



ERS 225 – Gendering Environmental Politics
Winter 2020
Tuesdays and Thursdays, 10 – 11:30 a.m.
EV1 132

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Office Hours: Thursdays, 1:30 – 3:30 p.m.

Course Description

This course provides students with the tools to analyze gender and other forms of social difference in the context of environmental and resource issues. Drawing from examples from around the world, this course looks at the ways in which gender, race and class shape access to resources, influence resource management and extraction, and create precarious working and living conditions. This course also examines how governance, policy, and politics can be used to create social and environmental change. Students will be equipped with the tools needed to ask questions about gender and inequality in their future studies.

Course Objectives

By the end of the course, students will be able to:

- Define key concepts related to the analysis of gender, race, and class
- Describe how gender, race, class and other social identities shape our interactions with the environment
- Understand how gender is a critical variable in decision-making processes
- Identify gendered power relations, including within environmental governance and policy
- Analyze environmental issues and politics with attention to gender and other social identities

Required Materials:

Detraz, Nicole. *Gender and the Environment*. Cambridge: Polity Press, 2017.

- Available in the UWaterloo Bookstore.

Additional Materials, as specified on LEARN. All additional reading and viewing materials are available via the UWaterloo Library or freely available online.

Suggested Text:

MacGregor, Sherilyn (ed.). *Routledge Handbook of Gender and Environment*. London: Routledge, 2017.

- E-Book available from the UWaterloo Library.
- Select chapters from this book are assigned in the course; other chapters may be useful for research and further reading.

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, and are subject to the USA PATRIOT ACT, 2001; therefore, students must be given an alternative (e.g., scaffolded assignment or annotated bibliography) if they are concerned about their privacy and/or security. Students will be due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

Course Assignments

Attendance & Participation	10% - All term
Mid-Term Test	25% - Held in Class on February 11 th
Research Essay	30% - Due Friday, March 13 th at 11:59 p.m.
Final Exam	35% - During Exam Period

Attendance and Participation – 10%

ERS 225 operates partially on a *flipped classroom* model: Students are expected to attend each class having done the required reading and/or viewing and be ready to participate in discussions and activities. Each week, classes will be a blend of lectures, videos, and in-class activities, with lots of opportunity for discussion and different kinds of participation, including written submissions. Each week will also begin with a “News Briefing”, which is a chance for anyone to share anything related to gender and/or environmental politics over the past week.

Students will be evaluated on the *quality* of their class participation. This grade will be awarded at the end of the term, taking into account all of the in-class participation over the duration of the course. Attendance will be recorded and factored into the final grade, however, attendance alone will not determine the participation grade. i.e. Perfect attendance does NOT mean a perfect score.

Mid-Term Test – 25% – Held in class on Tuesday, Feb. 11th

The Mid-term test will assess students’ understanding of the lectures and readings up until this point in the term. More detail on the format and scope of the test will be available towards the date of the test.

Research Essay – 30% - Due Friday, March 13th by 11:59 p.m.

For this assignment, students will use what they have learned about gender and other forms of social inequality to examine a contemporary issue in environmental politics that they have researched independently throughout the term. Students are permitted to pursue topics discussed in class, but they must go beyond the readings outlined in the syllabus. When studying this issue, students are expected to consider how gender identities, roles and/or responsibilities are relevant to understanding the social, political, economic, cultural and/or ecological dynamics of this issue.

More information about the assignment will be available on LEARN.

Final Exam – 35%

The final exam will be held during the exam period. The final exam will assess your understanding of material throughout the entire term, but will emphasize the materials covered in class following the Mid-Term Test. More detail on the format and scope of the exam will be available towards the end of the course.

Topic Outline

PART ONE: CORE CONCEPTS FOR GENDER ANALYSIS

Week 1 – Introduction and Key Concepts

Week 2 – Gender, Feminism and Environmentalism

Week 3 – Gendered Rights, Roles and Responsibilities

Week 4 – Environmental Justice and Gender

Week 5 – Gender and Environmental Politics: Formal & Informal

Week 6 – MID-TERM TEST: Tuesday, Feb. 11th

PART TWO: APPLYING GENDER ANALYSIS IN ENVIRONMENTAL POLITICS

Week 6 – Gender & Sustainability in Global Context

Week 7 – Gender & Population

Week 8 – Gender & Consumption

Week 9 – Gender, Globalization & Resources

Week 10 – Gender & Urban Environments

Week 11– Challenges of Conducting Gender-Based Research

Week 12 – Gender & Climate Change; Conclusion and Review