

**TEXAS WOMAN'S UNIVERSITY
WOMEN'S STUDIES PROGRAM
COLLEGE OF ARTS AND SCIENCES
"Educating Global Citizens"**

**WS 5283.50:
ECOFEMINIST THEORIZING, SPIRITUALITY, AND ACTIVISM**

Spring 2008

70% online and 30% face-to-face on five Saturdays, 9:00-11:50 a.m.

Society transforms those who have become symbols of Nature into objects of degradation. –Susan Griffin

The origins of this problem lie with the predator/prey relationship industrial society has developed with the Earth, and subsequently, the people of the Earth. This same relationship exists vis-à-vis women. –Winona LaDuke

Truth lies in layers, each of them thin and barely opaque, like skin, resisting the tug to be told. –Ruth L. Ozeki

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Office Hours: Mondays 1:30-3:30 p.m., Tuesdays 2:00-4:00 p.m., Wednesdays 1:30-3:30 p.m., and by appointment. I'm happy to meet with you, and I'll generally return email and voicemail messages with 24 hours.

Course Description

This graduate seminar explores ecofeminist thinking concerning interconnections between the exploitation of nature and the subjugation of women and people of color, while considering ecofeminist reflections on activism and spirituality/religion. Through assigned readings, documentary films, guided discussion, and projects, we'll ask questions about the meaning of environmental justice, while studying ecofeminist perspectives concerning such topics as animal rights, corporate globalization, colonization, and religious fundamentalisms. Our study of ecofeminist theorizing, spirituality, and activism will prompt us to examine assumptions about epistemology (how we come to understand the world and whose knowledge counts), ontology (how we envision the nature of the universe, including the relatedness of beings and entities in the world), and ethics (the nature of moral behavior).

The following questions are some of the central issues that we'll be examining this semester: What do various ecofeminists mean when they assert that there are empirical and conceptual connections between women, people of color, and nature? Are women in any sense(s) closer to nature than men? How is the degradation of nature and non-human animals linked to diverse forms of oppression? How are movements for environmental justice related to feminism? How have ecofeminist spiritualities and theologies served as sources of inspiration for movements for environmental justice? What strategies for social change should we employ?

This course is transdisciplinary, integrating insights from literature, history, philosophy, theology, and social sciences. The course introduces a very large and complex field of academic study; consequently, we will not be able to explore every facet of this field or examine every issue in as much depth as each of us might like to do. Nevertheless, I hope that this course will stimulate you to ask new questions and to engage in future studies of ecofeminism and feminist theorizing, spirituality, and activism. I sincerely hope that this course will offer you an enriching academic experience.

This course can also count toward the M.A. and Graduate Certificate in Women's Studies at TWU. Graduate students from all academic disciplines are welcome to participate.

Class Format

This course will be conducted as a "blended" or "hybrid" seminar with approximately 70% taking place via the Internet and 30% taking place face-to-face in the classroom. The face-to-face classes will take place from 9:00 a.m. to 11:50 a.m. in the Human Development Building (HDB), Room 105, on the following Saturdays: January 19, February 9, March 8, April 5, and May 3. The remainder of the class will be conducted via Blackboard.

Course Goals and Student Learning Outcomes

This course is designed to enable students to 1) deepen understanding of feminist environmental philosophy, spirituality, and activism, 2) become acquainted with ground-breaking theorizing in the field of ecofeminism, 3) further develop their ability to compare, critique, and apply diverse feminist theories, 4) reflect on avenues for effecting political change and social/environmental justice, 5) further develop the ability to analyze and assess theoretical arguments, and 6) enhance oral and written communication skills, including the ability to reflect on the ideas of others in a sensitive manner. I hope you will join with me in pursuing these objectives as well as your own goals for the course.

Textbooks

Required Texts

- Adams, Carol J. The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory, 10th anniversary edition, 1999. (selected chapters)
- Adamson, Joni, Mei Mei Evans, and Rachel Stein, eds. The Environmental Justice Reader: Politics, Poetics, and Pedagogy, 2002. (selected chapters)
- Bennholdt-Thomsen, Veronika, and Maria Mies. The Subsistence Perspective: Beyond the Globalised Economy, 1999.
- Bullard, Robert D., ed. The Quest for Environmental Justice: Human Rights and the Politics of Pollution, 2005.
- LaDuke, Winona. Recovering the Sacred: The Power of Naming and Claiming, 2005.
- Ozeki, Ruth L. My Year of Meats, 1998.
- Ruether, Rosemary Radford. Integrating Ecofeminism, Globalization, and World Religions, 2005.
- Shiva, Vandana. Earth Democracy: Justice, Sustainability, and Peace, 2005.
- Stein, Rachel, ed. New Perspectives on Environmental Justice: Gender, Sexuality, and Activism, 2004. (selected chapters)
- Warren, Karen J. Ecofeminist Philosophy, 2000.

The textbooks are available for purchase at the TWU Bookstore in the Student Center and through major bookstores. Do not attempt to take this course without obtaining your own copies of the reading assignments, since one of the most significant components of the class involves reading and analyzing these texts. Some of the textbooks can be consulted in the Women's Studies conference room (HDB 307) during daytime hours (generally, 8:00 a.m. to 5:00 p.m.). If you anticipate any difficulties accessing the required readings, please let me know as soon as possible.

Additional readings will be made available electronically through Blackboard.

Recommended Texts

- Cioffi, Frank L. The Imaginative Argument: A Practical Manifesto for Writers, 2005.
- Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, 6th edition, 2003.
- Graff, Gerald, and Cathy Birkenstein. "They Say/I Say": The Moves That Matter in Academic Writing, 2006.

These are helpful books to assist you with the clarity of your writing. I recommend that you use these books as guides in this course and other graduate courses.

Class Expectations

This graduate seminar will generally emphasize group discussion and close analysis of readings, while incorporating films, Internet resources, and student presentations. It's my hope that we'll learn together through active participation and interaction in both the classroom and online. At times I'll present information to provide you with background information and additional perspectives on particular topics; more often, however, my role will be to facilitate and to guide productive class discussions about assigned materials.

The course aims to educate and to stimulate thinking—not to convert or to indoctrinate others to our particular beliefs. I believe that our interactions will be enriched by the variety of perspectives that students bring to the class. Each of us must be committed to engaging with course materials and with each other in order to learn, gain insights, and foster effective communication and analytical skills. We should cultivate an authentic spirit of openness toward each other and the course materials. Although we will not always agree with each other, each of us should strive to foster a supportive learning community. Both in class and on-line, students are expected to consider the perspectives of others with friendliness, respect, and openness. Students are expected to listen to each other carefully with a spirit of generosity as well as to raise questions and to offer additional perspectives.

If you tend to speak a lot in class, please make an effort to think about what you want to say before you speak and to not monopolize discussions. If you tend to be quiet in class, make an effort to participate in each class discussion at least once every class period. In order for our course to function productively, you are expected to attend face-to-face class sessions regularly and on time, complete assignments regularly and on time, read assigned texts carefully, and participate in Bb and face-to-face discussions with thoughtfulness.

Before entering the classroom, please turn off your cell phone. Refrain from engaging in behaviors that are distracting or impolite to other members of the class. These behaviors include inattentiveness, leaving class in the middle of a class presentation or

discussion, doodling, working on assignments for other courses, talking on your cell phone, or engaging in private conversations.

I welcome you to this class, look forward to learning with you this semester, and sincerely hope that this course will offer you a challenging and rewarding educational experience!

Blackboard

Using the Blackboard System

Our course will take place primarily through the Blackboard (Bb) system at TWU. Blackboard can be accessed through either <http://twu.blackboard.com> OR <http://online.twu.edu>.

For those of you who are unfamiliar with the Bb system, it is a web-based, course delivery system. It provides private space on the web server that is used for members of the course. No one else has access to the “space” except for those who are registered for the class. The space that is set aside for our course includes space to post comments and questions, access course grades, send email messages to others in the course, view links to outside resources, and submit writing assignments.

To access the Bb system, you’ll need a user ID and password. Your user ID and password will be the same as your Pioneer Portal user ID. If you do not have a Portal user ID, you will need to create one immediately. Go to <http://portal.twu.edu>, click on the button to create a portal account, and follow the instructions. For more information about Blackboard and Pioneer Portal, see <http://www.twu.edu/dl/quickstart/index.htm>. You can log into Blackboard from the TWU homepage (<http://www.twu.edu>) or at <http://online.twu.edu>.

For information about how to use Blackboard, read the information linked here: http://www.twu.edu/dl/quickstart/bb_qstart/index.htm. For technical assistance, contact the TWU Helpdesk at 940-898-3971 or helpdesk@twu.edu. You can also go to the Mega Lab on the 2nd floor of the MCL building.

Make sure that the email address listed for you in Blackboard is the email address that you use and check regularly. You are responsible for checking and reading emails sent to you through Blackboard and to your Pioneer Portal (TWU) email account. You can change your email address in Blackboard under Personal Information, Edit Personal Information. It’s also possible to forward your Pioneer Portal email account to another email address. Follow the instructions under “My Settings” after logging in to Pioneer Portal.

Before making postings to the Bb Discussion Board, please read and follow the guidelines about “netiquette” (rules of online communication) found here: <http://www.albion.com/netiquette/corerules.html>.

Participation

Internet-based courses have unique opportunities and challenges. 70% of our class time will take place in the “virtual space” represented by the Blackboard system. Our interactions in Bb will be text-based and mostly will be asynchronous (occurring at different times rather than at the same place and time).

Since our written contributions in Bb will be posted electronically and accessible to all participants, each of us will have the opportunity to contribute to this course and respond to each others' contributions perhaps in more thoughtful and carefully considered ways than we might be able to do in our face-to-face classroom sessions, where interactions will be more spontaneous. We'll also have the opportunity to refer back throughout the semester to what we have written in earlier weeks, so that we can build on our ideas.

However, since our communication medium in Bb will be through the use of written words, we will not be able to make use of body language and other cues to help us interpret each other's words in Bb. Therefore, responses that we post need to be carefully written, thoughtful, and respectful. We'll need to pay attention to both what we say and how we say it. Your postings should be well-written with few or no typographical or grammatical errors.

My participation on the Discussion Board in Blackboard will include responding to and asking questions about postings, in order to foster dialogue and contribute to the further development of our ideas. Sometimes this will involve inviting you to turn back to particular passages in the assigned texts. Sometimes I will ask questions to prompt you to consider other perspectives.

Time Management

While there are many unique benefits to web-based and hybrid courses, there are also unique challenges. Research indicates that distance education courses require self-disciplined time management skills and that web-based courses require a greater time commitment from students than traditionally structured courses. Therefore, do not underestimate the time commitment that you will have to make to be successful in this class. In addition, it is important to recognize that you may need to be more self-motivated to keep up with the reading and completing assignments, since you will not have the pressures of face-to-face class sessions to motivate you to complete the work. It will be important to keep up with your work on a regular basis.

In order to help ensure your success in the course, I expect you to read the Discussion Board Forums, check Announcements, and check your email for course-related announcements regularly (a minimum of 3-4 times per week). I'll use Bb for posting information and web links relevant to the week's reading as well as for posting announcements, reminders, and/or changes in the schedule.

Access to Internet and Word Processing Software

You will need to have regular Internet access to participate in this course. Although you do not need extensive experience with computers or the Internet, you do need to have a basic familiarity with web browsing, personal computers, and the Internet.

You also will need to have access to word processing software. You should submit documents in one of the following forms: Microsoft Word (preferred) or RTF (rich text format). Please do not submit files in Microsoft Works (.wks) or Word Perfect (.wps), since I will not be able to open them.

***I thank Professor Jim Williams and Professor AnaLouise Keating for allowing me to adapt portions of their syllabi.*

Guidelines for Reading

To prepare for class and Bb discussions, it is essential that you closely read and critically reflect on the assigned materials. The reading materials are sometimes intense and occasionally confrontational, and you will not be expected to agree with everything you are assigned to read. (I, in fact, do not necessarily agree with everything that I have assigned to you.) You are expected, however, to read the assigned materials analytically and with open-mindedness.

As you read, you should thoughtfully reflect on what you read and reread difficult passages. I also expect that you will take notes and underline as you read. You should look up unfamiliar words and terms, read footnotes/endnotes, read the bibliographies, and read some background on the assigned authors. Reflect on the authors' ideas, consider their implications, and examine their assumptions.

As you read the texts, you should consider the following questions in relation to each reading assignment:

- What do you know about the author and his/her perspective? What can you infer about the author and his/her assumptions?
- What is the author's major purpose and thesis?
- How does the author support or defend his/her thesis? What arguments, examples, or illustrations does he/she use?
- From your perspective, what is the author's strongest argument? Why?
- From your perspective, what is the author's weakest argument? Why?
- What passage was particularly thought-provoking or insightful to you? Be prepared to explain your response to the passage.
- What passage was particularly troubling or objectionable to you? Be prepared to explain your response to the passage.

More specifically, as you read texts in this course, you should ask questions like the following:

- How does the author understand "ecofeminism" and the connections between women, people of color, and the natural world?
- What criticisms of contemporary societies and cultures does the author offer?
- What does the author assume or assert about modern science, theology, capitalism, U.S. society, consumerism, globalization, religion, and/or the nature of oppression?
- How does the author conceive of the relationship between activism and spirituality?
- What epistemological and ontological assumptions does the author make?
- How does the author understand *ethical* behavior?
- How does the author understand the meaning of environmental justice?

Course Requirements

Grades will be awarded on a point system. Points will be entered into the online grade book, which you can consult in Blackboard. A total of 1,000 points are possible in this course.

1. Attendance and Participation in Classroom Sessions (100 points)

Our class meets in person five times during the semester. Attendance and thoughtful interaction with course materials and other students are requirements of this course. You are expected to come to class prepared to listen respectfully to other students in the class and to discuss the required course materials in a productive manner.

20 points will be awarded for each class session that you attend and in which you participate thoughtfully. 10 points will be subtracted for late arrivals, early departures, etc. If you must miss class, please notify me ahead of time, if possible, by email. You are responsible for finding out what you missed.

2. Blackboard Postings (300 points)

According to the schedule of readings and assignments listed below, you will be required to make postings throughout the semester to the Discussion Board in Blackboard. This is a significant component of the work of this course. These postings will allow us to develop our responses to the reading assignments, while interacting with the ideas of others in the class. These postings will take the following forms:

- a) A discussion question or comment based on one portion of the week's reading. Your question or comment should be a minimum of 150 words. It should identify one specific passage in the week's reading that was particularly thought-provoking for you. Identify the passage by author and page number. Explain your response to the passage and then raise a question or make a comment intended to elicit useful and stimulating discussion from others in the course. Your posting should display good understanding of and close interaction with the text under discussion.
- b) Responses to your peers' questions or comments. During most weeks, you are asked to respond to the questions or comments raised by at least two of your peers in the class. These postings should be at least 50-75 words in length. You should strive to respond to your peers in a considered and thoughtful manner, while engaging closely with the text(s) under discussion. When responding, give yourself plenty of time, and reflect carefully on the postings of other students in the class before typing your own responses. Consider how your words may be understood, and strive for clarity of communication.
- c) Replies to your peers' responses to your initial posting. By the dates/times indicated on the syllabus, you are asked to reply to all of your peers' responses to your first posting of the week, in order to continue the dialogue with your peers. These postings do not have a minimum length, but I ask that you reply with more than "thanks!" or "I agree." Endeavor to express and substantiate your ideas as fully as possible.
- d) Postings summarizing the key points of two papers you will write for this class—a research paper and a final integrative essay. (For more on these papers, see

below in the syllabus.) These summaries provide you with a way to share your findings and ideas in a meaningful way with others in the course.

I will also participate in the Discussion Forums in Blackboard in order to further our dialogue, deepen our understanding of texts, and add information and perspectives. I will also moderate discussions as necessary.

Your postings in Blackboard should be well-written according to standards of academic writing and free of typographical and spelling errors. Don't use abbreviations commonly associated with instant-messaging and email (for example, "IMHO, u r not rite bout that!" "don't b l8 4 class," "LOL, wat r u doin 2nite??"). Avoid abbreviations; use standard spelling, punctuation, and capitalization. Proofread your postings before submitting them.

Support points that you make in your postings with brief quotations and references to the text; identify the page numbers to which you refer by placing the page number within parentheses at the end of the quotation or relevant sentence. For example:

According to Warren, "the domination of women, other human Others, and the domination of nature are 'justified' by an oppressive and, at least in Western societies, patriarchal conceptual framework characterized by a logic of domination" (92).

Blackboard postings will be evaluated according to the clarity of their communication as well as their depth of interaction with the reading materials and the ideas of your peers.

All Blackboard postings are due by the time/date listed on the course schedule. No credit will be given for late postings. Points for postings will be awarded 2-3 times throughout the semester.

3. Presentation on Environmental Problem, Environmental Activist Organization, or Activist Project (100 points)

When we meet in class on Saturday, March 8, you will be required to make a brief presentation in class (maximum of 5-7 minutes) on one of the following:

- a) A specific environmental problem of particular concern to you. In your own words you should present information that you have researched and explain why this problem is of particular concern to you. Make sure to provide complete bibliographical references to your sources of information. Reflect on how the environmental problem relates in some way to materials explored in this class.
- b) An environmental activist organization or movement. You should provide information about the following: the organization's mission and recent activities, organizational structure and leadership, what others can do to become involved, and why you consider this organization to be important. Reflect on the extent to which this organization embodies, in your estimation, principles and values of feminism and/or social justice.
- c) A specific environmental "project" that you are carrying out during the semester. This project may be something like the following: constructing a compost bin for your home or apartment, cleaning up garbage in your

neighborhood, developing a system for recycling, launching a letter-writing campaign, adopting a vegetarian diet, participating actively in a political organization, participating in a protest, etc. Your “project” should take a minimum of three hours to complete, and you are welcome to do a project with others in the class, if you wish. Feel free to be creative (but do not do something illegal). Explain why you adopted your specific project, and provide information to the class about how others can become involved in something similar. Reflect on how your project relates in some way to materials explored in this class.

d) Another practical project or specific issue of interest to you. The project or issue should relate in some way to the topic of our course, and you should seek permission for this in advance.

For each member of the class, please make a one-page handout (or use another visual aid) to accompany your presentation on March 8.

Your presentation will be evaluated according to the work or research you did as well as the effectiveness of your class presentation. You are strongly encouraged to be creative and to engage passionately with the topic or project you select. Use this as an opportunity to share resources with your class members and/or to participate in your community. I suggest that you begin work on your project as soon as possible.

4. Research Paper (300 points)

This semester you will write a research paper (approximately 2000-2500 words—8-10 pages, excluding your list of works cited) on a well-defined topic related to ecofeminism that is of strong interest to you. Your topic may be a philosophical or practical problem, an analysis of a work of literature, an environmental issue of concern, strategies for activism, etc. I suggest that you define your topic carefully and narrowly.

Based on your research, you should formulate a thesis (your position or opinion on the topic) and defend it throughout your essay. Your paper should display significant insights into your topic, while integrating information and perspectives gained from your research. Your list of works cited for this paper should contain at least 8-10 sources (relevant and recent books/journal articles).

Your paper will be evaluated according to the clarity of its communication, depth of research, and insights into your topic. Further information about this assignment and writing tips will be distributed through Blackboard.

The research paper will be due by Wednesday, April 23, at 9:00 p.m. Please send your paper to Dr. Claire Sahlin via email as an attachment to csahlin@twu.edu. Your paper should be Microsoft Word or Rich Text Format (.rtf) document.

By Friday, April 25, at 9:00 p.m., you should post at least 150 words summarizing the primary argument of your essay. By Sunday, April 27, at 9:00 p.m., you should post at least two responses to at least two different class members' postings about their research papers.

5. Final Essay (200 points)

During the semester, you will write an essay (approximately 1750 words or 7 pages, excluding your list of works cited) reflecting on the major questions you asked and the primary insights you gained in this course. Your essay will be evaluated according to the clarity of its expression, depth of reflection, and interaction with significant ideas and writings explored during the semester. This essay will be due by 9:00 p.m. on Wednesday, May 7th. Please send your paper to Dr. Claire Sahlin via email as an attachment to csahlin@twu.edu. Your paper should be Microsoft Word or Rich Text Format (.rtf) document.

In addition, by 9:00 p.m. on Thursday, May 8, send a posting of at least 150 words to the Discussion Board, summarizing your final essay. Respond (minimum of 50-75 words) to at least two other postings by 9:00 p.m. on Friday, May 9.

As you write the final essay, I recommend that you review your class notes, reading notes, assigned books/articles, and Blackboard postings. Identify key concepts and ideas that were thought-provoking to you. These concepts might include the following: relationships between spirituality/religion and activism, the feminization of nature, interconnections between environmental degradation and the oppression of humans, environmental racism, feminist perspectives on vegetarianism, strategies for social/environmental change, the impact of traditional theologies on environmental ethics, feminist critiques of capitalism and the global economy. Then, reflect on how you may have altered your perspectives throughout the course of the semester, and construct a thesis that encompasses the ideas you wish to discuss in your paper. Your essay should interact closely with the ideas of at least four different authors whose ideas we considered in this course.

Your thesis may be something like the following: "Before taking this course on ecofeminism, I assumed X; now after reflecting on A, B, and C, I have come to realize Y and Z." Or "Although this course on ecofeminism prompted me to reflect on A, B, and C, my views on these issues have largely remained the same because ____." Or "Through my reading and discussion of A, B, C, and D this semester, I now believe E."

Write what you *honestly* feel you have learned (or not learned). I will not evaluate your essay according to whether or not you express the ideas that you think I'd like to hear; rather, I will evaluate your essay according to its form (grammar, punctuation, mechanics) as well as how according to deeply it engages with assigned course materials and supports the thesis you choose to make. (*This assignment was adapted from Dr. AnaLouise Keating's final essay assignment from Transgressive Identities.*)

Grading

Your work and contributions to this course will not be judged according to the personal positions that you take on controversial issues. Rather, evaluations will be based on your engagement with course materials, thoughtful reflection, and the clarity of your communication. Points will be awarded as follows:

Assignment	Point Value
1. Attendance and Participation in Five Class Sessions	100 points (20 points per class session)
2. Blackboard Postings	300 points
3. Presentation on problem, organization, or project	100 points
4. Research Paper	300 points
5. Final Essay	200 points
TOTAL	1,000 possible points

Course Grades

Final course grades will be assigned as follows:

GRADE	POINTS
A	900-1000 points
B	800-899 points
C	700-799 points
D	600-699 points
F	Below 600

Grades of incomplete ("I") are not normally given and are given only in keeping with the University's policy on incompletes. Students must request a grade of incomplete and sign a petition prior to the end of the semester by the deadline set by the Registrar's Office.

Academic Honesty

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries at http://www.twu.edu/library/search/tutorial/res_plagiarism.htm.

Plagiarism, which is a form of both stealing and lying, is a serious offense and includes presenting words or ideas from other sources as your own. For all writing assignments, be careful to properly document quotations and ideas from other sources. You must always use quotation marks around words that are not your own and properly acknowledge your sources according to a recognized style manual. Even when you are summarizing someone else's ideas in your own words, you must acknowledge your source through proper methods of citation. Make sure to select one style manual (MLA documentation style preferred) and follow it consistently.

Although it may be useful to build on or extend work you have done in other contexts or courses, you may not turn in work produced for another course or previously written for another purpose without discussing this with me first and gaining prior permission. If you are not sure what constitutes plagiarism, please contact me, and I'd be happy to work with you.

Policy on Deadlines

In the interest of fairness toward students who meet deadlines, announced dates for the submission of written assignments and Discussion Board postings are firm. Requests for extensions must be made before the announced dates unless it is actually impossible for you to do so.

Other Policies

If you miss class, you are responsible for finding out about announcements, changes in the schedule, handouts, and assignments that you miss during your absence. Please contact another student in the class prior to contacting me for this information.

Closely follow the MLA guidelines for writing and citing your sources.

The research paper and final essay should be typed and double-spaced with 1" margins and 11- or 12-point font (Arial or New Times Roman preferred). Indent each paragraph, and do not add extra spaces between paragraphs. Number each page of your writing assignment.

Eliminate typographical, spelling, and grammatical errors before turning in your papers or making your postings on Bb.

Disability Policy Statement

To participate in this course, you will need to be able to read computer screens or have access to adaptive devices that can assist you with reading. You will need to be able to input data into a computer using a keyboard or some other appropriate adaptive device. You also will need to be able to word process or use adaptive devices to help you with this (e.g. dictation software).

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940/898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

Other University Services

TWU offers a wide range of free and confidential counseling services. If you are experiencing personal difficulties, do not let them prevent you from doing your best. Contact the **Counseling Center** in West Jones Hall at 940/898-3801 (<http://www.twu.edu/o-sl/counseling/>). The Counseling Center also offers on-line workshops on such topics as "How to Get Along with your Professor" <grin>, "Test Anxiety," "Stress," "Reducing Procrastination," and "Time Management." You can find these workshops at <http://www.twu.edu/o-sl/counseling/workshops.html>.

The **Write Site** provides free, individualized assistance with writing assignments for both undergraduate and graduate students. Visit the Write Site in CFO 131 or call 940/898-2341 to make an appointment. For further information, see <http://www.twu.edu/writesite/>.

You can also send email to the **On-Line Writing Lab** to ask questions about your writing (owl@twu.edu). For more information about this service and how to submit assignments for feedback on your writing, see <http://www.twu.edu/writesite/OWL.asp>.

Schedule of Readings, Class Meetings, and Assignments

Note: The following is a tentative schedule. Sometimes we may need to alter assignments or due dates, so please check Blackboard regularly for announcements. In addition to the reading assignments listed here, please read brief information or go to related Web sites that I or others may list on Blackboard.

Weeks 1-2: An Introduction to Ecofeminist Philosophy
Week 1: January 14-19

Read: Rosemary Radford Ruether, "Ecofeminism: Symbolic and Social Connections of the Oppression of Women and the Domination of Nature"; Susan Griffin, "Split Culture"; and Andrea Smith, "Not an Indian Tradition: The Sexual Colonization of Native Peoples," *Hypatia* 18: 2 (Spring 2003): 70-85.

Meet:

1/19 (Sat.): Class Meeting, 9:00-11:50 a.m.

Introduction to course and course participants
Ground rules for class discussion and on-line postings
What is Ecofeminism?

Week 2: January 21-27

Read: Warren, *Ecofeminist Philosophy*, pp. 1-123; and Greta Gaard, "Toward a Queer Ecofeminism," in *New Perspectives on Environmental Justice*, ed. Rachel Stein, pp. 21-44. (Gaard's article is also accessible online through GenderWatch in *Hypatia* 12 (Winter 1997): pp. 114ff. GenderWatch is accessible through the online databases of journal articles through the TWU library.)

Post:

1/23 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

1/25 (Fri.) by 9:00 p.m.: Minimum of two discussion board responses to at least two different class members' postings

1/27 (Sun.) by 9:00 p.m.: Replies to your peers' responses to your initial posting

Weeks 3-5: Environmental Racism and Movements for Environmental Justice**Week 3: January 28-February 3**

Read: "Garbage In, Misery Out," Ft. Worth Weekly Online (Bb); Robert D. Bullard, The Quest for Environmental Justice: Human Rights and the Politics of Pollution, pp. ix-206 (Read chapters 1-3, and read at least three of the following chapters: 4-9); and Joni Adamson, Mei Mei Evans, and Rachel Stein, eds., The Environmental Justice Reader, pp. 29-57.

Post:

1/30 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

2/1 (Fri.) by 9:00 p.m.: Minimum of two discussion board responses to at least two different class members' postings

2/3 (Sun.) by 9:00 p.m.: Replies to your peers' responses to your initial posting

Week 4: February 4-10

Read: Robert D. Bullard, The Quest for Environmental Justice: Human Rights and the Politics of Pollution, pp. 207-254, 279-305 (optional: pp. 255-278); and Rachel Stein, New Perspectives on Environmental Justice: Gender, Sexuality and Activism, pp. 63-92).

Post:

2/6 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading. No additional Blackboard postings required this week.

Meet:

2/9 (Sat.): Class Meeting, 9:00-11:50 a.m.

- Discussion of questions and comments posted in Blackboard
- Film to be viewed in class: "Green" or "Fenceline: A Company Town Divided"

Week 5: February 11-17

Read: Rachel Stein, New Perspectives on Environmental Justice: Gender, Sexuality and Activism, pp. 93-136, 177-206; Joni Adamson, Mei Mei Evans, and Rachel Stein, eds., The Environmental Justice Reader, pp. 58-142.

Post:

2/13 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

2/15 (Fri.) by 9:00 p.m.: Minimum of two discussion board responses to at least two different class members' postings

2/17 (Sun.) by 9:00 p.m.: Replies to your peers' responses to your initial posting

2/17 (Sun.) by 9:00 p.m.: Turn in a paragraph to Claire Sahlin explaining your anticipated topic of your research paper. Begin doing your research.

Weeks 6-7: Feminist Perspectives on Animal Rights and Vegetarianism**Week 6: February 18-24**

Read: Alice Walker, "Am I Blue?" (Bb); Warren, Ecofeminist Philosophy, pp. 125-145; and Adams, The Sexual Politics of Meat, pp. 11-106, 154-202.

Recommended: Greta Gaard, "Vegetarian Ecofeminism" in Frontiers 23 (2002): 117 ff. The full text of the article is accessible through the GenderWatch online data base, accessible through the TWU Library; and Carol J. Adams, The Pornography of Meat (2003).

View: Video on animal rights or factory farming (online links to be made available in Bb)

Post:

2/20 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

2/22 (Fri.) by 9:00 p.m.: Minimum of two discussion board responses to at least two different class members' postings

2/24 (Sun.) by 9:00 p.m.: Replies to your peers' responses to your initial posting

Week 7: February 25-March 2

Read: Ozeki, My Year of Meats (entire novel; begin reading early in the semester)

Post:

2/27 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

2/29 (Fri.) by 9:00 p.m.: Minimum of two discussion board responses to at least two different class members' postings

3/2 (Sun.) by 9:00 p.m.: Replies to your peers' responses to your initial posting

Week 8: Presentations of Projects**Week 8: March 3-9**

No required Blackboard postings this week.

Meet:

3/8 (Sat.): Class Meeting, 9:00-11:50 a.m.

Presentations on Environmental Problem, Environmental Activist Organization, or Activist Project

Weeks 9-11: "Ecofeminism and the Sacred"**Week 9: March 10-16**

Read: Warren, Ecofeminist Philosophy, pp. 193-216; Andy Smith, "For All Those Who Were Indian in a Former Life" (Bb); and Winona LaDuke, Recovering the Sacred: The Power of Naming and Claiming (selections)

Post:

3/12 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

3/14 (Fri.) by 9:00 p.m.: Minimum of two discussion board responses to at least two different class members' postings

3/16 (Sun.) by 9:00 p.m.: Replies to your peers' responses to your initial posting

Spring Break: March 17-23**Week 10: March 24-30**

Read: Selections on ecowomanist spirituality, including the following (in Bb): Delores S. Williams, "Sin, Nature, and Black Women's Bodies"; Martin Delveaux, "Transcending Ecofeminism: Alice Walker, Spiritual Ecowomanism, and Environmental Ethics"; Pamela A. Smith, "Green Lap, Brown Embrace, Blue Body: The Ecospirituality of Alice Walker"; and Alice Walker, "The Only Reason You Want to Go to Heaven Is That You Have Been Driven Out of Your Mind (Off Your Land and Out of Your Lover's Arms): Clear Seeing Inherited Religion and Reclaiming the Pagan Self"

Recommended: Writings by Alice Walker

Post:

3/26 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

3/28 (Fri.) by 9:00 p.m.: Minimum of two discussion board responses to at least two different class members' postings

3/30 (Sun.) by 9:00 p.m.: Replies to your peers' responses to your initial posting

Week 11: March 31-April 6

Read: Ruether, Integrating Ecofeminism, Globalization, and World Religions (entire book; if necessary, skim Chapter 2).

Recommended: Carol J. Adams, ed., Ecofeminism and the Sacred.

Post:

4/2 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

Meet:**4/5 (Sat.): Class Meeting, 9:00-11:50 a.m.**

- Discussion of questions and comments posted in Blackboard
- Possible film to be viewed in class: "Full Circle"

**Week 12: Ecofeminist Perspectives on
Development, Sustainability, and Justice**
Week 12: April 7-13

Read: Chandra Talpade Mohanty, "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles" (Bb); Bennholdt-Thomsen and Mies, The Subsistence Perspective, pp. 1-64, (skim pp. 65-181), and 182-226.

Post:

4/9 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

4/11 (Fri.) by 9:00 p.m.: Minimum of two discussion board responses to at least two different class members' postings

4/13 (Sun.) by 9:00 p.m.: Replies to your peers' responses to your initial posting

Weeks 13-14: Completion of Research Papers
Week 13: April 14-20

Work on Research Papers (no required Blackboard postings)

4/16 (Wed.): Complete draft of your research paper and seek feedback on your draft from a peer in the class.

Week 14: April 21-27**Due:**

4/23 (Wed.) by 9:00 p.m.: Final draft of research paper due. Send it to Claire Sahlin as an email attachment to csahlin@twu.edu.

Post:

4/25 (Fri.) by 9:00 p.m.: Post at least 150 words summarizing your research paper

4/27 (Sun.) by 9:00 p.m.: Post at least two responses to at least two different class members' postings about their research papers

<p style="text-align: center;">Week 15: Ecofeminist Perspectives on Development, Sustainability, and Justice</p>

Week 15: April 28-May 3

Read: Vandana Shiva, Earth Democracy: Justice, Sustainability, and Peace

Post: 4/30 (Wed.) by 9:00 p.m.: Discussion question or comment based on one portion of this week's reading

Meet:

5/3 (Sat.): Class Meeting, 9:00-11:50 a.m.

- Discussion of questions and comments posted in Blackboard

<p style="text-align: center;">Week 16: Final Essay</p>
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Week 16: May 5-9

Final Essay Due

5/7 (Wed.) by 9:00 p.m.: Final essay due. Send it to Claire Sahlin as an email attachment to csahlin@twu.edu.

Post:

5/8 (Thurs.) by 9:00 p.m.: Post at least 150 words summarizing your final essay

5/9 (Fri.) by 9:00 p.m.: Post two responses (50-75 words each) to at least two postings from others in the course