

**Fall 2016**  
**WS 367**  
**Sustainability, Technoscience and Social Justice**  
**TR 1:30-2:45**

Dr. Aya Hirata Kimura  
721 G Saunders  
[kimuraa@hawaii.edu](mailto: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.

**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**

**(1) Service learning activities**

- a. **Journal:** (25%): 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, homelessness, etc). Minimum of 15 hours of service learning is necessary. Please keep a log of your service learning on a blog (There are many free websites including weebly.com or wix.com). For each participation, please write at least one paragraph about what you did and one

paragraph about theoretical/conceptual issue taken from the assigned readings. At least five entries during the semester are required.

- b. **Civic engagement workshop (20%)**: Students present on their civic engagement experience.
- (2) **Reflection paper (5%)** attend one sustainability-related academic talk and summarize the speaker's arguments. Explore your own opinions on the issue.
- (3) **Final research paper (40%)**: In consultation with the instructor, choose a topic that is broadly related to sustainability and social justice. More instructions to follow.
- (4) **Class participation: (10%)**: 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.

### 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](http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html).
- All cell phones and other electronic wireless devices must be off during class.

### Required readings

Please purchase the following books. Others are on Laulima (>Resources).

- Kimura, Aya H. *Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination*. (2016). Duke University Press.
- Holmes, Seth M. (2013). *Fresh Fruits, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.

### 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.

### **Course schedule and required readings**

#### **Part 1: Conceptual tools to analyze intersections of social justice and sustainability**

#### **GENDER AND ENVIRONMENT**

##### **August 23 Introduction to class**

No required readings

Presentation by Ulla Hasager, Director of Civic Engagement, College of Social Sciences, UHM

##### **August 25, 30 and September 1: Gender and the global environmental change**

- *Global Gender and Environment Outlook*, Chapter 1 (pages 1-14): [http://web.unep.org/sites/default/files/ggeo/gender\\_and\\_environment\\_outlook\\_opt.pdf](http://web.unep.org/sites/default/files/ggeo/gender_and_environment_outlook_opt.pdf)
- *Roots for the Future: the landscape and way forward on gender and climate change*, Chapter 1: [https://portals.iucn.org/union/sites/union/files/doc/rftf\\_2015\\_chapter\\_1.pdf](https://portals.iucn.org/union/sites/union/files/doc/rftf_2015_chapter_1.pdf)
- **EGI: Women's Participation in Global Environmental Decision Making** (fact sheet): [https://portals.iucn.org/union/sites/union/files/doc/egi\\_factsheet\\_desicion\\_making\\_web\\_sept2015.pdf](https://portals.iucn.org/union/sites/union/files/doc/egi_factsheet_desicion_making_web_sept2015.pdf)
- **Watch:** UNFCCC Momentum for Change- Women for Results: 2015 Lighthouse Award winners video (~5 min): <https://vimeo.com/148605944>
- **Watch:** IUCN World Conservation Congress promotional video (~2min): <http://iucnworldconservationcongress.org/why-attend/videos>

September 1: Guest lecture: Cate Owren, Senior Officer, Global Gender Office, International Union of Conservation of Nature (IUCN)

### **September 6 and 8: Theories of environmental justice**

- Shrader-Frechette, Kristin. 2002. *Environmental Justice: Creating Equity, Reclaiming Democracy*. Oxford University Press. Chapter 1 “Introduction”
- David Schlosberg. 2007. *Defining Environmental Justice: Theories, Movements, and Nature*. Oxford: Oxford University Press. Selected chapters  
See also: the Principles of Environmental Justice at <http://www.ejnet.org/ej/principles.html>

### **September 13 and 15: Environmental justice movement**

- Unger, Nancy C. 2012. *Beyond Nature's Housekeepers: American Women in Environmental History*. Oxford: Oxford University Press. Chapter 8 The Modern Environmental Justice Movement (Please access the ebook from the library website).
- Brown, Phil and Faith Ferguson. 2014. “Making a big stink: women’s work, women’s relationships and toxic waste activism” chapter 14 in (ed) Caloryn Sachs. *Women Working in the Environment: Resourceful Natures*.

### **September 20 and 22: Coal**

- Bell, Shannon Elizabeth. 2013. *Our Roots Run Deep as Ironweed: Appalachian Women and the Fight for Environmental Justice*. Urbana, IL: University of Illinois Press. Please access the ebook via library website. Introduction (p. 1-10), Chapter 1. "How Can They Expect Me as a Mother to Look Over That?" and Conclusion.
- See also the project’s photovoice website: <http://www.wvphotovoice.org/>

### **September 27 and 29: Politics of Oil**

- Widener, Patricia (2007) “Oil conflict in Ecuador” *Organization and Environment* 2007 (20): 84-105.
- Turner, Terisa and Leigh Brownhill (2004). “Why women are at war with Chevron: Nigerian subsistence struggles against the international oil economy.” *Journal of Asian and African Studies* 39 (1/2): 63-93.

Film: *Can You Be Sure Of Shell?*

### **October 4 and 6: Nuclear energy**

- Kimura, A. H. (2016). *Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination*. Selected chapters.

### **October 11 and 13: Sustainable Development**

- Irwin, Alan. 2013. *Sociology and the environment : a critical introduction to society, nature, and knowledge*. Chapter 1. Sustainability as social challenge.
- Demaria, Federico, et al. "What is degrowth? From an activist slogan to a social movement." *Environmental Values* 22.2 (2013): 191-215.

Attend the lecture by Erik Assadourian on October 13 location TBA.

### **October 18 and 20: Capitalism and climate change**

Naomi Klein. 2014. *This Changes Everything: Capitalism vs. The Climate*. New York: Simon & Schuster.

- Chapter 2 “hot money: how free market fundamentalism helped overheat the planet”
- Chapter 10 “love will save this place: democracy, divestment, and the wins so far”

### **October 25 and 27: Consumerism and fast fashion**

- Cline, Elizabeth. 2012. *Overdressed : the shockingly high cost of cheap fashion*. Selected chapters. Please access from the library website.
- Caludio L. “Waste Couture: Environmental Impact of the Clothing Industry” *Environ Health Perspect.* 2007 115(9): A449–A454. Access at :  
<http://www.ncbi.nlm.nih.gov/eres.library.manoa.hawaii.edu/pmc/articles/PMC1964887/>

Films: *Made In China* and <http://www.motherjones.com/mixed-media/2015/04/john-oliver-cheap-clothing>

### **November 1 and 3: Neoliberalism and international development**

- Islam, M.D. (2016). *Social justice in the globalization of production: labor, gender, and the environment nexus*. New York: Palgrave MacMillan. Chapter 6 “[Globalizing Food and a Tale of Two Revolutions: Labor, Gender and the Environment](#)” (Please access the book from the library website)
- Vu, Hong A. (2011). “gender, sustainability and shrimp farming” in María Luz Cruz-Torres and Pamela McElwee (eds). *Gender and Sustainability: Lessons from Asia and Latin America*. Tucson: Arizona University Press.

### **November 10 and 15: Neoliberalism and environmental justice**

- Holmes, Seth M. (2013). *Fresh Fruits, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press. Selected chapters.

**November 17, 22 and 29:** Presentations by students

**December 6:** Research paper due