

**CRD 298-002: SOCIAL INEQUALITY & GLOBAL ENVIRONMENTS:
THEORIES & PRACTICE**
CRN #28460
Winter 2019

Professor

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COURSE DESCRIPTION

This seminar is designed to develop a critical understanding of the relationships between forces of society and the environment through a careful examination of the interactions between politics, economics, and global dynamics. How might people of color, poor people, and women be disproportionately affected? Who benefits and who suffers from environmental degradation caused by globalization and urbanization? What affects will climate change have on women, families, and communities? To accomplish these objectives, students will critically engage schools of thought concerning society, gender, environmental dynamics, and political economic arrangements across local and global spheres.

As we move through foundational theories in society and natural systems (ecology), we will investigate major concepts in the field, such as what creates unequal distribution of socio-environmental inequalities across the urban arena and global sphere. How these different “places” inform responses to structural arrangements. This course provides students with the conceptual tools for work in environmental analyses, political economic thought, and sociology, as well as methods to make connections across these fields to other critical forms of knowledge production. In turn, we will extensively consider the interconnections among race, class, gender, development, and natural systems. To that end, each student should dedicate themselves to devoting adequate time to contemplate the readings prior to each class meeting and structure thoughtful contributions to class discussion.

COURSE LEARNING OUTCOMES

1. Gain insights into political, economic, and social forces that shape gender and the environment.
 - Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.
2. Understand crucial aspects of nature-society interactions, paying particular attention to how power operates across local and global spheres.
 - Assessed via weekly abstracts, class discussions, and the final term paper.
3. Increase familiarity with theoretical and empirical insights from feminist theory, sociology, environmental studies, and development literatures that inform nature-society interactions.
 - Assessed via weekly abstracts, class discussion, and the final term paper.

4. Improve understanding of basic scientific principles, methods, and analysis.
 - Assessed via weekly abstracts, class discussion, and the final term paper.

COURSE OBJECTIVES

1. To gain key insights into relationships between the environment and gender, with an emphasis on political, economic, and social processes at the local and global levels of analyses.
2. To develop skills in synthesizing information, theoretical frameworks, and diverse array of methods in creative and beneficial ways. Additionally, developing a rich background in associated literatures.
3. To apply a cultivated understanding of particular political economic theories (e.g., through case studies) and how they relate to environmental dynamics, problems, and solutions.
4. To enhance knowledge of the complexity of globalization and urbanization processes as they relate to environmental dynamics through study of relevant theoretical and empirical knowledge.

PROGRAM LEARNING OUTCOMES

This course addresses the following program outcomes:

1. Students will be able to apply social scientific methods to the study of human behavior, organizational processes, and institutional processes.
2. Students will be able to analyze theories and concepts of the social sciences to investigate complex and diverse problems.
3. Students will develop a critical awareness, which they can apply to texts in order to be critical consumers of knowledge.
4. Students will be able to evaluate their understanding of interdisciplinary scholarship and cutting-edge debates in the field.

Table 1. Program outcomes, learning outcomes, course objectives, and assessments

Program Learning Outcomes	Course Learning Outcomes	Course Objectives	Assessment Description
1. Students will be able to apply social scientific methods to the study of human behavior, organizational processes, and institutional processes.	Gain insights into political, economic, and social forces that shape gender and the environment.	To gain key insights into relationships between the environment and gender, with an emphasis on political, economic, and social processes at the local and global levels of analyses.	Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.

<p>2. Students will be able to analyze theories and concepts of the social sciences to investigate complex and diverse problems.</p>	<p>Understand crucial aspects of nature-society interactions, paying particular attention to how power operates across local and global spheres.</p>	<p>To develop skills in synthesizing information, theoretical frameworks, and diverse array of methods in creative and beneficial ways. Additionally, developing a rich background in associated literatures.</p>	<p>Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.</p>
<p>3. Students will develop a critical awareness, which they can apply to texts in order to develop skills of critical consumption of knowledge.</p>	<p>Increase familiarity with theoretical and empirical insights from feminist theory, sociology, environmental studies, and development literatures that inform nature-society interactions.</p>	<p>To apply a cultivated understanding of particular political economic theories (e.g., through case studies) and how they relate to environmental dynamics, problems, and solutions.</p>	<p>Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.</p>
<p>4. Students will be able to evaluate interdisciplinary scholarship and cutting-edge debates in the field.</p>	<p>Improve understanding of basic scientific principles, methods, and analysis.</p>	<p>To enhance knowledge of the complexity of globalization and urbanization processes as they relate to environmental dynamics through study of relevant theoretical and empirical knowledge.</p>	<p>Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.</p>

GRADING & EVALUATION

The calculation of final grades is based on the following components:

Weekly Abstracts (40%) Starting the second week of class, each student will prepare an integrative abstract and set questions on required readings that will be available to all class members prior to our weekly meeting. These are to be written in your own words. Distribution will be through the class Canvas page DISCUSSIONS section. *Integrative abstracts* should attempt to identify key issues and ideas in the weekly readings but strive to go beyond mere synopsis of the material, which we all will have read. The goal, instead, is to *integrate* the information, which can take a variety of formats. You might do this by focusing on conclusions

and implications and/or by raising a paradox or central question about the topic of the readings. Integrative abstracts should treat strengths and weaknesses of the material, as well as make connections to other topics we have covered. Students can comment on whether the author's evidence really supports what they set out to do and the conclusions they reach. Be contentious; take a strong stand that will spur class debate. All submissions should include a minimum of two discussion questions related to the readings: One should be a lingering question for you, and the other a question that will promote class discussion. If you wish, you may include questions that identify issues that are unclear, undeveloped, difficult to interpret, or which are particularly interesting such that further discussion and elaboration by the class is warranted. Both abstracts and questions will be used to orient class discussions. These abstracts should be relatively short; approximately two pages using standard margins, regular size font (12 point), and double spaced (though it is entirely plausible to accomplish the objectives in less space). Students will submit eight integrative abstracts throughout the semester, worth 5 points each. The abstracts are due 24 hours prior to class meeting each week (that is by Monday 110 pm). I will grade only the first eight abstracts you submit; you may not submit more than eight to replace poor scores. You may not submit an abstract on the week you lead discussion.

These integrative abstracts will assist you in the product you are interested in generating through this course. Such products may include but are not limited to, a submission (i.e. poster, paper, panel) to a conference, a policy brief, an op-ed, grant proposal, or journal article (which may double count as your research article for this class).

Class Discussion & Participation (10%) The portion of your grade is comprised of performance in class discussion, including the class you lead. Members of the class will sign up to lead class discussion (you will sign up electronically, stay tuned). Class discussion leaders are expected to combine their own reading of the material with insights gained from the summaries and questions submitted by other class members to create a coherent agenda for class discussion. Each of you will lead discussion once during the quarter. The responsibilities of the discussion leader are to facilitate the fruitful discussion of readings, introduce connections to earlier topics, incorporate questions individuals might have, and ensure there are no lulls during class. The latter—ensuring there are no lulls in discussion—is the most important role of the discussion leader. Thus, be sure to prepare a list of thoughtful questions for discussion. Leading class discussion does not require a student to lecture on the topic or the readings. The discussion leader carefully reads and reviews the commentaries and questions from the other students in the class. They organize the questions from the students in the class by looking for similarities and grouping the questions into categories. They then lead the class in discussion the questions. The discussion leaders are NOT responsible for finding the one and only correct answer to the questions. I will begin each class period with a preamble to introduce broad topics of discussion, treat the themes of the readings, and relate to the foundational aspects of other work considered. The discussion leader(s) will pick up from there to procure a fruitful discussion of the material.

IMPORTANT NOTE: Points are deducted if you fail to come to class prepared to contribute to discussion. That is, if you are found to be disengaged, inattentive, and/or distracting during class (or if you fail to come to class), your class discussion grade will be reduced.

This is an opportunity to exercise your intellectual autonomy. To this end you may want to incorporate related information from current, relevant media. You will be evaluated individually on the clarity and accuracy with which you discuss the readings and as a group, on the extent to which you facilitate class participation and understanding. The point of this assignment is to give you experience planning and leading a seminar. I encourage you to be creative and have fun with the assignment and you are welcome to meet with me beforehand for any assistance I may be able to offer. **Be organized;** you should prepare an outline of how you want to structure the class discussion and have a list of topics and questions. Here are some

suggestions for approaches that have worked well in the past. To begin, brief presentations of salient points, which can be done with a list of questions/topics/unresolved issues that you plan to address. **Make connections.** Draw on current events, media representations, and your own special knowledge to move the discussion in certain directions. Your presentation should bridge what we have already read with the current set of readings. Multimedia, film, etc. may be used. Refreshments are always welcomed.

Term paper & presentation (50%) Students will pursue a final research project—individual or collaborative, your choice—and deliver an oral presentation based on your research at the end of the semester. Topics must be relevant to the course, typed, double-spaced, and include proper citations (see ASA Style Guide). As a guideline only, papers should be about 12-18 pages, not including tables, figures, and references. You may do a paper based entirely on library research and literature review on a topic, and/or empirical analysis of an available data set. Graduate students are highly encouraged to carry out empirical analysis and create a final product that is publishable in article format. If you are doing a similar paper for another class or have done such a paper previously, please inform me in advance. A short description of your plans for your research paper is due by the **second class**, Tuesday (1/16/2018), or earlier. This description should include about two paragraphs introducing what you plan to do, its importance and relation to course materials, and list about 10 sources you’ve found that look useful—see Canvas for more information. You are strongly advised to start early; this is a major piece of work that cannot be left to the last week. Please see information sheet on Canvas for further information on preparing your research paper. You will have one class period in order to work on this and collaborate with your fellow classmates (see course schedule and Canvas). Presentations will be presented during the last class and may serve as practice for a conference, job talk, etc.

Grading. Grades are determined on a traditional academic scale.

A 93-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-92%	B 83-86%	C 73-76%	D 63-66%	
	B- 80-82%	C- 70-72%	D- 60-62%	

Required class materials. Will be available on canvas or by using the library website to access journal articles.

GENERAL COURSE POLICIES

Attendance & Participation Your attendance and thoughtful participation in classroom activities are critical to success in this course. Any absence will cause you to miss essential information. You are responsible for all announcements and verbal instructions provided in class, whether or not you are present. Be on time to class and be sure to turn off your cell phones. Disruptive behavior and/or excessive absences can and will have a bearing on your final grade.

Use of telephones is strictly forbidden in class. You may use your laptop computers to take notes and look at articles only. If the use of laptop computers becomes distracting, then they will no longer be allowed in class. See this article on the perils of multitasking.

- ❖ Ophir, E., Nass, C., & Wagner, A. D. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences*, 106(37), 15583-15587.

Email responses. I will do my best to respond to your emails within 48 hours of receiving them. However, make sure that if an issue does arise that you let me know as soon as you can so that we may plan accordingly.

Important Note on the Reading The reading for this class is not easy. In some cases, you will need to read the material more than once and spend considerable time and effort to figure out what the tables, charts, and graphs are saying. The best strategy is to read through the material at least once before it is scheduled for discussion in class and then read it again after it has been discussed. You will want to bring readings and notes to class each day so that you have those materials handy for class discussion and activities.

Community expectations. This class is a community of learning and will function best when we all agree and abide by principles of reciprocity, fairness, compassion, and collaboration. The following are some good guidelines on how to support one another in the classroom. For more information on the below topics see for a start.

Pro-active approach to micro-aggressions: Microaggressions are a form of systemic everyday symbolic violence, such as daily, intentional or unintentional, verbal, behavioral, and environmental indignities. They can be layered assaults that include insults or judgements related to race, ethnicity, citizenship, gender sexual orientation, age, type of college (4-year vs. transfer student), immigration status, language, disability, socioeconomic status, and religion. Microaggressions found in classrooms and other educational settings can have a psychological, academic, and physical toll on those who experience them. To foster safe learning environment for all those in this learning community, please:

- Be intentional about creating space where all feel safe, supported, and encouraged to ask questions and participate.
- Respect: be respectful of classmates, professor, guests throughout all class activities.
- Nonjudgemental approach—disagreement without putting other people down
- Openness: avoid assuming and assigning intentions, beliefs, or motives to others.
- Recognize and respond to microaggressions when they occur.
- Do not assume that all are familiar with U.S. or other cultures.
- Do not make assumptions about gender, race, ethnic background, religion, etc. when presenting material, asking for opinions, or making a commentary.
- Always feel free to seek assistance or advice from on-campus resources (a non-exhaustive resource list prepared by CEE is attached).

Information on [microaggressions](#) adapted from Center for Educational Effectiveness.

For more information on implicit bias see [Project Implicit](#) (Harvard University).

Code of Academic Conduct. The Code of Academic Conduct applies to all undergraduate students, full-time, and part-time, at UC Davis. UC Davis expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#)) and acknowledges the right of

the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Plagiarism. With all the materials that you use, be sure to cite the source. Note that plagiarism includes the direct lifting of text and re-stating of arguments without citation from texts in any language, not just English. If you use a website, include the URL and the date you accessed it. Cutting and pasting from a website that is not acknowledged is plagiarism. Students caught plagiarizing will be referred to Student Judicial Affairs and receive a "zero" for the assignment. For additional information on what constitutes plagiarism, go to: <http://sja.ucdavis.edu/files/plagiarism.pdf>.

Americans with Disabilities Act for Students with Special Needs Statement. Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact UC Davis Student Disability Center for disability access: <https://sdc.ucdavis.edu/>. Students who have, or suspect they may have, a disability should seek services through Disability Services. Students must be registered with Disability Services and receive written authorization to obtain disability-related accommodations.

Resources for UC Davis Students. A list of several resources for you provided by UC Davis are attached.

COURSE SCHEDULE OF READINGS

<u>THEME</u>	<u>READINGS</u>
Week 1: (1/8) Course Introduction: Nature, & Feminist Critiques to STEM	Merchant, Carolyn. 1980. <i>The Death of Nature: Women, Ecology, and the Scientific Revolution</i> . New York: Harper. Hartsock, Nancy. 1983. "The feminist standpoint: Developing the ground for a specifically feminist historical materialism." Pp. 283-310 in <i>Discovering Reality</i> , edited by Sandra Harding and Merrill B. Hintikka. Reidel Publishing Company. Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." <i>Feminist Studies</i> , vol. 14, no. 3, 1988, pp. 575-599. <i>JSTOR</i> , JSTOR , www.jstor.org/stable/3178066. <i>Excerpts.</i> Harding, Sandra. 2006. <i>Science and Social Inequality: Feminist and Postcolonial Issues</i> . Urbana: University of Illinois Press.
Week 2: (1/15) Marxist Perspectives on the Environment	Magdoff, Fred and John Bellamy Foster. "What Every Environmentalist Needs to Know About Capitalism." <i>Monthly Review</i> 61(10):1-30. York, Richard, Brett Clark, and John Bellamy Foster. 2009. "Capitalism in Wonderland." <i>Monthly Review</i> 61(1):1-18.

	York, Richard, and Philip Mancus. 2009. "Critical Human Ecology: Historical Materialism and Natural Laws." <i>Sociological Theory</i> 27(2): 122-149.
Week 3: (1/22) Space, Place, & Social Inequality	Massey, Doreen. (1984) 2013. <i>Space, place and gender</i> . John Wiley & Sons. <i>Excerpts</i> . Harvey, David, and Bruce Braun. 1996. <i>Justice, nature and the geography of difference</i> . Vol. 468. Oxford: Blackwell.
Week 4: (1/29) Collaborative research lab **Final Research Paper Topics due 1/31 by noon	Research lab. Workshop together the drafts of your research proposal. Work together to discuss and further develop your research project. See handout for explicit instructions.
Week 5: (2/5) Gender Inequality & the Environment: Ecofeminism, Feminist Political Ecology	<u>Selected Essays</u> from Frye, Marilyn. 1983. <i>The Politics of Reality: Essays in Feminist Theory</i> . Trumansburg, NY: The Crossing Press. <u>Ecofeminism:</u> Mies, Maria and Vandana Shiva. 1993. <i>Ecofeminism</i> . Nova Scotia, CA: Fernwood Publishing. Mies, Maria. 1999. <i>World accumulation and patriarchy on a world scale</i> . New York: Zed. Warren, Karen J. 1990. "The power and the promise of ecological feminism." <i>Environmental Ethics</i> 12(2): 125-46. <u>Feminist political ecology:</u> Rocheleau, Dianne, Barbara Thomas-Slayter, and Esther Wangari. 2013[1996]. <i>Feminist Political Ecology: Global Issues and Local Experiences</i> . New York and London: Routledge. Elmhirst, R., 2011. Introducing new feminist political ecologies. <i>Geoforum</i> , 42(2), pp.129-132. Austin, Kelly F., and Laura A. McKinney. 2016. "Disaster devastation in poor nations: the direct and indirect effects of gender equality, ecological losses, and development." <i>Social Forces</i> 95(1): 355-380.
Week 6: (2/12)	<i>Excerpts</i> . Bullard, Robert. 1990. <i>Dumping in Dixie: Race, Class, and Environmental quality</i> . Boulder, CO: Westview.

<p>Environmental Justice: New insights</p>	<p>Taylor, Dorceta. 1997. "American Environmentalism: The Role of Race, Class, and Gender in Shaping Activism 1820-1995." <i>Race, Gender & Class</i> 5(1):16-62.</p> <p>Sze, J. and London, J. K. (2008), Environmental Justice at the Crossroads. <i>Sociology Compass</i>, 2: 1331–1354. doi:10.1111/j.1751-9020.2008.00131.x</p> <p>Mohai, Paul, David Pellow, and J. Timmons Roberts. "Environmental justice." <i>Annual Review of Environment and Resources</i> 34 (2009): 405-430.</p> <p>Pellow, David N. "Toward a critical environmental justice studies: Black Lives Matter as an environmental justice challenge." <i>Du Bois Review: Social Science Research on Race</i> 13.2 (2016): 221-236.</p> <p>Pulido, Laura. "Geographies of race and ethnicity 1: White supremacy vs white privilege in environmental racism research." <i>Progress in Human Geography</i> 39.6 (2015): 809-817.</p>
<p>Week 7: (2/19) Black Feminist Thought & Intersectionality: Applications to the Environment?</p>	<p>Combahee River Collective. 1978. "A Black Feminist Statement." In Beverly Guy-Sheftall (Ed.) <i>Words of Fire: An Anthology of African American Thought</i>. New York: New Press.</p> <p><i>Excerpts.</i> hooks, bell. 1984. <i>Feminist Theory: From Margin to Center</i>. Cambridge, MA: South End Press.</p> <p><i>Selected essays.</i> Lorde, Audre. 1984. <i>Sister Outsider</i>. New York: Crossing Press.</p> <p><i>Selected essays.</i> Moraga, Cherrie, and Gloria Anzaldua, eds. 1983. <i>This Bridge Called My Back: Writings by Radical Women of Color</i>. Latham, New York: Kitchen Table Press.</p> <p>Crenshaw, Kimberle Williams. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." <i>University of Chicago Legal Forum</i>: 139-67.</p> <p>Collins, Patricia Hill. "Toward a new vision: Race, class, and gender as categories of analysis and connection." <i>Race, Gender and Class</i>. Routledge, 2016. 65-75.</p> <p>Cho, Sumi, Kimberle Williams Crenshaw, and Leslie McCall. 2013. "Toward a field of intersectionality studies: Theory, applications, and praxis." <i>Signs</i> 38:811-45.</p>

	<p>Hopkins, Peter. "Social Geography I: Intersectionality." <i>Progress in Human Geography</i> (2017): 0309132517743677.</p> <p>Kings, A. E. "Intersectionality and the changing face of ecofeminism." <i>Ethics and the Environment</i> 22.1 (2017): 63-87.</p>
<p>Week 8: (2/26) Energy & Society</p>	<p>Hornborg, Alf. 1998. "Towards an ecological theory of unequal exchange: articulating world system theory and ecological economics." <i>Ecological Economics</i> 25(1):127-136.</p> <p>Biel, Robert. 2006. "The Interplay between Social and Environmental Degradation in the Development of the International Political Economy." <i>Journal of World-Systems Research</i> 12(1):109-47.</p> <p>Hornborg, Alf. 2006. "Footprints in the Cotton Fields: The Industrial Revolution as Time-Space Appropriation and Environmental Load Displacement." <i>Ecological Economics</i> 59(1):74-81.</p> <p><i>Excerpts.</i> Moore, Jason. 2015. <i>Capitalism in the Web of Life</i>. Verso.</p>
<p>Week 9: (3/5) Climate Justice</p>	<p>Terry, Geraldine. 2009. "No Climate Justice without Gender Justice: An overview of the issues." <i>Gender & Development</i> 17(1): 5-18.</p> <p>Roberts, J. Timmons, and Bradley C. Parks. 2009. "Ecologically unequal exchange, ecological debt, and climate justice: The history and implications of three related ideas for a new social movement." <i>International Journal of Comparative Sociology</i> 50(3-4): 385-409.</p> <p>McCright, Aaron M. 2010. "The effects of gender on climate change knowledge and concern in the American public." <i>Population and Environment</i> 32(1): 66-87.</p> <p>McCright, Aaron M., and Riley E. Dunlap. 2011. "The politicization of climate change and polarization in the American public's views of global warming, 2001–2010." <i>The Sociological Quarterly</i> 52(2): 155-194.</p>
<p>Week 10: (3/12)</p>	<p>Class Presentations (TBD)</p>

Final term papers due March 19 at 1 pm
To submit, email me a copy of your paper.