SOC146 Feminist Climate Justice

Spring 2015

Tuesdays and Thursdays, 11:00AM-12:15AM, Phelps 3515

Instructor: Corrie Ellis
Office Hours: Tuesdays 1:00-3:00
Office: SSMS 3126
Email: corrieellis@umail.ucsb.edu
Skype: sarah.jane.pinkerton

Teaching Assistant: Sarah Jane Pinkerton
Office Hours: Fridays 12:30-2:30
Office: SSMS 3021
Email: sjpinkerton@umail.ucsb.edu

Course Description

This course explores the links between women and climate justice, with an emphasis on the interconnections between the climate crisis and the workings of power that shape inequality, resistance, and strategies for social change. The course emphasizes how marginalized communities, particularly women and people of color, are least responsible for and hardest hit by climate change, leaders of resistance against interlocking systems of oppressions at the root of the crisis, and at the forefront of creative, feminist paths toward climate justice. Through reading, discussion, documentary films, and research projects, we'll ask questions about the meanings of climate justice, while studying topics such as the legacy of environmental justice in the U.S.; people's environmental movements in the Global South; resistance against extreme extraction in contemporary North America; ecofeminism; queer perspectives on environmental justice; sustainable agriculture and redistribution of global resources; and the effects of globalization and militarism on women and the environment. See Rebecca Hall for an introductory discussion of climate justice here: http://www.peacefuluprising.org/defining-climate-justice-20130521.

The following questions are some of the central inquiries that we'll examine this quarter: How and in what ways is climate justice a feminist issue? How are environmental degradation and climate change social issues? What strategies for social and environmental change should we employ?
EXPECTATIONS, ASSIGNMENTS, AND GRADING

Participation (15%)
Attend Class: Attendance is mandatory and will be taken every day. You are expected to be in class on time and stay for the duration. Please provide appropriate documentation for excused absences to the instructor.

Be Prepared: Please come to class ready to participate (converse, inspire, teach, learn, question, take notes)—having read and carefully thought about the assigned readings. Please always have your readings with you. If I find students are not completing the readings, I reserve the right to assign daily discussion questions or pop quizzes.

Create a Safe Environment: Our course should reflect a critical engagement with the course material and with each other that privileges openness, respect, thoughtfulness, and constructive feedback. In our community of learners (that includes us!), please act and speak in a respectful manner towards everyone.

Be Engaged: We request that you keep all electronic devices away for the duration of class. If you bring a laptop or tablet please ensure that it is used only used for taking notes or referring to readings.

Step up, Step back: If you tend to talk a lot, step back to let others speak. If you tend to not talk a lot, step up and share your ideas.

A note on writing: Learning how to write well is one of the best things you can do in college! It will help you tremendously in the future. Therefore, we expect all writing to be well organized, well crafted, and free of typos. Consider purchasing The Elements of Style by William Strunk Jr. and E.B. White, a tiny book with lots of tips on how to write well. Corrie has a copy if you want to take a look.

Four Briefs (40%)
One page, single spaced briefs are due before class on the day we discuss the readings you choose to write about. Each student should submit four briefs throughout the quarter during weeks 1 – 8. A student may only submit one brief per week—space them out. Please post them on GauchoSpace within the text box in the assignment window (at the bottom of the GauchoSpace page). These are formal reflection essays that should develop an analytical engagement with one or more of the readings for the day. Briefs should include:

1) a short (a few sentences) summary of the author(s)’s argument(s)
2) the argument(s)’ implications for feminist climate justice;
3) several ideas that you found new, relevant and/or inspirational in the readings;
4) one or more critical comments on an idea with which you disagreed or felt was unsubstantiated, inconsistent, requires Additional examination, or is unclear;
5) one question that you would like to clarify or would like to discuss in class. Throughout, consider how the piece relates either to your life, or to your understanding of the world. The pedagogical purpose of these essays is for you to organize and clarify your own thoughts on the readings and subject matter, and to prepare you for meaningful discussion. Please ask your discussion question during class discussion.

**Presentation on a Current Event (5%)**

During weeks 2-8, each student will give a two-minute presentation on a current event and how that event connects to our course. I will distribute a sign up sheet. Presenters will be responsible for coordinating to ensure they do not report on the same event (I will post the sign up sheet with email addresses on GauchoSpace). Please report on events that occur as close to your presentation day as possible. Practice your presentation to ensure that it is two minutes and lively! Feel free to engage the class. Example: If you wish to report on the Keystone Pipeline, look into the relationships of power that are shaping this current event. Who is protesting it? Who is on the front lines? Who is supporting it, and why? Who has the final say? Focus not only on stories that exemplify feminist climate justice, but also those where feminist climate justice is absent. Example: In stories on climate change, ask yourself: who is missing? is the notion of justice present? Look out for “You Might Also Like” or “Related Stories” on news pages to find more content.

**Feminist Climate Justice in Popular Culture (5%)**

On May 26, Tuesday in week 9, each student will bring in (on a printed page) an example of how some element of climate justice is portrayed in popular culture. Is there a TV show, a song, a film, a piece of art, or an online/social media commentary, that, upon reflection, tells us something about how the things we’ve been learning about are treated in public and daily life? If you have an example from your own life (culture defined as “lived experience”)—an experience you had, a comment from a family member—that you want to share (in addition to your other example), please do! Check out Noël Sturgeon’s (2004) “The Power is Yours, Planeteers!” in week 9 for an example (see also Sturgeon 2009 in week 4). Your printed example will serve as the basis for discussion and will be turned in at the end of class. Be prepared to present your example to the class.

**Research Project (35%)**

With one partner*, choose a group working for climate justice (see Climate Justice Groups document on GauchoSpace for ideas). Pick a group that is working toward a solution to climate injustice that you want to learn more about. The goal of this project is to teach the class about this solution and relate the group and their project to feminist climate justice. Throughout the quarter, study this group to learn about them: what they do, how they do it, how they organize, their successes and failures (according to whom?), their goals, past actions, how they interact with social institutions (government, education, family, economy). Write a final paper that analyzes this group in the context of our course on feminist climate justice. Be sure to draw on the following sources:

- The group’s website and publications
- At least two scholarly publications not on the syllabus
• Course readings
• Policy documents and reports (UN, Government, Local government, non-governmental organization (NGO) publications)
• News (optional)
• One to three interviews with group members (conducted in person, by phone, Skype, or email)

Your final paper of 8-10 double spaced pages (excluding references) should provide an in-depth analysis that explores whether and how the chosen group works for feminist climate justice and the implications of their work, both in theoretical (how we think about strategies for change) and practical (what does their work mean for our future or the future of the communities in which they work?) senses. What do they suggest as a solution and what do you think about it? Consider using headings to guide the reader. Please submit this assignment as a word document on Gauchospace.

In a “preface” to your final paper (doesn’t count toward page limit), please briefly answer the following questions (please use headings for the questions): Why did you choose this group? In one sentence: What is the solution they propose? What did you do well in this paper? What could you have done better? Where there any obstacles that affected your writing? If you would like comments on your paper returned to you via email, please note that.

In addition to the paper, groups will submit project proposals (posted on Gauchospace) by Thursday, May 7 (week 6). During weeks 9 and 10, groups will give 6 minute presentations to teach about the solutions you studied. Please practice timing your presentations so you are right on time. Presentations should be focused specifically on what your chosen group is doing to create climate justice/to address climate injustice. (For example, if I were presenting on 350.org, I would tell the class about one of their projects (remember, you only have 6 minutes!) that I think is most promising for feminist climate justice and why, in this case, perhaps divestment or movement building. I would save information on the background of 350, its members’ and leaders’ views on justice, and how it works as an organization for my paper.) Let’s end on a positive note!

*Note, guidelines may change depending on final enrollment.

Summary of Percentages

Participation......................................................15%
Briefs...............................................................40% (10%/brief)
Current Event......................................................5%
Popular Culture..................................................5%, Due May 26
Research Project Proposal.............................5%, Due May 7
Research Project Presentations....................10%, weeks 9 and 10
Final Paper.........................................................20%, Due June 10

Formatting
All written work should be size 12, Times New Roman font, one-inch margins, and should appropriately cite (within the text, and in a references section) sources using ASA (American Sociological Association) style. References do not count in assignment page limits. Visit https://owl.english.purdue.edu/owl/resource/583/03/ for instructions on ASA style. See the syllabus for examples. In text citations should be, for example (Author 2005:65). Make use of Campus Learning Assistance Services to improve your writing: http://clas.sa.ucsb.edu/writing-esl-foreign-language.

Academic Integrity
UCSB’s Academic Integrity policy can be found here: http://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/Academic_Integrity_at_UCSB_edit.pdf. It is your responsibility to be familiar with these. Academic dishonesty is a serious offense for which you can be assigned a failing grade and face judicial action. Follow this easy guideline: If you’re not sure, cite it!

Disability Support Services
This course welcomes and accommodates all interested students. Students with disabilities who require accommodations to fully participate in course activities or meet course requirements should speak to the Disabled Students Program, as well as the instructors. If you qualify for services through the DSP, please turn in a letter of accommodation to the Instructor. For information contact Disabled Student Programs (DSP): Student Resource Building 2120, (805) 893-2668 or http://dsp.sa.ucsb.edu/.

Office hours, Email, and GauchoSpace
Please come to our office hours with questions or concerns regarding the course, assignments, and climate justice. We’re here to help, so contact us sooner rather than later if you are struggling with any aspect of the course. We will respond to emails Monday through Friday. Students should not expect an email response during weekends or holidays. Please reserve email communication for scheduling appointments (if office hours conflict with your schedule). In your email subject, please include “Soc 146” and in the email, please include your full name. Please check your email and GauchoSpace regularly to ensure smooth and timely communication. In line with feminist pedagogy, please draw on your classmates as a resource. Please contact two of your classmates (space provided below for their contact information) with questions about the course (if you miss a class, or have a question about ideas or assignments) before contacting Corrie or Sarah Jane.

Classmate 1___________________   Classmate 2_______________________

Acknowledgements: We thank the teachers who have informed our teaching, this course, and whose material and ideas we have borrowed in this syllabus: John Foran, Ali Hendley, Bill Robinson, Chandra Russo, and Carly Thomsen.

COURSE SCHEDULE
Note: I intend to follow the given schedule but reserve the right to make changes as the course progresses. Changes will be announced in class. It is your responsibility to get this information from a classmate if you are absent.
Week 1: What is Environmental / Climate Justice?

Tuesday March 31 – Introductions

Film (in class):

Thursday April 2

Readings:


Film (in class):
“Climate Change: What’s Gender Got to Do With It?” by Pachamama Alliance. https://www.youtube.com/watch?v=0c3t5etctCQ 2.16

Additional readings (not required):

Week 2: Ecofeminist and Feminist Perspectives on Climate Justice

Tuesday April 7 – Feminist Perspectives on Climate Change

Readings:


Additional readings:


Bibliography by the Gender Justice and Global Climate Change Network [http://rockethics.psu.edu/climate/g2c2/resources/resources/bibliography](http://rockethics.psu.edu/climate/g2c2/resources/resources/bibliography)


**Thursday April 9 - Ecofeminism**

Readings:


Additional readings:


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**Week 3: Food and Water**

**ASSIGNMENT:** by the end of this week, please post your chosen groups for the final project using the link in GuachoSpace.

**Tuesday April 14 - Special Guest: Todd Darling, Director/Producer of *Occupy the Farm***

Readings:


**Extra Credit (EC): Attend Screening of *Occupy the Farm***

**Thursday April 16**

Readings:


**Film (in class):**


**Week 4: Queer Perspectives on Climate Justice -- Mapping the Intersections Between Sexuality and Environmental Discourse**

**Tuesday April 21 - Special Guest: Greta Gaard** “Feminism and Climate Change: Toward a Queer Feminist Climate Justice”
Readings:

**EC: Attend Screening of Cowspiracy**

**Thursday April 23**

Readings:


**Tuesday April 28**

Readings:


Film (in class):

Another good film:
Chevannes, Chanda. 2010. *Living Downstream*. DVD. The People’s Picture Company Inc. 85 minutes

**Thursday April 30**

Readings:


Additional materials:

World Health Organization. 2014. *Gender Climate Change and Health*  [http://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf](http://www.who.int/globalchange/GenderClimateChangeHealthfinal.pdf)

The Daily Show: Breast Cancer Action's executive director Karuna Jaggar was featured on The Daily Show, explaining this year's most egregious pinkwashing partnership, involving Komen and fracking company Baker Hughes. [http://breastcancerconsortium.net/pink-fracking-drill-bits-on-the-daily-show/](http://breastcancerconsortium.net/pink-fracking-drill-bits-on-the-daily-show/)

**Week 6: Globalization and Militarism**

**Tuesday May 5**

Readings:


Film (in class):


Additional readings:


**Thursday May 7 - No Class**

**ASSIGNMENT:** Final Project Proposals due on GauchoSpace, 1pm. Please use template provided in Resources box of GauchoSpace.

**Please attend part of the IHC’s Conference**, “Approaching the Anthropocene: Perspectives from the Humanities and Fine Arts” [http://www.ihc.uesb.edu/approaching-the-anthropocene/](http://www.ihc.uesb.edu/approaching-the-anthropocene/)
**Week 7: Environmental and Climate Justice in the Global South -- Women’s Experiences & Leadership**

**Tuesday May 12**

Readings:


**Thursday May 14**

Readings:


Additional readings for this week:


Films (in class):

Sisters on the Planet Series by Oxfam

- Sahena’s story of being a leader against climate change and flooding in Bangladesh. [https://www.youtube.com/watch?v=WqYgDGy8Z4M](https://www.youtube.com/watch?v=WqYgDGy8Z4M) 6.58

- Carteret Islands going underwater, told by a woman leader who lives there. [https://www.youtube.com/watch?v=0XDHMgqlcEU](https://www.youtube.com/watch?v=0XDHMgqlcEU) 8.18

Marshallese poet Kathy Jetnil-Kijiner speaking at the UN Climate Leaders Summit in 2014 [https://www.youtube.com/watch?v=L4fdXo4tY#t=403](https://www.youtube.com/watch?v=L4fdXo4tY#t=403) 6.57

**Week 8: North American Climate Justice Movements**

**Tuesday May 19**

Readings:


Additional materials for this week:


Mountain Top Removal:


Thursday May 21

Special Guest: Madeline Stano, Center on Race, Poverty & the Environment

Readings:


Week 9

Tuesday May 26 – Popular Culture

ASSIGNMENT: Students bring in examples to discuss and turn in at the end of class (hard copy please: Can be a photo with brief description or brief description of something).

Readings:

Additional reading:
NPR. 2013. “So Hot Right Now: Has Climate Change Created A New Literary Genre?”

Begin Student Presentations

Thursday May 28 – Solutions
Readings:


Student Presentations

Week 10: Solutions -- What We Can Do!
Inclusive broad based social movements, UN global treaty, renewable energy, keep the oil in the soil, the tar sands in the land, the coal in the hole, the gas under the grass, community choice aggregation, divestment, decentralization, education... Students will teach about solutions!

Tuesday June 2
Student Presentations

Thursday June 4
Student Presentations

Final Exams June 6-12
Final paper due Wednesday June 10th 12 pm on GauchoSpace.

Have a wonderful Summer!


**OCCUPY TOGETHER**

**HAND SIGNALS**

**SPEAKING**

- **Want to Talk**
- **Direct Response**
- **Clarify**
- **Point of Order**

**FEELING**

- **Agree**
- **Don’t Agree**
- **Oppose**
- **Block**