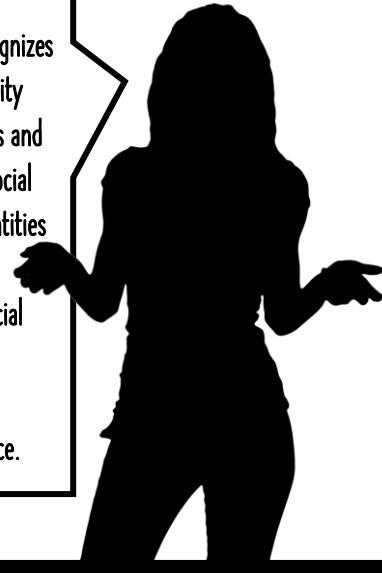


LAS 3930: Intersectionality in Conservation & Development


LAS 3930, Sections 4120 & 4121
Spring 2021
Wednesdays, 11:45am—2:45pm
Dr. Becky Williams
Pronouns: She/Her/Hers

Revised: 01-05-2021

Welcome to Intersectionality in Conservation and Development!
Intersectionality is a movement arising out of Black feminism which recognizes that barriers to equality vary according to aspects of an individual's identity including gender, age, race, ethnicity, class, religion, socio-economic status and more. This class will draw on the arts, humanities, popular culture, and social movements such as Black Lives Matter to fully explore intersectional identities and how they are oppressed and expressed. In the first half of this class, we will explore what intersectionality means for our lives and current social issues. In the second half we will explore how intersectionality relates to challenges in conservation and "development" in Latin America including socio-environmental inequalities and movements for environmental justice.



 RJWILLIA@UFLEU

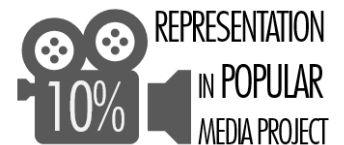
 352-226-6368

 OFFICE HOURS BY APPT

COURSE OBJECTIVES

- 1 Define and utilize the terminology of intersectionality.
- 2 Analyze and discuss how the interactions of specific social categories (e.g. race, ethnicity, class, gender, religion, sexual identity, (dis)ability, age) are related to social location, power, discrimination, and oppression.
- 3 Explain interpretations of intersectionality including as concept, theory, perspective, and praxis.
- 4 Explain how representation intersects with cultural, societal, and historical factors.
- 5 Analyze and discuss ways in which power, social location, processes, and identities influence access to and control over social, economic, political, and natural resources.
- 6 Analyze and discuss ways in which intersectional resistance is practiced by social and environmental activists.
- 7 Discuss the role of intersectionality in conservation and development with a particular lens on socio-environmental justice.

COURSE EVALUATION



COURSE SCHEDULE

All readings, discussion prompts, and grading criteria will be posted in Canvas



WEEK 1, JAN 13

Welcome, syllabus, and introductions

PART 1: UNDERSTANDING INTERSECTIONALITY & EXPRESSIONS OF IDENTITY

What is intersectionality and why now?
Understanding the terminology of intersectionality

WEEK 2, JAN 20



Intersectionality's past and present as concept, theory,
perspective, & praxis

WEEK 3, JAN 27



Intersectionality and the individual

WEEK 4, FEB 03



Intersectionality and the State

WEEK 5, FEB 10



Intersectionality globally

WEEK 6, FEB 17



PART 2: APPLYING INTERSECTIONALITY TO SOCIAL & ENVIRONMENTAL JUSTICE



WEEK 7, FEB 24

Intersectionality & activism
What is social & environmental justice?



WEEK 8, MAR 03

Intersectionality & socio-environmental justice: Toxins & trash



WEEK 9, MAR 10

Intersectionality & socio-environmental justice: Water



WEEK 10, MAR 17

Intersectionality & socio-environmental justice: Land



WEEK 11, MAR 24

Intersectionality & socio-environmental justice: Energy



WEEK 12, MAR 31

Intersectionality & socio-environmental justice: Sacred nature



WEEK 13, APR 07

Intersectionality & socio-environmental justice: Climate change



WEEK 14, APR 14

Final thoughts, bringing together the pieces, course review

Due dates! Write them down!*



*No revised assignments will be accepted after April 16th!



TWO DISCUSSION BOARDS

Every Tuesday before class by 11:59pm



LEARNING & REFLECTION JOURNAL

Every Thursday after class by 11:59pm



PROJECT: REPRESENTATION & POPULAR MEDIA

February 10 by 11:59pm



PROJECT: GOOGLE EARTH TOUR

Proposal: March 10
Final Project: April 14

ASSIGNMENTS



PARTICIPATION (20%)

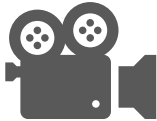
One excused absence is allowed although not encouraged. Additional missed classes mean a drop in grade. Students are required to critically read all assigned materials prior to class and participate actively (to be defined) during in-class discussions, on-line discussions and in group activities.



ON-LINE CANVAS DISCUSSIONS (25%)

PROMPTED DISCUSSION (15%): The learning that takes place in class and through readings is greatly enhanced by active discussion. Unfortunately, a once-per-week class rarely allows adequate time for dialogue. To better take advantage of the activities and readings selected, students will engage in Canvas Prompted Discussion, sometimes responding to specifically posed questions, other times reacting to the thoughts of others.

CURRENT EVENTS (10%): In addition to a prompted discussion, class will include a weekly Canvas Current Event Discussion. Pay careful attention to the Prompted Discussion and Current Event instructions as you will often be asked to make multiple postings (e.g. respond to the posts of others). **Prompted Discussion and Current Event postings must be completed by the Tuesday before class at 11:59pm.**



PROJECT: REPRESENTATION & POPULAR MEDIA (10%)

For this assignment you will analyze either visual art, music, film, or television (you will choose from a list of options) and its relationship to intersectional representation. **The Representation Project is due by 11:59pm on February 10.** The purpose of this assignment is to demonstrate your understanding of intersectionality in terms of identity, history, culture, society, power, and standpoint. Some questions to help guide your analysis include:

- Who is the audience? Why was this produced?
- How does the chosen media codify intersectional identities.
- How does the chosen media complicate archetypes and identities?
- How does the chosen media reflect the time in which it was made? How does it reflect culture, society, politics, power, etcetera?



LEARNING & REFLECTION JOURNAL (20%)

Learning & Reflection Journals are designed to help you and us monitor your learning during the semester. In some weeks you will be given a prompt to reflection on, and in other weeks you will reflect on your learning. Unlike the Canvas Discussions, the Journals should focus on "Ah-ha moments", questions, observations and experiences. Reflections can be inspired by readings, class activities, participation in non-course related activities, talking or listening to someone, writing, or simply thinking. The journal is NOT so much a reading journal as a probing of how this course and the course content relates to your struggles and successes to learn different aspects of intersectionality and how it applies to social and environmental justice.

The journals are confidential and will be seen only by the instructor. They are to be turned in weekly. **Journals should be submitted to Canvas by the Thursday after class at 11:59pm.**



PROJECT: GOOGLE EARTH TOUR (25%)

This assignment has two parts: a proposal and a Google Earth Tour. To begin, you will identify and research a case in which environmental justice concerns are at play AND that is reflective of intersectionality. The purpose of this assignment is to demonstrate your understanding of intersectionality in terms of identity, history, culture, society, power, etcetera, *as it applies* to environmental justice. You will conduct independent research about this topic, drawing on primarily academic resources (journal articles and books). You are also encouraged to bring in popular culture and media as appropriate for your chosen topic.

PROPOSAL (5%): Early in the semester, you will write a short proposal (300-500 words) that 1) explains your chosen issue, 2) identifies the main places and people/entities involved in the issues, and 3) lists at least five references. **Proposals are due by 11:59pm on March 10.**

GOOGLE EARTH TOUR (15%): You will use Google Earth's Tour Builder platform to create an interactive digital tour of your EJ issue. Using as many of the platform's features as you want, tour me through the case, using photographs, videos, or audio as needed. Your tour should show evidence of academic research — i.e. write at least a paragraph for each "stop" along the tour — and should engage the conceptual issues explored in class. **The Google Earth Tour is due by 11:59pm on April 07**

Don't panic! Keep reading!



DON'T KNOW WHAT TO DO? FOLLOW THESE STEPS..

CHECK THE SYLLABUS

CHECK THE GRADING RUBRICS
On the Canvas Course Home page

CHECK THE COURSE MATERIALS & INTERNET
Do your due diligence!

CHECK THE "HELP" DISCUSSION BOARD
In the Canvas Discussion Boards

ASK YOUR CLASSMATES
Through the Discussion Boards, email, WhatsApp....

EMAIL YOUR INSTRUCTOR
After you have tried the other steps!
rjwillia@ufl.edu

Instructions and grading criteria for all assignments are on the Canvas home page!!!

A focus on building practical skills and engaging in systematic reflection.

Teaching methods are designed to reflect elements of a collaborative, facilitative, experiential approach.

Context for activities & discussion is primarily Development & Conservation practice in the Americas,

"Adaptive Teaching" - we will not stray from the core vision of the course but may adapt sessions and/or readings based on participant needs & interests.



TEACHING & LEARNING APPROACH

GRADING APPROACH

My grading approach is based on demonstration of mastery of the learning objectives stated on the first page of the syllabus. All assignments have a scoring rubric that states exactly how you will be scored on each assignment (see the course Canvas page). Please read these rubrics carefully. If you are scored low on an assignment you can improve your score by addressing/correcting your mistakes and resubmitting. **No revised assignments will be accepted after April 16th.** Your overall course grade will be given based on the standard UF scoring system.

If there any barriers to submitting your assignments on time, please let me know **in advance** (or **as soon as possible** if it is an emergency). I am flexible within reason, but **if there is a pattern of late and/or incomplete submissions, I reserve the right to drop your assignments by a letter grade for every day they are late.**





GENERAL & UNIVERSITY POLICIES

STUDENT NAMES AND PERSONAL PRONOUNS

I will refer to students with the name and pronoun that feels best for them in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT[QIA+] Affairs, <https://lgbtq.multicultural.ufl.edu/>.

INCLUSIVITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This classroom will be an anti-racist space and sex, gender, and sexuality inclusive. I will not tolerate hate speech, homophobia, or sexism of any kind in classroom discussions, assignments, or anywhere else.

ACADEMIC HONESTY & INTEGRITY

The University of Florida Honor Code, signed by all students upon registration, states: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. "In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action." (Student Handbook). In this course, students are expected and encouraged to work together. Plagiarism of written sources without proper citation is of course forbidden.

ACCOMMODATIONS

Students may find themselves limited in their ability to accomplish course requirements for a variety of reasons, including but not limited to: autism, visible physical disability, non-visible physical disability or chronic illness, learning disability, mental illness, and bereavement processes. I aim to provide an inclusive and safe environment for all students and will work with the Disability Support Services and/or students to maintain an accessible and accommodating classroom. Disability Resource Center facilitates accommodations for medically documented disabilities and is located at 0001 Building 0020-Reid Hall (<http://www.dso.ufl.edu/drc/>; accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570).

Some students seeking disability accommodations may choose to do so through non-medical routes. I recognize potential barriers to seeking medical disability accommodations and will work with students seeking non-medical disability accommodations to specify a plan of action, if needed. Please notify me as soon as possible of any accommodation needs.

COUNSELING SERVICES

The University of Florida has excellent counseling services available on campus for students having personal problems or needing help. These resources include:

- Student Mental Health, Student Health Care Center, 392-1171
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
- Police Department: 392-1111 or 911