

*Version 18 August 2021*

*To be adapted during first week of semester in response to participate priorities and suggestions*

### **Masculinities, Gender, Environment**

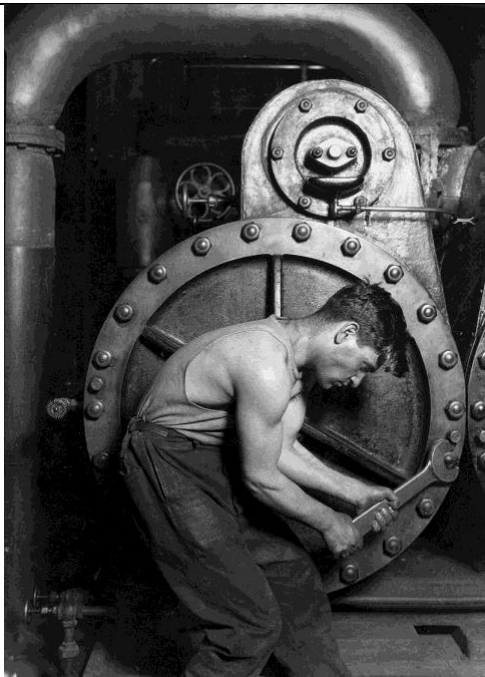
Fall 2021, Thursdays, Periods 4-6 (10:40AM to 1:40PM), Grinter Hall 376  
LAS 6930, section 2600, course number 27164 / ANG 6930, section C082, course number 27267 /  
WST 6935, Section 17SP, course number 18724

Professor Susan Paulson: [spaulson@latam.ufl.edu](mailto:spaulson@latam.ufl.edu)

This political ecology course explores how diverse masculinities and femininities influence—and are shaped by—environmental management and (re)production of rural and urban landscapes. Course participants develop skills and strategies to strengthen their work via evidence-based writing, gender-aware language, survey design, mapping, image analysis, ethnoecology tools, photovoice, use of contested terms, and capacity to engage differently positioned interlocutors. Geographic focus is on the Americas.

We ask how gender works in and through ecosystems, environmental governance systems, bodies, and science. Intersectional analysis is used, for example, to differentiate high-tech modernist masculinities from subordinate masculinities of laborers who serve as beasts of burden in extractive enterprises that degrade their bodies and ecosystems. Decolonial feminisms help to illuminate the historical dissemination of hierarchical binaries (e.g., human over nature, man over woman, white over non-white). Feminist theories of care shed new light on long-evolving practices and emerging potentials for raising children and regenerating socio-ecosystems.

This course counts toward Graduate Certificates in Latin American Studies and in Tropical Conservation and Development.



Mechanic working on steam pump at the Lewis Hine Power House. 1920, photo Getty Images



Cofán fathers swimming with daughters in Ecuadorian Amazon. 2018, photo Michael Esbach

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## **Topics explored**

### **Address eco-social processes on multiple spatio-temporal scales**

(Re)production of bodies and identities

Socio-ecosystems (contemporary case studies)

Colonialism and modern/western development w focus on Latin American region

Anthropocene / capitalocene / climate change

### **Recognize interplay of biological, ecological & sociocultural dynamics**

Sexual dimorphism and other biological forms

Gendered human practice, production and consumption

Biocultural co-construction of gendered territories

### **Work in and with projects, policies, and sciences shaped by ethnocentric and androcentric legacies**

Dealing with institutionalized nature-culture binary

Thinking intersectionality

Adapting scientific, professional and educational practice

### **Support 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**

Various ecomasculinities and ecofeminisms

Innovating and integrating gender systems

Experiences and co-construction of gendered environments explored through mapping, photovoice, and generational histories

*See weekly schedule below for readings and videos, 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.
- Detailed powerpoint presentations are posted on Canvas before class, allowing participants to access content without taking extensive notes during class meetings.

## 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. Write reports and arguments based in evidence of gender realities.
3. Design and apply surveys less pervaded by ethnocentric/androcentric assumptions about gender and environment.
4. Analyze images for subliminal (and not-so-subliminal) messages about gender and environment.
5. Facilitate participatory mapping and photovoice of gender-environment practices, knowledge, meanings.
6. Facilitate interviews and focus groups on generational changes in gender-environment expectations and challenges.
7. Define and use contested terms thoughtfully in planning, writing, and conversation.
8. Practice addressing humans and other creatures without labeling them in binary categories.
9. Acknowledge own position and perspective in scientific research, profession, and 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 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.
6. Explore ways to forge more meaningful and sustainable futures.

*Course participants will figure out ways 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 / Capitalocene

Hegemonic masculinity Cisgender Transgender Intersectionality	Neuroplasticity Muscle memory Cultural adaptation Ecosystems and earth systems	Patriarchy Feminisms Eco-feminisms Eco-masculinities
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## 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 most weeks, while conversations and interactions develop continually through a virtual intellectual community organized via CANVAS. Grades are earned through engagement and performance in a series of learning activities detailed below.

In most class meetings:

- One participant presents an insight, challenge, or contribution, linked to key concept(s) (10 min)
- Instructor delivers a presentation in dialogue with participants
- All engage in active skill-building exercises
- One participant facilitates discussion of core readings and CANVAS comments (15 min)
- Invited guests will participate in some meetings

## 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 Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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.bluer.com/ufl/](https://ufl.bluer.com/ufl/). [Summaries of course evaluation results are available to students here.](#)

### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### 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. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

### In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.



### COVID-19 Protocols

The following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations will be located in every classroom.

If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

### Campus Resource Guide

**U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](https://counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**  
Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](https://police.ufl.edu).

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.

**Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

**Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Student Complaints Campus**

## More about 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)
Paper assessing two CAB review articles	Monday Sept 13	20
Definitions of key concepts quiz	Thursday Nov 4	10
Draft of paper on course project	Monday Nov 8	10
Present course project, facilitate discussion	Thursday Nov 18	10
Final paper on course project	Wednesday Dec 8	20
Attendance and participation	All semester	10

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

95-100 A	78-79.99 C+	60-62.99 D-
90-94.99 A-	73-77.99 C	50-59.99 F
88-89.99 B+	70-72.99 C-	
83-87.99 B	68-69.99 D+	
80-82.99 B-	63-67.99 D	

## 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](#). Students who wish to follow a different style guide (e.g. APA, MLA) may do so after clearly indicating choice of style at the top of the document. 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, the 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.

- Masculinities and Environment, *CAB Reviews*, Paulson and Boose 2019
- Distinct, shared and complementary: gendered agroecological knowledge in review, *CAB Reviews*, Elias 2016

Your assessment might range from 750 to 1000 words (3-4 double spaced pages), and should address some of the following:

- Summarize the main message of each article.
- Identify the purpose and intended audience of each review.
- What ideas are identified as key? Comment on authors' conceptualization of key ideas.
- Quote definitions of two key concepts from each paper.
- Identify additional concepts that you would like to see defined 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?

### **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, other authors' definitions).

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 in groups of three, participants explore selected issues and challenges in masculinities, gender and environment. The purpose of the project is to engage and apply course concepts and readings to a topic of importance to each student. During the semester, each group will design and carry out a project, produce a draft paper, present the project in class, and submit a final paper.

Each writing group will submit two versions of the paper: an initial version on which the 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 group will present a brief (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 individual sections that complement each other.

Draft versions of the paper may each earn up to 10 points according to the following criteria. Final version may earn twice as many points in each category, totaling up to 20 points:

Criteria	A successful masculinities, gender, environment paper will:	points
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>eight 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

### **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 powerpoint slides, performance, video, or other audiovisual aids. Presentations should last around ten minutes. The experience is free from grading.

Participants are encouraged to attend relevant events outside of class, and share comments in presentations, on CANVAS discussion board, or in class conversation.

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

### **Schedule of Assignments, Topics, and Learning Activities Masculinities, Gender and Environment, Spring 2021**

*Version 8.18.2021 During first week of the semester, schedule will be adapted and readings focused to fit priorities and suggestions of course participants*

Date and Topic	Readings, videos, podcasts	Activities, skills, assignments
<p>Aug 26</p> <p>Launch the journey</p>	<p>What does <a href="#">pronoun usage</a> communicate? What does it co-create through intersubjectivity and embodiment?</p> <p><a href="#">Tools</a> for gender-inclusive language. <a href="#">Lufthansa</a></p> <p><a href="#">Skills you need</a>: Gender-aware language, Evidence-based writing. Redsticks</p> <p>Terminology: <a href="#">intentions and frustrations</a> Balance respect and patient consideration</p> <p>Representing self and others <a href="#">Right to represent</a></p> <p>Colonialidad: Bobby Sanchez <a href="#">Decolonial Rap</a></p> <p>Natalie Diaz. 2020. American Arithmetic. <i>In A Postcolonial Love Poem</i>. Minneapolis: Gray Wolf Press. (Winner 2021 Pulitzer Prize for Poetry)</p> <p>Short <a href="#">Film</a> by Muhammad Hammad.</p>	<p>Pronouns</p> <p>Construct norms and expectations co-learning</p> <p>Anon. survey on gender data</p> <p>Sex-talk thermometer</p> <p>Group work: Eco-social positioning and context, pandemic experiences</p>
<p>Sept 2</p> <p>Gender and environment</p> <p>Masculinities studies</p> <p>Carol Colfer??</p>	<p>Introduction to <i>Routledge Handbook of Gender and Environment</i>, 2017 <b>Book intro: 22 pp, On Canvas</b></p> <p>Robert W. Connell. 1990. A Whole New World: <a href="#">Remaking Masculinity in the Context of the Environment</a>. <i>Gender and Society</i>. <b>25 pp, browse this early call for eco-masculinities</b></p> <p>M. Elias. 2016. Distinct, shared and complementary: gendered agroecological knowledge in review. <i>CAB Reviews</i>. <b>Review article that sets the scene for key issues and materials. 8pp On Canvas</b></p> <p>Susan Paulson and William Boose. 2019. Masculinities and Environment. <i>CAB Reviews</i>. <b>Review article that sets the scene for key issues and materials, 7pp On Canvas</b></p> <p>Raewyn Connell: <a href="#">what is masculinity?</a> <b>4 min video</b> <a href="#">About Raewyn Connell</a></p> <p>Kim V.L. England. 1994. Getting Personal: <a href="#">Reflexivity, Positionality</a>, and Feminist Research, England, <i>The Professional Geographer</i>. <b>insights for epistemological/methodological stances 7pp</b></p> <p>Carol Colfer, 2020. <a href="#">Masculinities in Forests</a>. <b>Browse open source book</b></p> <p><b>Browse</b> following materials showing irregular attention to gender (let alone masculinities) in science, environmental science.</p> <p><a href="#">Gender Gap in Science Booklet</a> and <a href="#">Slides</a></p> <p><a href="#">A Wonderfully Incomplete Bibliography of Action-Oriented Anthropology and Applied Environmental Social Science</a> Allison Harnish, Julianne A. Hazlewood, Amanda Bedker, and Sydney Roeder. 2021.</p> <p><a href="#">Explore: rich array of IUCN gender resources</a></p>	<p>Share results</p> <p>Pandemic exercise</p> <p>Research and learn with tools to support power and voice of differently positioned interlocutors</p> <p>Acknowledge own (gender, racial, class, cultural, geographic) position in scientific research and professional practice</p>

Sept 9	Paul Pulé. 2013. <a href="#">A Declaration of Caring</a> : Towards Ecological Masculinism. Doctoral Dissertation, Perth, Murdoch University.	What if the organising principle of our society was care instead of profit?
Care	Paul M. Pulé and Martin Hultman, forthcoming 2021. <a href="#">Men, Masculinities, and Earth, Contending with the (m)Anthropocene</a> Browse front matter and chapter abstracts. Listen according to your interests to online <a href="#">seminar</a>	Dcarb video w Tim Jackson
COVID	Michael Esbach and Felipe Borman Quenama. Forthcoming 2021. Conservation and Care among the Cofán in the Ecuadorian Amazon. <i>Conservation and Society</i> . On Canvas	Korea video
Making kin	The Care Collective. 2020. The Care Manifesto: The Politics of Interdependence. Review	<b>DUE Monday 13 September</b>
	Donna Haraway. 2017. <a href="#">Staying with the Trouble: Making Kin</a> in the Chthulucene. Review	Assessment of two CAB review articles
	Susan Paulson et al. 2021. <a href="#">From pandemic toward care-full degrowth</a> , <i>Interface Journal for and about Social Movements</i> 6pp	
	Susan Paulson. 2020. <a href="#">Degrowth and Feminisms Ally to Forge Care-full Paths Beyond Pandemic</a> . <i>Interface Journal for and about Social Movements</i>	
	Sara Hunter, Damien Riggs and Martha Augoustinos. 2017. Hegemonic masculinity versus a <a href="#">caring masculinity</a> : Implications for understanding primary caregiving fathers, <i>Applied Psychology</i> . 6pp	
	Daniel Eisen and Liann Yamashita. 2019. Borrowing from Femininity: <a href="#">The Caring Man, Hybrid Masculinities</a> , and Maintaining Male Dominance. <i>Men and Masculinities</i> . 18 pp	
	David Brooks. 2020. The <a href="#">Nuclear Family was a Mistake</a> . David Brooks. <i>The Atlantic</i> 13pp.	
	'Our bills won't wait': the Florida town where <a href="#">farm laborers risk their lives</a> to work amid Covid-19 <i>The Guardian News</i>	
	<b>Suggested:</b> Silvia Vega. 2017. <a href="#">La Sostenibilidad de la vida</a> como eje para Otro Mundo Posible. In <i>Feminismo y Buen vivir. Utopías Decoloniales</i> . 7pp	
	<b>Spatio-temporal Scales</b>	
Sept 16	Anne Fausto-Sterling. 2019. <a href="#">Gender/Sex, Sexual Orientation, and Identity Are in the Body</a> : How Did They Get There? <i>The Journal of Sex Research</i> pp xxx	Chart showing ways in which biological sex is not binary. Kelsey Lewis
Bodies	Joan Roughgarden, 2004. <a href="#">Evolution's Rainbow: Diversity, Gender, and Sexuality in Nature and People</a> . University of California Press. Read Introduction 10pp, browse to your interests. Review. <i>BioScience</i> 2pp	
Becoming	Julia D. Monk et al. 2019. An alternative hypothesis for the evolution of <a href="#">same-sex sexual behaviour</a> in animals, <i>Nature, Ecology and Evolution</i> . 9pp	Analyze videos insemination (connect to
Neuro-plasticity		
Muscle		

memory Death	<p>Hannah Peckman et al. 2020. <a href="#">Male sex identified by global COVID-19</a> meta-analysis as a risk factor for death and ICU admission. <i>Nature Communications</i>. 7pp</p> <p>Ricardo Correa-Rotter, Catharina Wesseling and Richard J. Johnson. 2014. <a href="#">CKD of Unknown Origin in Central America</a>: The Case for a Mesoamerican Nephropathy. <i>American Journal of Kidney Disease</i>. 13 pages</p> <p>Phillipe Roy et al. 2017. “Do it All by Myself”: <a href="#">A Salutogenic Approach of Masculine Health</a> Practice Among Farming Men Coping With Stress. <i>American Journal of Men’s Health</i>. 9pp</p> <p>Ryan P. Smith. 2021. <a href="#">Male fertility is declining</a> <i>The Conversation</i></p> <p>Rene Almeling. 2020. <a href="#">Gynecology</a> the missing science of men’s reproductive health. <i>check out reviews</i></p> <p>Shahnaaz Suffla, Mohamed Seedat and Umesh Bawa. 2014. Reflexivity as Enactment of <a href="#">Critical Community Psychologies</a>: Dilemmas of Voice and Positionality in Multi-country study. <i>Community Psychology</i>, 10 pages, <i>cross cultural methods/epistemology</i></p> <p><a href="#">Biology of sex</a> <i>NPR</i>, TED Radio hour 53 minutes</p> <p><a href="#">Ecofeminism and queer ecology</a>. Ecopolitics podcast 59 minutes</p> <p><b>Suggested:</b>  Eben Kirksey. 2018. <a href="#">Queer Love, Gender Bending Bacteria</a>, and Life after the Anthropocene, <i>Theory, Culture &amp; Society</i>, 18pp</p> <p>Animals that are <a href="#">male on one side</a> and female on the other. <i>BBC</i></p> <p><a href="#">THE EGG AND THE SPERM: HOW SCIENCE HAS CONSTRUCTED A ROMANCE BASED ON STEREOTYPICAL MALE-FEMALE ROLE</a>, <i>Signs</i>, 18pp</p> <p>Connell and Pearse. 2009. Sex Differences and Gendered Bodies. IN <i>Gender in World Perspective</i>. 16pp on Canvas</p> <p>Ann Fausto-Sterling. 2000. <a href="#">Sexing the body: Gender politics and the Construction of Sexuality</a>. <i>Basic Books</i>. Browse</p> <p><a href="#">Freddie McConnell</a> is a Guardian journalist and trans man who discusses conceiving and giving birth to his own child. Podcast 25 min</p> <p>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><a href="#">¡Aguántate Como Hombre!: Daños a La Salud, Masculinidades y Riesgos En Los Jornaleros Agrícolas</a>. Calvario Parra, 2011.</p>	<p>“getting personal” from last week).</p> <p>Organize interview activity</p>
Sept 23 Gendered	<p>Eric Loomis. 2017. 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> Case study 6 pp.</p>	<p>Share life history interviews. Generational</p>

<p>ecosocial systems</p> <p>Visit: Jonathan Devore</p>	<p>Noémi Gonda. 2017. 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> Case study 6 pages.</p> <p>Susan Paulson. 2017. Changing Masculinities and Femininities in the <a href="#">(re)production of Andean Silvopasture Systems</a>. In <i>Earthscan Reader on Gender and Forests</i>. 14pp.</p> <p>Ian Coldwell. 2006. <a href="#">Traditional Masculinities: Obstacles</a> in the Turn Towards Sustainable Farming Practices. Research proposal, 7pp</p> <p>Paulson, Devore, Hirsch. Forthcoming chapter 2021. Masculinities and Convivial Conservation in Brazil. On Canvas</p> <p>Paul M. Pulé. 2013. <a href="#">Where Are All the Ecomasculinists in Mining?</a>. <i>M/C Journal</i>. 8pp.</p> <p>Eric Spitznagel. 2021. <a href="#">Men oil workers</a>, North Dakota, 2021. <i>New York Post</i></p> <p>Peter et al. 2009. Coming Back Across the Fence: <a href="#">Masculinity and the Transition to Sustainable Agriculture</a>. <i>Rural Sociology</i>. 17pp</p> <p><b>Suggested:</b></p> <p>Rural Masculinities and the Internalisation of Violence in Agricultural Communities. Carrington, <i>International Journal of Rural Criminology</i>, 2013, Case study 20pp</p> <p>Voces de la Tierra: <a href="#">Ecologías feministas</a></p> <p><a href="#">CIFOR</a> Forest related resources</p> <p><a href="#">Power and Difference in Conservation Policy: Changing Masculinities and Andean Watersheds</a>, Susan Paulson, 2017, <i>Brown Journal of World Affairs</i>. 10pp</p> <p>Conserving human and other nature: A curious case of convivial conservation from Brazil. DeVore et al., <i>Anthropologie et sociétés</i>. Devore et al 17 pp On Canvas in French and English</p>	<p>changes in expectations and experiences of masculinity.</p> <p>Design and apply surveys less pervaded by ethnocentric/ androcentric assumptions about gender and environment</p> <p>Organize groups: SEAGA Field Level Handbook. Socio-Economic and Gender Analysis Programme</p>
<p>Sept 30</p> <p>Colonial capitalism</p> <p>Modern/ western development</p> <p>Gender indices</p>	<p>Rosemary-Claire Collard and Jessica Dempsey. 2018. Accumulation by difference making. An anthropocene story starring witches, <i>Gender Place and Culture</i>. On Canvas 17pp</p> <p>Men, Masculinities, and Development. Parpart, <i>The Routledge Handbook of Gender and Development</i>, 2015. Overview of approaches to (or avoidance of) gender and men in development industry. On canvas 9pp</p> <p>Negotiating <a href="#">Gender Expertise in Environment and Development</a>. 2021,=. Read chapter 1 [11pp], select and read one chapter to present to class.</p> <p>Bina Fernandez. 2017. <a href="#">Dispossession</a> and depletion of social reproduction, <i>Antipode</i>. 15pp</p>	<p>Share SEAGA results</p> <p>Analyze and use images with their subliminal (and not-so-subliminal) messages about gender and environment</p>



	<p>Amalia Leguizamón. 2018. <a href="#">Gendered Dimensions of Resource Extractivism</a> in Argentina's Soy Boom, <i>Latin American Perspectives</i>. 12pp</p> <p>Shannon Bell, Alicia Hullinger, Lilian Brislen. 2015. <a href="#">Manipulated Masculinities: Agribusiness</a>, Deskillling, and the Rise of the Businessman-Farmer in the United States., <i>Rural Sociology</i>. 25 pages, photos</p> <p>James W. Messerschmidt. 2019. The Salience of “<a href="#">Hegemonic Masculinity</a>”, <i>Men and Masculinities</i>, <b>Conceptualization of key idea in masculinities studies</b>, 6 pp</p> <p><a href="#">Hegemonic Masculinities</a> WIKIPEDIA</p> <p>Explore <a href="#">indices</a> for measuring gender conditions.</p> <p><b>Suggested:</b></p> <p>Hultman &amp; Paul Pulé, 2018. Conceptual foundations. In <i>Ecological Masculinities: Theoretical Foundations and Practical Guidance</i>. On Canvas</p> <p>Rethinking <a href="#">Hegemonic Masculinity</a> in a Globalizing World. Beasley, <i>Men and Masculinities</i>, 2008 15pp</p> <p><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. Early proposal, 19pp</p> <p>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. 15pp.</p>	<p>Top of the <a href="#">food chain</a> T.C. Boyle</p> <p>Gender and Dev indices</p> <p><a href="#">The Environment and Gender Index (EGI) 2013 pilot</a></p> <p>UF development studies talks</p>
<p>Oct 7</p> <p>(M)Anthropocene</p> <p>Capitalocene</p> <p>Climate change</p>	<p>Raewyn Connell. 2017. <a href="#">Masculinities in the Sociocene</a>, In <i>Men and Nature Hegemonic Masculinities and Environmental Change</i>, <a href="#">Rachel Carson Center Perspectives Transformations in Environment and Society</a> 3pp</p> <p>Martin Hultman &amp; Paul M.Pulé. 2019. ‘Ecological masculinities: a response to the Manthropocene question’. In <i>Routledge International Handbook of Masculinity Studies</i>. <b>Routledge</b>. On Canvas</p> <p><a href="#">Men, Masculinities &amp; Climate Change</a>, <i>MenEngage Alliance</i>, 2016 8 pages, <b>accessible discussion paper</b></p> <p><a href="#">MenEngage Alliance</a>. Explore website and <a href="#">Latin American Network</a></p> <p>M. Leach et al. 2018. <a href="#">Equity and sustainability in the Anthropocene</a>: a social–ecological systems perspective on their intertwined futures, <i>Global Sustainability</i>. 10pp</p> <p><a href="#">Generation Equality Forum</a> explore website <a href="#">Video 2.23 minutes</a></p> <p>Jody Can and Joe Curnow. 2017. <a href="#">Taking Up Space</a>: Men, Masculinity, and the Student Climate Movement. <i>Men and Nature Hegemonic Masculinities and Environmental Change</i>, <a href="#">Rachel Carson Center</a> 8pp</p>	<p>Define &amp; use contentious terms carefully in planning, writing and conversation</p> <p>Teleology: <a href="#">Three little pigs</a> Walt Disney 1933</p>

	<p>Joshua Nelson. 2020. <a href="#">Petro-masculinity and climate change denial</a> among white, politically conservative American males. <i>International Journal of Applied Psychoanalytic Studies</i> 11pp</p> <p>Jim Fleming. 2017. <a href="#">Excuse Us, While We Fix the Sky</a>: WEIRD Supermen and Climate Engineering. <i>Men and Nature Hegemonic Masculinities and Environmental Change</i>, <i>Rachel Carson Center</i>. 5pp</p> <p>Jason Moore and Rebecca Hastings. 2017. <a href="#">Capitolocene and Planetary Justice</a></p> <p>Jason Moore Nov 202. <a href="#">On the Origins of Climate Apartheid</a>, Climate Class &amp; Colonialism in the Making of Planetary Crisis. 55 min talk plus discussion</p> <p><b>Suggested:</b></p> <p><a href="#">How the scaling of voluntary carbon markets can amplify gender equality impacts</a> WOCAN and the W+ Advisory Council. White paper 7pp <a href="#">Context</a> of paper</p> <p><a href="#">Climate without Nature: A Critical Anthropology of the Anthropocene</a>, by Andrew Bauer and Mona Bhan, 2018, 35pp</p> <p>Men, Masculinities and Disaster, Enarson and Pease. 2016 10pp intro to edited volume. On CANVAS</p> <p><a href="#">Decolonizing technology and political ecology futures</a>, S Paulson 2021, <i>Political Geography</i></p> <p><a href="#">Anthropocene Unseen</a>, A Lexicon</p>	
	<b>Perspectives and Approaches</b>	
<p>Oct 14</p> <p>Intersectionality</p> <p>Dealing with dualism</p> <p>Decolonize deracialize de-patriarchize degrow</p> <p>Guest: Miriam Lang</p>	<p>Freya Mathews. 2017. The Dilemma of Dualism, 15pp On Canvas</p> <p>Carol J. Pierce Colfer, Bimbika Sijapati Basnett, and Markus Ihalainen. 2018. Making sense of <a href="#">intersectionality</a>: A manual for lovers of people and forests. <i>Center for International Forestry Research (CIFOR)</i>, Easy reading, 43pp</p> <p>Maria Lugones, <a href="#">Toward a decolonial feminism</a>, <i>Hypatria</i> 17pp</p> <p><a href="#">Baba Buntu</a> decolonizing African masculinities, TED talk 17 minutes</p> <p>Sakhumzi Mfecane. 2016. “Ndiyindoda” [I am a man]: <a href="#">theorising Xhosa masculinity</a>. <i>Anthropology of Southern Africa</i>. 10pp</p> <p>Jo Yurcaba. 2021. <a href="#">Nonbinary gender experience</a> <i>NBC News</i> brief</p> <p>David Leonhardt. 2021. The <a href="#">Vaccine Class Gap</a>, 2021, <i>New York Times news</i> brief</p> <p>Serene J. Khader. 2019. <a href="#">Why are poor women poor?</a> <i>NYT</i> article</p> <p>Richard V. Reeves and Sarah Nzau. 2021. <a href="#">Poverty hurts the boys the most</a>:</p>	<p>Race: the <a href="#">power of an illusion</a></p> <p>Familia Galan</p> <p>Listen and engage interviewees and interlocutors in their own positionalities</p> <p>Practice addressing humans and other creatures without foregrounding binary categories</p> <p>Listen to Miriam</p>

	<p>Inequality at the intersection of class and gender. <i>Brookings Institute</i>. 8pp</p> <p><b>Suggested:</b></p> <p>Ecofeminism Revisited: <u>Rejecting Essentialism</u> and Re-Placing Species in a Material Feminist Environmentalism. Gaard, <i>Feminist Formations</i>, 2011 20pp</p> <p>Pluriverse: A Post-Development Dictionary, 2019, book in CANVAS files</p> <p>Paulson, Susan, 2019 <u>Pluriversal learning</u>: pathways toward a world of many worlds. <i>Nordia Geographical Publications</i>. 20pp</p> <p>Spivak and Rivera Cusicanqui on the Dilemmas of <u>Representation in Postcolonial and Decolonial Feminisms</u>, Kiran Asher, <i>Feminist Studies</i>, 2017, 12pp</p> <p><i>The Invention of Women: Making an African Sense of Western Gender Discourses</i>, Oyèrónkẹ Oyèwùmí. On Canvas</p> <p><u>Commoning</u> as a Transformative Social Paradigm, Bollier, <i>Next System Project</i>, 2016, 22pp</p> <p>Paulson 2015 Toward a broader scope and more critical frame for intersectional analysis, On canvas</p>	<p>Lang video talk.</p> <p>DCarb talks</p>
<p>Oct 21</p> <p>Environ- mental Justice</p> <p>Artivism</p> <p>Guest <a href="#">Beatriz Rodríguez Labajos</a></p>	<p>Beatriz Rodríguez-Labajos and Isha Ray. 2021. Six avenues for <u>engendering creative environmentalism</u>, <i>Global Environmental Change</i>. 12pp</p> <p>Martinez-Alier et al. 2011. <u>Between science and activism</u>: learning and teaching ecological economics with environmental justice organisations. <i>Local Environment: The International Journal of Justice and Sustainability</i>. 15pp</p> <p>Juanita Sundberg. 2008. <u>Placing Race in Environmental Justice</u> Research in Latin America, <i>Society &amp; Natural Resources</i>. 10 pp</p> <p><u>Gender-based violence and environment linkages</u>. 2020, ICUN. Browse, try to consider gender-based violences linked to masculinities, as well as those linked to femininities.</p> <p>Cinzia Arruzza, Tithi Bhattacharya, and Nancy Fraser. 2019. <u>Feminism for the 99%</u>, and Silvia Federici. 2018 <u>Witches, Witch-hunting and Women</u> Read joint review of these two books, <u>another</u> on Federici.</p> <p><b>Suggested:</b></p> <p>Special issue on <u>feminized resistance</u>, <i>Journal of Resistance Studies</i>, 2016</p> <p>Fragmented Forests, Fractured Lives: <u>Ethno-territorial Struggles</u> and Development in the Pacific Lowlands of Colombia, Kiran Asher, <i>Antipode</i>, 2018, 18pp</p> <p>Padini Nirmal; Queering Resistance, Queering Research: In Search of a Queer Decolonial Feminist Understanding of Adivasi Indigeneity, 31pp</p>	
	(Re)making Worlds	

<p>Oct 28</p> <p>Ecogender research practice politics</p> <p>Guest: <a href="#">Martin Hultman</a></p>	<p>Damayanti Banerjee and Michael Mayerfeld Bell. 2006. Ecogender: <a href="#">Locating Gender</a> in Environmental Social Science, <i>Society &amp; Natural Resources</i> 13pp</p> <p>Martin Hultman. 2017. Green men? Exploring <a href="#">Industrial, Ecomodern, and Ecological Masculinities</a>. 10pp</p> <p>Martin Hultman. 2020. <a href="#">Politics at the End of the Anthropocene</a>: <i>Georgetown Journal of International Affairs</i> xxxpp</p> <p>Aaron M. McCright and Riley Dunlap. 2011. Cool Dudes: <a href="#">Denial of Climate Change</a> among Conservative White Males in the United States. <i>Global Environmental Change</i> 8pp</p> <p>Krange et al. 2019. Cool dudes in Norway: <a href="#">climate change denial among conservative Norwegian men</a>. <i>Environmental Sociology</i> xxxpp</p> <p>Sharlene Hesse-Bieber. 2012. Feminist <a href="#">Approaches to Triangulation</a>: Uncovering Subjugated Knowledge and Fostering Social Change in Mixed Methods Research. <i>Journal of Mixed Methods Research</i>, 9pp</p> <p>Stephen Sterling. May 2021. <a href="#">Educating for the Future We Want</a> Opening Essay for a GTI Forum, <a href="#">Discussion paper 8pp</a>, <a href="#">Explore the forum</a>.</p> <p>Bjørn Ingmann Sletto. 2009. "We Drew what we Imagined" <a href="#">Participatory Mapping, Performance</a>, and the Arts of Landscape Making. <i>Current Anthropology</i>, 23 pages (followed by 7 pages of comments by other scholars and a reply by the author)</p> <p><a href="#">Indigenous Mapping</a>, Extraction, &amp; Alternative Representations, <a href="#">explore website</a></p> <p>Leila Harris and Helen Hazen. 2006. Power of Maps: <a href="#">(Counter) Mapping for Conservation</a>. <i>ACME International Journal for Critical Geographies</i>, 24 pages</p> <p>Nick Malherbe et al. 2017. Visually negotiating hegemonic discourse through <a href="#">Photovoice: Understanding youth representations</a> of safety, <i>Discourse and Society</i>. 16pp</p> <p><b>Suggested:</b>  Chris Chevallier and Conor Buggy. 2020. <a href="#">Safeguarding, Supporting, and Supervising Gender Minority Students in Institutes of Higher Education</a>. <i>National LGBT Federation</i>. 52pp</p> <p><a href="#">Varones y masculinidades. Herramientas pedagogicas para facilitar talleres con adolescentes y jóvenes</a></p> <p>Bolt Gonzáles. 2003. Masculinidades y Desarrollo Rural: Una Nueva Manera De Satisfacer Las Necesidades Humanas Esenciales y Defender La Red De Vida.</p> <p><a href="#">Special issue</a> of <i>Women &amp; Environments International Magazine</i> dedicated to processes of inclusion in the 2019 CANSEE Ecological Economics conference.</p> <p><a href="#">Earth mother and other feminist fables: How a Strategic Notion Rose and Fell</a>. Leach, <i>Development and Change</i>, 2007 16pp</p>	<p>Mapping/ photovoice in small groups, bring results to class</p> <p>Use photovoice to support expression of different visions and voices of interlocutors</p> <p>Facilitate participatory mapping exercises for a variety of learning and planning purposes</p>
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Nov 4 Ecogender	JJ Bola. 2020. We need to redefine manhood. Our <a href="#">warped ideas are causing a mental health crisis</a> , <i>The Guardian News</i>	Quiz on key concepts
Construct bodies, health, wellbeing	<p>Roberta Hawkins. 2012. Shopping to Save Lives: Gender and Environment Theories Meet <a href="#">Ethical Consumption</a>. <i>Geoforum</i>, 9pp</p> <p>Aaron Brough et al. 2016. Is <a href="#">Eco-Friendly Unmanly</a>? The Green-Feminine Stereotype and its Effect on Sustainable Consumption. <i>Journal of Consumer Research</i>. 14pp</p> <p>Jessica Greenebaum. 2017. <a href="#">Vegan Men and Hybrid Masculinity</a>, <i>Journal of Gender Studies</i>. 9pp</p> <p><a href="#">The Game Changer</a> Documentary on Netflix [2 minute Trailer]</p> <p>Devin Gordon. 2019. <a href="#">I tried to live like Joe Rogan</a> <i>Atlantic</i></p> <p>People think <a href="#">beef is manly</a>, and that's a big problem. We can't lower our meat consumption without rethinking masculinity. 2019. <i>Popular Science Brief</i></p> <p>Lola Olivera, 2020. <a href="#">Marketing Masculinity</a>: The Meat of the Matter. <i>Sentient Media</i></p> <p>Andrea. 2015. <a href="#">Eating disorders are a political</a> issue: Bulimia nervosa and advanced capitalism <i>Science of Eating Disorders</i>, review</p> <p>Julie Guthman. 2006. Embodying neoliberalism: economy, culture, and the <a href="#">politics of fat</a>, <i>Environment and Planning</i>, 18pp</p> <p>Anne DeLessio-Parson. 2017. Doing vegetarianism to destabilize the <a href="#">meat-masculinity nexus</a> in La Plata, Argentina, <i>Gender, Place and Culture</i>. 1 pp [Read abstract only]</p> <p>Murphy. 2017. <a href="#">Meat and Masculinity</a>. Critique of preceding article</p> <p>Erin Blakemore. 2018. Why Are <a href="#">Black And Latino Kids More Likely To Die</a> Of Certain Cancers? <i>NPR News</i></p> <p>Black and Hispanic children bear <a href="#">burden of COVID-19</a>. 2020 <i>Yale News</i></p> <p>Around the Globe, <a href="#">Women Outlive Men</a>. <i>Population Reference Bureau</i></p> <p>Max Ehrenfreund. 2015. The stunning — and expanding — <a href="#">gap in life expectancy</a> between the rich and the poor. <i>The Washington Post News</i></p> <p>Genevieve Creighton et al. 2017. Picturing Masculinities: Using Photo-elicitation in <a href="#">Men's Health Research</a>, Creighton, <i>American Journal of Men's Health</i>, 13 pages</p> <p><b>Suggested:</b></p> <p>Ecopsychology: How <a href="#">Immersion in Nature Benefits Your Health</a>. Yale Environment. 2020.</p>	<p><a href="#">I am woman</a>, hear me roar</p> <p><a href="#">I am man</a>, hear me roar</p> <p><a href="#">What the Health?</a></p> <p><b>DUE Monday Nov 8</b> Draft of paper on course project</p>

	<p>Clarence C. Gravlee (2009) <a href="#">How Race Becomes Biology</a>: Embodiment of Social Inequality. <i>Journal of Physical Anthropology</i> 10pp</p> <p><b>Actor</b> <a href="#">Christopher Eccleston</a>. Anorexia is “like being in hell”. Did it affect him every day? “Every minute. All you think about is food – the consumption of, the rejection of. You don’t think about anything else.”</p>	
Nov 11	No class meeting Veteran’s Day Holiday	
Nov 18 Changing ecogender identities	<p>James Messerschmidt &amp; Michael Messner. 2018. <a href="#">Hegemonic, Nonhegemonic, and "New" Masculinities</a>., In <i>Gender Reckonings</i>. <b>On Canvas</b></p> <p>Martin Hultman. 2017. Exploring Industrial, Ecomodern and Ecological Masculinities. <b>On Canvas</b>.</p> <p>Ryan J. Reilly. 2021. <a href="#">Why White Men Riot</a>, <i>Huffington Post</i> <b>OpEd brief</b></p> <p>Helena Hansen. 2012. The “new masculinity”: Addiction treatment as a <a href="#">reconstruction of gender in Puerto Rican evangelist street ministries</a>. <i>Social Science and Medicine</i> <b>7 pp</b></p> <p>Alex Carr Johnson. 2017. “Every Day Like Today: Learning How to Be a Man in Love. <a href="#">Rachel Carson Center Perspectives Transformations in Environment and Society</a> <b>5 pp</b></p> <p>Kate Sopor. 2020. Postgrowth living for <a href="#">alternative hedonisms</a>.</p> <p>Andrea Nightingale. 2019. <a href="#">Commoning for inclusion?</a> Political communities, commons, exclusion, property and socio-natural becomings. <i>International Journal of the Commons</i>. <b>19pp</b></p>	<p><b>Present course projects</b>, facilitate discussion in virtual seminar</p> <p>Practice presentation of engaging, carefully-timed presentations with clear message</p>
Nov 25	No class meeting Thanksgiving Holiday	
Dec 2 (Re)shaping ecogender territories	<p>Schalk et al. 2017. Feminist Futures and 'Other Worlds' Ecologies of Critical Spatial Practice. In <i>Routledge Handbook of Gender and Environment</i>. <b>On Canvas 15pp</b></p> <p>Martin Hultman and Paul Pulé. 2018. Connecting inner and outer nature. A deeper ecology for the Global North. In <i>Ecological Masculinities: Theoretical Foundations and Practical Guidance</i>. <b>On Canvas 18pp</b></p> <p>Andrea Nightingale. 2003. A <a href="#">Feminist in the Forest</a>: Situated Knowledges and Mixing Methods in Natural Resource Management. <i>ACME International Journal for Critical Geographies</i>. <b>10 pages</b></p> <p>J.K. Gibson-Graham. 2008. <a href="#">Diverse economies: performative practices for ‘other worlds’</a>. <i>Progress in Human Geography</i> <b>18pp</b></p> <p>Schalk et al. 2017. Feminist Futures of <a href="#">Spatial Practice</a>: Materialisms, Activisms, Dialogues, Pedagogies, Projections. <b>AADR On Canvas</b></p> <p>Joshua Sbicca. 2012. <a href="#">Eco-queer movement(s)</a> Challenging heteronormative space through (re)imagining nature and food, <i>European Journal of Ecopsychology</i></p>	<p>Assessment w learning objectives</p>



	<p>15pp</p> <p>H. Jarvis. 2014. <a href="#">Transforming the Sexist City</a>: Non-Sexist Communities of Practice. <i>Journal of Gender and Feminist Studies</i>, 17 pages</p> <p>Laura Pellicer. 2020. First Residents Move Into North Carolina <a href="#">LGBTQ Cohousing Community</a> <a href="#">WBUR News</a></p> <p>Suggested:  <a href="#">Ecological Masculinities: Theoretical Foundations and Practical Guidance - Martin Hultman, Paul M. Pulé - Google Libros</a></p>	
	Course projects due on CANVAS	Wed Dec 8 <sup>th</sup>