

Exploring ecology and feminism separately and together in order to expand our understanding of the earth, provoking thoughtful conversation and debate.

Course Description

1. We will explore what kind of discourse a narrative between women, nature, and other systems of oppression can offer us in examining current societies. There will be short introductory lectures and guest speakers but the majority of classes will be seminar style discussions. We designed this class to be a space for collaborative learning rather than a traditional classroom. We want to hear and discuss as a group how the readings affect you as individuals and as members of larger societal groups. You receive how much you put in!

(More on Question 1 under Syllabus)

2. Key Learning Outcomes:

- a. What is it about feminism that brings so many systems of oppression together? Why might feminist intersectionality support an increase in care and actions for social justice?
- b. What is your current environmental ethic? Do you already see environmental and social injustices as linked? How do you view your relationship with nature? What do you think about the way society interacts with nature?
- c. What questions do you have so far about Ecofeminism and what are your thoughts? How do you think ecofeminism compares to more traditional frameworks of ecology or feminism that we've explored?
- d. Do you think it could be useful to apply an ecofeminist lens when discussing current social and environmental issues? Why or why not? Do you believe gender is a relevant element to this perspective and its application?

Class is structured:

3. **With regards to the structure of the weekly discussion/lecture, all three facilitators will be present and participating as our knowledge varies and we welcome input from all. The discussions will follow the environmentalism --> feminism --> ecofeminism trajectory. Each discussion will be opened with a short reflexive exercise presenting questions to instigate thought and began the discussion. Everything will have been derived from the relevant readings of the week. In addition, we plan on having more interactive ways of beginning the discussions such as showing videos, songs, or art relevant to the discussion. After this introductory exercise we will dive into discussions where students are encouraged to speak their thoughts about the reading and relate it to their own lives. Assigned reading act as the backbone of our discussions and crucial to understanding class material. Here are some questions we will be exploring throughout the semester. These questions are also helpful in framing discussions in class and on bCourses.**

4. Assignments

- ❑ 4 Reading Responses: You are required to contribute to at least 4 discussions on bCourses with at least 1 in each framework of the course. These responses are meant to encourage discussion and debate outside of class time and allow those who don't get a chance to speak in class more opportunities to participate. As long as you are touching upon class content and/or reading material, the freedom of expression is entirely yours.
- ❑ Reflection Paper: (2-3 pages double spaced, 12 size font): Synthesize what you've learned in class with your own environmental ethic. Express any opinions, questions, praises and critiques of ecofeminism as a social, political, and/or environmental framework. Optional questions to help guide your response:
 - Has this class changed your perspective? How do you want to incorporate ecofeminism into your life (if at all)? Do you feel it can be made part of your ethic? Where do you want to go from here? What did you find most interesting or controversial in your exploration of ecofeminism?
- ❑ Final Project: Apply what you've learned this semester to a global environmental problem with an ecofeminist perspective/solution. You will also submit a *project proposal* that introduces your global environmental problem and form of your project, including a short explanation as to why you chose this problem. We will give more details later!

Grading Policy

Attendance: 25% (2 excused absences allowed)

Participation (including reading responses): 40%

Final Reflection: 10%

Final Project: 25%

Attendance Policy

- 2 "excused absences" allowed, meaning you communicated with us on when and why you'll miss class.

5. The instructor of record, Profesor Merchant, will be in communication via email and in person with the student course facilitators during the course in order to stay updated on the status of the class. This way any questions that arise about the course will be answered with their advice. Prof. Merchant will also review the Reflection Papers and help facilitators with grading at the end of the semester.

Contact Information

Class E-mail: ecofem.decal@gmail.com -or-

Elvira Morales (emorales@berkeley.edu)

Abbey Cliffe (abbeycliffe@berkeley.edu)

PART I. Feminism: We will explore how a feminist perspective can be useful in social and ecological issues. Feminist studies attempt to provide an alternative framework for knowledge production that is context-specific and acknowledges that many systems of oppression are interconnected.

Week	Deadline	Discussion	Assignment (DUE ON DAY IT'S LISTED FOR)
1		Info Meeting and Syllabus	
2		Feminism as Theory & Practice In Class: Lecture	Reading: Kathy Davis "Intersectionality as a buzzword"
3		Feminism & Knowledge In Class: Discussion	Reading: Donna Haraway "Situated Knowledges"

PART II. Environmentalism: With gender as a guiding framework, we look at how domination of nature is connected to domination within society/societies. We see how feminist ideas of knowledges and systems of oppression change the way we look at human relationships with nature. We also consider why this connection helps shape our daily experiences and social justice.

4		Environmental Ethic In Class: Lecture	Reading: Aldo Leopold "Land Ethic" from A Sand County Almanac
5		Environmentalism Discussion In class: Discussion	Reading: Excerpt from Silent Spring by Rachel Carson CHAPTER 12

PART III. Ecofeminism: We now launch into literature on the intersection of feminism and ecology. We will study what Ecofeminism means in broad terms while studying some of the foundational literature. Then, we will look at current discourse on the philosophy and two examples of the application of this discourse: in globalization and food systems.

6		Ecofeminism Overview In class: Lecture/Discussion	Reading: "Nature is a Feminist Issue" by Karen Warren
7		Ecofeminist Discourse: History and Knowledges In class: Discussion	Reading: 1. "The Time for Ecofeminism" by Françoise d'Eaubonne 2. "Reductionism and Regeneration: A Crisis in Science" by Vandana Shiva
8		Ecofeminist Discourse: Science In class: Guest Lecture Prof. Merchant (TBD)	Reading: "The Scientific Revolution and the Death of Nature" by Carolyn Merchant
9		Ecofeminism & Climate Change	Reading: 1. Women, Gender Equality, & Climate Change

		In class: Discussion	Factsheet Final Project Proposal due on bCourses by midnight.
10		Ecofeminism Critiques In class: Group Presentations	Check out http://www.ffacoalition.org
11		Agriculture & Animal Rights In Class: Guest Presentation	Readings: 1. "A critique of Ecofeminism" by Anne Archambault 2. Carlassare "Essentialism in Ecofeminist Discourse"
12		Field trip/Action Day TBA	Work on Paper/ Project <u>Final Reflection:</u> (2-3 pages double spaced, 12 pt font) <ul style="list-style-type: none"> ● Has this class changed your perspective? How do you want to incorporate ecofeminism into your life (if at all)? Do you feel it can be made part of your ethic? Where do you want to go from here? ● What did you like and dislike about this course? What can we improve upon in this course? Which readings/topics/case studies did you find most interesting and which ones seemed irrelevant in your exploration of ecofeminism? ● Include any other thoughts or ideas you have that relate to ecofeminism. A controversial topic we introduced in class? Or maybe something you never had the chance to say during the semester?
13		Presentations & Wrap-Up	1. Final Project due on bCourses/in class 2. Final Reflection due on bCourses