

# Minnesota State University Moorhead

## WS 330: Gender, Justice and the Environment

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 10 - People/Environment, Goal 06 - Humanities/Fine Arts

The course focuses on understanding and identifying solutions to local and global environmental issues in the context of feminist critique. The course will draw from feminist literature, core ecological principles, activist strategies, and other critical writings. MnTC Goal 6 and 10.

### B. COURSE EFFECTIVE DATES: 08/15/2011 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Feminist analyses of human-environment relationships with focus on intersectional and global feminist approaches and including ecofeminism.
2. Critical analysis of various feminist perspectives on the human-environment relationship; this includes examining the cross-critiques between feminist perspectives and revealing biases and problematized areas within feminist approaches.
3. History of woman-nature/man-culture dichotomic and essentialized thinking in Western and non-Western thought. Apply critical analysis to manifestations of the same in contemporary feminist theory and practice.
4. Basic principles of ecology including introduction to primary production and energy flow through ecosystems, factors that influence species abundance and diversity, nutrient cycling and retention, and succession and ecosystem stability. These may also include ecological principles related to specific case studies or examples used in class.
5. Gendered analysis of: agriculture, reproductive rights and population control, exposure to toxins in the environment, participation in the global factory, Deep Ecology, bioregionalism, development and the environment, conservation practices, sustainable energy and the politics of food. Analyses will incorporate local and global level examples and/or case studies and use principles of ecology and feminist theory to challenge students to formulate and defend alternative solutions to environmental issues.
6. Environmental justice, climate injustice and activists movements, specifically focused on gendered relationships with environmental justice and activism.
7. Impact of institutions on shaping hierarchal ideologies regarding human relationships with the environment.

## **D. LEARNING OUTCOMES (General)**

1. Explore feminist critiques of people's relationships with the environment, including how these relationships are influenced by gender, class, ethnicity and other identities.
2. Consider core ecological principles such as energy flow through ecosystems, disturbance ecology, diversity and sustainability in relation to environmental issues at scales ranging from local to global.
3. Use concepts from feminism and ecology to analyze timely local environmental issues such as agriculture and flooding in the Red River basin and global food insecurity and water rights in developing nations.
4. Understand how social, political and economic power differentially impact global/local populations in relation to the environment.
5. Describe how class, gender, race, ethnicity, nation status and other identities intersect with environmental injustice and activism.
6. Evaluate a variety of environmental issues such as population growth, development, access to water and food, pollution, war and violence, and resource use from gender-based, multicultural, global, and interdisciplinary perspectives.
7. Propose, consider and defend alternative solutions to local and global environmental issues from intersectional standpoints, such as feminist, indigenous and grassroots.

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### **Goal 10 - People/Environment**

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
3. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
4. Propose and assess alternative solutions to environmental problems.
5. Articulate and defend the actions they would take on various environmental issues.

### **Goal 06 - Humanities/Fine Arts**

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted