Ecofeminism analyzes how the same paradigms and historical inequalities devalue and oppress both 'women' and 'nature,' leading to the oppression and denigration of both. This course is meant to open theoretical, historical, and scientific avenues into your ability to analyze and understand the ways that, in Western society, women are treated as inferior to men, 'nature' is treated as inferior to 'culture', and humans/men are understood as being separate from, and often superior to, the natural environment/women.

Through a lens which acknowledges the connections between sexism, racism, class exploitation, and environmental destruction, the class will explore and undermine many of the common conceptions which balance technology, culture, progress, innovation, and might, against the traditionally feminine circularity, connectivity, tradition, sustainability, and community innovation. As we learn to understand the misguided, anthropocentric, and engendered frameworks which have led to both personal injustice and global disasters from dangerous climate change to dangerous eye makeup, we can begin to see how solutions to environmental problems require a feminist perspective, and feminist theory and practice require an environmental perspective – in other words, how we can be warriors for the many environment(s) such as forests, waterways, communities, and our own bodies, that we care for, and do so in radically more ecological way than patriarchal norms ever have documented or allowed.

Course Objectives
1. Understand and apply ecofeminism as a framework, practice, and philosophy.
2. Embrace systems thinking, non-binary thinking, and critical thinking skills.
3. Identify and demonstrate competency in understanding how language encodes cultural relationships and moral codes which shape our understanding and behaviors towards our communities and the larger ecological world.
4. Demonstrate competence in understanding local and global women's issues and bioregions; and relate land use practices, current natural resource utilization patterns and environmental health concerns to contemporary cultural and political systems.
5. Unravel and critically examine deep-seated binaries, bodily prejudices, & unjust frameworks regarding the validity of observation and intuition, biological and scientific theories, historical and contemporary injustices, and the value of Earth systems.

In Other Words…
1. Be able to sum up ecofeminism in 30 seconds or less when your friend/mother/supervisor inquires “you are studying what exactly?”
2. Love your body, protect your body, but not be defined by it.
3. Read and interpret the world in a new empowering light.
4. Be able to sum up ecofeminism in 30 seconds or less, and if they give you 30 more seconds, name 3 relevant contemporary issues that demonstrate what you just said.
5. Radically challenge everything.
Course Responsibilities

Engagement is both our classroom policy and a key component of the course goals. Your responsibilities include participating actively in class discussions, completing assigned work by their due dates, helping to create a climate of learning and collaboration, showing respect for your peers, performing your fair share of work on group projects, and adhering to a high standard of academic honesty.

Students will be held accountable to the academic code of conduct as described in Dickinson’s 2008-2009 Community Standards. Suspected violation of these standards will be resolved through the formal disciplinary procedures of the college. The following are excerpted from the 2008-2009 Community Standards (http://www.dickinson.edu/student/files/commstand0809.pdf):

“Students can avoid plagiarism by following some very simple advice. Always provide clear and accurate citations for the sources that inform your work. This is an admonition that goes to the heart of your academic responsibility. Remember that almost all quotations and statistics require citations. Specific facts and ideas borrowed from others, even if expressed in your own words, also require citations. Summaries of an author’s argument require citations. It is true that matters of general knowledge do not usually require citations, but when in doubt, students should provide footnotes for them. It is also true that students who rely on parents, friends or others for specific contributions to their work should acknowledge this indebtedness in a citation. And finally, please understand that paraphrasing means to summarize in your own words. The surest way to avoid plagiarism when summarizing is to write with sources and notes closed. If you cannot explain what an author argued from memory, then you probably do not understand it well enough to paraphrase.”

Plagiarism

To plagiarize is to use without proper citation or acknowledgment the words, ideas, or work of another. Plagiarism is a form of cheating that refers to several types of unacknowledged borrowing.

Students with Disabilities

In compliance with the Dickinson College policy, we are available to discuss requests made by students with disabilities for academic accommodations. Such requests must be verified in advance by the Coordinator of Disability Services who will provide a signed copy of an accommodation letter. Requests for academic accommodations should be made during the first three weeks of the semester (except for unusual circumstances) so that timely and appropriate arrangements can be made. Students are required to register with Disability Services (first floor of Biddle House (ext. 1080 or jonesmar@dickinson.edu).

In compliance with the Dickinson College policy and equal access laws, we are available to discuss requests made by students with disabilities for academic accommodations. Such requests must be verified in advance this semester by Marni Jones, Coordinator of Disability Services, who will provide a signed copy of an accommodation letter. This must be presented in a scheduled meeting with me prior to any accommodations being offered. Requests for academic accommodations should be made during the first three weeks of the semester (except for unusual circumstances) so that timely and appropriate arrangements can be made. Students requesting accommodations are required to register with Disability Services, located in Academic Advising, first floor of Biddle House (contact ext. 1080 or jonesmar@dickinson.edu) to verify their eligibility for reasonable and appropriate accommodations.

Religious Conflicts

If the observance of a religious holiday will conflict with a class meeting, please let us know in advance. No student will be penalized for such absences, but we must be informed of these anticipated absences within the first 2 weeks of the semester.

Attendance Policy: You may miss one week of class (that’s two classes) with no penalty; any additional missed classes will reduce the engagement portion of your grade by one letter grade per missed class If you miss more than six classes, you will automatically fail the course.
You will be required to blog throughout the course using a Dickinson Blog on Wordpress. [http://blogs.dickinson.edu/ecofeminism](http://blogs.dickinson.edu/ecofeminism)

You must create a unique account to login and use the course blog. You will be invited to join the blog during the first week of school – you must respond to this email and create your account by the end of the first week of classes.

Blogging is an excellent form of social, viral, and experiential-based knowledge sharing. Blogging is NOT journalism, academic writing, “copy and paste sharing,” your personal journal, or news. Blogging is a hybrid of many forms of written communication meant to bridge information sharing and social connectivity – it is a unique outlet with its own expectations, rules, and procedures. Expectations and an overview of blogging will be provided in class.

**Submitting Assignments & Receiving Feedback**

In an effort to conserve resources, blog posts will only be submitted online by posting on the blogs.dickinson.edu/ecofeminism site, papers must be submitted via Moodle, and your final podcast will be submitted on both Moodle AND the blog via an embedded video or sound byte (a process we will go over in class). The only hard copy assignment you will submit is the Midterm Mapping Project.
Assignments & Activities

Blogging

Ecofeminism Unpacked (Blog) – Due Tuesday September 7th
What prejudices/presumptions have guided your perceptions of your body, nature, and gender?

Bioregional Quiz (Blog) – Due Tuesday September 28th
Handout will be provided the second week of class. In teams you will be assigned half of the questions from “The Bioregional Quiz,” to be turned in via a blog post. Answers should be in narrative form with sources cited. Single sentence or word answers are not acceptable.

This Land is MY Land? (Blog) – Due Tuesday October 12th
How have your thoughts about land and your connection to place changed since the beginning of the course? What things do you value about the land?

Writing of Choice (2) – 1 by Midterm, 1 by End of Semester
You will complete two additional blog posts in addition to those required for specific assignments at any point throughout the course of the semester. These posts follow the same guidelines. You must notify Sarah and Susannah within one class period when you have posted your assignment so grading can be returned in a timely manner.

Papers

Gendered, Dualistic Bodies (3-5 Page Paper) – Due Tuesday September 21st
Reflect on your relationship to your body. How is your body both gendered and not gendered? How do you relate to your body? Is your body gendered? What are the other dualisms which dictate your fundamental associations to your body? Is your body separate from the environments/systems/people around it? Why and why not?

Cosmetics Toxicity Report – Due Tuesday November 30th

Final- Contemporary Issues Paper – Due Friday December 10th
Possible topic areas:
- Toxicology in the body / nail salons/ The beauty industry
- Ecofeminism and environmental justice/agrojustice issues
- Land use/articulating alternative paradigm(s) for earth/land relationship/partnership ethic
- Bodies: theoretically, historically
- Reproduction / midwifery
- Women and Meat

Projects

Evening Class: Learning Place at the College Farm – Week of September 28th TBA
You will be required to attend an additional evening class at the College Farm, based on the collective schedule of the course. This evening class will have 1-2 short readings about the bioregional, agricultural importance of the Cumberland Valley.

Mapping Midterm – Due Friday October 15th

Ecofeminism Podcast – Due During Final Exam Time (TBA)
Create a short podcast (or video!) explaining ecofeminism in 30 seconds or less, and giving a 1 minute overview of a particular topic you found interesting over the course of the semester. These projects will be shared via the and with classmates during the final meeting time.
Ecofeminism Course Schedule

THEORY AND GROUNDWORK

Week One: Introduction to Ecofeminism

Tuesday August 31st
• Mies & Shiva, Ecofeminism
  In class reflection: What prejudices/presumptions have guided perceptions of your body? Of gender? Nature?

Friday September 3rd

Week Two: Grounding Ecofeminism: Biology, Nature, and the Body

Tuesday September 7th
WRITING DUE: ECOFEMINISM UNPACKED BLOG (online by class time)
• Serano, Julia. “Boygasms and Girlgasms” from Whipping Girl (Seal Press, 2007).

Friday September 10th
• Elizabeth Grosz, “Refiguring Bodies” (from Volatile Bodies: Toward a Corporeal Feminism, Indiana University Press, 1994).

Week Three: Our Home: Women Speak for/with the Land

Tuesday September 14
• Conon, William. The Trouble With Wilderness.
  http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html
Living is Breathing is Being Exercise

Friday, September 17
• Andrea Smith, “Rape of the Land” (from Conquest)
• Jenny Reardon, “Discourses of Participation.”

Week Four: Connecting ‘isms’ and Power

Tuesday, September 21 – Class meets from 12:30-2:45pm (Guest lecture from Prof. Megan Glick)

Friday, September 24
WRITING DUE: Gendered, Dualistic Bodies Paper
• bell hooks, Chapters 1-7 (from Belonging: A Culture of Place; New York, Routledge, 2009)

Week Five: Our Home: Women Speak for/with the Land

Tuesday, September 28
WRITING DUE: BIOREGIONAL QUIZ BLOG
• Hayden, Delores. “Is it Possible to Design a Nonsexist City?” Gender and Planning.

Friday, October 1
• Barbara Kingsolver, from Animal, Vegetable, Miracle

EVENING THIS WEEK: (Meet @ the College Farm)
Week Six: The Creation Narrative / Our Home: Women Speak for/with the Land

Tuesday, October 5
• Carolyn Merchant, “Reinventing Eden.” Chapter 1.
• The Hebrew Christian Creation Story
• Iroquois creation story.
• Andrea Smith, “For All Those Who Were Indian in a Former Life” (from Ecofeminism and the Sacred edited by Carol J. Adams; New York: Continuum, 1993)

Friday, October 8: Class at Waggoner’s Gap
• Vandana Shiva: Soil Not Oil excerpt

Week Seven: Ecofeminist Mapping

Tuesday, October 12 - Work on Ecofeminist Mapping Project in class
WRITING DUE: THIS LAND IS MY LAND BLOG

Friday, October 15
MIDTERM DUE: ECOFEMINIST MAPPING PROJECT
Tuesday, October 19
NO CLASS—FALL PAUSE
Come prepared to share with the class

CONTEMPORARY ISSUES

Week Eight: Menstruation – Toxic Tampons and Coming of Age

Friday, October 23
• Menstruation Coming of Age – The White Buffalo Calf Woman Story
• Disney Presents “The Story of Menstruation.” http://www.youtube.com/watch?v=4kWR-rIKRe4

Week Nine: Reproductive Justice

Tuesday, October 26

Friday, October 30: Location TBA - Joint discussion with Prof. Glick’s Race & the Body course
• David Serlin, “Reconstructing the Hiroshima Maidens.”
• Documentary Clip: White Light / Black Rain: The Destruction of Hiroshima and Nagasaki (Dir. Steven Okasaki, 2007).

Week Ten: Climate Change & Gender Development; Resistance to War and Violence

Tuesday, November 2
WRITING DUE: ECOFEMINISM UNPACKED
CHOOSE FINAL ISSUES PAPER TOPIC

Friday, November 5

Week Eleven: Consumers and Killers: The Beauty Industry & Nail Salons

Tuesday, November 9: MOVIES DUE: Watch Story of Stuff: Cosmetics and 16 Deaths per Day

Friday, November 12
• Miliann Kang, “The Managed Hand” (from The Managed Hand)
• WVE report, “Glossed Over: Health Hazards Associated with Toxic Exposure in Nail Salons.”
• NPR Report “WGBH Investigates: Sexual and Human Trafficking in the Boston Area.” Thursday, July 8, 2010
• ---. Framing a Proactive Research Agenda to Advance Worker Health and Safety in the Nail Salon and Cosmetology Communities. 2010. California Healthy Nail Salon Iniative.

Week Twelve: Dumping Grounds, Body and Planet
Tuesday, November 16
• Marion Moses, "Farmworkers and Pesticides," from Confronting Environmental Racism: Voices from the Grassroots (packet)

Friday, November 19: Guest Lecture by Dr. Greg Howard
• Excerpt from Sandra Steingraber, Living Downstream
• Johnson Controls – Supreme Court Decisions - Batteries & Gender Processing

Week Thirteen: Ecofeminist Organizational Tools

Tuesday, November 23
Deep listening and Deep Ecology exercise

Friday November 26th: NO CLASS—THANKSGIVING BREAK

Week Fourteen: Reflection and Synthesis

Tuesday, November 30
WRITING DUE: Cosmetics Toxicity Report
Podcast Workshop at Bosler Media Center

Friday, December 3:

Week Fifteen: Partnership Ethic

Tuesday, December 7: Discussion of partnership ethic

Friday, December 10: LAST CLASS
PAPER DUE: Contemporary Issues Research Paper

FINAL EXAMS
December 11 & 12 Reading period
December 13-18 Final Exams
January 4 All grades due