

Gender, Justice, and Sustainability
WOMN 575

Dr. Molly Kerby

Office: Gender & Women's Studies Center; WAB 301;

The Center for Citizenship & Social Justice

(Ask where I am before you come visit!)

Office #: 745-6477; Cell #: 270.991.9954 (text before calling)

Email: molly.kerby@wku.edu (the best way to contact me is via email or cell)

Office Hours: by appointment



Required Texts

- ***Earth Democracy: Justice, Sustainability, and Peace*** by Vandana Shiva (2005) ISBN-13: 978-0896087453
- ***Ecological Politics*** by Greta Gaard ISBN-10: 1566395704 (Temple University Press, May 11, 1998)
- ***Gaia and God: An Ecofeminist Theology of Earth Healing*** by Rosemary R. Ruether ISBN: 978-0060669676 (Paperback May 7, 1994)
- ***Seed Sovereignty, Food Security: Women in the Vanguard of the Fight against GMOs and Corporate Agriculture*** by Vandana Shiva ISBN-10: 1623170281 (North Atlantic Books, February 2, 2016)
- ***The Other Side of the River: Stories of Women, Water and the World*** by Eila Carrico ISBN-10: 1910559105 (Womancraft Publishing, December 22, 2015)

Notes: *The above books are available via Kindle/eBooks for about half the price of the print edition.

*All other reading will be provided on Blackboard

Course Description

Gender, Justice, and Sustainability (GWS 575) is a multidisciplinary examination of political and economic implications of global, community sustainability, with particular attention to gender and justice. This course will provide students with an opportunity to study and reflect on serious global issues pertaining to economic security, political unrest, and the disproportionate allocation of earth resources on women's lives.

Course/Student Outcomes

At the end of this course, student will be able to:

- Compare forms of direct action in term of race, class, and gender and various acts of civil disobedience
- Evaluate the role gender plays in specific philosophical theories such as ecopsychology, ecofeminism, and green economics;
- Analyze the relationship between the United States and other countries in terms of gender and sustainability;
- Synthesize the effects of economic insecurity, political unrest, and distribution of scarce resources in terms of gender;

Gender & Women's Studies Graduate Program

The Graduate Certificate offers graduate students the opportunity to explore links between their chosen field of study and an interdisciplinary approach that addresses women's experiences and contributions. All courses are offered online.

Program Learning Outcomes

- Analyze intersections of gender, race, class, and sexuality in feminist theory.
- Examine the impact of policies, programs, and discourses on women across the globe.
- Explain strategies for collective action as a vehicle for changing social structures, public policies, and ways of thinking.

In addition, The Gender & Women's Studies Program sponsors several on-campus events, including films and speakers; attending our events is a great way for both women and men to become part of a smaller community of interesting and intelligent people at the university. We offer a \$1000 scholarship every year to a graduate student enrolled in the certificate program. [Click here](#) for more information.

Statement from Student Disability Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Requirements

Course grades will be awarded according to the number of points you earn throughout the semester. You will earn points in various ways and it will be your responsibility to keep track of points.

Blackboard

If you are registered for this course, you should be enrolled in Blackboard for this course, as long as you have a WKU Account. Blackboard is the University's software program for course support and distance learning. Please note that Blackboard uses your WKU email account so make sure you check your email frequently; this is how we will communicate. For information about how to log into and use Blackboard, see the following site <https://ecourses.wku.edu/webapps/portal/frameset.jsp>.

Video Recording

I have found that creating videos is an excellent way for students to communicate and creates a cohesive community in an online setting. I would like for you to utilize some form of video recording for this course. You will be required to create a short video response that outlines each of your position papers and your final project. The easiest way to do this is through Blackboard's Mediasite feature. You may also use YouTube, VoiceThread, or any other video capture program you choose.

Assignments:

Note: Format for Written Assignments

All written assignments must be typed (in a standard 12-point font size) and double-spaced, with one-inch margins on all sides. Each written assignment should have a title. Your name, the course name and section, the due date, instructor's name should appear in the upper left-hand corner, and pages should be numbered. You must use an accepted style format (MLA, APA, etc.) for incorporating and citing outside

sources. All assignments should be submitted via Blackboard by the due date.

Discussion Questions & Team Presentation (100 points)

On a rotating basis, students teams will be the assigned as “Discussion Leaders” and post a response to the week’s reading on the class Blackboard (presentations supplant the presenters’ questions & responses for that assigned week). You will be in teams of two; there will be five team discussions at 20pts each. My preference is that presenters use Mediasite or some other form of video presentation for your team post. A response should include a critical summary of the reading (no more than 2 pages) that then applies an element of the text to an issue in the community (ideally based on the overall community project), followed by a series of questions for discussion. *See guidelines on Bb for further details.* Everyone will answer one (1) of that week’s Team DQs (posted by Thursday at 11:59pm CST) by the following **Sunday at midnight CST**. Answers to DQs should reference at least one of that week’s readings and should be between 150-450 words. This word limit is good practice for academic writing and community-based reports that often require concise, clear analysis, and abstracts.

Position Paper Assignment (6 papers; total 600 points)

Compose a five to seven-page position paper addressing one of the issues you have encountered in each textbook supplemented by the required articles and any research you do independent of weekly readings. The goal of a position paper is to convince your readers that your opinion is thoughtful, well-founded, and worth considering. To do this, you’ll need to pay very close attention to your own use of rhetoric—you’ll need to establish a reasonable tone, thoughtfully consider the pros and cons of possible counterarguments, and carefully choose a wide array of outside sources and examples to back up your claims. This is a formal academic essay; therefore, you must have a clear thesis, supporting claims, and substantial evidence from your research and from the assigned readings. Your essay must be free of grammatical and mechanical errors. Your essay should clearly cite any and all outside sources using either MLA or APA format (unless approved by instructor).

Thorough, convincing position papers should:

- *Take a clearly defined position.* Position papers should address other viewpoints but readers should not be left wondering which side the author is really on. Your position should be identified within the first paragraph or second paragraph.
- *Fairly acknowledge, but then refute, any possible counterarguments.* Doing so demonstrates that the author is well-informed and open-minded, which contributes to her overall credibility.
- *Provide adequate support for every claim.* Arguments that simply make statements without backing them up with credible examples or sources are unlikely to convince any reader, as empty claims seriously weaken the argument.
- *Maintain a reasonable, sincere tone.* Arguments that lecture, condescend to, or otherwise alienate their audience are always unsuccessful.
- *Purposefully and seamlessly integrate quotations from other sources.* In other words, don’t let your quotations make your argument for you—they should merely support your own claims and should be limited to two or three per paper. Quotations should be introduced and explained, not merely inserted to take up space. Use quotations judiciously: only directly quote the most evocative and descriptive material.

Video Recordings (total 200 points)

You will be required to create a short video response that outlines each of your position papers and your final project. Videos will be uploaded to the discussion board area. The first five videos will correspond with

the first five position papers (110pts; 5@20pts). Each of the five videos 3-5minutes and fairly quickly outline your position paper; they may be very informal. The final video will be a detailed presentation of your last position paper and final research paper. Please keep the final video to 20 minutes or less. More information will be posted on Blackboard.

Final Project (total 300 points; includes a first and second draft with peer review)

In lieu of a final exam, students will engage in a significant research paper, fieldwork project, or creative alternative. Students will choose their own topics and design appropriate research methodologies in consultation with the instructor. Students may work collaboratively or individually, as desired. In the past, students have been most comfortable designing a research project that uses a well-defined disciplinary methodology, including fieldwork (for example, a literary critical analysis of ecofeminist poetry, ethnography, a qualitative investigation involving indepth interviewing (needs IRB approval), a quantitative survey (needs IRB approval), an art historical analysis of women's landscape photography, a philosophical or theoretical study of some problem in ecofeminism, a sociological study of ecofeminist activism, etc). Some students may decide to create art themselves. Creative projects are permitted in any media (literature, painting, sculpture, dance, etc.) but all projects must include topical research including a works-cited page. Because project design will vary, students will consult with me individually at several points during the semester. When the time comes to do writing, we will work with multiple drafts and give each other feedback.

General Policies

- You are not allowed to make up any discussions under any circumstance. A discussion is simply that – a discussion. Discussions cannot be recreated.
- Your work should be submitted on time. Thank you!
- Your papers should carefully follow either MLA (Modern Language Association) or APA (American Psychological Association) format for papers and citations, unless you receive permission from me in advance to use another citation style.
- Written assignments should be typed, double-spaced with 1" margins and 12- point font. Indent each paragraph, and do not add extra spaces between paragraphs. The first page should include your name and a title. Do not place decorative pictures on your paper. Number each page of your assignment.
- Eliminate typographical, spelling, and grammatical errors before turning in your papers or posting your comments and questions on Blackboard.
- I do not give incompletes in my course except for rare occasions and ONLY IF the student has completed 75% of the course work.

Policy on Academic Honesty

You are expected to do your own work and ensure that you do not plagiarize or submit the work of someone else as your own. Together we must be committed to the highest ethical standards for our research and scholarship. For all writing assignments, be careful to properly document quotations and paraphrases from other sources. Plagiarism (from the Latin, meaning "kidnapping") is a serious offense and includes presenting words or ideas from other sources as your own.

Plagiarism includes the following:

- Quoting directly from the Internet, a book, an article, or writings (published or unpublished) of another person without placing quotation marks around the words of the other person and acknowledging your source.

- Quotation mark must be used even around short phrases.
- Presenting the ideas of another person without acknowledging your source, even if the ideas are explained in your own words.
- Even when you paraphrase another person's argument or thought you must cite your source(s).
- Buying a paper from an Internet source or another person and submitting the paper or portions of the paper as if it were your own.
- Deliberately falsifying your references.

In order to avoid plagiarism, I recommend that you carefully study the following on-line power point presentation concerning plagiarism: <http://www.twu.edu/as/engspfl/Plagiarism.ppt>

You must always use quotation marks around words that are not your own and properly cite your sources according to a recognized style manual (e.g., APA or MLA Format). Even when you are summarizing someone else's ideas in your own words, you must acknowledge your source through proper methods of citation.

Since academic dishonesty is a serious offense, deliberate plagiarism will result in a failing grade on your writing assignment and may result in a failing grade for the course. If I determine that an instance of plagiarism is the result of carelessness or sloppiness rather than deliberate intent, a student may rewrite an assignment for a grade no higher than a "C." If you have any questions about how to document quotations and to use sources properly, I will be happy to speak with you at any time.

Class Schedule:

Below is the schedule for the semester. I expect you to have completed all of the week's assigned readings by the beginning of each week. **I reserve the right to make additions, amendments, or changes to this schedule as needed.** Please note that you are 100% responsible for all assignments and any announced changes that occur.

COURSE SCHEDULE

(January 23, 2017 through May 8, 2017)

Changes in this course schedule are likely; any changes will be posted to the Bb Announcements page. Students are responsible for keeping up with the schedule and any changes. We have learning outcomes for each week that address the overall learning outcomes for the course and the program; they are bulleted at the top of each week. Readings and assignments follow:

1/23 Week 1: Introduction to Gender, Justice, & Sustainability

- Define Ecofeminism
- Examine the notions of inequality, ecojustice, and ecological rationality

Readings:

- (Bb) Ecofeminism NOW (<https://www.youtube.com/watch?v=BTbLZrwgZ2M>)
- (Bb) Inequality, Ecojustice and Ecological Rationality
- (Bb) Ecofeminism: An Overview and Discussion of Positions and Arguments
 - ❖ Note: There is a little overlap in the last two articles by Plumwood; skimming may be in order.

Assignments:

- Class Community Welcome Blog

1/30 Week 2: Introduction to Ecological Politics & The “Green” Movement

- Understand the roots of Ecofeminism
- Analyze ecofeminist politics
- Explore the Green Party Movement

Readings:

- Ecological Politics (Gaard), *Introduction (pgs 1-11) and Chapters 1, 2, & 3*
- (Bb) What Is Ecofeminist Political Philosophy

Assignments:

- Position Paper #1 and Video Due (midnight, Wed 2/2)

2/6 Week 3: Ecological Politics, The “Greens,” and Animal Rights

- Explore ecological politics rooted in animal rights
- Analyze Green Politics and feminism in the U.S. movement

Readings:

- Ecological Politics, Gaard, *Chapters 4, 5, & 6*
- (Bb) An Interview with Carol Adams on Animal Rights(Bb)
- (Bb) Gender, Views of Nature, and Support for Animal Rights

Assignments:

- Team Discussion Presentation #1 (Due Thurs 2/9 by midnight; Responses due Sun 2/12 by midnight)

2/13 Week 4: Democracy, Justice, and Ecology

- Understand the terms justice, ecology, and ecopsychology
- Identify challenges in environmental justice

Readings:

- Earth Democracy: Justice, Sustainability, and Peace (Shiva), *Introduction (pgs 1-12) and Chapters 1 & 2*
- (Bb) Ecological Intelligence
- (Bb) Ecopsychology and the Environmental Revolution

Assignments:

- Position Paper #2 and Video Due (midnight Wed, 2/15)

2/20 Week 5: Culture, Globalization, and Peaceful Action

- Understand how culture and globalization intersect
- Recognize issues of globalization

Readings:

- Earth Democracy: Justice, Sustainability, and Peace (Shiva), *Chapters 3 & 4*
- (Bb) A Feminist Project of Belonging for the Anthropocene

Assignments:

- Team Discussion Presentation #2 (Due Thurs 2/23 by midnight; Responses due Sun 2/26 by midnight)

2/27 Week 6: Global Issues, Food Security, and Gender

- Define Capitalist Patriarchy
- Examine food insecurity across the globe
- Analyze the industrial paradigm of food production

Readings:

- Seed Sovereignty, Food Security: Women in the Vanguard of the Fight against GMOs and Corporate Agriculture (Shiva), *Seed Sovereignty, Food Security (vii) and International: Reflections on a Broken Paradigm (pgs 3-118)*

Assignments:

- None

3/6 Week 7: Seeds, Legislation, and Technology

- Examine seed issues and solutions in the Global North
- Explore global legislation and technology related to food production

Readings:

- Seed Sovereignty, Food Security: Women in the Vanguard of the Fight against GMOs and Corporate Agriculture (Shiva), *Seed Sovereignty, The Global North (pgs 119-254)*

Assignments:

- Position Paper #3 and Video Due (midnight, 3/8)

3/13 Week 8: Spring Break – NO CLASS

3/20 Week 9: Seed Laws, Patents, and GMOs

- Examine seed issues and solutions in the Global South
- Understand the impact of patents
- Explore the controversy of GMOs

Readings:

- Seed Sovereignty, Food Security: Women in the Vanguard of the Fight against GMOs and Corporate Agriculture (Shiva), Seed Sovereignty, *The Global South* (pgs 355-376)

Assignments:

- Team Discussion Presentation #3 (Due Thurs 3/23 by midnight; Responses due Sun 3/26 by midnight)

3/27 Week 10: Ecofeminist Theology, Creation Stories, and Narratives of World Destruction

- Define ecofeminist theology
- Understand how creation stories shape ecofeminist theology
- Analyze ecofeminist narratives of world destruction

Readings:

- Gaia and God (Ruether), Introduction (pgs. 1-14), Part one (Creation), and Part two (Destruction)
- (Bb) The Spirit of the Goddess

Assignments:

- Position Paper #4 and Video Due (midnight, 3/29)

4/3 Week 11: Ecofeminist Theology and Narratives of Domination Deceit, and Healing

- Analyze systems of domination in ecofeminist theology
- Explore the world of healing in ecofeminist theology

Readings:

- Gaia and God (Ruether), Part three (Domination and Deceit) and Part four (Healing)

Assignments:

- Team Discussion Presentation #4 (Due Thurs 4/6 by midnight; Responses due Sun 4/9 by midnight)

4/10 Week 12: Stories and Narratives of Water, Women, and the World

- Examine the role of stories and narrative in ecofeminism
- Explore the connections and significance among water, women, and power

Readings:

- The Other Side of the River: Stories of Women, Water and the World (Carrico), Story Water, Swimming in the Dark, Part One (New Moon Travels Over Dark Water)
- Film: *The Cherokee Word for Water* (Live Stream for \$4.99 @ <https://pt-cw4w.squarespace.com/stream>)

Assignments:

- Position Paper #5 Due (midnight, 4/12)

4/17 Week 13: Stories and Narratives of Water, Women, and the World

- Examine the role of stories and narrative in ecofeminism
- Explore the connections and significance among water, women, and power

Readings:

- The Other Side of the River: Stories of Women, Water and the World (Carrico), Story Water, Swimming in the Dark, Part Two (Waxing Gypsy Moon Gathers Light)
- (BB) Water Wars by Vandana Shiva

Assignments:

- Project Draft# Due (midnight, 4/19)

4/24 Week 14: Stories and Narratives of Water, the World, and Women

- Examine the role of stories and narrative in ecofeminism
- Explore the connections and significance among water, women, and power

Readings:

- The Other Side of the River: Stories of Women, Water and the World (Carrico), Story Water, Swimming in the Dark, Part Three (Full Moon Gives Birth)

Assignments:

- Team Discussion Presentation #5
- Project Draft & Team Peer Review Due (date TBA)

5/1 Week 15: Work Week

Assignments:

- Work on Final Project Due (includes Position Paper #6), Midnight, 5/8