This political ecology course explores how masculinities and femininities are shaped by—and influence—environmental management and the (re)production of urban and rural landscapes. Course participants develop skills and strategies to strengthen their work in conservation and development with gender-aware language, image analysis, survey design, mapping, photovoice, interviews and focus groups, use of contested terms, acknowledgement of own positions in scientific research and professional practice, and capacity to engage interlocutors in their own positionality.

Natural and social scientists and practitioners join in this course to ask: How does gender work in and through ecosystems, economies, environmental governance systems, institutions, bodies, and science itself? We explore this question on scales ranging from local farms, forests, and cities to global earth systems, with emphasis on Latin America. Intersectional analysis is used to differentiate colonial/hegemonic masculinities from high-tech ecomodern masculinities, and from the subordinate masculinities of millions of Latin American laborers who serve as beasts of burden in extractive enterprises that degrade their ecosystems and their bodies. Postcolonial/decolonial feminisms shed light on historical dissemination of gender-environment models based in hierarchical binaries. Feminist care theories illuminate long-evolving and newly-emerging masculine practices for child-raising, community-building, and regenerating ecosystems and services.

**Topics explored**

**Addressing eco-social processes on three spatio-temporal scales**
- Specific socio-ecosystems (contemporary cases)
- Modern/western development (1950-2019 Latin America)
- Anthropocene and capitalocene (1500-2019 geological-historical period)

**Recognizing interplay of thermodynamics & sociocultural dynamics**
- Bodily practice and environment
- Biocultural co-construction of gendered territories explored through mapping and photovoice
- Biocultural co-construction of gendered cities

**Working in and with projects, policies, and sciences shaped by ethnocentric and androcentric legacies**
- Dealing with the nature-culture binary
- Thinking intersectionality
- Adapting scientific and professional practice

**Supporting visions, skills and strategies of differently positioned actors along differently directed paths toward futures that are healthier and happier for more of earth’s creatures**
- New eco masculinities
- New ecofeminisms
- Innovating and integrating gender systems

*See the weekly schedule below for readings, skill-building activities, and assignments*
LITERATURE AND OTHER MATERIALS

- Students are not required to purchase any books or other course materials.
- Most required readings are available through UF libraries and/or Open Access online.
- Book chapters, podcasts, and other materials are available on Canvas.
- Each week detailed power point presentation are posted on Canvas before class, allowing students to access content without taking extensive notes during class meeting.
- All participants will access an annotated bibliography with more than 120 sources relevant to course.

LEARNING OBJECTIVES

This course supports participants to see and analyze dynamic relations among gender, masculinities, and environmental processes, and to develop skills and strategies to engage in transformative research and practice.

Participants will develop the following skills and strategies:

1. Use gender-aware language in speaking and writing
2. Analyze images for subliminal (and not-so-subliminal) messages about gender and environment
3. Design and apply surveys less pervaded by ethnocentric/androcentric assumptions about gender and environment
4. Facilitate participatory mapping and photovoice of gender-environment practices, knowledge, meanings
5. Facilitate interviews and focus groups on generational changes in gender-environment expectations and challenges
6. Define and use contested terms carefully in planning, writing and conversation
7. Practice addressing humans and other creatures without foregrounding binary categories
8. Acknowledge own (gender, racial, class, cultural, geographic) position in scientific research and professional practice
9. Listen and engage interviewees and interlocutors in their own positionality
10. Assemble images of masculinity observed by participants in specific environments; facilitate interpretation of images perceived as toxic, as healthy

Students engaged in this course will build the capacity to:

1. Recognize roles that gender systems play in producing, reproducing, and sometimes transforming socio-ecological worlds.
2. Identify and describe gender-environment dynamics in empirical cases involving agriculture, forests, architecture, urban planning, energy, GHG emissions, and other domains.
3. Point to influence of specific historical modes of gender and masculinities in processes of environmental degradation including climate change. Strategize possibilities for mitigation and change.
4. Use a gender systems lens, with attention to masculinities, to assess various institutional and sociocultural arrangements for environmental governance, together with competing models for conservation and development.
5. Reflect critically on their own gendered identities and lifestyles, including relations with human and non-human others. Explore ways to forge more meaningful and sustainable futures.

Course participants will figure out how to define and apply contested concepts including:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Environment</th>
<th>Western nature-culture binary</th>
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<tbody>
<tr>
<td></td>
<td>Masculinity/Masculinities</td>
<td>Bio-cultural systems/socio-ecosystems</td>
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<tr>
<td></td>
<td>Phylogeny/bio evolution</td>
<td>Thermodynamic societal metabolism</td>
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<td></td>
<td>Ontogeny/morphogenesis</td>
<td>Unequal ecological exchange</td>
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<td>Neuroplasticity</td>
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<td>Anthropocene</td>
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<td>Muscle memory</td>
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<td>Capitalocene</td>
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<td>Cultural adaptation</td>
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<td>Epistemology</td>
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<tr>
<td>Sex</td>
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<td>Ontology</td>
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<td>Sexuality</td>
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<td>Socialization</td>
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<td>Intersectionality</td>
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<td>Patriarchy</td>
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<td>Heteronormativity</td>
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<tr>
<td>Feminisms</td>
<td></td>
<td>Eco-feminism</td>
</tr>
</tbody>
</table>
CLASS DYNAMICS AND LEARNING METHODS

This course brings together literature and approaches from anthropology, biology, ecology, geography, economy, forestry, sociology, agronomy, political science, environmental studies, and development studies. In each of these realms, work with gender and feminist perspectives is highlighted.

Course participants meet in person once each week, while conversations and interactions develop continually through a virtual intellectual community interconnected through the course website. Grades are based on engagement in a series of learning activities detailed below.

Most class meetings will follow a similar pattern:
- One student presents an insight, challenge, or contribution (5 min)
- A couple key concepts are defined and discussed
- Instructor delivers a presentation in dialogue with participants
- All engage in active skill-building exercises
- One student facilitates discussion of core reading(s)

COURSE POLICIES

Attendance is required. Class meetings are a vital part of this course. All students are expected to complete assignments and readings before class, to arrive on time for each class, and to participate actively in classroom learning. Absences will be reflected in grades. The class will involve a great deal of interaction and discussion, and students will be rewarded for efforts to learn collaboratively with respect, enthusiasm and open minds.

Personal technology in the classroom. During regular class time students may not use personal technology devices (laptops, smartphones, mobile phones, iPads, and similar technologies). The instructor will indicate when devices may be used for select class activities. Exceptions will be made for students who use personal technology devices due to documented disabilities, students who anticipate emergency calls, etc.

UF POLICIES

- Students with Disabilities Act: The Dean of Students Office coordinates needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. Dean of Students Office, 202 Peabody Hall, 392-7066.
- Software Use: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator.
- Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Work submitted for credit by UF students should not include any form of plagiarism, cheating or unauthorized aid. Unless an assignment is explicitly identified as collaborative, all work should be completed independently. Students should understand and follow the Student Honor Code that they signed upon enrollment at the University of Florida: “I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

UF HELPING RESOURCES

- Latin American and Caribbean Collection at UF Libraries: Specialized staff support use and enjoyment of the 500,000 volumes, 50,000 microforms, thousands of current and historical serial titles and digital resources in this world-class collection. LACC library staff provide expert help in online searches for research and study materials.

- Academic Writing, Grammar and Style: The UF Writing Studio is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent
learning and scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome!

- **Technical difficulties with E-learning in CANVAS:** Contact the UF Help Desk at Learning-support@ufl.edu or (352) 392-HELP, then select option 2.

- **Personal Challenges:** Students experiencing crises or personal problems that interfere with general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling Center and Student Mental Health both provide confidential counseling services at no cost for enrolled students. Resources are also available for students seeking to clarify career and academic goals and to deal with academic challenges.
  - University Counseling Center, 301 Peabody Hall, 392-1575; personal and career counseling.
  - Student Mental Health, Student Health Care Center, 392-1171, personal counseling.
  - Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161.
  - Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

### GRADED LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Learning activity</th>
<th>Date due</th>
<th>Maximum points to be earned</th>
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<tbody>
<tr>
<td>Discussion board commentaries</td>
<td>Weekly thru 4.4.2018</td>
<td>20 (10 @ 2 points each)</td>
</tr>
<tr>
<td>Review article assessment</td>
<td>2.01.2019</td>
<td>10</td>
</tr>
<tr>
<td>Define &amp; use contested terms</td>
<td>2.18.2019</td>
<td>20</td>
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<tr>
<td>Course project &amp; paper draft</td>
<td>3.11.2019</td>
<td>10</td>
</tr>
<tr>
<td>Test on key concepts</td>
<td>3.28.2019</td>
<td>10</td>
</tr>
<tr>
<td>Present course project, facilitate discussion</td>
<td>4.11.2019, 4.18.2019</td>
<td>5</td>
</tr>
<tr>
<td>Critical review of intellectual event of choice</td>
<td>Before 4.22.2019</td>
<td>5</td>
</tr>
<tr>
<td>Course project &amp; paper final</td>
<td>4.25.2019</td>
<td>10</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>All semester</td>
<td>10</td>
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**Letter grades** will be implemented using the following scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94.99</td>
<td>A-</td>
</tr>
<tr>
<td>88-89.99</td>
<td>B+</td>
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<tr>
<td>83-87.99</td>
<td>B</td>
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<tr>
<td>80-82.99</td>
<td>B-</td>
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<tr>
<td>78-79.99</td>
<td>C+</td>
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<tr>
<td>73-77.99</td>
<td>C</td>
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<tr>
<td>68-69.99</td>
<td>D+</td>
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<tr>
<td>63-67.99</td>
<td>D</td>
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<tr>
<td>60-62.99</td>
<td>D-</td>
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<tr>
<td>0-59.99</td>
<td>F</td>
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**GUIDELINES AND ASSESSMENT CRITERIA FOR LEARNING ACTIVITIES**

**Written work**

All written work for this course should use U.S. punctuation and follow standards in Chicago Manual of Style, accessible online at UF libraries. Resources and quotes should be properly cited, and references listed as described in The Chicago Manual of Style Author-Date system. Written materials should be uploaded onto CANVAS in Word documents (not PDF), unless images or figures require other format. Please include your name in the title of the WORD document.

Every student is encouraged to visit the UF writing studio for support in developing scholarly writing skills and strategies: http://writing.ufl.edu/writing-studio/. On each student’s first paper, instructor will mark punctuation and style errors, but not subtract points. Errors that are repeated in later papers are penalized.

**Comments, questions, and creative expressions inspired by weekly readings posted on CANVAS**
Before 5:00 p.m. each Wednesday, students post on CANVAS critical reflections on readings and videos assigned for the week, and on optional materials explored. These reflections may take the form of videos, artwork, written comments, poetry, or other. Keep written entries under 250 words, respond to postings by classmates, and try to move from monologue statements toward dialogue conversations among diverse voices.

Each posting should:
- Identify and define at least one key concept.
- Quote from and discuss at least one assigned reading.

The insights and questions circulated on our electronic discussion board serve to enrich classroom conversations. For each class meeting, one student will work to guide and curate discussion board posts and to lead an in-class discussion motivated by readings and posts.

**Review article assessment**
Read and comment on a review article that identifies over a hundred recent publications related to masculinities, gender, and environment. Assess the selection and organization of sources, messages conveyed, usefulness for specific people and purposes. Compare this review with CAB review article on Gendered Agricultural Knowledge. Provide a complete reference for at least one additional source that you recommend be incorporated into the review of masculinities and environment literature.

**Define & use contested terms**
For each key concept: quote definitions from two sources (with full citation), write your own definition, and briefly point to differences/similarities among the three conceptualizations. Show that you (1) understand the core meaning of each concept, and (2) recognize that different theories and thinkers apply, adapt, and debate these concepts.

**Test on key concepts**
For each key concept, be prepared to provide one short definition (20-40 words).

**Course project & paper, produced collaboratively in pairs (draft, presentation, final paper, presentation)**
Working in pairs, students explore selected issues and challenges in masculinities, gender and environment. During the semester, each pair will design and carry out a project, produce a draft paper, present to class and facilitate conversation, and submit a final paper.

In class, each student pair will present a brief (3-5 minute) presentation on their debate paper, then facilitate an interactive discussion. Practice timed presentations! Study examples and hints for 3 minute thesis presentations.

Each writing pair will submit two versions of the paper: an initial version on which instructor will provide detailed feedback and dialogue, and a final version that responds to instructor’s suggestions and to the experience of presenting and discussing the project with the class. Target length for the paper is 2,500-3500 words. All resources and quotes should be properly cited, and full references listed as described in: http://www.chicagomanualofstyle.org/tools_citationguide.html

Draft and final version of the paper may each earn up to 10 points according to the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A successful masculinities, gender, environment paper will:</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>name challenge</td>
<td>Clearly identify the socio-environmental challenge to be addressed</td>
<td>1</td>
</tr>
<tr>
<td>concepts</td>
<td>Define and apply at least ten course concepts</td>
<td>2</td>
</tr>
<tr>
<td>context</td>
<td>Describe relevant history, geography and cultural context, identifying gender &amp; environment dynamics operating in each</td>
<td>2</td>
</tr>
<tr>
<td>connect w. course</td>
<td>Use relevant ideas and information from at least five materials assigned for this course, including a quote from each</td>
<td>2</td>
</tr>
<tr>
<td>connect w. course</td>
<td>Use relevant ideas and information from at least five materials selected from bonus bibliography, including a quote from each</td>
<td>2</td>
</tr>
</tbody>
</table>
critical review of relevant intellectual events on or off campus

Participate in lectures, events, performances relevant to our exploration of masculinities, gender and environment. Write a short 300-400 word review addressing the following:

- Indicate the title, place, time and presenter(s) of the event
- Identify the main message(s) communicated by the event
- How was gender conceptualized and defined in this event?
- How were masculinities and femininities addressed and interconnected? Which was prioritized?
- What relations between environment and gender were identified and examined?
- In what ways was gender (or masculinities) hidden, ignored, avoided in this event?
- Discuss an aspect of the event that you found interesting, motivating, insightful
- Discuss an aspect of the event that provoked disagreement, frustration, boredom
- Connect the event to content or ideas covered in at least one course reading and lecture

Center events calendar: http://www.latam.ufl.edu/calendar/
Tropilunch seminar, 12:45 every Tuesday in Grinter 376 http://www.tcd.ufl.edu/news/tropilunch
TCD news and events http://www.tcd.ufl.edu/news-events

Presentation

Most class meetings start with a brief educational presentation by one student. Presentations communicate issues or challenges that students are passionate about and/or personally involved in, and find ways to make connections with one or more course readings and concepts. Presentations may include power point slides, performance, video, or other audiovisual aids. Presentations should last around five minutes, and may provoke discussions that extend beyond. The experience is free from grading.

DRAFT 12.15.2018 Schedule of Assignments, Topics, and Learning Activities

Masculinities, Gender and Environment, LAS 6938 section 02FB, Spring 2019

Concepts, skills and strategies for gender-aware work in conservation and development

<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Readings</th>
<th>Skills and tools</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10.2019 Introduction to topic and pedagogic path</td>
<td>Tools for gender-inclusive language</td>
<td>Construct norms and expectations for collaborative learning</td>
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<tr>
<td></td>
<td></td>
<td>Use gender-aware language in speaking and writing</td>
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</tbody>
</table>

Addressing eco-social processes on three spatio-temporal scales
Rural Masculinities in Tension: Barriers to Climate Change Adaptation in Nicaragua. Gonda, 2017

Distinct, shared and complementary: gendered agroecological knowledge in review. Elias, 2016

1.24.2019

Modern/western development (1950-2019 Latin America)

Men, Masculinities, and Development. Parpart, 2015


Masculinities and Management in Agricultural Organizations Worldwide. Pini, 2008 (excerpt)


1.31.2019

Anthropocene and capitalocene (1500-2019 geological-historical period)

Men, Masculinities & Climate Change (MenEngage), 2016

Introduction: Exploring Gender, Environment and Climate Change, Dankelman, 2010

Masculinities in the Sociocene, Raewyn Connell, 2017


Masculinism, Climate Change and ‘Man-Made’ Disasters. Pease, 2016

Excuse Us, While We Fix the Sky: WEIRD Supermen and Climate Engineering, Fleming. 2017

Cool Dudes: The Denial of Climate Change among Conservative White Males in the United States. McCright et al. 2011

Acknowledge own (gender, racial, class, cultural, geographic) position in scientific research and professional practice

Listen and engage interviewees and interlocutors in their own positionalities

Review article assessment 2.01.2019

Recognizing interplay of thermodynamics & sociocultural dynamics
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Actions</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Shopping to Save Lives: Gender and Environment Theories Meet Ethical Consumption. Hawkins, 2012</td>
<td>Use photovoice to support expression of different visions and voices of interlocutors</td>
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<td></td>
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<td>Meat and Masculinity. Murphy, 2017</td>
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<td>Reflexivity as Enactment of Critical Community Psychologies: Dilemmas of Voice and Positionality in Multi-country study. Suffla et al. 2015</td>
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<td></td>
<td></td>
<td>Power of Maps: (Counter) Mapping for Conservation. Harris &amp; Hazen, 2006</td>
<td>Facilitate participatory mapping exercises for a variety of learning and planning purposes</td>
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<td>&quot;We Drew what we Imagined&quot; Participatory Mapping, Performance, and the Arts of Landscape Making. Sletto Ingmunn, 2009</td>
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<tr>
<td>2.21.2019</td>
<td>Biocultural co-construction of gendered cities</td>
<td>Feminist Futures of Spatial Practice: Materialisms, Activisms, Dialogues, Pedagogies, Projections. Meike et al. 2017 (excerpts)</td>
<td>Assemble images of masculinity observed by participants in specific environments; facilitate interpretation of images perceived as toxic, as healthy</td>
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<td>Transforming the Sexist City: Non-Sexist Communities of Practice. Jarvis, 2014</td>
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<td>Feminist Futures and 'Other Worlds' Ecologies of Critical Spatial Practice. Schalk et al. 2017</td>
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<td>A Gendered Analysis of Housing Policies in the Context of Climate Change. Gurstein &amp; Ortiz Escalante, 2017</td>
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<tr>
<td>2.28.2019</td>
<td>Changing masculinities in Rural Masculinities and Fathering Practices. Brandth, Berit. 2016.</td>
<td>Facilitate interviews and focus group on</td>
<td></td>
</tr>
<tr>
<td>Meeting time shifted</td>
<td>relation with environment</td>
<td>Traditional Masculinities: Obstacles in the Turn Towards Sustainable Farming Practices. Coldwell, 2006</td>
<td>generational changes in gender-environment expectations and challenges</td>
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<td>Coming Back Across the Fence: Masculinity and the Transition to Sustainable Agriculture. Peter et al. 2009</td>
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<td>Taking Up Space: Men, Masculinity, and the Student Climate Movement. Chan and Curnow, 2017</td>
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<tr>
<td>3.7.2019</td>
<td>No class</td>
<td>SPRING BREAK</td>
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### Working in and with projects, policies, and sciences shaped by ethnocentric and androcentric legacies

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<td>Earth mother and other feminist fables: How a Strategic Notion Rose and Fell. Leach, 2007</td>
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<td>Rural Masculinities and the Internalisation of Violence in Agricultural Communities. Carrington, 201</td>
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<td>“Do it All by Myself”: A Salutogenic Approach of Masculine Health Practice Among Farming Men Coping With Stress. Roy et al. 2017</td>
</tr>
<tr>
<td>3.21.2019</td>
<td>Intersectional thinking</td>
<td>Making sense of intersectionality A manual for lovers of people and forests. Colfer et al. 2018</td>
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<td>Date</td>
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<tr>
<td>Date</td>
<td>Masculinities, Gender and Environment</td>
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<tr>
<td></td>
<td>Partial List of Sources to Nourish Learning Journey</td>
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</tbody>
</table>


Lugones, Maria. 2007. "Heterosexualism and the Colonial/Modern Gender System." *Hypatia* 22 (1).


Reed, Maureen G. 2017. "Understanding the Gender Labours of Adaptation to Climate Change in Forest-Based Communities through Different Models of Analysis." In Climate Change and Gender in Rich Countries, edited by Marjorie Griffin Cohen, 19-34. London: Routledge.


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