

## **Masculinities, Gender, Environment, LAS 6938-15802 & ANG 6930-24860**

Spring 2020, Thursdays, Periods 6-8 (12:50-3:50 PM), Grinter Hall 376

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Office hours: Mondays 4:00-5:30pm, Thursdays 11:00am-12:30pm.

Other times always welcome by appointment

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.
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. 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:*

Environment	Biological evolution/phylogeny	Western nature-culture binary
Gender system	Life devlp. of organism/ontogeny	Bio-cultural systems
Kinship	Sex and Sexuality	Societal metabolism
Heteronormativity	Racialization	Unequal ecological exchange
Masculinity/Masculinities	Ontology	Anthropocene
Hegemonic masculinity	Neuroplasticity	Capitalocene
Cisgender	Muscle memory	Patriarchy
Transgender	Cultural adaptation	Feminisms
Intersectionality	Ecosystems and earth systems	Eco-feminism

## 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](#) 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/](http://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/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://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](#). 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](mailto: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

Learning activity	Date due	Maximum points to be earned
Discussion board commentaries	Weekly	20 (10 @ 2 points each)
Review article assessment		10
Definitions of key concepts quiz		20
Critical review of cultural or academic event		10
Course project & paper draft		10
Present course project, facilitate discussion		10
Course project & paper final		10
Attendance and participation	All semester	10

### Letter grades will be implemented using the following scale

		78-79.99	C+	60-62.99	D-
95-100	A	73-77.99	C	0-59.99	F
90-94.99	A-	70-72.99	C-		
88-89.99	B+	68-69.99	D+		
83-87.99	B	63-67.99	D		
80-82.99	B-				

## 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, one 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](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:

Criteria	A successful masculinities, gender, environment paper will:	points
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name challenge	Clearly identify the socio-environmental challenge to be addressed. Describe methodology of your project, and methods of scholars whose work you draw on	1
concepts	Define and apply at least ten course concepts	2
context	Use and cite specific evidence to describe relevant history, geography and cultural context, identifying gender & environment dynamics operating in each	2
connect w. course	Use relevant ideas, information, and evidence from at least <b>six materials assigned</b> for this course, including a quote from each	2
connect w. course	Use relevant ideas and information from at least four additional materials, including a quote from each	2
writing and references	Show correct punctuation and grammar, subject-pronoun coordination, full attribution of quotes and paraphrases, complete reference list according to The CMS Author-Date system	1

### **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.



**Schedule of Assignments, Topics, and Learning Activities**  
**Masculinities, Gender and Environment, Spring 2020**

Date Topic	Readings	Skills and tools  <a href="#">Assignments due in green</a>
1.9.2020  Introduce topic, pedagogic path  Language, inter-subjectivity, embodiment	Contested concepts  <u>Tools</u> for gender-inclusive language  <u>Skills you need</u> : Gender-Neutral Language in Writing  Terminology: <a href="#">intentions and frustrations</a>	Construct norms and expectations for collaborative learning  Use gender-aware language in speaking and writing
1.16.2020  Research & practice  Gender and environment  Masculinities studies	Introduction to <i>Routledge Handbook of Gender and Environment</i> , 2017 <b>Book intro: 22 pages, On Canvas</b>  Masculinities and Environment, <b>CAB Reviews</b> , 2019 <b>Review article that sets the scene for key questions and materials, 7 pp On Canvas</b>  R. Connell: <a href="#">what is masculinity?</a> <b>4 min video</b>  <a href="#">About Raewyn Connell</a>  Getting Personal: <a href="#">Reflexivity, Positionality</a> , and Feminist Research, England, <b>The Professional Geographer</b> 1994. <b>insights for epistemological/methodological stances 7pp</b>  <a href="#">Gender and water governance</a> in the Mekong region, <b>International Union for Conservation of Nature/ IUCN &amp; Oxfam 10pp</b>  <b>Explore</b> : rich array of <a href="#">IUCN gender resources</a>	Research and learn with tools to support power and voice of differently positioned interlocutors
1.23.2020  Bodies  Continual becoming  Epigenetics  Neuro-plasticity  Muscle memory  Death	Sex Differences and Gendered Bodies. IN <i>Gender in World Perspective</i> . Connell and Pearce, 2009. <b>16pp on Canvas</b>  <a href="#">Sexing the body</a> , Ann Fausto-Sterling 2000 <b>Browse</b>  <a href="#">Evolution's Rainbow</a> : <i>Diversity, Gender, and Sexuality in Nature and People</i> . Roughgarden, 2004 <b>Read Introduction 10pp, browse according to your interests</b>  <a href="#">Review of Evolution's Rainbow</a> . <b>BioScience</b> .  The <i>Argonauts</i> , Maggie Nelson (2015). <b>Book review</b>  <a href="#">CKD of Unknown Origin in Central America</a> : The Case for a Mesoamerican Nephropathy. <b>American Journal of Kidney Disease</b> . Correa-Rotter, et al. 2014 <b>13 pages</b>	Analyze videos insemination (connect to “getting personal” from last week).



	<p>"Do it All by Myself": <a href="#">A Salutogenic Approach of Masculine Health</a> Practice Among Farming Men Coping With Stress. Roy et al., <i>American Journal of Men's Health</i>, 2017 9pp</p> <p><b>Suggested:</b> An alternative hypothesis for the evolution of <a href="#">same-sex sexual behaviour</a> in animals, <i>Nature, Ecology and Evolution</i>.</p> <p><b>Suggested:</b> Large-scale GWAS reveals insights into the genetic architecture of <a href="#">same-sex sexual behavior</a>, <i>Science</i> 2019 <a href="#">NYT summary</a></p> <p><b>Suggested:</b> Animals that are <a href="#">male on one side</a> and female on the other. <i>BBC</i></p> <p><b>Suggested:</b> <a href="#">THE EGG AND THE SPERM</a>: HOW SCIENCE HAS CONSTRUCTED A ROMANCE BASED ON STEREOTYPICAL MALE-FEMALE ROLE, <i>Signs</i>, 18pp</p> <p><b>Suggested:</b> <a href="#">Freddy McConnell</a> is a Guardian journalist and trans man who discusses conceiving and giving birth to his own child. <i>Podcast 25 min</i></p> <p><b>Suggested:</b> La Construcción Social Del Peligro y El Género En Los Jornaleros Agrícolas del Poblado Miguel Alemán, México. Calvario Parra, <i>Culturales</i>, 2016</p> <p><b>Suggested:</b> ¡Aguántate Como Hombre!: Daños a La Salud, Masculinidades y Riesgos En Los Jornaleros Agrícolas. Calvario Parra, 2011.</p>	
<p>1.30.2020</p> <p>Specific socio-ecosystems (current cases)</p> <p>Kinship</p>	<p>Distinct, shared and complementary: gendered agroecological knowledge in review. Elias, <i>CAB Reviews</i>, 2016 <i>Review article that sets the scene for key questions and materials. 8pp On Canvas</i></p> <p>Masculinity, Work, and the <a href="#">Industrial Forest in the US Pacific Northwest</a>. Loomis, <i>Rachel Carson Center Perspectives Transformations in Environment and Society</i> 2017 <i>Case study 6 pp.</i></p> <p>Rural Masculinities in Tension: Barriers to <a href="#">Climate Change Adaptation in Nicaragua</a>. Gonda, <i>Rachel Carson Center Perspectives Transformations in Environment and Society</i>, 2017 <i>Case study 6 pages.</i></p> <p><a href="#">Traditional Masculinities: Obstacles</a> in the Turn Towards Sustainable Farming Practices. Coldwell, <i>Rural Sociology Conference</i>, 2006. <i>Research proposal, 7pp</i></p> <p>Rural Masculinities and the Internalisation of Violence in Agricultural Communities. Carrington, <i>International Journal of Rural Criminology</i>, 2013, <i>Case study 20pp</i></p> <p>Coming Back Across the Fence: <a href="#">Masculinity and the Transition to Sustainable Agriculture</a>. Peter et al. <i>Rural Sociology</i>, 2009. <i>17pp</i></p> <p><b>Optional resource for details on class lecture.</b> Changing Masculinities and Femininities in the (re)production of Andean Silvopasture Systems. Paulson 2017. IN <i>Earthscan Reader on Gender and Forests</i>.</p>	<p>Design and apply surveys less pervaded by ethnocentric/androcentric assumptions about gender and environment</p> <p>SEAGA Field Level Handbook. Socio-Economic and Gender Analysis Programme</p> <p><a href="#">CIFOR</a> Forest related resources</p>
<p>2.6.2020</p> <p>Modern/ western development (1950-2019)</p>	<p>Men, Masculinities, and Development. Parpart, <i>The Routledge Handbook of Gender and Development</i>, 2015. <i>Overview of approaches to (or avoidance of) gender and men in development industry. On canvas 9pp</i></p>	<p><i>Review article assessment due by Monday 2.3.2020</i></p> <p>Acknowledge own (gender, racial, class, cultural,</p>

<p>Latin America)</p> <p>Top of the <a href="#">food chain</a> T.C. Boyle</p>	<p><a href="#">Manipulated Masculinities: Agribusiness</a>, Deskillling, and the Rise of the Businessman-Farmer in the United States. Bell et al., <i>Rural Sociology</i>, 2015 <b>25 pages, photos</b></p> <p><a href="#">Why are poor women poor?</a> NYC article</p> <p>Explore <a href="#">indices</a> for measuring gender conditions.</p> <p>The Salience of “Hegemonic Masculinity”, Messerschmidt, <i>Men and Masculinities</i>, 2019, <b>Conceptualization of key idea in masculinities studies, 6 pp</b></p> <p><a href="#">Hegemonic Masculinities</a> WIKIPEDIA</p> <p>Dispossession and depletion of social reproduction antipode. <i>Antipode</i> , <b>15pp</b></p> <p><b>Suggested:</b> <a href="#">Men, Masculinities &amp; Development</a>: Broadening Our Work Towards Gender Equality. Greg, Kimmel and Lang, <i>Gender in Development Monograph Series</i>, 2000. <b>Early proposal, 19pp</b></p> <p><b>Suggested:</b> Rethinking <a href="#">Hegemonic Masculinity</a> in a Globalizing World. Beasley, <i>Men and Masculinities</i>, 2008 <b>15pp</b></p> <p><b>Optional source supporting class lecture:</b> Movements across Latin America in Realms Identified as Masculine and as Feminine. Chapter 2 in <i>Masculinities and Femininities in Latin America's Uneven Development</i>. S Paulson 2016. <b>15pp</b>.</p>	<p>geographic) position in scientific research and professional practice</p> <p>Class activity: positioning in science and professional practice</p>
<p>2.13.2020</p> <p>Anthro-pocene, capitalocene, climate change (1500-2019)</p> <p>geological-historical period)</p>	<p>Masculinities in the Sociocene, Raewyn Connell, <i>Men and Nature Hegemonic Masculinities and Environmental Change</i>, <a href="#">Rachel Carson Center Perspectives Transformations in Environment and Society 2017 <b>3pp</b></a></p> <p><a href="#">Men, Masculinities &amp; Climate Change</a>, <i>MenEngage Alliance</i>, 2016 <b>8 pages, accessible discussion paper</b></p> <p>Taking Up Space: Men, Masculinity, and the Student Climate Movement. Chan and Curnow, <i>Men and Nature Hegemonic Masculinities and Environmental Change</i>, <a href="#">Rachel Carson Center Perspectives Transformations in Environment and Society 2017</a></p> <p>Excuse Us, While We Fix the Sky: WEIRD Supermen and Climate Engineering, Fleming. <i>Men and Nature Hegemonic Masculinities and Environmental Change</i>, <a href="#">Rachel Carson Center Perspectives Transformations in Environment and Society 2017 <b>5pp</b></a></p> <p>Cool Dudes: <a href="#">Denial of Climate Change</a> among Conservative White Males in the United States. McCright et al., <i>Global Environmental Change</i>, 2011 <b>8pp</b></p> <p>Men, Masculinities and Disaster, Enarson and Pease. 2016 <b>10pp intro to edited volume</b>.</p> <p><a href="#">World Accumulation and Planetary Life</a>. Moore, <i>Progressive Review</i>, 2017 <b>Analysis of systemic dynamics between political economic and environmental change in past 500 years, 27pp</b></p>	<p>Listen and engage interviewees and interlocutors in their own positionalities</p> <p>Define &amp; use contentious terms carefully in planning, writing and conversation</p>

	<p><b>Optional source supporting class lecture:</b> Toward ethnic and gender systems that support diversity and interconnection for human survival. S. Paulson, <b>Keynote Descrecimiento Mexico 2018, 12 pages</b></p>	
<p>2.20.2020</p> <p>Academic, professional &amp; political practice</p> <p>Ally training</p>	<p>Ecogender: <a href="#">Locating Gender</a> in Environmental Social Science, Banerjee and Bell, 2007, <b>Society &amp; Natural Resources</b> 13pp</p> <p><a href="#">Earth mother and other feminist fables</a>: How a Strategic Notion Rose and Fell. Leach, <b>Development and Change</b>, 2007 16pp</p> <p>Ecofeminism Revisited: <a href="#">Rejecting Essentialism</a> and Re-Placing Species in a Material Feminist Environmentalism. Gaard, <b>Feminist Formations</b>, 2011 20pp</p> <p>Feminist <a href="#">Approaches to Triangulation</a>: Uncovering Subjugated Knowledge and Fostering Social Change in Mixed Methods Research. Hesse-Biber, <b>Journal of Mixed Methods Research</b>, 2012 9pp</p> <p>Visually negotiating hegemonic discourse through <a href="#">Photovoice: Understanding youth representations</a> of safety, Malherbe et al., <b>Discourse and Society</b>, 2017 16pp</p> <p>Picturing Masculinities: Using Photo-elicitation in <a href="#">Men's Health Research</a>, Creighton, <b>American Journal of Men's Health</b>, 2017 13 pages</p> <p>Reflexivity as Enactment of <a href="#">Critical Community Psychologies</a>: Dilemmas of Voice and Positionality in Multi-country study. Suffla et al., <b>Community Psychology</b>, 2015 10 pages, <b>cross cultural methods/epistemology</b></p> <p><b>Suggested:</b> Masculinidades y Desarrollo Rural: Una Nueva Manera De Satisfacer Las Necesidades Humanas Esenciales y Defender La Red De Vida. Bolt Gonzáles, 2003</p>	<p>Use photovoice to support expression of different visions and voices of interlocutors</p>
<p>2.27.2020</p> <p>Food, body, health</p> <p><a href="#">I am woman</a>, hear me roar</p> <p><a href="#">I am man</a>, hear me roar</p> <p>Race: the <a href="#">power of an illusion</a></p>	<p><a href="#">Eating disorders are a political</a> issue: Bulimia nervosa and advanced capitalism <b>Science of Eating Disorders</b>, <b>review</b></p> <p>Embodying neoliberalism: economy, culture, and the <a href="#">politics of fat</a>, Julie Guthman, <b>Environment and Planning</b>, 2006, 18pp</p> <p>Why Are <a href="#">Black And Latino Kids More Likely To Die</a> Of Certain Cancers? <b>NPR News</b></p> <p>The stunning — and expanding — <a href="#">gap in life expectancy</a> between the rich and the poor. <b>News</b></p> <p>Shopping to Save Lives: Gender and Environment Theories Meet <a href="#">Ethical Consumption</a>. Hawkins, <b>Geoforum</b>, 2012 9pp</p> <p>Is <a href="#">Eco-Friendly Unmanly</a>? The Green-Feminine Stereotype and its Effect on Sustainable Consumption. Brough et al. <b>Journal of Consumer Research</b>, 2016. 14pp</p> <p><b>Read abstract only:</b> Doing vegetarianism to destabilize the <a href="#">meat-masculinity nexus</a> in La Plata, Argentina, Anne DeLessio-Parson, <b>Gender, Place and Culture</b>, 2017. 1 pp</p>	<p>Course project &amp; paper draft due</p> <p>Facilitate interviews and focus group on generational changes in gender-environment expectations and challenges</p>

	<p><a href="#">Meat and Masculinity</a>. Murphy, 2017 <b>Critique of preceding article</b></p> <p><a href="#">Vegan Men and Hybrid Masculinity</a>, <i>Journal of Gender Studies</i>, 2017 9pp</p> <p>Ecopsychology: How <a href="#">Immersion in Nature Benefits Your Health</a>. Yale Environment. 2020.</p> <p><a href="#">Placing Race in Environmental Justice</a> Research in Latin America, Sundberg, 2008, <i>Society &amp; Natural Resources</i>, 10 pp</p> <p><b>Suggested:</b> Clarence C. Gravlee (2009) <a href="#">How Race Becomes Biology</a>: Embodiment of Social Inequality. <i>Journal of Physical Anthropology</i> 10pp</p>	
<p>3.12.2020</p> <p>Dealing with the nature-culture binary</p> <p>Adapting scientific practice</p> <p>Intersectional thinking</p>	<p>The Dilemma of Dualism, Freya Mathews, 2017 <b>Book chapter: 15pp</b></p> <p>Making sense of <a href="#">intersectionality</a>: A manual for lovers of people and forests. <b>Center for International Forestry Research (CIFOR)</b>, Colfer et al. 2018 43pp</p> <p><b>Read preface and introduction:</b> <a href="#">Climate without Nature: A Critical Anthropology of the Anthropocene</a>, by Andrew Bauer and Mona Bhan, 2018, 35pp</p> <p>Exploring Industrial, Ecomodern, and Ecological Masculinities, Hultman, 2017 <b>On Canvas, 11pp</b></p> <p><b>Suggested:</b> Conceptual foundations. In Ecological Masculinities: Theoretical Foundations and Practical Guidance. Hultman &amp; Paul Pulé, 2018 <b>On Canvas</b></p> <p><b>Optional supporting lecture:</b> Toward a broader scope and more critical frame for intersectional analysis, Paulson 2015 <b>on canvas</b></p>	<p>Practice addressing humans and other creatures without foregrounding binary categories</p> <p>Analyze and use images with their subliminal (and not-so-subliminal) messages about gender and environment</p>
<p>3.19.2020</p> <p>Gender and Environmental justice</p> <p>Guest <a href="#">Beatriz Rodríguez Labajos</a></p> <p>Race: the <a href="#">power of an illusion</a></p>	<p>Accumulation by difference making an anthropocene story starring witches, 2018 <b>Gender Place and Culture. On Canvas 17pp</b></p> <p><a href="#">Equity and sustainability in the Anthropocene</a>: a social–ecological systems perspective on their intertwined futures, <i>Global Sustainability</i> 2018 10pp</p> <p>Ecogender: <a href="#">Locating Gender</a> in Environmental Social Science, Banerjee and Bell, 2007, <i>Society &amp; Natural Resources</i> 13pp</p> <p><a href="#">Placing Race in Environmental Justice</a> Research in Latin America, Sundberg, 2008, <i>Society &amp; Natural Resources</i>, 10 pp</p> <p>Rodriguez-Labajos paper about different avenues for the consideration of gender in environmental artistic activism. <b>Each participant leads discussion on one topic on right column.</b></p>	<p>Women's and girl's embodiment of environmental crisis</p> <p>Gendered political imaginaries for the Anthropocene</p> <p>Students leading sustainability transitions</p> <p>Children activism environmental justice</p> <p>Gendered subjectivities societal controversies about environment</p> <p>Young artists pushing for urban transformation and nature conservation</p>
<p><b>Conference</b></p> <p>March 20-22</p>	<p>LAS <a href="#">Annual Conference</a> Being on Earth: Territorios, Soundscapes, Biocultural Diversity, and Relationships</p> <p><b>Explore special issue</b> of <i>Women &amp; Environments International Magazine</i> dedicated to processes of inclusion in the 2019 CANSEE Ecological Economics conference.</p>	
3.23.2020	<b>MONDAY –not regular class meeting</b>	

Decolonial and eco-feminisms	Maria Lugones, <a href="#">Toward a decolonial feminism</a> , 17pp	
Decolonial masculinities	Spivak and Rivera Cusicanqui on the Dilemmas of <a href="#">Representation in Postcolonial and Decolonial Feminisms</a> , Kiran Asher, <i>Feminist Studies</i> , 2017, 12pp	
Pluriversal learning	Fragmented Forests, Fractured Lives: <a href="#">Ethno-territorial Struggles</a> and Development in the Pacific Lowlands of Colombia, Kiran Asher, <i>Antipode</i> , 2018, 18pp	
Guests: <a href="#">Kiran Asher</a>	<b>Selected readings:</b> Pluriverse: A Post-Development Dictionary, 2019, <a href="#">book in CANVAS files</a>  <b>Browse:</b> Special issue on <a href="#">feminized resistance</a> , <i>Journal of Resistance Studies</i> , 2016 <b>Look more closely at:</b> Padini Nirmal; Queering Resistance, Queering Research: In Search of a Queer Decolonial Feminist Understanding of Adivasi Indigeneity, 31pp  <b>Suggested:</b> <a href="#">Commoning</a> as a Transformative Social Paradigm, Bollier, <i>Next System Project</i> , 2016, 22pp	
3.26.2020	TBA	
4.2.2020  Biocultural co-construction of gendered cities and territories	Feminist Futures of Spatial Practice: Materialisms, Activisms, Dialogues, Pedagogies, Projections. Schalk et al. 2017 <a href="#">On Canvas</a>  <a href="#">Transforming the Sexist City</a> : Non-Sexist Communities of Practice. <i>Journal of Gender and Feminist Studies</i> , Jarvis, 2014, 17 pages  A <a href="#">Feminist in the Forest</a> : Situated Knowledges and Mixing Methods in Natural Resource Management. Nightingale, <i>ACME International Journal for Critical Geographies</i> , 2003 10 pages  Feminist Futures and 'Other Worlds' Ecologies of Critical Spatial Practice. Schalk et al. 2017. In <i>Routledge Handbook of Gender and Environment</i> / [ed] Sherilyn MacGregor, 2017, <a href="#">On Canvas</a> 15pp  Power of Maps: ( <a href="#">Counter</a> ) <a href="#">Mapping for Conservation</a> . Harris & Hazen, <i>ACME International Journal for Critical Geographies</i> , 2006 24 pages  "We Drew what we Imagined" <a href="#">Participatory Mapping, Performance</a> , and the Arts of Landscape Making. Sletto Ingmann, <i>Current Anthropology</i> , 2009 23 pages (followed by 7 pages of comments by other scholars and a reply by the author)  <a href="#">Indigenous Mapping</a> , Extraction, & Alternative Representations, <a href="#">explore website</a>  <b>Suggested:</b> Connecting inner and outer nature. A deeper ecology for the Global North. Pp 103-121 in <i>Ecological Masculinities: Theoretical Foundations and Practical Guidance</i> . Hultman & Paul Pulé, 2018 <a href="#">On Canvas</a>	<a href="#">Quiz on key concepts</a>  Map gender-environment practices, knowledge, meanings  Facilitate participatory mapping exercises for a variety of learning and planning purposes
4.9.2020  Changing masculinities in relation with environment	A Whole New World: <a href="#">Remaking Masculinity in the Context of the Environment</a> , Connell, <i>Gender and Society</i> , 1990 25 pages, <a href="#">early call for eco-masculinities</a>  We need to redefine manhood. Our <a href="#">warped ideas are causing a mental health crisis</a> , JJ Bola  <a href="#">Hegemonic, Nonhegemonic, and "New" Masculinities</a> . Messerschmidt & Messner, In <i>Gender Reckonings</i> , 2018. <a href="#">On Canvas</a>	<a href="#">Present course projects, facilitate discussion</a>  Practice presentation of engaging, carefully-timed presentations with clear message

	<p>Exploring Industrial, Ecomodern and Ecological Masculinities. Hultman. <b>On Canvas.</b></p> <p>Conserving human and other nature: A curious case of convivial conservation from Brazil. DeVore et al., <b><i>Anthropologie et sociétés</i></b>. Devore et al <b>17 pp On Canvas in French and English</b></p> <p>The “new masculinity”: Addiction treatment as a <a href="#">reconstruction of gender in Puerto Rican evangelist street ministries</a>. Hansen, <b><i>Social Science and Medicine</i></b>, 2012 <b>7 pp</b></p> <p>Carr Johnson, Alex. “Every Day Like Today: Learning How to Be a Man in Love. <a href="#">Rachel Carson Center</a> <b><i>Perspectives Transformations in Environment and Society</i></b> <b>5 pp</b></p>	
4.16.2020 Innovating integrating gender systems	<p>Gender and Environmental Change. <b><i>Gender: In World Perspective</i></b>. Connell and Pearce, 2009.</p> <p><a href="#">Baba Buntu</a> decolonizing African masculinities, <b>TED talk</b></p> <p>Mfecane, S. (2016). “Ndiyindoda” [I am a man]: theorising Xhosa masculinity. <b><i>Anthropology of Southern Africa</i></b>, 39(3): 204-214. <a href="http://dx.doi.org/10.1080/23323256.2016.1208535">http://dx.doi.org/10.1080/23323256.2016.1208535</a></p> <p>Borrowing from Femininity: <a href="#">The Caring Man</a>, <a href="#">Hybrid Masculinities</a>, and Maintaining Male Dominance. Eisen &amp; Yamashita, <b><i>Men and Masculinities</i></b>, 2019 <b>18 pp</b></p> <p>Hegemonic masculinity versus a <a href="#">caring masculinity</a>: Implications for understanding primary caregiving fathers, <b><i>Applied Psychology</i></b>, 2017. <b>6pp</b></p> <p>La Sostenibilidad de la vida como eje para Otro Mundo Posible. Vega, 2017</p>	<p>Present course projects, facilitate discussion</p> <p>Practice presentation of engaging, carefully-timed presentations with clear message</p>
		Critical review event of choice Due by