



UNIVERSITY OF  
CALGARY

FACULTY OF ARTS  
DEPARTMENT OF PHILOSOPHY

WMST303 Lecture 01  
Topics in Feminism: Ecofeminism  
Fall Term 2018

Course Outline

Lectures: Monday August 27 through Friday August 31 9:00 to 17:00, Taylor Institute Studio E.

**Instructor: Joe Kadi**

**Office: Social Science 1206**

**Office Phone: Please use email.**

**Email: jkadi@ucalgary.ca**

**Office Hours: No scheduled office hours during block week, regular semester office hours TBA.**

**Course Description**

Ecofeminism can be described and understood in several ways; as a theory, as a way of life, as a philosophy, as a social change movement. It provides us with a multi-layered, intersectional structure with which to view the world and make connections. In this course we will discover the insightful analyses that ecofeminism offers us, in both theoretical and practical ways. We will come to appreciate the complex, contextual way of thinking and perceiving the world that is foundational for ecofeminism, and begin to see places in the world where this system is at work.

**Prerequisites**

None

**Course Learning Outcomes**

- Understand the broad range of issues ecofeminists are concerned about.
- Understand how a concept can be theoretical, practical, action-based, and value-oriented.
- Consider the relevance of ecofeminism in today's world.
- Appreciate the practical implications of ecofeminist theorizing and action – and social change generally – in everyday life.
- Deepen our critical/holistic thinking skills.
- Work to establish a vibrant learning community based on respect and support.

**Expectation for Fall Block Week Course**

A fall block week course is an intense and unusual way to take a class. We will condense all of the material usually given over a 13-week course, into five full, long days. We will begin promptly at 9 a.m. each morning; it will be helpful to have everyone gathered at least 15 minutes before class begins. We will take a one-hour lunch break, and go until 5 p.m.

It is **strongly encouraged** that all course readings be completed before the course begins. While students may be able to review the next day's reading the previous evening, they will not be able to absorb the key material if they are reading them for the first time. Thus, it would make sense for all

students to have completed all readings – and made notes, if needed – before Monday at 9 a.m. Take the time to read the trigger warnings pertaining to different readings, posted on the D2L site.

Take note of the due dates for assignments, and remember how intensive these five days will be. It is important that students clear their schedules of any other obligations during this week.

Bring healthy snacks and water to class; you will need them. Also, wear comfortable clothes and supportive shoes to class. Bring sunscreen, hat, and sunglasses. We will be outside part of every day.

There are several days where we will be meeting somewhere other than our regular classroom in the Taylor Institute. These locations will be posted on the D2L site. It is the responsibility of each student to track each day's activities and location, and to be on time wherever we meet.

### **Three Optional Streams for Students**

Part of our work in the Ecofeminism course will be choosing one of the three optional streams. On Tuesday, Wednesday, and Thursday, there will be time each afternoon when we will divide into these three groups, and engage in activities related to that group.

Please note that all of our classroom guidelines, whether related to confidentiality, respect, and observing a cellphone-free zone, are still in effect when engaging in these activities.

Students will sign up for their optional stream by following the directions on the D2L site; these explain how to sign up for one of these groups. This must be done by Monday, August 20.

#### **Group One: Outside Solitude**

Students who choose this stream will be outside by themselves, having time for solitude and reflection that will allow them to integrate our course material, and/or delve into emotional responses. Students can spend their time in ways that work best for them. Activities might include: meditating, praying, meditative walking (including walking the labyrinth that is located behind the Vitruvian Centre on our campus), identifying the different tree, plant, and animal species on our campus, journaling, drawing, daydreaming.

#### **Group Two: Strengthening our Community Connections**

Throughout our five-day course, we will be engaging in activities that will allow us to connect with each other. This particular stream offers students the chance to continue to connect with each other, and strengthen already-existing connections. Students who choose this activity will decide, as a group, how to spend this time. Students can choose from a variety of activities; they might return to the Natural Area in Brentwood that we will be weeding on Wednesday morning, they might meet at the SaVeg café at 637 11 Avenue SW. for a vegan meal, they might ask Amanda Mosca to show them the campus community gardens and talk about the work of the Office of Sustainability, they might talk about our course readings, they might visit some place in the City (such as Nose Hill Park) for a hike together. This group decision-making process will take a bit of time for the students who choose this activity, and because of this, each student should come to Monday's class prepared to share ideas with the group.

***Important: all activities must be approved by instructor, whether on or off-campus.***

#### **Group Three: Prayers for the Earth**

Throughout our study of ecofeminism, it will become clear that spirituality is included in this wide-ranging philosophy/theory/social change movement. With the Prayers for the Earth stream, students will have a chance to engage in spiritual exercises that allow them to express concern about the Earth through prayers, meditation, and community connection/community ritual. The Prayers for the Earth activities have been set up in an inclusive a way as possible, so that they are available to all students; students from different faith traditions, students who consider themselves spiritual but not religious, and students who are atheist and/or agnostic and yet have an interest and curiosity about this aspect of

ecofeminism. The Prayers for the Earth segments will be led by different folks who work at the University's Faith and Spirituality Centre; all activities have been structured in a way that will allow students to participate if they so choose, and to observe if they so choose. There is no prior knowledge or experience necessary to choose this stream, and there will be no assumptions made about students who attend the Prayers for the Earth activities (as in, no assumptions will be made about people's particular faith inclinations/beliefs/practices).

*Activities for the Prayers for the Earth stream will happen at the Vitruvian Space in the Dining Centre of UC campus; we will be using Firmities B.*

**WARNING:**

Some of the materials and topics in this class may include explicit written or audio-visual content (violence, sexuality, objectionable or illegal conduct). If these materials make you uncomfortable, you are encouraged to speak with the professor. You will not be exempt from any assigned work but we will work together to accommodate your concerns. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion.

**Student Agreement and Other Important Matters**

Students are expected to carefully read the Student Agreement. You will find it under the 'Quiz' section of D2L. Please note it will not be graded as a quiz; it is listed there because of the versatility of the 'Quiz' section. Students must complete the Student Agreement on or before August 27, 8 p.m. It is a series of Y/N questions. If a student answers 'No' for any question, an explanation must be provided; the instructor will then determine if the reasoning is valid.

The Student Agreement explains important issues having to do with creating a respectful environment, ensuring confidentiality, setting up a distraction-free classroom, and so forth.

Responsibility for attending and fulfilling the requirements for all aspects of the course resides with the student. The professor will not give out lecture notes, repeat information, nor provide replacement copies of material that was provided during regular class hours. The course includes a combination of individual assignments, group work, lectures, screenings, and readings.

Use of recording technologies in class is prohibited.

A D2L portal has been set up for this course which allows for group correspondence, course announcements, assignment submissions, and other forms of communication. Students are expected to check D2L, and their email, regularly.

Students are expected to arrive to class on time and prepared to work.

Plagiarism, defined as using any source whatsoever without clearly documenting it, is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement on plagiarism provided at the end of the syllabus.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

**Required Texts**

There are no required texts. All of our reading material is posted on our D2L site.

## Course Assessment

### Assignments and Evaluation

\*Student Agreement, completed on D2L, on or before August 27, 8 p.m.

\*Participatory Classroom, a two-part assignment. Participation Pact is available in the 'Quiz' section of D2L; it will be completed on or before August 27, 8 p.m. The Participatory Classroom assessment, a short essay, will be posted in the D2L Dropbox by Tuesday, September 4, 11:59 p.m. If Participation Pact is not completed by the deadline, students will not be able to hand in their assessment; they will receive O/F on the assignment.

\*In-class response paper, completed in groups of four, focused on the readings for the day, Monday, August 27.

\*Journal, hard copy due August 31, 6 p.m.

\*Reflective Analysis, due on or before September 28, 11:59 p.m., D2L Dropbox.

#### ***Participatory Classroom Assignment, worth 15 percent of grade.***

\*A two-part assignment geared toward building a participatory classroom, worth 20%. For the first part of the assignment, students will complete the 'Participation Pact' in the 'Quiz' section of D2L. This will be completed on or before August 27, 8 p.m. If this pact is not completed by the deadline, students will not be able to hand in the second part of the assignment, and will receive a O/F grade on this assignment.

For the second part of the assignment, due September 4, 11:59 p.m., in the Dropbox, students will write a 2 to 3 page double-spaced paper focusing on issues of attendance, participation, and depth of learning. Considering that this is a participatory classroom, and that the success of a participatory classroom depends on each individual, this assignment will provide the chance for students to consider what they have contributed to creating a vibrant learning atmosphere. Students will begin by assigning themselves a grade that they believe accurately reflects their participation and depth of learning. They will explain their rationale for this grade by explaining how they have conducted themselves throughout the semester. The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade. Make sure you read Guidelines for the Participatory Classroom Assignment, on our D2L site.

#### ***In-class response to readings for the day, group work, August 27, worth 20 percent.***

Students will have read four articles for our first day of class. In this closed-book response paper, written from 3:30 to 5 p.m. on August 27, students will work in small groups (chosen randomly by the instructor) to answer questions pertaining to basic concepts and ideas taken from these texts. They will also have the chance to consider their responses to these articles. Remember that this will not be a 'test' focusing on tiny details from the articles that will require memorization; it will be a chance to show the instructor that you have a grasp of the important insights from these articles, and are able to explain/explore them in your own words.

The instructor assumes that all students will come well-prepared to write this response, for their own sake and for the sake of their fellow students, who will be negatively impacted if someone in the group is not well-versed in the readings. Students who believe that their grade has been adversely impacted by an unprepared group member may choose to speak to the instructor, or send an email to the instructor, stating – in a mature and reasonable manner – their concerns about an unprepared group member. If more than one member of the small group reaches out to the instructor, appropriate action will be taken.

#### ***Journal, hard copy due 6 p.m. August 31, worth 25 percent.***

Students will keep a journal through the five days of our intensive learning experience; the journal will catalogue issues, readings, small group work, surprises, emotions, questions, and whatever else is seen as important and noteworthy. There will be an abundance of items, issues, and concerns to write about;

the Kairos blanket exercise, our morning at Brentwood Natural Area, a key reading, the participatory classroom, outdoor time, to name just a few. The journal will of course be an individual and unique expression of each person. Students may choose to include sketches, drawing, photos, poems, short prose pieces, and should come to class with an appropriate notebook and utensils that will work for them. The more detailed the writing, the better.

Students will ensure that they include detailed, specific information about each of the three sessions of the optional stream activities. If they are spending time alone, outside, they will describe where they are spending their time, what they are noticing, and their response. If they are connecting with other class members, they will also describe the activity in detail, as well as responses/questions concerning the activity. If they are part of the prayer group, the same detailed response will be included in the journal. Students should have a section in the journal pertaining to all three afternoon experiences with their optional stream.

Part of the ecofeminist ethos is being mindfully attentive to our surroundings, and noticing the land on which we are situated. The three optional streams have been devised with this in mind; they will provide students the opportunity to choose the stream most appropriate, and to practice this kind of mindfulness. Keeping a journal, with precise details and specific discussions of place, will be helpful in this part of our work.

The optional stream activities will happen from 3:15 to 4:45 on Tuesday, Wednesday, and Thursday afternoons. We will stop our work at 3 p.m. on those days, so that students have a few minutes to prepare.

The journals will be handed in at the end of class on Friday, August 31. Students who wish to take an extra bit of time to organize the journal, or add notes, may do so; they will then come to the instructor's office (social science 1206) by 6 p.m. on Friday to hand in the journal. Journals will not be accepted after 6 p.m. on Friday; any student who has not handed the journal in by the deadline will receive a 0/F for the assignment.

How the journal will be graded: The journal will be graded on level of detailed writing, ability to present and catalogue a fulsome account of the week-long course, integration of different aspects of course work (i.e. readings, outdoor experiences, optional stream participation, class discussions, guest speakers), creativity, organization, depth of critical thinking skills, and organization.

***Reflective Analysis, due 11:59 p.m., September 28, D2L Dropbox, worth 40 percent.***

This reflective analysis will take the form of an essay, 8 to 10 double-spaced pages, 12 point font. Students will pull together everything they have learned and experienced in this course. After the course is complete, students will take the time to engage with the first draft of their journal and move from that – taking the time to use self-reflection and in-depth thinking to consider where this course has taken them. That is, it will benefit students to see the journal as a first draft of the reflective analysis that contains helpful raw material; you will then begin to shape the reflective analysis combining the personal experiences noted in the journal and your analyses of these experiences. It may be that the Kairos Blanket Exercise was a key experience for one student; that person can combine the notes taken from the exercise, and then build from that, bringing in analysis and insights as to where this particular exercise took their thinking and understanding. Another student may end up focusing on the way the various readings helped provide a framework for their appreciation of ecofeminism; that student will then work to show how the articles have allowed them to gain an accurate knowledge base that will serve them well in the wider world. Finally, another student may find that their distress about the planet's deteriorating health has been impacted by what they now know about social change.

Make sure the essay has an appropriate introductory and summary paragraph; use transitional sentences or sub-headings to guide the reader from one main point to the next. These essays will be 10 to 12 pages in length, double-spaced, 12 point font, with a minimum of eight citations, done in APA style, taken from our course material. The citations will be taken from a variety of articles (and different days' readings).

Students will likely want their journals, as they work on this final assignment; the instructor will be in his office on Friday September 7 from 2 to 4 p.m. so that students can drop by and pick up their journals. A student may have a fellow classmate pick up their journal, provided they have emailed the instructor. The journals will be graded by September 7.

Be sure to utilize the Guidelines for the Reflective Analysis, on the D2L site.

**It is the student's responsibility to keep a copy of each submitted assignment.**

**Registrar-Scheduled Final Exam:** There will **not** be a Registrar-Scheduled final exam in this course.

**Course Policies:**

**Grading Scale**

A+	96 – 100%	C+	65 – 69.99%
A	90 – 95.99%	C	60 – 64.99%
A -	85 – 89.99%	C -	54 – 59.99%
B+	80 – 84.99%	D+	53 – 54.99%
B	75 – 79.99%	D	50 – 52.99%
B -	70 – 74.99%	F	0 – 49.99%

**Late Assignments**

Assignments submitted after the deadline will be penalized with the loss of a letter grade (e.g.: A- to B+) for each day that they are late.

**About the Women's Studies Program**

This course may be counted toward a Women's Studies degree. The Women's Studies Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator ([wmstprog@ucalgary.ca](mailto:wmstprog@ucalgary.ca)) and check out our website: <https://arts.ucalgary.ca/womens-studies>.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity. Here are links to their Facebook sites (please note that the instructors are often members of social media sites):

[Consent Awareness and Sexual Education Club](#)

[Queers on Campus](#)

[Q: The SU Centre for Gender and Sexual Diversity](#)

[Women in Leadership Club](#)

[Women's Resource Centre](#)

[Women's Studies and Feminism Club](#)

## **Treaty Acknowledgement**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which includes the Blackfoot Confederacy (comprised of the Siksika, the Piikuni, and the Kainai) as well as the Tsuut'ina and the Stoney Nakoda (including Chiniki, Bearspaw, and Wesley First Nations). The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River. The University recognizes the traditional Blackfoot name of this place, Moh'kíns'tsis, now known as the City of Calgary. The University recognizes that the City of Calgary is also home to Region III of the Métis Nation of Alberta. By virtue of the signing of Treaty 7, in 1877, the university recognizes that we are all treaty people. The City of Calgary is home to a culturally diverse community. Together, we share this land, strive to live together, learn together, walk together, and grow together "in a good way." *ii' taa' poh' to' p*

## **Content Warning**

Some of the materials and topics in this class will include explicit content (violence; sexuality; profanity; blasphemous, objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the professor and/or to take measures to ensure that you feel braver in the classroom. You will not be exempt from any assigned work but we will work together to accommodate your concerns.

This class respects difference and diversity while welcoming thoughtful, critical debate and discussion. No one person's right to their beliefs may supersede another person's right to security and dignity.

When in a classroom dedicated to social justice education, conflict will happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold onto your own personal beliefs, but recognize that there will be differences of opinion and experience, and a university classroom holds high standards of research, evidence, and analytical proof.

Students need to listen attentively and critically to the evidence provided in class lectures, readings, discussions, and other materials.

If you feel that you need more support than can be provided by the classroom or the instructor, you are encouraged to take advantage of some of these resources:

### **SU Wellness Centre**

(<http://www.ucalgary.ca/wellnesscentre/> 403-210-9355 / 403-266-4357)

### **Calgary Communities Against Sexual Abuse Hotline**

(<http://www.calgarycasa.com/> 403-237-5888)

### **Alberta Mental Health Hotline**

(<http://www.albertahealthservices.ca/services.asp?pid=saf&rid=1019446> 1-877-303-2642)

Trained peer supporters are also available on campus through:

### **Women's Resource Centre**

(<https://www.ucalgary.ca/women/> 4<sup>th</sup> Floor, MacEwen Centre, in The Loft)

### **Q Centre for Gender and Sexual Diversity**

(<https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/> 2<sup>nd</sup> Floor, Mac Hall, near The Den).

If you have a serious concern about the instructor's conduct, you may speak in full confidence to either the Women's Studies Coordinator ([wmstprog@ucalgary.ca](mailto:wmstprog@ucalgary.ca)) or the Head of the Department of Philosophy ([phildept@ucalgary.ca](mailto:phildept@ucalgary.ca)) Please note, Women's Studies is a program that is administered by the Department of Philosophy.

### **Braver Space Guidelines**

"Braver Space" principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the classroom space, and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person's), nor cajoling others into participating in ways that are not conducive to their personal bravery. Rather, it means being respectful, self-aware, and mindful of the classroom dynamic and your place in it. Some guidelines are provided below.

Do not make assumptions about other people's identities and life experiences. That includes but is not limited to race, gender, sexuality, physical ability, mental and emotional wellbeing, age, citizenship status, and reproductivity.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. Therefore, if you need to correct language use, do so respectfully; and if you are corrected, accept that correction respectfully.

Make an effort to speak from the position of "I" (not the generalized "you" or "people") and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is not acceptable.

Address people without assuming their gender. Some ways to do this:

- Don't refer to groups as guys, ladies, women, men, etc.,
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as "the person who said..."

Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:

- they/them/theirs
- she/her/hers
- ze/hir/hirs
- he/him/his
- ey/em/eirs

Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics could include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, "Please note that there will be (x) content in my discussion."

Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required and/or desired.

### **Schedule of Lectures and Readings**

This will be handed out the first day of classes.

## IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

### Academic Honesty

Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. See the relevant section K.5 on 'Academic Misconduct' in the current University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about correct referencing, consult your instructor.

### Academic Accommodation

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor.

### D2L Help

Desire2Learn is UCalgary's online learning management system. Important information and communications about this course may be posted on D2L. Go to <https://ucalgary.service-now.com/it> for help.

### General Academic Concerns and Program Planning

Have a question but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/advising> for detailed information on common academic concerns

### Advice on Women's Studies Courses

You may find answers to your more specific questions about a degree in Women's Studies at the University Calgary at <https://arts.ucalgary.ca/womens-studies> or contact the Coordinator of the WMST Program, Joe Kadi at [jkadi@ucalgary.ca](mailto:jkadi@ucalgary.ca).

### Registration Overload/Prerequisite Waivers

If you are seeking to register in a Philosophy course that is full or to get permission to waive the prerequisites for a course, email the Department Manager, Tram Nguyen ([tram.nguyen1@ucalgary.ca](mailto:tram.nguyen1@ucalgary.ca)). Include the specific course information and your UCID number in your request.

### Writing

This course will include written assignments. All written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the

Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Protection of Privacy**

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

### **Internet and Electronic Communication Devices**

The instructor reserves the right to establish course policies regarding the use of devices such as laptops, tablets, and smartbooks. If allowed, these devices must be used exclusively for instructional purposes and must not cause disruption to the instructor or to fellow students. Cell phones and paging devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy.

### **Emergency Evacuation:**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

### **Other Helpful Contacts**

- Safewalk and Campus Security: 403-220-5333.
- Student Union: <https://www.su.ucalgary.ca/>; 403-220-6551.
- Student Ombudsman: <http://www.ucalgary.ca/provost/students/ombuds>