

Tim Vatovec
ENSS 250: Gender and the Environment
3 Credit Hours/ 45 Contact Hours

Course Description

In the relationship between people and physical environments, not all peoples experience or impact environments in the same ways or suffer the consequences of environmental degradation to the same degree. This course examines how people in different places are affected by environmental change through the lens of gender. The theories and case studies covered are selected to encourage an understanding of how gender relations shape and are shaped by the physical environment which informs gender-sensitive approaches that are crucial to addressing environmental problems now and in the future.

Course Learning Outcomes

This course introduces students to the complex ways in which gender and the environment intersect in everyday processes and interactions. By the end of the course, students will:

- 1) be able to identify the gendered consequences of human environmental impacts;
- 2) be able to identify the processes behind negative environmental change;
- 3) demonstrate an understanding of the methods used to explore gendered phenomena related to people-environment relations, and
- 4) demonstrate how to pose and answer gender-environment questions.

Texts and Other Instructional Materials

There is no required textbook for this course; all readings will be made available on D2L.

Evaluation

Course Participation (25%): Understanding the complex interactions of people with their environment takes a great deal of dialogue and openness to other opinions; therefore, this course requires your presence, attention, and full participation on our online discussion boards and related activities.

Reading Questions (25%): The readings for the course may be challenging, so for each reading assignment there will be a set of questions to help students gauge their learning.

Quizzes/Short Papers (25%): Students will be quizzed on key concepts and themes from the lecture and readings and/or produce written responses to provided prompts to provoke further thought on a subject.

Research Project (25%): You will produce a research product (format of your choice) in which you investigate an issue or topic related to gender and the environment; the product will include both a written and presentation component (more information will be provided).

Grade Scale

The following grading scale will be used: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60).

Attendance

A core element to success in this course is being prepared to engage with the content and each other via our online course learning platform. Students cannot fully participate in the course if they do not have a robust presence on D2L and in our class meetings.

Academic Adjustments and/or Modifications

Hartwick College is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a disability wishes to request academic adjustments, they should contact Lara Sanford, Director of AccessAbility Services, atsanfordl@hartwick.edu, or AccessAbilityServices@hartwick.edu. AccessAbility Services is located on the 5th floor of Yager Library in the Center for Student Success. Any information regarding a student's disability will remain confidential. Requests for academic adjustments should be made as early as possible.

Academic Dishonesty

Ethics and integrity are essential to the learning experience and prepare you for a society that expects you to pursue your goals and interact with others ethically. You are responsible for reading and abiding by the College's policy on Academic Honesty – it is available here:

<https://www.hartwick.edu/academics/student-services/academic-affairs/academic-policies/>.

Cheating and plagiarism (presenting written work as your own when it is mostly the writing of other people) will be handled according to this College policy, so it is in your best interest to understand it. Please ask questions -- we can discuss anything you don't understand.

Sexual Misconduct and Title IX Reporting

Hartwick College is committed to equal opportunity and providing a safe community free from all forms of sexual misconduct including sexual/gender based harassment, discrimination, dating or domestic violence, stalking, sexual exploitation, and sexual assault.

If you wish to make an official report to the College or have questions about the College policy and procedures regarding sexual misconduct, please contact the Title IX Coordinator, Traci Perrin, at PerrinT@Hartwick.edu or 607-431-4293. Online reporting and policy information is available at www.hartwick.edu/titleix.

If you wish to speak confidentially about an incident of sexual misconduct, please contact one of the following resources: Perrella Wellness Center, Health – (607) 431-4120, or Counseling – (607) 431-4120; or Opportunities for Otsego's Violence Intervention Program – (607) 432-4855. All other employees of the College are required to report incidents of sexual misconduct to the Title IX Coordinator so that support and resources can be provided for all parties

Sample Course Schedule

* Due dates follow each activity to help keep students on track during the term; any changes to the schedule will be communicated in a timely manner.

Week	Dates	Module	Activities
1		1: Introduction	Review: Course Information, Syllabus, and Course D2L site Review: Lecture - Unpacking Geography Readings: Buckingham-Hatfield, S. 2000 - Gender and Environment, pgs.1-8. London: Routledge Complete: Reading Questions Discussion Post: Introduction
		2: Environmental Processes	Reading: An Introduction to Human-Environment Geography, pgs. 48-65, 75-84. Complete: Reading Questions Review: Lecture - Environmental Geography Discussion Post: Module 2 Module Quiz Research Project Topic Selection
2		3: Nature	Review: Lecture - Unpacking Nature Reading: Buckingham-Hatfield, S. 2000. Gender and Environment, pgs.11-32. London: Routledge Complete: Reading Questions Discussion Post: Module 3
			Reading: Domosh, M., and J. Seager. 2001. Putting Women in Place: Feminist Geographers Make Sense of the World Complete: Reading Questions Research Project Proposal Module Quiz
3		4: Gender	Readings: Buckingham-Hatfield, S. 2000. Gender and Environment, pgs. 46-61. London: Routledge - "Gender Systems," http://en.wikipedia.org/wiki/Gender_systems Complete: Reading Questions Review: Lecture - Gender Binaries

			<p>Reading: Fausto-Sterling, A. 1993. "The Five Sexes: Why Male and Female Are Not Enough." Complete: Reading Questions Discussion Post: Module 4 Short Paper: Module 4 Research Project Draft</p>
4		5: Climate Change	<p>Readings: McKinney, L.A., and G.M. Fulkerson. 2015. "Gender Equality and Climate Justice: A Cross-National Analysis." Pgs. 293–317 - Gaard, G. 2015. "Ecofeminism and Climate Change." Women's Studies International Forum 49: 20-33 Reading Questions Discussion Post: Module 5</p>
			<p>Research Project Presentation: Final Research Projects</p>