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

We ask how gender works in and through ecosystems, economies, environmental governance systems, bodies, and science itself, with emphasis on Latin America. Intersectional analysis is used to differentiate high-tech ecomodern masculinities from those of laborers who serve as beasts of burden in extractive enterprises that degrade their ecosystems and their bodies. Postcolonial/decolonial feminisms illuminate historical models based in hierarchical binaries. Feminist care theories highlight long-evolving and newly-emerging masculine practices for child-raising, community-building, and regenerating ecosystems and services.

**Topics explored**

**Address eco-social processes on multiple spatio-temporal scales**
(Re)production of bodies and identities
Specific socio-ecosystems (contemporary case studies)
Modern/western development in Latin American region (1950-2019)
Anthropocene / capitalocene, world geological-historical era (1500-2019)

**Recognize interplay of biological, ecological & sociocultural dynamics**
Gendered human practice, production and consumption
Biocultural co-construction of gendered territories explored through mapping and photovoice

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

**Support visions, skills and strategies of differently positioned actors along differently directed paths toward futures healthier and happier for more of earth’s creatures**
Various ecomasculinities
Various ecofeminisms
Innovating and integrating gender systems

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

- Participants 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 presentations are posted on Canvas before class, allowing participants to access content without taking extensive notes during class meeting.

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.
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. Write evidence-based reports and analyses.
8. Practice addressing humans and other creatures without labeling them in binary categories.
9. Acknowledge own position and perspective in scientific research, profession, practice.
10. Listen and engage interviewees and interlocutors in their own positionality.

Participants engaged in this course will build the capacity to:

1. Identify and describe gender-environment dynamics in empirical cases involving agriculture, forests, architecture, urban planning, research and science, energy, GHG emissions, and other domains.
2. Recognize the role of gender systems in producing, reproducing, and sometimes transforming socio-ecological worlds.
3. Link specific historical modes of gender and masculinities to processes of environmental degradation including climate change. Strategize possibilities for mitigation and change.
4. Use a gender systems lens 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>Environment</th>
<th>Biological evolution/phylogeny</th>
<th>Western nature-culture binary</th>
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</thead>
<tbody>
<tr>
<td>Gender system</td>
<td>Life devlp. of organism/ontology</td>
<td>Bio-cultural systems</td>
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<tr>
<td>Kinship</td>
<td>Sex and Sexuality</td>
<td>Societal metabolism</td>
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<tr>
<td>Heteronormativity</td>
<td>Racialization</td>
<td>Unequal ecological exchange</td>
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<tr>
<td>Masculinity/Masculinities</td>
<td>Ontology</td>
<td>Anthropocene</td>
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<tr>
<td>Hegemonic masculinity</td>
<td>Neuroplasticity</td>
<td>Capitalocene</td>
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<tr>
<td>Cisgender</td>
<td>Muscle memory</td>
<td>Patriarchy</td>
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<tr>
<td>Transgender</td>
<td>Cultural adaptation</td>
<td>Feminisms</td>
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<tr>
<td>Intersectionality</td>
<td>Ecosystems and earth systems</td>
<td>Eco-feminism</td>
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</tbody>
</table>

**CLASS DYNAMICS AND LEARNING METHODS**

This course brings together literature and approaches from anthropology, biology, ecology, geography, gender studies, economy, forestry, sociology, agronomy, political science, environmental studies, and development studies. Participants explore how gender, sexuality, masculinity are conceived and applied in each realm.

Course participants meet in person once each week, while conversations and interactions develop continually through a virtual intellectual community organized on CANVAS. Grades are earned through engagement and performance in a series of learning activities detailed below.

Most class meetings follow a similar pattern:

- One participant presents an insight, challenge, or contribution, linked to key concept(s) (10 min)
- One or two key concepts are defined and discussed
- Instructor delivers a presentation in dialogue with participants
- All engage in active skill-building exercises
- One participant facilitates discussion of core reading(s) (20 min)

**COURSE POLICIES**

**Attendance is required.** Class meetings are vital to this course. All participants 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 involves a great deal of interaction and discussion, and participants are rewarded for efforts to learn collaboratively with respect, enthusiasm, and open minds.

**Personal technology in the classroom.** During most regular class time participants will be fully engaged in listening and interacting, without access to 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 participants who use personal technology devices in relation to special needs, participants 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](https://studentconduct.ufl.edu/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.”

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing **course evaluations online via GatorEvals**. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

**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](https://lacc.library.ufl.edu/). LACC library staff provide expert help in online searches for research and study materials.

• **Academic Writing, Grammar and Style:** The [UF Writing Studio](https://writingstudio.ufl.edu/) 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](mailto:Learning-support@ufl.edu) 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](https://counselingcenter.ufl.edu/), 301 Peabody Hall, 392-1575; personal and career counseling.
  • Student Mental Health, [Student Health Care Center](https://studenthealthcare.ufl.edu/), 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</td>
<td>20 (10 @ 2 points each)</td>
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<tr>
<td>Review article assessment</td>
<td></td>
<td>10</td>
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<tr>
<td>Definitions of key concepts quiz</td>
<td></td>
<td>20</td>
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<tr>
<td>Critical review of cultural or academic event</td>
<td></td>
<td>10</td>
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<tr>
<td>Course project &amp; paper draft</td>
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<td>10</td>
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<tr>
<td>Present course project, facilitate discussion</td>
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<td>10</td>
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<tr>
<td>Course project &amp; paper final</td>
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<td>10</td>
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<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>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>95-100</td>
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<td>A</td>
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<td>90-94.99</td>
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<td>A-</td>
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<tr>
<td>88-89.99</td>
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<td>B+</td>
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<tr>
<td>83-87.99</td>
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<td>B</td>
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<tr>
<td>80-82.99</td>
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<td>B-</td>
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<tr>
<td>78-79.99</td>
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<td>C+</td>
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<td>73-77.99</td>
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<td>C</td>
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<td>68-69.99</td>
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<td>D+</td>
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<td>63-67.99</td>
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<td>60-62.99</td>
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<td>D-</td>
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<td>0-59.99</td>
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<td>F</td>
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</tbody>
</table>

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 each WORD document.

Every participant is encouraged to visit the UF writing studio for support in developing scholarly writing skills and strategies: http://writing.ufl.edu/writing-studio/ On the first draft of each participant’s 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 midnight each Wednesday, participants 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 apply 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 participant 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 two assigned CAB Review articles that each identify over a hundred recent publications, on with research on masculinities in environment, and one with research on gendered agricultural knowledge. Your assessment might range from 750 to 1000 words (3-4 double spaced pages).

- Identify the purpose and intended audience of each review.
- Comment on authors’ conceptualization of key ideas.
- Quote definitions of two key concepts from each paper.
- Identify other concepts that might be defined usefully in each paper.
- How did authors of each review decide which realms of thought and research to include? Which to exclude?
- What additional topics or perspectives might be covered?
- Summarize the main message of each article.

Define & use contested terms
Each participant will think through two key concepts, post conceptualizations on our class wiki, and present to the class. It can be useful to consult the wiki constructed by 2019 class participants. For each concept: quote definitions from one or more sources (with full citations), and present the definition that you choose to use for yourself (you may adopt whole, or adapt to your own liking, another author’s definition).

Our goal in conceptualizing these terms is to (1) develop solid understandings of the core meaning of each concept, and (2) recognize that different theories and thinkers apply, adapt, and debate these concepts.

Definition of key concepts quiz
For each key concept, be prepared to provide one short definition (20-30 words) in a quiz context.

Course project & paper (draft, presentation, final paper)
Working alone or in pairs, participants explore selected issues and challenges in masculinities, gender and environment. During the semester, each individual or pair will design and carry out a project, produce a draft paper, and submit a final paper.

Each writer or 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

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

Collaborative project design, implementation, and writing may take many forms. You may collaboratively forge every sentence and paragraph, so that the whole paper is a negotiated mutual expression. Or you may choose to write the introduction and conclusion together, then each write a section or case study in two individual sections that complement each other.

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>
</table>

6
Clearly identify the socio-environmental challenge to be addressed. Describe methodology of your project, and methods of scholars whose work you draw on

Define and apply at least ten course concepts

Use and cite specific evidence to describe relevant history, geography and cultural context, identifying gender & environment dynamics operating in each

Use relevant ideas, information, and evidence from at least six materials assigned for this course, including a quote from each

Use relevant ideas and information from at least four additional materials, including a quote from each

Show correct punctuation and grammar, subject-pronoun coordination, full attribution of quotes and paraphrases, complete reference list according to The CMS Author-Date system

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 of one 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 for Latin American Studies events calendar:

Tropilunch seminar, 12:45 every Tuesday in Grinter 376

TCD news and events

UF Center for Gender, Sexualities, and Women’s Studies Events

Presentation of favorite topic/issue, with key concept(s)
Most class meetings start with a brief (ten minute) educational presentation by one participant. These communicate issues or challenges that participants are passionate about and/or personally involved in, and find ways to make connections with key concepts chosen by that participant. Presentations may include power point slides, performance, video, or other audiovisual aids. Presentations should last around ten minutes. The experience is free from grading.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Skills and tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9.2020</td>
<td>Introduce topic, pedagogic path</td>
<td>Contested concepts</td>
<td>Assignments due in green</td>
</tr>
<tr>
<td></td>
<td>Language, inter-subjectivity, embodiment</td>
<td>Tools for gender-inclusive language</td>
<td>Construct norms and expectations for collaborative learning</td>
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<td></td>
<td></td>
<td>Skills you need: Gender-Neutral Language in Writing</td>
<td>Use gender-aware language in speaking and writing</td>
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<td>Terminology: intentions and frustrations</td>
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<td></td>
<td>Gender and environment Masculinities studies</td>
<td>Masculinities and Environment, <em>CAB Reviews</em>, 2019 Review article that sets the scene for key questions and materials, 7 pp On Canvas</td>
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<td>R. Connell: what is masculinity? 4 min video</td>
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<td></td>
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<td>About Raewyn Connell</td>
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<td></td>
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<td><em>Gender and water governance</em> in the Mekong region, <em>International Union for Conservation of Nature/ IUCN &amp; Oxfam</em> 10pp</td>
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<tr>
<td></td>
<td></td>
<td>Explore: rich array of IUCN gender resources</td>
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<tr>
<td>1.23.2020</td>
<td>Bodies Continual becoming Epigenetics Neuroplasticity Muscle memory Death</td>
<td>Sex Differences and Gendered Bodies. IN <em>Gender in World Perspective</em>. Connell and Pearse, 2009. 16pp on Canvas</td>
<td>Analyze videos insemination (connect to “getting personal” from last week).</td>
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<tr>
<td></td>
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<td><em>Sexing the body</em>, Ann Fausto-Sterling 2000 Browse</td>
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<td><em>Evolution’s Rainbow: Diversity, Gender, and Sexuality in Nature and People</em>. Roughgarden, 2004 Read Introduction 10pp, browse according to your interests</td>
<td></td>
</tr>
<tr>
<td>1.30.2020</td>
<td>Distinct, shared and complementary: gendered agroecological knowledge in review. Elias, <em>CAB Reviews</em>, 2016 Review article that sets the scene for key questions and materials. 8pp On Canvas</td>
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<tr>
<td>Modern/ western development (1950-2019)</td>
<td>Design and apply surveys less pervaded by ethnocentric/androcentric assumptions about gender and environment</td>
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<td>SEAGA Field Level Handbook. Socio-Economic and Gender Analysis Programme</td>
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<td>CIFOR Forest related resources</td>
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<td>Top of the food chain T.C. Boyle</td>
<td>Why are poor women poor? NYC article</td>
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<td></td>
<td>Explore indices for measuring gender conditions.</td>
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<td></td>
<td>The Salience of “Hegemonic Masculinity”, Messerschmidt, <em>Men and Masculinities</em>, 2019, Conceptualization of key idea in masculinities studies, 6 pp</td>
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<td></td>
<td>Hegemonic Masculinities WIKIPEDIA</td>
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<td></td>
<td>Dispossession and depletion of social reproduction antipode. <em>Antipode</em>, 15pp</td>
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<tr>
<td></td>
<td><em>Men, Masculinities &amp; Climate Change</em>, <em>MenEngage Alliance</em>, 2016 8 pages, accessible discussion paper</td>
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<tr>
<td></td>
<td>Excuse Us, While We Fix the Sky: WEIRD Supermen and Climate Engineering, Fleming. <em>Men and Nature Hegemonic Masculinities and Environmental Change, Rachel Carson Center Perspectives Transformations in Environment and Society</em> 2017 5pp</td>
</tr>
<tr>
<td></td>
<td>Cool Dudes: <em>Denial of Climate Change</em> among Conservative White Males in the United States. McCright et al., <em>Global Environmental Change</em>, 2011 8pp</td>
</tr>
<tr>
<td></td>
<td>Men, Masculinities and Disaster, Enarson and Pease. 2016 10pp intro to edited volume.</td>
</tr>
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</table>

Class activity: positioning in science and professional practice

Listen and engage interviewees and interlocutors in their own positionalities

Define & use contentious terms carefully in planning, writing and conversation
### Optional source supporting class lecture: Toward ethnic and gender systems that support diversity and interconnection for human survival. S. Paulson, Keynote Descrecimiento Mexico 2018, 12 pages

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.20.2020</td>
<td><strong>Academic, professional &amp; political practice</strong></td>
<td>**Ecogender: <strong>Locating Gender</strong> in Environmental Social Science, Banerjee and Bell, 2007,  <em>Society &amp; Natural Resources</em> 13pp</td>
<td><strong>Use photovoice to support expression of different visions and voices of interlocutors</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Ally training</strong></td>
<td><strong>Earth mother and other feminist fables:</strong> How a Strategic Notion Rose and Fell. Leach, <em>Development and Change</em>, 2007 16pp</td>
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<td></td>
<td><strong>Ecofeminism Revisited:</strong> Rejecting Essentialism and Re-Placing Species in a Material Feminist Environmentalism. Gaard, <em>Feminist Formations</em>, 2011 20pp</td>
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<tr>
<td></td>
<td><strong>Feminist Approaches to Triangulation:</strong> Uncovering Subjugated Knowledge and Fostering Social Change in Mixed Methods Research. Hesse-Biber, <em>Journal of Mixed Methods Research</em>, 2012 9pp</td>
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<td></td>
<td><strong>Visually negotiating hegemonic discourse through Photovoice:</strong></td>
<td><strong>Understanding youth representations</strong> of safety. Malherbe et al., <em>Discourse and Society</em>, 2017 16pp</td>
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<tr>
<td></td>
<td><strong>Reflexivity as Enactment of</strong></td>
<td><strong>Critical Community Psychologies:</strong> Dilemmas of Voice and Positionality in Multi-country study. Suffla et al., <em>Community Psychology</em>, 2015 10 pages, cross cultural methods/epistemology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Suggested:</strong> Masculinidades y Desarrollo Rural: Una Nueva Manera De Satisfacer Las Necesidades Humanas Esenciales y Defender La Red De Vida. Bolt Gonzáles, 2003</td>
<td></td>
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</tr>
<tr>
<td>2.27.2020</td>
<td><strong>Food, body, health</strong></td>
<td><strong>Eating disorders are a political issue:</strong> Bulimia nevorgosa and advanced capitalism <em>Science of Eating Disorders</em>, review</td>
<td><strong>Course project &amp; paper draft due</strong></td>
</tr>
<tr>
<td></td>
<td><strong>I am woman, hear me roar</strong></td>
<td><strong>Embodying neoliberalism:</strong> economy, culture, and the politics of fat, Julie Guthman, <em>Environment and Planning</em>, 2006, 18pp</td>
<td><strong>Facilitate interviews and focus group on generational changes in gender-environment expectations and challenges</strong></td>
</tr>
<tr>
<td></td>
<td><strong>I am man, hear me roar</strong></td>
<td><strong>Why Are Black And Latino Kids More Likely To Die Of Certain Cancers?</strong> NPR News</td>
<td></td>
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<tr>
<td></td>
<td><strong>Race: the power of an illusion</strong></td>
<td><strong>The stunning — and expanding — gap in life expectancy</strong> between the rich and the poor. News</td>
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<td><strong>Shopping to Save Lives:</strong> Gender and Environment Theories Meet Ethical Consumption. Hawkins, <em>Geoforum</em>, 2012 9pp</td>
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<td><strong>Read abstract only:</strong> Doing vegetarianism to destabilize the meat-masculinity nexus in La Plata, Argentina, Anne DeLesso-Parson, <em>Gender, Place and Culture</em>, 2017. 1 pp</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reading and Discussion</td>
<td>Optional Supporting Activity</td>
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<td>3.12.2020</td>
<td>Dealing with the nature-culture binary</td>
<td>The Dilemma of Dualism, Freya Mathews, 2017 Book chapter: 15pp</td>
<td>Practice addressing humans and other creatures without foregrounding binary categories</td>
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<td></td>
<td>Adapting scientific practice</td>
<td>Making sense of intersectionality: A manual for lovers of people and forests. Center for International Forestry Research (CIFOR), Colfer et al. 2018 43pp</td>
<td>Analyze and use images with their subliminal (and not-so-subliminal) messages about gender and environment</td>
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<td></td>
<td>Intersectional thinking</td>
<td>Read preface and introduction: Climate without Nature: A Critical Anthropology of the Anthropocene, by Andrew Bauer and Mona Bhan, 2018, 35pp</td>
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<td>Optional supporting lecture: Toward a broader scope and more critical frame for intersectional analysis, Paulson 2015 on canvas</td>
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<td>3.19.2020</td>
<td>Gender and Environmental justice</td>
<td>Accumulation by difference making an anthropocene story starring witches, 2018 Gender Place and Culture. On Canvas 17pp</td>
<td>Women’s and girl’s embodiment of environmental crisis</td>
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<td>Guest Beatriz Rodriguez Labajos</td>
<td>Equitv and sustainability in the Anthropocene: a social–ecological systems perspective on their intertwined futures, Global Sustainability 2018 10pp</td>
<td>Gendered political imaginaries for the Anthropocene</td>
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<td>Race: the power of an illusion</td>
<td>Ecogender: Locating Gender in Environmental Social Science, Banerjee and Bell, 2007, Society &amp; Natural Resources 13pp</td>
<td>Students leading sustainability transitions</td>
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<td>Rodriguez-Labajos paper about different avenues for the consideration of gender in environmental artistic activism. Each participant leads discussion on one topic on right column.</td>
<td>Placing Race in Environmental Justice Research in Latin America, Sundberg, 2008, Society &amp; Natural Resources, 10 pp</td>
<td>Children activism environmental justice</td>
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<td>Gendered subjectivities societal controversies about environment</td>
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<td>Young artists pushing for urban transformation and nature conservation</td>
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<td>Conference</td>
<td>LAS Annual Conference Being on Earth: Territorios, Soundscapes, Biocultural Diversity, and Relationships</td>
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<td>3.23.2020</td>
<td>MONDAY –not regular class meeting</td>
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<td>Reading/Comments</td>
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<td>4.2.2020</td>
<td>Biocultural co-construction of gendered cities and territories</td>
<td>Feminist Futures of Spatial Practice: Materialisms, Activisms, Dialogues, Pedagogies, Projections. Schalk et al. 2017 On Canvas</td>
<td>Quiz on key concepts Map gender-environment practices, knowledge, meanings Facilitate participatory mapping exercises for a variety of learning and planning purposes</td>
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<td>Transforming the Sexist City: Non-Sexist Communities of Practice. Journal of Gender and Feminist Studies, Jarvis, 2014, 17 pages</td>
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<td>&quot;We Drew what we Imagined&quot; Participatory Mapping, Performance, and the Arts of Landscape Making. Sletto Ingmunn, Current Anthropology, 2009 23 pages (followed by 7 pages of comments by other scholars and a reply by the author)</td>
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<td>Indigenous Mapping, Extraction, &amp; Alternative Representations, explore website</td>
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<td>We need to redefine manhood. Our warped ideas are causing a mental health crisis, JJ Bola</td>
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<td>Conserving human and other nature: A curious case of convivial conservation from Brazil. DeVore et al., <em>Anthropologie et sociétés.</em> Devore et al 17 pp <em>On Canvas in French and English</em></td>
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<td>The “new masculinity”: Addiction treatment as a reconstruction of gender in Puerto Rican evangelist street ministries. Hansen, <em>Social Science and Medicine,</em> 2012 7 pp</td>
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<td>Carr Johnson, Alex. “Every Day Like Today: Learning How to Be a Man in Love. <em>Rachel Carson Center Perspectives Transformations in Environment and Society</em> 5 pp</td>
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<td>Baba Buntu, decolonizing African masculinities, TED talk</td>
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<td>Hegemonic masculinity versus a caring masculinity: Implications for understanding primary caregiving fathers, <em>Applied Psychology,</em> 2017. 6pp</td>
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<td>La Sostenibilidad de la vida como eje para Otro Mundo Posible. Vega, 2017</td>
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**4.16.2020 Innovating integrating gender systems**

- Present course projects, facilitate discussion
- Practice presentation of engaging, carefully-timed presentations with clear message
- Critical review event of choice
- Due by