



# SOAN 323: Mother Earth: Women, Development and the Environment

## Spring 2019

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**Office Hours:** Mondays 1-3pm & Thursdays 1-2pm (please use link on Moodle)

### **COURSE GOALS**

Why are so many sustainable development projects anchored around women's cooperatives? Why is poverty depicted as having a woman's face? Is the solution to the environmental crisis in the hands of women the nurturers? From overly romantic notions of stewardship to the feminization of poverty, this course aims to evaluate women's relationships with local environments and development initiatives. Themes explored include: ecofeminism, feminist political ecology, the feminization of poverty, the role of gender on the management of forest resources, connections between women and collective action, women and water equity, issues with micro-lending, women and the environmental justice movement, and the future of gender-based aid initiatives.

**Prerequisites:** The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above.

### **LEARNING OUTCOMES**

As part of Carleton's assessment initiative, the SOAN Department of has identified six Student Learning Outcomes for SOAN majors. In this course you will learn four of these outcomes:

- Formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena.
- Select appropriate sociological and/or anthropological research methods to study socio-cultural phenomena.
- Apply sociological and anthropological theory to analyze socio-cultural phenomena.
- Draw upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

### **GRADING AND ASSIGNMENTS**

Your grade during the term will be assessed through a combination of participatory activities and written products. Instructions, rational and objectives for each assignment will be clearly outlined for you during class and posted on Moodle for reference. In all

cases do not hesitate to contact me if you have any question regarding instructions or expectations. More specifically your final grade will be divided into five sections:

Attendance & Participation	15%
Pop Quizzes (5 total / 5% each)	25%
Annotations (1-3)	10%
Annotations (4-7)	10%
Annotations (8-11)	10%
Annotations (11-15)	10%
Final Project	20%

**Annotated Bibliography:** This project consists of developing a research portfolio consisting of 15 annotated citations (on an approved theme relating to class themes). IN addition to the annotations themselves you will also write a t final paper for the class. and a short introductory section or research statement (less that 2 pages) that describes your research process throughout the term. Annotated citations will be due in small groups throughout the term which will be graded and contain feedback that you are expected to address by the time you turn in your final portfolio. In general, each citation will consist of a two-three page (single spaced) critical analysis. The analysis should provide a brief summary of the article (not a copy of abstract), the author’s main hypotheses, an explanation of methodologies and data used to prove their argument, and a critique of the author’s argument and conclusions as it related to your overarching research question. You will receive detailed written instructions on how to do the annotations as well as a sample annotation.

Most of your annotations should come from academic sources in anthropology or related disciplines (but mostly anthropology) that you will locate within academic journals and books. I encourage you to include sources in other languages or published in other countries as scholarly works do change depending on where and how this knowledge is produced and it is a good idea to be exposed to this kind of diversity. Also, please note that at least one of your annotations should come from an applied source in the form of a project report produced by an aid organization or NGO.

Library Resources: Worth mentioning is our fabulous library staff, in particular Kristin Partlo (the social sciences reference librarian). If you have any questions or need help finding resources for the class, she is a great resource. Please email her at [kpartlo@carleton.edu](mailto:kpartlo@carleton.edu) to set up an appointment.

**Participation:** You are expected to come prepared to contribute insightfully to class discussion during every meeting time. For this portion of your grade I am looking for quality not quantity and will give you written feedback during the term to let you know how you are doing with participation. *If you are shy or are having problems finding a space to contribute* do come see me as I strive to create a positive discussion environment in class and the more I know about you and your concerns with class dynamics the more I can help you in the process.

**Attendance:** You are expected to come to all our meeting times even in the event of a guest lecture. Please note that if you have more than **two** unexcused absences you will forfeit your entire attendance and participation grade.

**Pop Quizzes or Thought Papers:** To test your understanding of key ideas, you will be expected to write 5 thought papers. More details on guidelines will be given for each thought paper individually but in general they will be based on course readings and will ask you to expand on a particular set of ideas discussed in class.

### **LATE AND MAKE-UP POLICY**

Please note that I am very strict about due dates. Unless you have a legitimate excuse for turning in an assignment late I will either not accept the assignment or deducts points from your grade. Although I am certainly sympathetic to emergencies I do ask you to try to let me know what is happening before the assignment or exam comes around in order to avoid misunderstandings.

### **ACADEMIC INTEGRITY**

You are expected to adhere to Carleton's code of academic honesty. Even in the event of participating in team projects, your final report should still reflect your own work and other people's ideas should always be credited. If you have any questions regarding this policy please visit <http://apps.carleton.edu/campus/doc/integrity/> or come speak to me. Failure to follow Carleton's expectation will result in a failing grade and formal action with the administration.

### **OFFICE HOURS AND COMMUNICATIONS**

I hope you will all come see me during office hours to discuss the course, ideas for other projects, or career plans. Interacting with students is one of the aspects that I most enjoy about my job so please **DO NOT BE SHY** and take advantage of office hour! If you cannot make office hours let me know and we can always schedule an alternative time, or even go out to lunch through the dining services "take a prof out to lunch" scheme (it is free to both of us and we get three a term).

### **EMAIL**

Regarding email please note that I will try to answer emails within a 24 hr period but that I reserve the right to not answer emails during the weekend (late Sundays are often the exception but do not expect it). I also do not text students so please do not try because I will probably miss them. Finally, although I encourage you to contact me via email with questions, if the question requires a long answer I may ask you to come see me personally so I can give you a proper response.

### **ADDITIONAL RESOURCES**

If you need any help dealing with the requirement of the course please let me know so I can direct you to the multitude of resources available to you at Carleton. Although I will be posting relevant resources to individual assignments come see me if you are having trouble taking notes, studying for the exam, writing up assignments, stress, etc. I will be more than delighted to help direct you and work with you with what you need. In case

you are interested in exploring your options on your own, a comprehensive list of resources can be found here: <https://www.carleton.edu/student/support/>

## CREATING AN INCLUSIVE & COMPASSIONATE CLASSROOM

My primary goal as an educator and scholar is to foster a joy for learning and prepare students for their future professional paths. Although joyful, the process is not necessarily always fun or easy. To me learning is a convoluted process that is difficult, as it requires us to push our intellectual limits, take risks, and face our -- and other's -- legacies straight on. The "reward" that results from this process is not always readily apparent or may take years to manifest.

I also believe that learning should not be painful or hurtful to those involved in the process. I can assure you that I make a conscious effort to consider the possible consequences or impacts of what happens in my courses. The problem is that even though I try to avoid these situations it is very difficult for anyone to be error-free. Trying to accommodate or predict the reactions of a diverse and ever-changing group of individuals that venture to take my classes is impossible and overwhelming at times.

For these reasons, a belief in the academic process and a commitment to creating a compassionate learning space, I avoid an explicit policy of providing trigger warnings in my courses. I will give some background of the readings and will certainly give a heads up when certain kinds of difficult material approaches but I will not give trigger warnings. In a nutshell, the fundamental reason is that what might *to you* merit an obvious trigger warning may not be for others and vice versa. For example, a common occurrence in my courses is that issues of sexual violence depicted in a North American context will elicit multiple requests for trigger warning, yet material that discusses extreme cases of violence and genocide in regions of the world that we refer to as the Global South are consumed by most with a dry analytical stance and almost no consideration or acknowledgement of the emotional implications this may have to others in the room (including the instructor or visitor).

This is a very delicate issue and there is no magic bullet. What I ask you is to engage in this journey with me and trust me (and this may mean giving me or your peers multiple chances). I will definitely address issues that are brought to my attention in a constructive manner. I do my best to teach and model the manner in which difficult material can be engaged with in the classroom, but more importantly please know that *I am willing to learn with you; but this can only happen in a companionate and honest environment.* I hope you are willing to learn with me as well!

## COURSE READINGS

Readings will be posted in Moodle a week or more in advance. Since the course will be modeled according to student interests and progress I may switch the theme or author depending on how the class is going. You are expected to complete the assigned readings by class time and come prepared to actively participate in class discussions. Please note that some weeks have heavier readings loads than others, for this reason I suggest you pay attention to what I say the week before (i.e. if it is a dense reading or not) and plan accordingly. Note that a final bibliography will be provided for the course at the end of the term as readings are selected.

**TIP:** It is very easy for a professor to know if you did not do the assignment readings. Since this is a small class please come prepared and do not expose yourself to the uncomfortable situation of having to explain in front of everyone why you did not prepare for class. HOWEVER, if you have an issue come up and simply could not prepare, let me know before class so we can devise a plan.

## COURSE SCHEDULE

The following is a tentative schedule for the term. Please note that changes are likely to occur to accommodate the schedules of our guest speakers. I also reserve the right to change readings and class themes to reflect student interest and progress. The best way to obtain updated information is to follow postings of the class Moodle site.

### **Week 1**

***Myths of Matriarchy: What are the different ways in which women have been conceptualized around the idea of motherhood?***

Tues April 2

Readings: none

Thurs April 4

Reading: Bamberger (Matriarchal Myths)

### **Week 2**

***Positionality in Women-based Studies: How are women's realities constructed through the anthropological and activist gaze?***

Tues April 9

Readings: Abu-Lugad (A Tale of Two Pregnancies)

Thurs April 11

Readings: Ethelson (Population Control and Environment)  
Shiva (Ecofeminism)

**\*Assignment:** Turn in paper project idea

### **Week 3**

***Feminist Political Ecology: How does the control and governance of resources impacted by gender dynamics?***

Tues April 16

Readings: Rocheleau et al (Political Ecology)  
Becker & Ostrom (Common Property Theory)  
Thurs April 18  
Readings: Meinzen-Dick (Gender and Sustainability)  
**\*Assignment:** Annotations 1-3

#### **Week 4**

***Complicating Complementarity: What are the socio-ecological consequences of the division of labor?***

Tues April 23  
Readings: Ocampo-Raeder (Women of the Sea)  
Thurs April 25  
Readings: Nadel-Klein & David (Gender, Culture and the Sea)

#### **Week 5**

***Tracing Women: How are women traced in development and conservation initiatives?***

Tues April 30  
Readings: Ferguson and Loham (Anti-Politics)  
Chant & Gutman (Obscuring Men)  
**\*Assignment:** Annotations 4-7  
Thurs May 2  
Readings: Engle Merry (Quantifying Women)

#### **Week 6**

***Measuring Success: How are women-based initiatives evaluated? What is the value of the ethnographic gaze?***

Tues May 7  
Readings: Vik (Credibility of Micro-Lending)  
Bret (Micro-lending in Bolivia)  
Thurs May 9  
Guest: Dr. Flora Lu (Professor of Environmental Anthropology UCSC)  
Readings: TBA

#### **Week 7**

***Women's Voices: Negotiating the world of development and conservation.***

Tues May 14  
Readings: Tsing (In the Realm of the Diamond Queen)  
Thurs May 16  
Readings: Tsing (In the Realm of the Diamond Queen)  
**\*Assignment:** Annotations 8-11

#### **Week 8**

***Successful Realms of Women Resource Management and Governance.***

Tues May 21

Readings: Ocampo-Raeder (Gossip and Spies in the Forest)

Thurs May 23

Readings: Agarwal (Gender and Governance)  
Poffenberger and McGean (Forest Voices)  
(Fortman (Gendered Forests)

### **Week 9**

#### ***Successful Realms of Women Resource Management and Governance.***

Tues May 28

Readings: Jaquette & Summerfield (Institutions, Resources and Mobilizations)

Thurs May 30

Readings: Piq (Vernacular Sovereignties)

**\*Assignment:** Annotation 11-15

### **Week 10**

#### ***Mother Earth: Myths or Truth: Concluding Remarks and Project Presentations***

Tues June 4

Readings: Kottak (Assault on Paradise)  
100 Years (Chapters finish)

### **Week 11**

Monday June 10th (Exam Days)

**\*Assignment: Final Paper Project due by 4pm Monday in SOAN mail box\***  
(Final project must include hardcopies of all 15 annotations and paper proposal)