://thewardrobeecrisis.com/podcast> Chose an episode from “The Wardrobe Podcast” and listen. You will not need to turn this assignment in; however, you will need to reference the podcast episode you listen to in your discussion post. (60 mins)
- **Submit Discussion #10** (90 mins)

Module 11: Climate Justice in Florida and the Caribbean (Module: 530 mins)

Introduction Materials (5 mins total)

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- Module Intro video (5 mins)

Reading (190 mins total)

- Alison Cagle, “Florida’s Waters Are Rising, But So Are Its People”
<https://earthjustice.org/blog/2020-january/florida-climate-justice-resiliency> (10 mins)
- “Egmont Key: A Seminole Story,” Seminole Tribe of Florida. (PDF in Module) (60 mins)
- Leith Dunn and Kimberly Carr-Tobias, Exploring the Intersection between Gender and Climate Change in the Caribbean, 2019. <https://www.thecommonwealth.io/wp-content/uploads/2020/03/Gender-Analysis-Guidance-Tool-2019.pdf> (80 mins)
- 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, (PDF in Module) (20 mins)
- Nanrata Chindarkar, “Gender and climate change-induced migration: proposing a framework for analysis,” *Environ. Res. Lett.* 7 025601, 2012, 1-8, (PDF in Module) (20 mins)

PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (70 mins total)

- “Climate Change Is a Gender Issue,” Esther Figueroa, Panos Caribbean, 2018,
https://www.youtube.com/watch?v=zCYZ_2xFLfc (10 mins)
- “5 Things You Should Know About Climate Change in the Caribbean”
<https://www.youtube.com/watch?v=NkJQM8Ihad4> (5 mins)
- “The Impact of Climate Change on The Caribbean” <https://www.youtube.com/watch?v=rYsXz8WLoJc> (5 mins)
- How Climate Change Is Gentrifying Miami Housing
<https://www.youtube.com/watch?v=6ICpfVm642Q> (10 mins)
- “South Florida's Rising Seas - Sea Level Rise Documentary”
<https://www.youtube.com/watch?v=-JbzypWJk64> (30 mins)
- Jeff Huber, “Plants Not Pipes: A Solution to Florida’s Stormwater Pollution Problem,” *FAU’s Center for Environmental Studies* (2021),
<https://www.youtube.com/watch?v=8mq3hJ6tfM0> (10 mins)

Assignments (150 mins total)

- “Caribbean Climate Justice” <https://www.caribbeanclimatejustice.org/videos> Student spends 60 mins exploring website. You do not need to turn in an assignment for this specifically, but you will need to discuss and analyze the website in your post on the discussion board (60 mins)
- **Submit Discussion #11** (90 mins)

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Module 12 *Moana* (Total Estimate Module: 520 mins)

Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (50 mins total)

- “Disney’s *Moana* and Cultural Appropriation”
<https://www.prindlepost.org/2016/10/disney-moana-cultural-appropriation/> (10 mins)
- Awiakta, M. (1993). “When Earth Becomes an It,” in *Selu: Seeking the Corn Mother's Wisdom*. Golden, Colorado, Fulcrum Publishing (PDF in Module) (5 mins)
- Vicente Diaz, “Don’t be swallowed by *Moana*,” *Indian Country News*,
<https://indiancountrytoday.com/archive/dont-swallow-or-be-swallowed-by-disneys-culturally-authenticated-moana> (15 mins)
- “Disney’s Latest Motion Picture Is a Parable about Climate Change and Indigenous Rights”
https://www.earthisland.org/journal/index.php/articles/entry/disneys_moana_is_parable_about_climate_change/ (10 mins)
- “Not so happily ever after” Disney characters imagined by artist Jeff Hon in the 'real world' <https://www.dailymail.co.uk/femail/article-2633879/Not-happily-Disney-characters-battle-poverty-natural-disaster-pollution-artist-imagines-real-world.html> (10 mins)

PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (230 mins total)

- *Moana* (2016) (Student needs to rent or purchase video, video is not linked in Module. Student can purchase/rent video on YouTube, Disney+, Google Play, Amazon Prime Video, Apple TV, etc.) (100 mins)
- Interview with Tina Ngata on *Moana*: <https://vimeo.com/192846941> (20 mins)
- “Imagining Decolonization – and Why It’s Good For Everyone with Tina Ngata”
<https://www.youtube.com/watch?v=-DMsSTfgrlY> (75 mins)
- Tina Nagata, “I am Hine, I am *Moana*.”
<https://www.youtube.com/watch?v=f2b5TRv23RQ5> (5 mins)
- “DROWNING ISLANDS - The Sea Swallows Samoa”
https://www.youtube.com/watch?v=X9PuPS11_WE (5 mins)
- “The Great Pacific Garbage Patch” <https://www.youtube.com/watch?v=MnCbtTTi7ic> (5 mins)

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- The Great Pacific Garbage Patch Is Not What You Think It Is” <https://www.youtube.com/watch?v=6HBtl4sHTqU> (10 mins)
- “Samoan Climate Activist Brianna Fruean: If Pacific Islands Drown, the Rest of the World Is Doomed” https://www.youtube.com/watch?v=x_06YNuPgCE (10 mins)

Assignments (120 mins total)

- “Waste Colonization and Plastic Pollution with Tina Ngata and Marcus Eriksen” <https://soundcloud.com/socal350/ecojustice-radio-waste-colonization-and-plastic-pollution-episode-19> Listen to podcast episode. You will not need to turn this assignment in; however, you will need to reference the podcast episode you listened to in your discussion post. (30 mins)
- **Submit Discussion #12**

Module 13: Gender and Climate Art (Total Estimate Module: 540 mins)

Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (45 mins total)

- “How Should Art Reckon With Climate Change?” <https://www.nytimes.com/2022/03/25/t-magazine/art-climate-change.html> (20 mins)
- "Art That Highlights Climate Change” <https://theartling.com/en/artzine/art-highlights-climate-change/> (10 mins)
- “12 Artists On: Climate Change” <https://www.nytimes.com/2018/08/22/t-magazine/climate-change-art.html> (15 mins)

PowerPoint (5 mins total)

- Module PowerPoint (5 mins)

Viewing (80 mins total)

- “Maya Lin on How Art Can Encourage Climate Action” https://www.youtube.com/watch?v=wo_iwCj8tL0 (5 mins)
- “Climate Change | How Art Can Drive Awareness of Climate Change — Whitney Richardson and Alice Aedy” <https://www.youtube.com/watch?v=zKZAK3poelc> (10 mins)
- “Climate Change Creative” <https://www.youtube.com/watch?v=RT2PmojSdbs> (5 mins)
- “Painter Daniela Molnar's abstract climate change art” <https://www.youtube.com/watch?v=p8yYAZA3cno> (10 mins)
- “Wangechi Mutu: Between the Earth and the Sky” <https://www.youtube.com/watch?v=TaL8zDealmU> (15 mins)
- “Zaria Forman is fighting climate change with her art” <https://www.youtube.com/watch?v=4uHn4175LMM> (10 mins)

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- “Fighting Climate Change with Dance”
<https://www.youtube.com/watch?v=1N41d7BjShY> (10 mins)
- “24 Hours of Reality: "Earthrise" by Amanda Gorman”
<https://www.youtube.com/watch?v=xwOvBv8RLmo> (5 mins)
- “Andrea Gibson - Homesick: A Plea for Our Planet”
<https://www.youtube.com/watch?v=4M-0QFtVauk&t=8s> (5 mins)
- Our Planet | Ellie Goulding & Steven Price - In This Together
<https://www.youtube.com/watch?v=btSDddn1Vew> (5 mins)

Assignments (405 mins total)

- “Culture meets Climate” <https://artsandculture.google.com/project/sustainability> Student spends 45 mins exploring website. You do not need to turn in an assignment for this specifically, but you will need to discuss and analyze the website in your post on the discussion board (45 mins)
- “Resilience in the Age of Climate Change”
<https://artsandculture.google.com/story/resilience-in-the-age-of-climate-change-art-works-for-change/xwVRB32tdJHdLg?hl=en> Student spends 45 mins exploring website. You do not need to turn in an assignment for this specifically, but you will need to discuss and analyze the website in your post on the discussion board (45 mins)
- “WOMEN ARTISTS AND ENVIRONMENTAL ISSUES”
<https://awarewomenartists.com/en/decouvrir/les-artistes-femmes-et-les-problematiques-ecologiques/> Student spends 45 mins exploring website. You do not need to turn in an assignment for this specifically, but you will need to discuss and analyze the website in your post on the discussion board (45 mins)
- **Submit Discussion #13** (90 mins)
- **Creative Project assignment posted in Module 14** (180 mins estimate per week)

Module 14: Feminist Afrofuturist Visions About and Beyond Climate Change and Creative Project (Total Estimate Module: 535 mins)

Introduction Materials (5 mins total)

- Module Intro video (5 mins)

Reading (25 mins total)

- “AFROFUTURISM IMAGINES: WATER WARS”
<http://girlsinfilm.net/post/afrofuturism-imagines-water-wars> (5 mins)
- 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> (10 mins)
- “The Africa That I Know” <https://www.bitchmedia.org/article/the-africa-that-i-know> (10 mins)

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PowerPoint (115 mins total)

- Module PowerPoint (115 mins)

Viewing (30 mins)

- *Pumzi*, by Wanuri Kahiu (2010), https://www.youtube.com/watch?v=IIR71_B86Fc (20 mins)
- “Our Global Water Crisis, Explained.”
<https://www.youtube.com/watch?v=vB68xvRb2T4> (10 mins)

Assignments (360 mins total)

- “A Brief History of Afrofuturism”
<https://artsandculture.google.com/story/mQWxE3Q8NmCRg?hl=en> Student spends 45 mins exploring website. You do not need to turn in an assignment for this specifically, but you will need to discuss and analyze the website in your post on the discussion board (45 mins)
- “Afrofuturism in Black Music”
<https://artsandculture.google.com/story/sgXhsoeJyYSrQQ?hl=en> Student spends 45 mins exploring website. You do not need to turn in an assignment for this specifically, but you will need to discuss and analyze the website in your post on the discussion board (45 mins)
- **Creative Project assignment due** (180 mins estimated per week)
- **Submit Discussion #14** (90 mins)

Module 15: Final Exam (Total Estimate Module: 540 mins)

Assignments

- **Final Exam**