

THE UNIVERSITY OF WESTERN ONTARIO
THE DEPARTMENT OF GENDER, SEXUALITY AND WOMEN'S STUDIES
GSWS 9466B/4464G Gender and the Environment

WINTER 2022

Instructor: Professor Bipasha Baruah

3. To understand how racism, classism, sexism, heterosexism, imperialism and other forms of oppression shape popular environmental discourse;
4. To understand contemporary environmental issues from feminist perspectives;
5. To optimize learning through academic and non-academic course readings, lectures, films, case studies, guest speakers, debates, written and verbal participation;
6. To provide students with the opportunity to relate course content to their daily lives, future studies, and careers.

Course Texts and Resources:

- Susan Buckingham, 2020, *Gender and Environment* (**Second edition**), Routledge. **Available online from Western libraries.**
- Amitav Ghosh, *The Hungry Tide*

Links to some readings are included in the syllabus, others are posted as PDFs on OWL, and some are accessible online from Western libraries.

Student Assessment:

Book Review – *The Hungry Tide*: 20%

Research Paper: 25%

Policy Brief and Presentation: 30% (15% each)

Blog, Op-ed, or Popular Article: 15%

Attendance and participation: 10%

Book Review: Students are expected to write a review of *The Hungry Tide*. Please look under Assignments on OWL for a set of questions to use as guidelines for writing the book review.

Research Paper: The purpose of the research paper is to encourage in-depth research as well as clear and systematic argument on a topic of interest to the student and of relevance to the course. Papers are expected to be **no longer than 5,000 words** (inclusive of title, abstract, footnotes and bibliography) and referenced in APA style. *The bibliography must include at least 15 references to scholarly and/or practitioner literature.* The paper should follow the format of **Title, Abstract (100 words), Keywords (3-5), Introduction** (including objectives and rationale for the research and selected background literature), **Methodology** (explain which databases searches were conducted in, what the inclusion and exclusion criteria were, why the scholarly and/or practitioner literature included in the paper were selected, and how they were analyzed (inductive or deductive thematic analysis, for example), **Results/Findings, Discussion, Conclusion** and **Bibliography**. Look under Assignments on OWL for an example of a research paper based on Literature Review and Knowledge Synthesis.

Policy Brief: Policy briefs are useful tools for presenting research and recommendations to a non-specialized audience. They serve as a vehicle for providing evidence-based policy advice to help readers make informed decisions. A strong policy brief distills research findings in plain

language and makes clear policy recommendations. The best policy briefs are clear and concise stand-alone documents that focus on a single topic: <https://www.idrc.ca/en/how-write-policy-brief> (Please look under the Assignments tab on OWL for the template for the 1,000 word policy brief you will use for this course as well as a sample policy brief).

Presentation: Stude

The university regulations require that the following plagiarism information be included on course syllabi:

Scholastic Offences:

“Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

<http://www.uwo.ca/univsec/handbook/exam/crsout.pdf>

Specifically on Plagiarism:

“Students must write their essays aef

Kusnetz, Canada's Tar Sands: Destruction So Vast and Deep It Challenges the Existence of Land and People. *Inside Climate News*. November 21, 2021.

<https://insideclimatenews.org/news/21112021/tar-sands-canada-oil/>

Week 2: 10 January 2022: Gender and Environment: Key Issues

Buckingham, Linking Gender and the Environment (Chapter 1)

Radel, Natures, Gendered*

Ghosh, The Nutmeg's Curse: Parables for a Planet in Crisis (Chapter 8: Fossilized Forests) *

Week 3: 17 January 2022: Gender and Climate Change

Seager, Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism*

Buckingham, Conceptualizing Gender-Environment Relationships (Chapter 3)

Men, Masculinities and Climate Change: A Discussion Paper:

<http://menengage.org/wp-content/uploads/2016/04/Men-Masculinities-and-Climate-Change-FINAL.pdf>

Hartmann and Barajas-Roman: The Population Bomb is Back: With a Global Warming Twist:

http://www.isiswomen.org/phocadownload/print/isispub/wia/wia2009-2/2wia09_17features_betsy.pdf

Week 4: 24 January 2022: Gender, Climate Change, Green Economy

Terry, No climate justice without gender justice*

Wilson, Gendering Oil Tracing Western Petrosexual Relations*

Baruah, B. 2016. Renewable inequity? Women's employment in clean energy in industrialized, emerging and developing economies. *Natural Resources Forum* 41(1): 18-29.

Baruah, There's A Gender Gap in The Global Renewable Energy Workforce:

https://www.huffpost.com/archive/ca/entry/renewable-inequity-global_b_9402854

Baruah and Biskupski-Mujanovic, Closing the Gender Gaps in Energy Sector Recruitment, Retention and Advancement*

Baruah, B. and S. Biskupski-Mujanovic. 2021. Gender Analysis of Policymaking in Construction

Ferroukhi, R., López, C. & B. Baruah. 2021. Global Trends in Women's Employment in Renewable Energy: Continuities, Disruptions, Contradictions. In Williams, A. & I. Luginaah (eds.) *Gender M*

National Geographic, This vanishing forest protects the coasts—and lives—of two countries:
<https://www.nationalgeographic.com/magazine/2019/07/sundarbans-mangrove-forest-in-bangladesh-india-threatened-by-rising->

Week 13: 28 March 2022: Student Presentations (POLICY BRIEFS DUE)

RESEARCH PAPER DUE: April 22