NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Course Name: Women and Natural Resources  
Course Number: WGSS 440  
Credits: 3  
Instructor name: Irene Rolston  
Instructor email: rolstoni@oregonstate.edu

Course Description
Welcome! Across the globe women from a diverse range of natural resource management sectors, such as forestry, energy, water resources, fisheries, livestock, agriculture and rural development, are taking significant efforts to establish their roles in policy and decision-making. While some of these fields are traditionally male-oriented, an emphasis will be placed on the factors that give rise to the divide that exists between men and women in control over resources, their specific roles, access, and how they manage resources. The course will also explore/identify resource development, policy, and management approaches that may act against or encourage women’s interests, their well-being, and ultimately impacting resources and community well-being directly.

Explores the relationship between women and natural resources. In particular, the course examines the roles of policy, technology, culture, and management in women’s use and control of natural resources. (Bacc Core Course)

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
The required readings will be posted on Canvas throughout the term. These may be accessed each week in the respective module. There is no textbook required.

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.
**Measurable Student Learning Outcomes**

1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields over study time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

As a result of taking this course, students will (1) evaluate relevant literature that examines gender differences in the management, control, uses of natural resources from a global perspective, and explain those differences; (2) be challenged to explain their personal values weighing both the positives and negatives as they relate to gender equality and gender differences regarding access to technology/technological advancements, professional occupations, decision-making, policy-making, and how these fit within our broader social structure both domestic and abroad; (3) interpret, compare and draw conclusions regarding the interrelationship between resource dependency and women, (4) summarize how groups, academia, professional organizations, cultures, the media and society portray the relationships between women and natural resources (5) demonstrate their understanding through written assignments and interactive discussion board participation.

**Evaluation of Student Performance**

Student performance will be evaluated through various activities which include written assignments, synthesis of readings, websites and lecture materials. Assessment of assignments: 1) clearly organized, 2) interesting and substantive introduction to topic, 3) significant and provocative questions raised, 4) important and relevant learning resources used, 5) strategic guidance of discussion, and 6) thoughtful and reflective synthesis of discussion.

Discussions Board Assignments (6@20 each; 120 points possible): To prepare for Discussion Board posts, students are assigned weekly reading assignments posted on Canvas under each week heading (i.e., Week 1, Week 2, etc.).

1. Discussion Board Activity: There will be 6 Discussion Board assignments, worth 60 points total (each is worth 20 points). Your response to the questions posted should include a brief summary of the main points of the reading, but more importantly, your reaction to this material. For instance, you might comment on aspects of the reading to which you had a strong response—agreement/disagreement, surprise, etc. You might comment on how the information in the chapter relates or could relate to you personally or professionally, giving examples to illustrate. You might relate the material in the chapter, information from the websites you reviewed to information you’ve acquired from other sources, e.g. classes in your own major or your own work experience/background/family history.

Discussion board assignments will require each student to comment on another person’s posting. (Guidelines for appropriate commenting are provided under “Communications.”)

To receive full credit, your initial post must be 300-500 words and response to another student’s post 150-200 words by the due date and time. Your response should be concise, well written with proper grammar, font (i.e. do not write in all caps), spelling and coherency. I will not accept “text-message-like” responses.

2. Papers (2@20 points each; 40 points total possible): Twice during the term, students will write a 700-1,500 word count (2-3-page double-spaced) response to a question, as well as your reactions to the material from the course. For one assignment as an example, I may ask that you especially pay attention to the specific activities that women are involved and describe (i.e., food production, seed selection, protection of genetic resources, trawling, or other practices), and explain the economic, cultural, and political environments and any access to technological resources as (1) a result of their participation, (2) a result of gender-inequality or gender-equity, (3) traditional cultures that support or impede participation in the resource. The assignment will be posted in the module in which they are due.
3. Final paper (100 points possible): Each student will choose a natural resource thematic area (fisheries, forestry, biodiversity, energy) of their choice, and (1) consider and explain in detail how women versus men are involved with your specific resource, and how they relate to the resource directly: For example: “In a study of urban forestry/arboriculture professionals in the United States, it was found that love of the outdoors. This order was reversed for white males who cited income and employment potential and the top reasons for entering the profession.” (2) Describe the cultural, societal, political environment that enhances or impedes gender-equity for the management and use the resource (3) how women's needs often differ from those of men regarding the harvesting, processing, production, care of a specific resource, (4) whether there is equal or unequal access to information, training, technology, education and research (how this takes place), (5) as part of the content you should state specifically your suggestions case clearly—If changes have occurred to reflect gender-equity, what is society doing to accommodate those changes, and make them work to our/their (for developing nations) advantage?

This paper will be 10-pages in length (double-spaced, Times New Roman 12 pt font). Paper should include an introduction, thesis statement, discussion with evidence, and conclusion. Paper must be well written with proper grammar, spelling, and coherency in order to earn full credit. All the requirements of this assignment will also be posted on Canvas.

Late Assignments
Late assignments will be penalized with a 50% grade deduction. I will only accept assignments up to one week late; assignments more than one week late will receive a grade of zero. If you know you will be unable to turn in an assignment when it is due, please make sure to alert me and email it early. Anytime you feel that you might be falling behind in the course, it is best to contact me to discuss your situation immediately. No assignments will be accepted after the last day of class.

Grading Scale
Letter grades will be determined based on percentages from 260 points total:

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<th>Total Percentage</th>
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<tr>
<td>100-95%</td>
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<td>94-90%</td>
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<td>89-87%</td>
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<td>86-83%</td>
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<td>82-80%</td>
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<td>76-73%</td>
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<td>72-70%</td>
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<td>59% and below</td>
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Course Content

Week 1: Introduction & Agriculture and Rural Development:
Throughout the world, women play a critical role in producing, processing and providing the food we eat. Rural women are responsible for over half of the world's food production, and produce around 70 percent of the food in most developing countries. However, women are oftentimes overlooked in development strategies, despite their contribution to the global food supplies. Here we explore how men and women manage, use, and control natural and agricultural resources differently domestically and within developing countries.
Week 2: Biodiversity
Biodiversity—the totality of genetic resources, varieties and ecosystems—is the very foundation of life on earth. The food security of local communities—and the global community, is based on biodiversity in fields and forests. The role women play in the conservation and sustainable use of biodiversity resources, and their participation in biodiversity management practices.

Week 3: Desertification
Desertification is the process of land degradation that affects dry land areas and is caused by poverty, unsustainable land management and climate change. Here we explore how women and men benefit from a gender approach that reinforces their joint participation in restoring the productivity of degraded land, and how women are involved in planning and carrying out dry land development activities.

Week 4: Fisheries
In many fishing communities, women play a key role in fisheries, in some cases it is accomplished through maintaining households and communities. In other communities all over the world, women contribute in multiple ways to the production, processing, marketing and management of fish and other living aquatic resources. Here we examine women’s roles and gender relations in fisheries: What developments have negative effects on women of fishing communities, how could ‘increasing women’s opportunities for greater participation’ in fisheries industries improve their incomes, their lives and those of their families and communities, and what initiatives have communities and policymakers taken to ensure a sustainable, equitable and gender—just form of fisheries development – are some questions we will explore and hopefully answer!

Week 5: Energy
Are women really interested in renewable energy technologies? Why is a gender perspective relevant in the energy sector? Professional women face many obstacles in the energy sector. While practical concerns such as the “glass ceiling, sexual harassment, and limited training opportunities have predominated in many discussions among women employed in the energy sector, more general conflict may also exist in how women and men view energy problems. We will explore these views.

Week 6: Forest Resources
In a study of urban forestry/arboriculture professionals in the United States, it was found that love of trees and plants was most often listed as the reason for women and minorities entering the profession, followed closely by love of the outdoors. This order was reversed for white males. In non-industrial regions and under-developed countries, access to forest resources is not equally distributed between men and women. This section explores forestry issues within the realm of natural resources, and how people (both men and women) are a vital part of the environment and must be considered an important factor in any balanced ecological equation.

Week 7: Water and Riparian Resources
The importance of men and women in the management of water resources including riparian areas, sanitation and safe drinking supplies, became recognized on the global level as early as 1977. Riparian areas, such as surface water, streams, rivers, ponds, and lakes, are some of our most precious natural resources. They provide clean water for a variety of human uses, as well as habitat for wildlife and aquatic life. Gender equality and women’s empowerment regarding water access, uses, and riparian management are discussed.

Week 8: Livestock
Participatory methods, involving both women and men are an important tool for success, as tending to and managing livestock in both rural and urban agricultural systems involves gender— differentiated practices and knowledge, and is influenced by social and cultural norms. While it is difficult to generalize about women in livestock production and management, women are often responsible for small stock such as goats, sheep and poultry, for the care of young and sick animals kept at the homestead and milk production.
Week 9: Organizational Change
We will examine the relationship between sex role stereotypes and requisite management characteristics. What progress has been made in the “think manager–think male” phenomenon as it applies to the management of global natural resources and managing for sustainability, biodiversity and energy conservation. Implications of the outcomes, especially among males, for women’s progress in management worldwide are discussed.

Week 10: Women in Science, Education, and Technology
Discussed are mechanisms and tools in place that enhance gender equity in academic scientific, engineering and professional organizations – what is working and what is not are explored and discussed.

Course Policies
Simply put – If you have any issue that will prohibit you from completing this course on time, it is your responsibility to inform me in a timely and efficient manner.

Guidelines for a Productive and Effective Online Classroom
- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful manner.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on your ideas or prejudices.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 541-737-3656.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct in this Online Classroom
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations. In an academic community, students and faculty, and staff
each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Mutual Respect: The goal of Oregon State University is to provide students with the knowledge, skill, and wisdom they need to contribute to society. Our rules are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated and will be referred to the Student Conduct Program for Disciplinary Action. Any behaviors which create a hostile, intimidating, or offensive environment whether based on gender, race, ethnicity, color, religion, age, disability, marital status, or sexual orientation will be referred to the Affirmative Action Office.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas: cheating, plagiarism, fabrication, assisting, and tampering. All are subject to the disciplinary process as outlined by the University Code. Cheating is the use or attempted use of unauthorized materials, information or study aids. This means unless specified otherwise, work should be done individually. This also means that you will not plagiarize any one else’s work – another student’s, a written work, or a web source. Plagiarism includes: 1. Student work that quotes directly from a source and does not acknowledge the source by correct use of quotation marks and reference citation in the text and 2. Student work that paraphrases closely from a source and does not acknowledge the source by reference citation in the text. Fabrication is falsification or invention of any information.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades
or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else’s words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching

Ecampus has made the official OSU “Student Evaluation of Teaching” available online through the Student Online Services page. I encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Your participation in this process is greatly appreciated.