

Ecofeminism

WST4349

Instructor:

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Office Hours: by appointment (via Zoom)

Class Times:

Room TUR2305

Tuesdays- 12:50-3:50

Course Description

Ecofeminism focuses on Western tradition's naturalization of women and feminization of nature, drawing the conclusion that the domination of women and the domination of nature are intimately connected and mutually reinforcing. This hypothesized connection of women and nature oppressions gives rise to a common formative structure of "othering" shared by women, animals, nature, people of color and ethnically colonized groups. The course surveys ecofeminist theories, exploring the links between ecological values, principles, activism, and feminisms. Spiritual, philosophical, and activist perspectives are examined through an interdisciplinary lens. Teamwork, eco-activism, and a class project are important components of the course.

Course Objectives

1. Identify historical evolution of ecofeminism as a discipline and a social movement
2. Analyze arguments by key stakeholders (through literature, policy documents, white papers, social movements)
3. Develop and expand upon critical and innovative solutions in ecology and sustainability
4. Apply core concepts from ecology, sustainability, and social justice to local community initiatives

Required Texts

There is no textbook to purchase for this course. Readings are available via course reserves and/or as PDFs on Canvas.

UF Writing Requirement(Writing Rule Students): This course contributes 4,000 words toward the university's 24,000-word writing requirement for all undergraduate students. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence and organization. Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Assignment	Word Count
Reflection Paper 1	500 words
Reflection Paper 2	500 words
Midterm Paper	1,500 words
Final Paper	1,500 words

EVALUATION CRITERIA FOR WRITTEN ASSIGNMENTS:

<i>For content, students must articulate and support vividly and convincingly a thesis that answers a significant question. Specifically:</i>
Enlisting relevant evidence from appropriate sources. <ul style="list-style-type: none">▪ Satisfactory: Papers convincingly communicate the meaning of written sources and incorporate them effectively in illustrating the meaning of ideas and supporting claims.▪ Unsatisfactory: Papers incorporate evidence from sources that is inaccurate or irrelevant.
Developing a reasoned and empirically supported argument. <ul style="list-style-type: none">▪ Satisfactory: Responses establish logic and examples from appropriately selected written sources in crafting persuasive responses to assigned questions through a central claim and supporting evidence. Paragraph organization effectively facilitates the argument's development.▪ Unsatisfactory: Responses lack a clear central claim and use faulty reasoning and evidence in attempting to support it. Paragraph organization compromises the argument's development.
Citing relevant evidence properly and consistently. This entails utilizing proper conventions in the form of parenthetical citations to refer the reader to relevant examples that enliven the narrative and provide evidence in support of an argument. <ul style="list-style-type: none">▪ Satisfactory: Papers present ideas confidently and persuasively through specific evidence from relevant sources.▪ Unsatisfactory: Papers incorporate insufficient, vague, and irrelevant evidence that compromises clear analysis.
<i>For style, students must produce precise and engaging prose that facilitates the clear communication and development of their ideas appropriate to the context or genre. Specifically:</i>
Composing prose with careful diction. <ul style="list-style-type: none">▪ Satisfactory: Responses reflect the deliberate selection of words to convey the precise meaning of an idea within a sentence or paragraph.▪ Unsatisfactory: Responses suffer from word usage that is inappropriate for the context or genre.
Crafting sentences with complexity and logical sentence structure. <ul style="list-style-type: none">▪ Satisfactory: Papers incorporate syntax that conveys the clear and precise communication of ideas.▪ Unsatisfactory: Papers suffer from sentences that are overly long or short with awkward construction.
Mechanics. <ul style="list-style-type: none">▪ Satisfactory: Responses reflect careful proofreading to ensure correct grammar, punctuation, and spelling. This also entails correct uses of American English in academic vernaculars.▪ Unsatisfactory: Responses contain grammatical errors that impede the reader's understanding or compromise the writer's credibility.

All papers submitted should be typed, double spaced, in Times New Roman, 12pt font with one-inch margins in the professional writing style format.

All papers must be submitted on the scheduled day and time it is due.

ASSIGNMENTS:

Participation

Students will work on assignments that are pertinent to building a foundation in order to grasp the information in this course. Students will also actively participate in class discussions and discussion forums. One point is allotted for each class period. This course is largely discussion-based. It is essential that we all pre-read the articles and come to class ready to discuss them. The overall participation will also be included at the end of the course.

Seminar Facilitation

Students will work in small groups to review, organize and present the information for class that week. We will address a variety of themes; choose one where the content particularly interests you and facilitate a 45-minute session in our class. This assignment provides you with an opportunity to explore an area of interest as well as to try out the role of group leader.

For the seminar, group members are expected to:

1. briefly summarize the main ideas, themes, and/or questions raised in the texts of the week, and consider how the ideas are interconnected;
2. provide a critical response to the readings, including insights, arguments, disagreements, questions and further analysis; and
3. develop a minimum of three creative, thought-provoking questions based on the readings. Please be prepared to display these questions to the class and facilitate discussion.
4. develop an assignment that the class will create to display their understanding of the information presented

Discussion Forums

In this forum, you will address the prompts given. This will include the assignment from the seminar facilitation. After your initial posting, you will then respond to two peers. You may have more but the minimum is three total for each thread (your initial post and two responses).

Reflection Papers (500 words each)

Introspection can be extremely valuable when discussing new, sensitive, and controversial topics. Therefore, reflection papers are a way to examine your beliefs and how new understanding may or may not influence your thoughts or beliefs. Each student is to submit **TWO** reflection papers on topics covered in class. You can choose any of the readings to guide your reflection. This is to ensure that every student has an opportunity to voice, discuss and/or resolve inner conflict, express how the topic may or may not relate to your experiences, and assess your own personal understanding of these topics. Guidelines for the reflection papers can be found on Canvas.

Mid-Term Paper (1500 words)

Students will choose an issue related to ecofeminism and public education that you can address theoretically and practically. For example, you could aim to draw attention to an issue relating to any of the themes of our course, or another topic (e.g., environmental problems associated with fast fashion or the gendered dimensions of climate change). Conduct research on your selected topic so that you can skillfully discuss the problems—and ecofeminist solutions—associated with it. You will develop and design a one-pager to accompany your paper. In the paper, be sure to explain the issue, outline the research about it, and present ecofeminism solutions to the public.

Final Paper (1500 words)

Students will utilize knowledge gained throughout the course to critically analyze the topics discussed in the course. Write a research paper about an ecofeminist activist and their contributions. To begin, choose an ecofeminist activist and research the contributions they have made to feminist environmental awareness and activism. For example, you might choose Dr. Vandana Shiva (Indian scholar, environmental activist and anti-globalization author), Leanne Betasamosake Simpson (author, lecturer, involved in the Idle No More movement), Rachel Carson (American biologist and conservationist), or any other individual, past or present, who has made a significant environmental feminist contribution.

Your research paper should outline a brief biography of the activist and a description/discussion of the notable

contributions they have made. You should read some of the writings of the activists and view videos as applicable, to learn about them. It is expected that three references external to the course readings be used to support your discussion, plus references to course reading(s) as appropriate. A References/Works Cited page should be included with your research paper.

Assignment	Total Points
Participation	15
Seminar Facilitation	20
Reflection Papers (2)	10
Discussion Forums (10)	10
Mid-Term Paper	20
Final Paper	25
Total	100

Grading: The grading scale for this course is as follows:

Percentage	Grade
93%-100%	A
90%-92%	A-
87%-89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C-
67%-69%	D+
63%-66%	D
60%-62%	D-
59% -below	E

Completing Assignments on Time

Due dates for assignments are fixed. Late assignments will not be accepted unless an emergency arises.

COURSE POLICIES:

Attendance

Students are responsible for satisfying academic objectives as defined by the syllabus/instructor. Absences count from the first-class meeting.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situation; serious accident or emergencies affecting the student; special curricular requirements; military obligation; severe weather conditions that prevent class participation; religious holiday; participation in official university activities, and court-imposed legal obligations. Other reasons may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from class, or any required class activity must inform the instructor as early as possible prior to class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Covid Related Practices

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

Asynchronous Learning

Students do not “attend” **class** at a set time, but rather, access digital curriculum materials and respond through email, discussions, and assignments. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Late assignments will not be accepted unless the instructor has approved, prior to the original assigned deadline, an extended deadline. Emergency extensions due to excused and documented reasons may be permitted on a case by case basis.

Students with Disabilities Who Require Accommodations

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. It is always best to arrange for this as early as possible in the semester.

Academic Honesty Policy

The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral to the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Course Evaluation Policy

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aaufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <http://ufl/bluera.com/url/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

Copyright Notice

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Recording and Privacy

Our class sessions may be audio and/or visually recorded for students in the class to refer to and for enrolled students who are unable to attend live, primarily due to health-related concerns. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.

If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Campus Resources- Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](mailto:helpdesk@ufl.edu) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

The course syllabus is a general plan for the course, not a contract; deviations announced to the class by the instructor may be necessary.

WST4349 Course Schedule

Dates	Topic	Weekly Tasks
Week 1: January 10	Introduction	Read the Class Syllabus
Week 2: January 17	What is Ecofeminism?	Read “Ecofeminism: What One Needs to Know”
Week 3: January 24	What is Ecofeminism?	Read “Engendering a Peaceful Planet: Ecology, Economy and Ecofeminism in Contemporary Context” Read “Taking Empirical Data Seriously”
Week 4: January 31	What is Ecofeminism?	Read “Key Concepts Informing Early Conservation Thought- Chapter 1” Discussion Forum 1, due 01/31
Week 5: February 7	Home Ecology	Read “Wealth, Women, and Outdoor Pursuits”- Chapter 4 Reflection Paper 1, due 02/07 Discussion Forum 2, due 02/07
Week 6: February 14	Intersectionality	Read “Intersectionality and the Changing Face of Ecofeminism” Discussion Forum 3, due 02/14
Week 7: February 21	Intersectionality	Read “People of Color”-Chapter 5 Discussion Forum 4, due 02/21
Week 8: February 28	Intersectionality	Read “The 'Amazons' of Dahomey” Discussion Forum 5, due 02/28
Week 9: March 7	Conservation & Preservation	Read “Wealthy People and the City-Chapter 2” Read “Cheap Nature” Mid-term Paper due, 03/07 Discussion Forum 6, due 03/07
Week 10: March 14	Spring Break	N/A
Week 11: March 21	Access & Equity	Read “‘Haute Culture’ for Mail Order Missionaries” Discussion Forum 7, due 03/21
Week 12: March 28	Queer Ecology	Read “Base Women” Read “Out of the Closets, Into the Woods: RFD, Country Women, and the Post-Stonewall Emergence of Queer Anti-Urbanism” Discussion Forum 8, due 03/28 Reflection Paper 2 due, 03/28

Week 13: April 4	Queer Ecology	Read “Queering Ecofeminism: Towards an Anti-Far-Right Environmentalism” Discussion Forum 9, due 04/04
Week 14: April 11	Sustainable Futures	Read “The Color of Food” Read “Mad Cow and Sacred Cow” Discussion Forum 10, due 04/11
Week 15: April 18	Ecotourism	Read “Lady Travelers, Beauty Queens, Stewardesses, and Chambermaids” Final Paper due, 05/04
Week 16: April 25	Reading Days	N/A