

**Women and Water: Fighting for Environmental Justice (2016 undergraduate level course)
Summary and Reading List**

Developed and taught by: Lindsey Williams
Contact: lindsey@lindseycwilliams.com

NOTE: *I developed this course in 2016 and taught it during the fall semester that year. After getting several requests for the syllabus/reading list, I am sharing this summarized version as a resource for others. There are things I would teach differently, readings I might switch out, and components of the course that were highly influenced by the backdrop of the 2016 election and Standing Rock protests against the Keystone XL pipeline. I am also happy to share lecture slides and discussion prompts with those who are interested. Please consider this a starting point and a resource, but not an endpoint as I also continue to learn and evolve my own thinking. Feel free to contact me if you have suggestions, if you'd like to discuss further, or have any other thoughts you wish to share. Please note that I have not recently checked all links so some may no longer work. Thank you.*

Course Description: When is the last time you really thought about what it means to have access to water? Even in the driest of places, its essential role in not just human, but all life means that we don't exist unless there is water. But just because water is essential, doesn't mean it's always valued. There are many stories of the fights to protect access and quality of drinking water, conserve wetlands and coastal areas, and understand and protect other living things that rely on water. This course will explore environmental studies concepts through the lens of the role women have played in conservation and environmental justice with a focus on water. Concepts addressed through presentations and discussions around women and water include: using the case study method, environmental justice, consensus based decisions, coalition building, science translation, gender bias, negotiation styles, writing, art of storytelling, critical thinking, representativeness, and others.

Course Overview:

Sept 6 – Overview and Introductions/ Discussion of interests / The case study method

Sept 13 – The US Environmental Movement

This week will provide context for future discussions by ensuring the class has the same foundational knowledge about the US environmental movement and its connection to other national and global movements.

Sept 20 – Pioneers in Environmental Science

We will discuss examples of women in science, conservation, community activism, etc. to set the stage for individual research throughout the semester.

Sept 27 – Muddy waters: race, gender, poverty, environment

Discussion on how these issues are treated together in some contexts and separately in others – and how that impacts the outcomes.

Oct 4 – Getting the word out: convincing your neighbors, convincing the world

Exploring efforts to highlight a problem, bring people in to act, and tell the story after.

Oct 18 – Taking matters into their own hands: women conservation organizers

This class will reinforce previous discussions by focusing on how women served as organizers.

Oct 25 – It's not just about me: bringing others to the table

Revisiting environmental justice with a consensus building and negotiation frame

Nov 1 – “Thinking globally, acting locally”

This class will revisit and expand on the discussion of women outside the U.S.

Nov. 15 – Barriers and Bridges: Gender as help, gender as hurdle

This week we will discuss the benefits and challenges that being a woman brings to the cases we are exploring. Discussion will also include research on gender biases in a range of settings.

Nov. 22 – From activist to bureaucrat

As the environmental movement progressed, institutions changed (or were created) and people who had once fought for change began working for these organizations. Class will explore what that means for the issues and institutions.

Nov. 29 – Unsung heroes

Why are some women celebrated and others vilified? Are there women that history has forgotten?

Dec. 6 – Presentation wrap up, course revisit / The way ahead: what will we do with what we have learned?

Semester Project Overview

You will be researching a woman or event of your choosing that falls within the theme of the course (women and water). The goal is for you to find a case that matches your interests, but also ties in with the themes we discuss throughout the course (see the syllabus). The paper and presentation should reflect the topics we discuss weekly (environmental justice, race, poverty, gender, communication, grass roots organizing, institutions/organizations, negotiation, US vs international perspectives, change through time, differing perspectives, etc). It should also reflect questions, thoughts, analysis that brings in and builds on your experiences in other classes and outside of school.

Reading List

Week 2 - Sept 13: The US Environmental Movement

- How Silent Spring Ignited the Environmental Movement by Eliza Griswold - <http://www.nytimes.com/2012/09/23/magazine/how-silent-spring-ignited-the-environmental-movement.html>.
- The Road to Executive Order 12898 on Environmental Justice (Video) - <https://www.youtube-nocookie.com/embed/Sx93yKLxSyk?rel=0>
- Executive Order 12898 on Environmental Justice - <http://www.archives.gov/federal-register/executive-orders/pdf/12898.pdf>.
- Case Study Research Design and Methods by Robert Yin (Chapter 1)

Week 3 - Sept 20: Pioneers in Environmental Science and Environmental Justice

- The Environmental Justice Movement - <https://www.nrdc.org/stories/environmental-justice-movement>.
- McGregor, D. (2008). Anishnaabe-kwe, Traditional Knowledge and Water Protection. *Canadian Woman Studies*, 26(3). Available <http://cws.journals.yorku.ca/index.php/cws/article/view/22109/20763>.
- Capitol Hill Ocean Week Panel on The Power of Diversity to Strengthen the Ocean Movement (video) – Watch time 8:25 to 11:30 at <https://youtu.be/ryxB6zWQxNQ?t=508>. Whole video is one hour and worth watching if you have time.
- Case Study Research Design and Methods by Robert Yin (Chapter 1)

Week 4 - Sept 27: Muddy Waters: race, gender, poverty, environment

- **Initial project proposal due (electronically before class) and five minute presentation in class**
- Aguilar, L. (2016, June 24). Women’s rights in protected areas: Championing gender equality in environmental conservation policy. *The Huffington Post*, pp. 1–6. Retrieved from http://www.huffingtonpost.com/lorena-aguilar/womens-rights-in-protecte_b_10655148.html.
- Gilligan, M., & Clabots, B. (2016). Gender and Protected Areas: Exploring National Reporting to the Ramsar Convention and the World Heritage Convention. Washington, DC. Retrieved from <https://portals.iucn.org/union/sites/union/files/doc/ramsar-wh-report-april2016.pdf>. **ONLY READ Key Findings, Introduction, and Conclusion.**
- Clarke, L., & Agyeman, J. (2011). Is there more to environmental participation than meets the eye? Understanding agency, empowerment and disempowerment among black and minority ethnic communities. *Area*, 43(1), 88–95. <http://doi.org/10.1111/j.1475-4762.2010.00970.x>.

Week 5 - Oct. 4: Getting the Word Out: Convincing Your Neighbors, Convincing the World

- Peer edits/comments on proposal due before class
- Think about this week’s theme in the context of your project
- Margie Richard Video- <https://www.youtube.com/watch?v=j3MaAi1DI9c>
- After Sandy: Facing Future - <https://www.youtube.com/watch?v=Z4bQs-WaSqc> and After Sandy: Changes and Choices - <https://www.youtube.com/watch?v=e-evgyXgTVg>
- Erin Brockovich Movie Trailer - <https://www.youtube.com/watch?v=l0ftkL6qhT8>
- Erin Brockovich Personal Website <http://www.brockovich.com/my-story/> (focus on this section, but feel free to look around the site).
- SKIM THIS - Banks, S. (2014). The “Erin Brockovich Effect”: How Media Shape Toxics Policy. *Environ*, 26(2), 219–251. <http://heinonline.org/HOL/LandingPage?handle=hein.journals/environs26&div=14&id=&page=>

Week 6 - Oct. 11: Taking Matters into their own hands: women as organizers (Part I)

- Work on reflective essay and research project
- Watch *Homeland: Four Portraits of Native Action* keeping in mind the course themes (women and water and the weekly topics). <http://www.katahdin.org/films/homeland/intro.html>
- Come up with one question you have about the film that you would like to use as a discussion topic in class.

Week 7 - Oct. 18: Taking Matters into their own hands: women as organizers (Part II)

- Reflective essay due (electronically before class)

- Di Chiro, G. (2008). Living environmentalisms: coalition politics, social reproduction, and environmental justice. *Environmental Politics*, 17(2), 276–298. <http://doi.org/10.1080/09644010801936230>

Week 8 - Oct. 25: It's not just about me - bringing others to the table

- Vernice Miller-Travis, EPA Environmental Justice 20th Anniversary Video Series - https://www.youtube-nocookie.com/embed/z_o40RakXRAU?rel=
- Eilperin, J. (2016). White House women want to be in the room where it happens. *Washington Post*. Washington, DC. Retrieved from <https://www.washingtonpost.com/news/powerpost/wp/2016/09/13/white-house-women-are-now-in-the-room-where-it-happens/>
- Fisher, R., Ury, W. L., & Patton, B. (2012). Chapter 1: Don't Bargain Over Positions. In *Getting to Yes*. Penguin Books. Retrieved from http://www.williamury.com/nowithconvictionizbedathanyes2plz/wp-content/uploads/books/yes/Getting_to_Yes-sample_chapter.pdf
- Susskind, L. (2012). The Consensus Building Approach. *Agorà: Idee per La Mobilità Del Futuro*. Retrieved from <http://www.cbuiding.org/publication/article/2013/consensus-building-approach>
- Siedel, G. (n.d.). Position or Interest Based Negotiation Unit in *Successful Negotiation* Video. Available <https://www.coursera.org/learn/negotiation-skills/lecture/xaCpq/a-position-based-or-interest-based-negotiation>

Week 9 - Nov. 1: "Thinking globally, acting locally"

- Liu, J., Dietz, T., Carpenter, S. R., Alberti, M., Folke, C., Moran, E., ... Taylor, W. W. (2007). Complexity of coupled human and natural systems. *Science* (New York, N.Y.), 317(5844), 1513–6. <http://doi.org/10.1126/science.1144004>.
- Ikal Angelei - The Goldman Environmental Prize 2012. (2012). Retrieved from <http://www.goldmanprize.org/recipient/ikal-angelei/>
- Pew Charitable Trusts. (2016). Asha de Vos - Providing training and education to Sri Lanka's next generation of marine conservationists and policymakers. Retrieved from <http://www.pewtrusts.org/en/projects/marine-fellows/fellows-directory/2016/asha-de-vos>
- Asha de Vos – TedX video "Don't let Einstein say you can't" <https://www.youtube.com/watch?v=chuTDolbtwo>
- Naficy, S. E. (2016). The way forward for lagos water. Retrieved from <https://www.stopcorporateabuse.org/success/defending-human-right-water-lagos>
- Oluwafemi, A., Jakpor, P., Bohme, S., Kishimoto, S., & Lobina, E. (2016). Lagos Water Crisis: Alternative Roadmap for Water Sector. Environmental Rights Action/ Friends of the Earth, Nigeria. Retrieved from https://www.tni.org/files/publication-downloads/lagos_water_book_web_publishing_version_0.pdf. **READ ONLY EXECUTIVE SUMMARY.**

Week 11 - Nov. 15: "Barriers and Bridges"

- Annotated outline/rough draft due (electronically before class)
- Lewicki, R., Saunders, D., & Barry, B. (2014). Individual Differences I: Gender and Negotiation. In *Negotiation* (7th ed., pp. 435–451). McGraw-Hill Education. Chapter 14.
- Mervis, J. (2015). Lawmakers want to know: Do U.S. women face bias in winning federal research grants? *Science*, 1–4. <http://doi.org/10.1126/science.aab2485>

Week 12 - Nov. 22: “From activist to bureaucrat”

- Donna Christensen EPA Environmental Justice Video - <https://www.youtube-nocookie.com/embed/llawFopHjQA?rel=0>
- Wikipedia. (2016). Donna Christian - Christensen. Retrieved from https://en.wikipedia.org/wiki/Donna_Christian-Christensen
- Lisa Jackson EPA Environmental Justice Video - https://www.youtube-nocookie.com/embed/_el3Sibxgk8?rel=0
- Biography.com. (2016). Lisa Perez Jackson. Retrieved November 17, 2016, from <http://www.biography.com/people/lisa-perez-jackson-5600>
- Taylor, D. E. (2002). Race, class, gender, and American environmentalism. USDA Forest Service - General Technical Report PNW, (April), 1–51. Retrieved from <http://wcsu.csu.edu/cerc/documents/RaceClassGenderandAmericanEnvironmentalism.pdf>.
READ ONLY INTRO (pages 1-4) AND EJ MOVEMENT SECTION (pages 36-40)

Week 13 - Nov. 29: “Unsung Heroes”

- Peer edits/comments on draft due (electronically before class)
- Jagger, B. (2013). Women: The Unsung Heroes of the Environment. Retrieved from http://www.huffingtonpost.com/bianca-jagger/women-the-unsung-heroes-o_b_2838414.html
- Foley, B. (2011). Environmental Justice Leader Hazel Johnson, 1935 - 2011. Retrieved November 17, 2016, from <http://sierraclub.typepad.com/compass/2011/01/hazel-johnson.html> or posted as PDF, also watch video posted in the article
- Taylor, D. E. (2002). Race, class, gender, and American environmentalism. USDA Forest Service - General Technical Report PNW, (April), 1–51. Retrieved from <http://wcsu.csu.edu/cerc/documents/RaceClassGenderandAmericanEnvironmentalism.pdf> or posted as PDF – **PICK ONE BOLDED SECTION TO READ INCLUDING SUBSECTIONS (4 Wilderness, Wildlife, and Recreation; 12 Urban Environmentalism; 17 The White Working Class and the Environment; 20 People of Color and the Environment; 34 Gender Relations Among People-of-Color Groups; 35 People of Color and Environmental Justice) AND CONCLUSION**
 - *Note: In hindsight I would have included this in Week 2 as well to frame the beginning and end of the class.*

Week 14 - Dec. 6:

- Presentations in class