



ERS 275 – Gendering Environmental Politics
Winter 2017
Tuesdays & Thursdays: 1:00 p.m. – 2:20 p.m.
EV3 3406

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Office Hours: Tuesdays 2:30 – 4:30 p.m. EV2 - 2007

Course Description

Our social identities – such as gender, race, and class – shape our interactions with our environment. Gender roles might shape what type of agricultural labour you do. Racialized minority communities may find themselves living close to industrial facilities or without access to clean drinking water. Poorer countries often import hazardous waste from wealthier Western countries but lack the means to handle it safely. And your gender, race, and/or class identities might limit (or enhance) your ability to speak out about environmental hazards and participate in political processes.

This course will provide students with the tools to analyze gender and other forms of social difference in the context of environmental and resource issues. Drawing from case studies 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 resistance politics can be used to create social and environmental change. Students will become familiar with the concept of intersectionality, and how it can be applied to the study of environmental and ecological challenges and policy development. Students will be equipped with the tools needed to ask questions about gender and intersectionality in their future studies.

Course Objectives

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

- Define key concepts of gender, race, and class
- Describe how gender, race, class and other social identities shape our interactions with the environment
- Identify various strategies for changing environmental governance and policy
- Analyze environmental issues and politics with attention to gender, race, and class

Course Assignments

Attendance & Participation	10%
In-Class Reading Groups	5% - Throughout the term. Dates listed below.
“Blog Post”	20% - Due Tuesday, February 7 th by 2:30 p.m.
Intersectional Analysis Report	30% - Due Thursday, March 16 th by 2:30 p.m.
Final Exam	35% - Held during the exam period

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®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See: <https://uwaterloo.ca/academic-integrity/guidelines-instructors> for more information.

Full Syllabus and Course Readings available on LEARN

SECTION 1: CORE CONCEPTS

Week 1 – INTRODUCTION

Tues. Jan. 3 – **Introduction to the course – expectations and assignments**

Thurs. Jan. 5 – **Key concepts and background**

Week 2 – ECOFEMINISM

Tues. Jan. 10 – **Ecofeminism and its advocates**

Thurs. Jan. 12 - **Women, Forests, and Biodiversity – An Ecofeminist View**

Week 3 – CRITIQUES OF ECOFEMINISM

Tues. Jan. 17 – **Ecofeminism and its Critics**

Thurs. Jan. 19 – **Reading Group Session #1**

- **Remember!** Submit a discussion question before class based on the reading

Week 4 – BEYOND ECOFEMINISM: INTERSECTIONALITY

Tues. Jan. 24 – **Intersectionality, Environmental Racism and Classism**

- What is intersectionality? What is privilege? How does it matter to environment and resource studies?

Thurs. Jan. 26 – **Reading Group #2**

- **Remember!** Submit a discussion question before class based on the readings

SECTION 2: MULTILEVEL POLITICS AND INTERSECTIONALITY

Week 5 - EXAMINING POLITICS THROUGH AN INTERSECTIONAL LENS

Tues. Jan. 31 – **Who speaks for whom? Governance, Policies, Representation, and Resistance**

Thurs. Feb. 2 – **In Class Video and Discussion: *The F Word***

Week 6 – INEQUALITY AND THE GLOBAL POLITICS OF CLIMATE CHANGE

Tues. Feb. 7 - **Inequality and Climate Change Adaptation**

Thurs. Feb. 9 - **Reading Group #3**

- **Remember!** Submit a discussion question before class based on the readings

Week 7 – INTERSECTIONALITY AND URBAN ENVIRONMENTS

Tues. Feb. 14 – **Sex and the City: Privilege, Safety and Belonging**

Thurs. Feb. 16 – **Sex and the City 2: Building Inclusive Communities**

READING WEEK – FEBRUARY 20-24TH – NO CLASSES

SECTION 3 – GENDER, INTERSECTIONALITY, AND RESOURCES

Week 8 – GENDER, FOOD AND AGRICULTURE

Tues. Feb. 28 – **Gender, Food and Agricultural Trade**

- Where does our food come from? Who is working along the supply chain?
- Food Waste and Inequality

Thurs. Mar. 2 – *Reading Group #4*

- **Remember!** Submit a discussion question before class based on the readings

Week 9 – GENDER AND RESOURCE RIGHTS

Tues. Mar. 7 – **Gender and Land Rights**

Thurs. Mar. 9 – **Gender and the Rights to Water and Sanitation**

Week 10 – RESOURCE EXTRACTION AND GENDER

Tues. Mar. 14 – **Energy, Resource Extraction and Gender: Canada and Abroad**

Thurs. Mar. 16 – **In Class Viewing & Discussion: Chemical Valley**

WEEK 11 – RESOURCE USE: CONSUMPTION & POPULATION DEBATES

Tues. Mar. 21 – **Gendered Population Debates**

Thurs. Mar. 23 – *Reading Group #5* – **Gender and Consumption**

- **Remember!** Submit a discussion question before class based on the readings

WEEK 12 – WRAP-UP

Conclusion: Why intersectional analysis matters