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Women and the Environment, Listed as Feminism and Ecology WST 150.2 or ENV 181.1

Meets Wednesday and Friday 8:30-9:45am, LSRC A156, Spring 2005

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Course Description

The goal of this course is to become familiar with how gender has influenced environmental protection and human health. Emphasis is placed on the history of the environmental movement, the role of women in the movement, how environmental health and environmental justice issues impact human health and more specifically women and children's health, and the future of ecosystem and human health protection. This course is open to all who have an interest in environmental issues, particularly as they pertain to women. *Prerequisites:* None.

Learning Objectives

- You will be able to identify important events and key players in the environmental movement and to describe the contributions of important women in the movement.
- You will be able to define the important jargon when discussing women, feminism, and the environment (ex: ecofeminism, deep ecology, environmental justice).
- You will be able to assess the current environmental challenges and successes and compare and contrast the situation within the U.S. and abroad.
- You will be able to evaluate and predict future challenges for ecosystem and human health protection and propose ways in which women may play an important role.
- You will be able to select and apply appropriate tools and techniques to conduct, write, and present independent research.

Teaching Methods

Class meetings include instructor presentations, class discussions, student presentations, a few short films and presentations by guest lecturers. A class field trip may also occur during one class session.

Learning Activities

Grades are based on a reading and discussion journal, two short oral reports, a survey / expert elicitation paper, a presentation and research paper on a topic of the student's choice, a synthesis assignment, and class discussions (see Projects and Assignments below for more details).

Texts

There is one assigned text for this class ([Earth Follies: Coming to Feminist Terms with the Global Environmental Crisis](#) by Joni Seager), but a copy will also be put on reserve. A copy can be purchased from www.amazon.com; books were not ordered through the bookstore. The remaining reading assignments are from different sources which include book chapters and

articles that will be available through the library's e-reserves program or Blackboard. You will be able to download the readings for each week.

Projects and Assignments

Reading and Discussion Response Journal (Due March 9 and April 27)

Objective: To record reactions to the required readings and class discussions, to relate subjects to personal experiences, to demonstrate improvement in comprehension and analysis of selected topics. Readings will be an important part of this class and students should anticipate spending a minimum of three hours per week on readings.

Content: Minimum of two entries per week, one for your reaction to the readings and one for your reaction to the class discussion about the topic of the readings. Some questions will be suggested to stimulate and guide your reading and discussion responses. Sometimes additional responses will be assigned for guest lectures or films.

Format: Reading journals should be kept in paper folders that have a 3-prong clip inside so that you can add additional pages as the semester progresses.

Oral Report on an Environmental Catalyst (Due January 21 or 26)

Objective: To practice effective presentation skills and to share information with the class about one major event which had a significant effect on the environmental movement.

Content: Research a specific event selected from a list of options and present to the class what the event was, when it occurred, why it occurred, and how it affected the environmental movement.

Format: There are two parts to the assignment. 1) A 5 minute (maximum) presentation, and 2) a 1 page synopsis of notes used for the presentation.

Oral Report on an Important Woman in Environmental Science or Policy (Due February 9-23)

Objective: To demonstrate improvement on presentation skills and to introduce the class to one important woman in Environmental Science or policy.

Content: Research a specific person who has had an impact on the environmental movement or who is currently an important figure in the environmental sciences or policy and present to the class who they are, what they do, and why they are/were important.

Format: There are two parts to the assignment. 1) A 5 minute (maximum) presentation, and 2) a 1 page synopsis of notes used for the presentation.

Survey / Expert Elicitation Form and Group Report (Survey/Question Form Due Sunday February 6; Report Due February 16)

Objective: To practice surveying or expert elicitation techniques and to research a topic approved by us that is relevant to the course.

Content: This assignment is to either do a survey of at least 10 people or do one expert elicitation. The report must include a thoughtful analysis of the results and suggestions for ways to improve upon the survey/elicitation method in the future.

Format: Group report should be no more than 5 pages typed, double-spaced. It must also include an appendix (not counted in the page limit) containing the references and the survey or questions used.

Gender and the Environment Project (Multiple due dates, see below)

Objective: To spend a semester in the detailed study of one aspect of women and the environment. Examples of topics include:

- A review of a specific country's environmental movement with a focus on how women have been involved.
- An in-depth report of one particular woman who has had a great impact on the environmental movement or on environmental science and policy.
- A cultural comparison of the role of women in environmental health and/or environmental protection in at least 2 different countries.
- A report of results of an original survey or elicitation about some topic relating to women and the environment.
- A report on a small environmental health/toxicology project (where possible).

Content: There will be several assignments related to the project.

1. Topic Proposal (Due February 4)

The first assignment is a topic proposal, which will include a 1 page overview of the topic you are planning to examine.

2. Outline of Paper (Due February 23)

The second assignment is an outline, including the references for your paper. This assignment will be 2-3 pages.

3. Draft of Paper (Due March 25)

The third assignment is a draft of your paper, which should be as complete as possible at this point.

4. Final Presentation of Research (Due April 20 or 22)

You will formally present your findings during class near the end of the semester.

5. Final Paper (Due May 2)

The final paper will be due the beginning of finals week and must show improvements based on suggestions given on your draft and comments after the presentation.

Format: Final paper should be no more than 20 pages typed, double-spaced. It must also include a bibliography (not counted in the page limit) containing a minimum of 10 approved references.

Class Participation

Objective: You must participate in class discussions on a regular basis. Participation will ensure that you are doing the readings to prepare for class and are ready to participate in a discussion with your classmates. Full credit will be given to every student who participates regularly.

Absence Policy and “No Reading” Day

Because discussion and class participation are such a critical part of the learning process in this class, missing class is not recommended. You will be allowed one excused absence. If you have any additional absences, you must do a make-up activity that will involve additional research on a specified topic and a short presentation to the class on the results. It is highly recommended that you contact the instructors *prior* to missing class. The instructors also realize that there are very difficult points in every semester during which it is difficult to finish reading assignments. As a result, you will also be allowed one “No Reading” day in addition to the one excused

absence. To benefit from the “No Reading” day privileges, you are required to attend class and must tell the instructors *before* class begins that you are taking your “No Reading” day. On this day, you are not required to answer any specific questions related to that day’s readings but must participate in any activities or discussions that are not specific to the readings.

Late Assignment Policy

Assignments turned in after the due date will lose 10% of the points per day.

Academic Integrity

Students enrolled in this class will be expected to follow the Honor Code at Duke. You must agree to follow the guidelines below:

- 1) I will not lie, cheat or steal, nor will I permit others to do so.
- 2) I will conduct myself in an honorable and responsible manner in all activities where I represent myself as a Duke student.

It is imperative that any violations of the Honor Code be reported to the instructors immediately.

Grading

10 Points	Reading and Discussion Response Journal
5 Points	Oral report on important women in environmental science or policy
5 Points	Oral report on major environmental catalyst
10 Points	Survey / Expert Elicitation Form and Report
50 Points	Women in the Environment Project
	Proposal 5 Points
	Outline 5 Points
	Draft 5 Points
	Presentation 10 Points
	Final Paper 25 Points
5 Points	Synthesis Assignment
15 Points	Class Participation