

WS 367 Fall 2017
Sustainability, Technoscience and Social Justice
TR 10:30-11:45, Classroom: WEB 102

Dr. Aya Hirata Kimura
Saunders 214
kimuraa@hawaii.edu
Office hours: by appointment

Course description

This course will cover intersections between sustainability and social justice. Key concepts are drawn from sociology, feminist studies and Science and Technology Studies (STS) that help analyze the social structuring of technoscientific controversies, sustainability initiatives, and resource access and development.

Each week has both theoretical discussion and empirical cases where the given concept is utilized in analyzing tensions between sustainability initiatives and power relations in society. Students will be presented with case studies ranging from fashion to energy problem, with attention to the gendered, racialized and classed environmental change and access to resources.

The course starts with familiar objects in our daily lives-- clothes and food—to consider usually hidden environmental and social impacts of these commodities. The next topic is social movements—we will learn how people collectively mobilized to protest and challenge environmental and bodily harms. Because women’s contribution is often not narrated in standard accounts of environmental activism, this course focuses on female activists. The point is not to deny male activists’ roles, but to examine gender relations in society and understand how it influences people’s experiences and relationships with nature and environmental goods and bads. Having learned some concrete cases of environmental pollution and activism, we then move to learn theoretical issues, particularly the concepts of environmental justice and intersectionality. The following section will cover issues that are usually associated with the developing countries. Theoretical anchor is feminist political ecology and we will inquire critically about the concept of “sustainable development.” The last three segments of class are dedicated to the discussions of different conceptualizations of justice, from reproductive justice, climate justice, to epistemic justice.

Learning objectives of the course:

- To demonstrate the ability to articulate intersections between sustainable development and social justice including gender, race/ethnicity, and class issues.
- To be able to analyze sustainability issues in an interdisciplinary manner, utilizing concepts particularly from feminist studies and Science and Technology Studies.
- To articulate the connections between environmental and technoscientific issues with social justice in oral and written communication.

Prerequisites

In order to engage with the questions about methodology, it is expected that students have learned basic concepts in women’s studies such as gender, sex, social construction, racism, classism, sexism, and feminist movements.

Assignments and grades

	Max possible points	% overall grade	Note
In-class writing	50	5%	5 points X 10
In-class quizzes on assigned readings	56	15%	4 points X 14
Paper 1	100	35%	More instructions below
Final exam (paper 2)	100	35%	More instructions below
Participation	60	10%	Absence (0 point) Attendance (1point) Good participation in class discussion (1 point) Disruptive/unacceptable behaviors in class including unrelated use of electronic devices (-2 points)

Paper 1

“In a strange way, environmental destruction is democratic. Environmental contamination is everywhere. From the impacts of climate change to radiation contamination, people around the world are suffering from toxic effects of industrial activities. None of us can escape the ongoing and future effects of these destructive behaviors.”

Discuss this statement. Underline your thesis statement (this should be in the first or second paragraph). Use at least three concepts from the assigned readings and the class lectures (underline them as well). Support your argument with concrete examples from the assigned readings as well.

Formatting requirement: 12 font in Times New Roman/5-7 pages excluding bibliography/double-spaced/pages numbered/just staple, no title page, folder, binder is necessary.

Paper 2

Option 1: Service learning reflection and analysis

In consultation with ACCESS office, choose an organization that is working on a theme that is related to the topic of this course (conservation, environmental restoration, environmental education, protests against polluting industries, organic farms, Consumer Supported Agriculture, community garden, etc). Make sure to check your calendar-- You need to do the minimum of 15 hours of service learning before the mid-November.

In the paper, summarize the organization’s history, objectives, programs and major achievements as well as how you contributed to it. And further analyze the ways in which the organization helps address environmental injustice and/or the ways in which it could do more to do so. Make sure to lay out your arguments in relation to concepts from the assigned

readings and other scholarly writings. You need to research and cite scholarly sources beyond assigned readings and course lectures.

Option 2: Research paper

Pick one environmental controversy in Hawai'i or where you are from. Summarize reports on the issue to clarify dynamics involved in the controversy. (Write about multiple dimensions-- cultural, social, economic and political issues). Further analyze the case's environmental justice aspects. Make sure to lay out your arguments in relation to concepts from the assigned readings and other scholarly writings.

Formatting requirement: 12 font in Times New Roman/5-7 for option 1, 7-10 pages for option 2 (excluding bibliography)/double-spaced/pages numbered/just staple, no title page, folder, binder is necessary.

Attendance policy

Students are expected to attend all class sessions and participate in discussions and other activities. Please note that each student is entitled to 4 absences throughout the semester. Each absence beyond this will result in lowering your overall grade significantly. Since I do not distinguish between "excused" and "unexcused" absences, I suggest you keep at least two of your absences on hold for illness or other unanticipated events.

Required readings

Assigned readings are on Laulima (>Resources) or accessible through the library website. Readings for the writing skills are in a separate folder "writing well" on Laulima (>Resources).

On electronic distractions

- I take the class as a collaborative effort between myself and students. Each of you is an important co-creator of the course and your unique background and experience will enrich the course. Your full engagement in class is therefore necessary. Electronic gadgets tend to interfere with focus and engagement in class. Let's try to create a space that enables you to focus. Each class period is only for 1 hour and 15 minutes.
- Turn off your electronic gadgets (I-phones, etc). Put them away. You might need your gadgets for looking at the readings and taking notes, but if you know that you will be distracted, download the readings and turn off the internet connection.
- If I see unrelated use of electronic gadgets, I will reduce your participation points (see above). In order to avoid the point deduction, you have to let me know in advance that you have some emergency that you need to be connected in class (e.g. your child is sick and you are waiting to hear from a doctor).

Other rules

- Each student should check his or her email frequently for messages about the class. I will assume you check your email at least once a day. It is strongly recommended that you use your UH email address—I do not take responsibility for email messages that fail to arrive if you are using a non-UH email address

- If you have a disability and you have disability access concerns, please contact the KOKUA Program.
- Please refer to the UHM website on academic dishonesty and related issues.
http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html.
- All cell phones and other electronic wireless devices must be off during class.

Date	Required readings	Done?
INTRODUCTION TO CLASS		
August 22	No reading	
CONSUMPTION: FASHION		
August 24	<p>Caludio L. (2007) “Waste Couture: Environmental Impact of the Clothing Industry” <i>Environ Health Perspect.</i> 2007 115(9): A449–A454. Access at : http://www.ncbi.nlm.nih.gov/eres.library.manoa.hawaii.edu/pmc/articles/PMC1964887</p> <p>Reading for writing skills: “Reading purposefully” p. 80-81 and “Processing ideas” p. 84-85 in Greetham, B. (2008). <i>How To Write Better Essays.</i> Palgrave MacMillan</p>	
August 29	Cline, Elizabeth. (2012). <i>Overdressed : the shockingly high cost of cheap fashion.</i> “Sewing is a good job, a great job”	
August 31	<p>Cline, Elizabeth. (2012). <i>Overdressed : the shockingly high cost of cheap fashion.</i> “The afterlife of cheap clothes”</p> <p>MacKinnon, J. B. (2015). “Patagonia’s anti-growth strategy” <i>New Yorker</i></p>	
CONSUMPTION: WASTE		
September 5	<p>Stuart, T. (2009). <i>Waste: Uncovering the Global Food Scandal.</i> Introduction and chapter 6 “losing ground”</p> <p>Reading for writing skills: Chapter 9 “The range of abilities” in Greetham, B. (2008). <i>How To Write Better Essays.</i> Palgrave MacMillan</p>	
September 7	Evans, D. (2014). <i>Food Waste: Home Consumption, Material Culture, and Everyday Life.</i> Chapter 3 and 4.	
WOMEN IN US ENVIRONMENTAL MOVEMENTS		
September 12	Unger, Nancy C. 2012. <i>Beyond Nature’s Housekeepers: American Women in Environmental History.</i> Oxford: Oxford University Press. Chapter 6 “Middle-class women in the cold war”	
September 14	Unger, Nancy C. 2012. <i>Beyond Nature’s Housekeepers: American Women in Environmental History.</i> Oxford: Oxford University Press. Chapter 7 “Women’s alternative environments: fostering gender identity by striving to remake the world”	
September 19	Unger, Nancy C. 2012. <i>Beyond Nature’s Housekeepers: American Women in Environmental History.</i> Oxford: Oxford University Press. Chapter 8 “The modern	

	environmental justice movement”	
	Reading for writing skills: Chapter 33 “plagiarism” in Greetham, B. (2008). <i>How To Write Better Essays</i> . Palgrave MacMillan	
WOMEN IN ENERGY CONFLICTS		
September 21	Bell, Shannon Elizabeth. 2013. <i>Our Roots Run Deep as Ironweed: Appalachian Women and the Fight for Environmental Justice</i> . Urbana, IL: University of Illinois Press. Please access the ebook via library website. Introduction (p. 1-10) and Chapter 1. "How Can They Expect Me as a Mother to Look Over That?"	
September 26	Chapter 2 “We became two determined women” and Conclusion Reading for writing skills: chapter 25 “paragraphs” in Greetham, B. (2008). <i>How To Write Better Essays</i> . Palgrave MacMillan	
WOMEN IN ENVIRONMENTAL HEALTH MOVEMENT		
October 3	Gibbs, Lois. 2014. <i>Love Canal: and the Birth of the Environmental Health Movement</i> . Introduction.	
October 5	Gibbs, Lois. 2014. <i>Love Canal : and the Birth of the Environmental Health Movement</i> . Chapter 1 “problem at Love Canal” and Afterward Reading for writing skills: “chapter 32 “working with evidence” in Greetham, B. (2008). <i>How To Write Better Essays</i> . Palgrave MacMillan	
CONCEPTS OF ENVIRONMENTAL JUSTICE		
October 10	Shrader-Frechette, Kristin. 2002. <i>Environmental Justice: Creating Equity, Reclaiming Democracy</i> . Oxford University Press. Chapter 1 “Introduction”	
October 12	David Schlosberg. 2007. <i>Defining Environmental Justice: Theories, Movements, and Nature</i> . Oxford: Oxford University Press. Reading for writing skills: chapter 36 “revising the structure” in Greetham, B. (2008). <i>How To Write Better Essays</i> . Palgrave MacMillan	
October 17	Writing workshop for paper 1	
ENVIRONMENTAL JUSTICE AND GENDER		
October 19	Stein, R. (2004), “Introduction,” in Rachel Stein (ed.), in <i>New Perspectives on Environmental Justice: Gender, Sexuality, and Activism</i> . New Brunswick, NJ: Rutgers University Press, p.1-20. Prindeville, Diane-Michele. (2004). “The role of gender, race/ethnicity, and class in activists’ perceptions of environmental justice” in <i>New Perspectives on Environmental Justice: Gender, Sexuality, and Activism</i> . New Brunswick, NJ: Rutgers University Press, p.93-108.	
October 24	Kaalund, Valerie A. (2004) “Witness to truth: black women heeding the call for environmental justice” in <i>New Perspectives on Environmental Justice: Gender,</i>	

	<i>Sexuality, and Activism</i> . New Brunswick, NJ: Rutgers University Press, p.62-77	
	Paper 1 due in class	
FEMINIST POLITICAL ECOLOGY		
October 26	Rocheleau and Wangari. "Gender and environment" (2013). In Rocheleau, Thomas-Slayter, and Wangari (eds). <i>Feminist Political Ecology: Global Issues and Local Experience</i> .	
October 31	Rocheleau et al. "From forest gardens to tree farms." In Rocheleau, Thomas-Slayter, and Wangari (eds). <i>Feminist Political Ecology: Global Issues and Local Experience</i> .	
November 2	Brau, Yvonne A. (2015). "Interrogating large-scale development and inequality in Lesotho" in eds. Buechler and Hanson <i>A Political Ecology of Women, Water, and Global Environmental Change</i>	
REPRODUCTIVE JUSTICE		
November 7	Hartman, Hendrixson and Sasser "Population, sustainable development and gender equality"	
November 9	Takeshita, C. (2014). <i>The Global Biopolitics of the IUD : How Science Constructs Contraceptive Users and Women's Bodies</i> . MIT Press. Chapter 2. "Birth Control for a Nation": The IUD as Technoscientific Biopower.	Library website
CLIMATE JUSTICE		
November 14	<i>Roots for the Future: the landscape and way forward on gender and climate change</i> , Chapter 1: https://portals.iucn.org/union/sites/union/files/doc/rftf_2015_chapter_1.pdf	
November 16	Terry, Geraldine. (2009). "No climate justice without gender justice" <i>Gender and Development</i> 17 (1) p. 5-18.	
November 21	Arora-Jonsson, S. (2011). Virtue and vulnerability: Discourses on women, gender and climate change. <i>Global Environmental Change</i> , 21(2), 744-751.	
November 28	Phoebe Godfrey and Denise Torres (2016). <i>Systemic Crises of Global Climate Change: Intersections of Race, Class, and Gender</i> . Chapter TBA Buckingham, Susan and Le Masson, V. (2017). <i>Understanding Climate Change Through Gender Relations</i> . Chapter TBA.	
EPISTEMIC JUSTICE		
November 30	Kimura, Aya. (2016) <i>Radiation Brain Moms and Citizen Scientists</i> . Duke University Press. Introduction	
December 5	Kimura Chapter 2	
December 7	Kimura Chapter 3	

Student Learning Objectives (SLOs) of Sociology Department

1. Students will be able to evaluate sociological theories and use them to analyze and understand aspects of the social world.
2. Students will be able to collect, analyze, and interpret data, and draw valid conclusions from their analyses.
3. Students will have clear and effective verbal and written communication skills.

In this class,

1. Students will acquire skills in applying concepts related to environmental sociology and feminist studies.
2. Students will master critical analyses of environmental issues that utilizes concepts such as environmental justice and intersectionality.
3. Students will hone their oral communication skills through class discussions. Students will enhance their writing skill through in-class writing assignments and essays.

Student Learning Objectives of the Women's Studies program

1. Analyze notions of women and femininity, as well as men and masculinity, taking into account race, sexuality, class, and nation.
2. Apply key concepts in Women's Studies, including the social construction of gender; sexuality/gender connections; intersections among gender, race, class, colonialism, and other vectors of power; identity; and social stratification.
3. Explore "real world" feminist issues.
4. Understand the nexus of gender, ethnicity, and colonialism in the Pacific-Asia context.
5. Apply critical thinking skills through oral and written assignments so that you learn to think analytically and to build increasingly sophisticated arguments.
6. Write well.
7. Communicate well orally.
8. Use interdisciplinary skills and perspectives.

Women's Studies SLO and this course

- 1 and 2. These are important concepts that will be discussed in the readings as well as in lecture. Gender, race, class, ability, and nationality are issues that stratify access to environmental goods and vulnerability to environmental bads. We will examine how social, cultural, economic, and political powers affect sustainability.
3. The course encourages you to use theoretical and conceptual tools learned in class to apply to the real world situation particularly in the assignments.
4. In the presentation, you are highly encouraged to examine issues in Asia-Pacific, and how these power relations operate in its specific context.
- 5 and 6. Significant proportion of the grade is based on the writing assignments. Exams will have essay questions that constitute a substantial percentage of the grade.
7. You will have an opportunity to present and facilitate discussion on the course materials. In addition, each class will have a discussion section and your participation is very important.

8. Readings are chosen from a variety of disciplines, from sociology, anthropology, history, law, to popular readings.