Welcome to Sociology 616: Gender, Race and Environment. How are relationships with the natural world implicated in constructions of race and gender? To what extent is environmental degradation held in place through systems of gender and racial hierarchies? How do race and gender shape theory within environmental sociology? Can we envision an “intersectionality” that includes the environment? How do race and gender shape experiences of environmental degradation and movements for social and environmental change? These are some of the questions that will guide our readings and conversations throughout the term.

Our course examines classic themes within environmental sociology to see how adding gender and race changes our understanding of this material, and engages new topics that have emerged through scholarship on the intersection of gender, race and environment. We will read a combination of classic works and newer theory. Most readings are by sociologists, but we will also read from historians, geographers, philosophers and more.

Assignments:
In Class Participation 15%
Discussion Leading 20%
Reading Journal 15%
Weekly Reflection Memo and Synopsis 20%
Final Paper 30%

In Class Participation
Your engaged presence matters for our collective learning. Come to class with enough of the reading done well enough to participate effectively with your peers in small and full group discussion. Listen attentively. Speak thoughtfully. Bring us your good energy and ideas. Plan to be early or at least on time to class and remain with us until the end. Any absences from class need my prior approval.

Discussion Leading
Each week two students will work as a team to lead approximately 60-80 min of the class. Discussion leaders will meet in advance and work together to provide a summary of the main ideas of the text, list and define key terms, and most importantly, come with a plan to facilitate the class including a series of “discuss-able” questions (you may also count on questions from the cross cutting themes report back, see below). You are also encouraged to bring in background materials such as music, photos, artwork, youtube videos, etc. Your team will earn an "A" if it meets all the criteria below:
1) Briefly but thoroughly summarizes the **key concepts** and arguments of the assigned readings for the day (ppt is great but your summary MUST be short, e.g. 8-10 min).
2) Draws **connections** between the current readings, course themes and other readings/aspects of the course.
3) Effectively **facilitates the participation** of everyone in class.
4) Shows **creativity** and is **well prepared**.

Teams will submit an outline of the game plan to me including any materials (ppt slides, handouts) by noon the day prior to the discussion. Each of you will lead one class.

**Reading Journal**
This is an informal space for you to develop your own ideas in relation to the material. The primary focus is a place for you to make the material your own through further engagement with the readings as you see fit. There is no specific format required, the minimum expectation is roughly one page per week however more engaged use of this medium is advised. Reading journals will be collected in Week 5, due at the end of the term, and returned to students after the course.

**Reflection Memo and Synopsis of Cross Cutting Themes**
It is my goal that we will think about a number of important themes each week from culture and the body to race and gender. However not all those themes will be obvious in the reading. In order to create a more “intersectional” conversation in class you will each take responsibility for one theme. In order to do this, each week students will turn in a one page reflection memo and present a 2-5 min synopsis to the class of how the course reading relates to one of the “cross cutting themes.” Working in twos or threes is encouraged. Meet with your team a few days prior to class to share ideas, questions and write up the memo.

**Proposed Cross cutting Themes:**

- Gender
- Race
- Capitalism
- Culture
- Resistance
- The Body
- Labor/work
- Ideology/epistemology
- The state

**E.g. for Gender:** Your memo and synopsis for the class might address: What are key concepts from the reading relating to gender and environment? How does this week’s reading add to existing theory on the relationship of gender and environment? What is missing but could be added? What critiques do you have? Provide one or two discussable questions from this week’s reading related to gender.

**Final Paper**
The final paper is a more formal opportunity for you to expand upon an area of your own interest in more detail. You can use the final paper to address one of the questions listed in the syllabus, to develop an emerging research, thesis or dissertation topic related to course
material, or further explore any topic of your choosing related to the course theme. Papers should be 8-12 pp. or 1600-3200 words. You will need to choose a topic by Week 3 and submit a tentative outline by Week 7. You will bring a complete draft to class during Week 9 for our in class peer review session. The final paper is due on final exam day of finals week. PLEASE NOTE IN ADVANCE: With our class size it will not be possible for me to accommodate late papers.

### Week One  
September 28

**Introduction: Theoretical Strands**

Reading:
1) Val Plumwood Ch. 2 of *Feminism and the Mastery of Nature* “Dualism the logic of colonization” (1993)

### Week Two  
October 5

**Relationships: There Are Many Ways of Being and Knowing**

Reading:
3) "Beyond Ecoliberal Common Futures" Environmental Justice, Toxic Touring and a Transcommunal Politics of Place" Givanna Di Chiro
4) Karuk Tribe Eco-Cultural Natural Resource Management Plan pp 7-18 and 64-84

### Week Three  
October 12

**The State and Racialization**

U.S. Colonialism and early capitalism

Reading:
2) Almaguer, Tomas *Racial Faultlines: The Historical Origins of White Supremacy in California*
3) Jake Kosek “Smokey the Bear is a White Racist Pig” Ch. F of *Understories: The political life of forests in Northern New Mexico*, Duke University Press, 2006.

**CHOOSE TOPIC FOR FINAL PAPER**
<table>
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<tr>
<th>Week Four</th>
<th>October 19</th>
<th>Militarism, Genocide and Resistance</th>
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| **Reading:**      |            | 1) Kat Andersen *Tending the Wild: Native American Knowledge in the Management of California’s Natural Resources* Ch. 3 “The Collision of Worlds”  
                      4) Norgaard and Reed “Emotions of Environmental Decline: What Can Native Cosmologies Teach Sociology about Race and Environmental Justice”  

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<th>Week Five</th>
<th>October 26</th>
<th>Wealth and Matter: Gender and Race in the ideology of capitalism</th>
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| **Reading:**      |            | 1) *Bodily Natures: Science, Environment and the Material Self* Ch. 1 “Bodily Natures” Stacey Alaimo  
                      3) Salleh, Ariel "Ecological Debt, Embodied Debt" in *Eco-Sufficiency and Global Justice Women Write Political Ecology*  

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<th>Week Six</th>
<th>November 2</th>
<th>Reproduction</th>
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| **Reading:**      |            | 1) Vandana Shiva “People or Population: Towards a New Ecology of Reproduction”  
                      4) Hochschild, Arlie “Love and Gold” from *The Commercialization of Intimate Life: Notes from Home and Work*  
                      5) Federici, Silvia The Devaluation of Women’s Labour” Ch 2 of *Eco-Sufficiency and Global Justice Women Write Political Ecology*  
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<th>Week Seven</th>
<th>Exclusion and Privilege</th>
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<tr>
<td>November 9</td>
<td><strong>Reading:</strong></td>
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<td><strong>DRAFT OUTLINE OF FINAL PAPER DUE</strong></td>
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<th>Week Eight</th>
<th>Bodies: Health and Contamination</th>
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<td>November 16</td>
<td><strong>Readings:</strong></td>
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<td>3) Andrea Smith <em>Conquest: Sexual Violence and American Indian Genocide</em> Chs. 3, 4</td>
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<td></td>
<td>5) Casper and Moore <em>Missing Bodies the Politics of Visibility</em> Ch. 5 “Fluid Matters: Human Biomonitoring as Gendered Surveillance”</td>
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<tr>
<th>Week Nine</th>
<th>IN CLASS PEER REVIEW WORKSHOP: FULL DRAFT OF PAPER DUE</th>
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<td>November 23</td>
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<th>Week Ten</th>
<th>Globalization and Immigration</th>
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<td>November 30</td>
<td><strong>Reading:</strong></td>
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<td>Lisa Sun He Park and David Pellow <em>Slums of Aspen: Immigrants vs. the Environment in America’s Eden</em></td>
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<td>“There is a Land Where Everything is Pure” Linguistic Nationalism and Identity Politics in Germany Uli Linke in <em>Race, nature, and the politics of difference</em> (2003)</td>
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Additional Recommended Reading:
(these are a few examples of classics and new material to get you started, all of these areas are large topics)

**Relationships: Many Ways of Being and Knowing**

LaDuke, Winona *Recovering the Sacred: The power of naming and claiming*

Linebaugh, Peter *The Magna Carta Manifesto: Liberty and Commons for All*

Tsing, Anna *Friction: An Ethnography of Global Connection*

Berkes, Fikret *Sacred Ecology*

Grim, John (ed) *Indigenous Traditions and Ecology*

DeLoria, Vine *God is Red*

**Wealth and Matter:**

Marable, Manning *How Capitalism Underdeveloped Black America*

Rodney, Walter *How Europe Underdeveloped Africa*

Alaimo, Stacey *Undomesticated ground: recasting nature as feminist space*

Griffin, Susan *Woman and Nature*

Merchant, Carolyn *Death of Nature: Women, Ecology and the Scientific Revolution*

Cronon, William *Changes in the Land: Indians, Colonists and the Ecology of New England*

Alaimo, Stacey *Bodily Natures: Science, Environment, and the Material Self*

**The State and Racialization**

Omi, Michael and Howard Winant *Racial Formation in the United States*

HoSang Daniel, Oneka LaBennett and Laura Pulido (eds) *Racial Formation in the Twenty-First Century*

Hurtado, Albert *Intimate Frontiers: Sex, Gender and Culture in Old California*


**Militarism, Genocide and Resistance:**

Enloe, Cynthia *Bananas, Beaches and Bases*

Enloe, Cynthia *Maneuvers: The Internal Politics of Militarizing Women's Lives*

Churchill, Ward *A Little Matter of Genocide*


Hurtado, Albert *Indian Survival on the California Frontier*

Heizer, Robert *The Destruction of California Indians*

Goldstein, Joshua *War and Gender: How Gender Shapes the War System and Vice Versa*


**Bodies: Health and Contamination**

Eisenstein, Zillah, *Manmade Breast Cancers*

No Safe Place Toxic Waste, Leukemia and Community Action Mikkelsen and Brown

Bullard, Robert et al *Toxic Waste and Race at Twenty*, United Church of Christ, 2007
Brulle, Robert and David Pellow “Environmental Justice: Human Health and Environmental Inequality” *Annual Review of Public Health*

“Pollution Comes Home and Gets Personal” Altman et al “Embodied Health Movements: Challenges to the Dominant Epidemiological Health Paradigm”


Sexuality:
Mortimer-Sandilands, Catriona and Bruce Erickson (eds) *Queer Ecologies: Sex, Nature, Politics, Desire*
Stein, Rachel (ed) *New Perspectives on Environmental Justice Gender, Sexuality, Activism*
Sandilands, Catriona, *This Elusive Land: Women in the Canadian Environment*
Hurtado, Albert *Intimate Frontiers: Sex, Gender and Culture in Old California*
Azzarello, Robert *Queer Environmentality: Ecology, Evolution, and Sexuality in American Literature*
Adams, Carol *The Pornography of Meat*

Reproduction:
Schoen, Johanna *Women and the Politics of Sterilization*
Hartmann, Betsy *Reproductive Rights and Wrongs*
Connelly, Matthew *Fatal Misconception: The Struggle to Control World Population*
Schoen, Johanna *Choice and Coercion: birth control, sterilization, and abortion in public health and welfare*
Hochschild, Arlie *The Commercialization of Intimate Life*
Erenhreich, Barbara and Arlie Hochschild, eds. *Global Woman: Nannies, Maids and Sex Workers in the New Economy*
Hochschild, Arlie *The Outsourced Self: Intimate Life in Market Times*