WS 3600: Ecofeminist Theories and Practices  
Spring 2014

Instructor: Beth Bartlett  
Office: 481 Humanities  
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Course Objectives:  
Upon completion of this course, you will:

- understand the Western paradigm of thought and how it contributes to the oppression and domination of women, colonized others, animals, and the earth  
- understand the ecofeminist paradigm of thought and practice  
- be able to apply these paradigms to understand and act on local, regional, and transnational issues of particular concern to the environment, women, and other oppressed groups

At its best, this course will inspire and inform, raise questions and awareness, and move you to reflect and act.

Course Texts:
Susan Griffin, *The Eros of Everyday Life*  
Vandana Shiva, *Earth Democracy*  
Starhawk, *The Earthpath: Grounding Your Spirit in the Rhythms of Nature*  
Sandra Steingraber, *Having Faith: An Ecologist’s Journey to Motherhood*  
Other readings on course Moodle site.

Course Evaluation:  
Your grade in the course will be based on the following:

1) Class Participation (40 pts.)
Part of this class will consist of my passing on knowledge and information to you, but mostly it is as a collective endeavor. We are co-creators in this class. Thus, I value your participation and encourage it. This course is very much what we all make it. Thus, part of your participation grade will be based on your regularly being here, being prepared to discuss the readings, and your willingness to share your questions, insights, and ideas.

Just as important as your speaking is your help in creating a climate in which speech and hearing are possible. To facilitate this, I ask that you keep in mind the following requirements of feminist practical discourse (Alison Jaggar):
1) Responsibility – for voicing opinions, participating in discussion
2) Self-discipline in Struggle - If you disagree with someone's ideas, tell why you disagree with the idea. Personal attacks and derision, verbal and nonverbal, are unacceptable. This carries outside the classroom too. Use clear means of disagreement – no putdowns; use disagreement to
learn, grow, change; work to build unity in group, but not at expense of individuals. Avoid monopolizing the conversation. Recognize others' desires to speak.

3) **Respect** - respect others and trust them to make responsible input. This also means **shutting off cell phones and laptops**, in order to give others in the class your full attention.

4) **Cooperation** – look for areas of agreement and common ground and build on them; avoid competitive right/wrong, win/lose thinking.

5) **Intent to understand** - speak, listen, and raise questions with the intent to understand, rather than to “win” or dominate.

I recognize that you will not always be able to be in class. Please, **if you are sick, stay home**. I will allow leeway for occasional absences. If something beyond your control is causing you to have extensive absences, please let me know.

2) **Responsive Essays (30 pts. each/ 60 pts. total)**
You are to write **two** short essays (2 ½ - 3 pages) responding to particular readings in the first half of the course. The specific topics and formats of the essays are described on the course Moodle site.

3) **Ecofeminist Analyses of the Issues (20 pts. each/ 60 points total)**
You are to write **brief** ecofeminist analyses (about 2 pages) on any of the issues raised in the readings of **three** of the topics we address in the course: 1) water scarcity & abundance; 2) water privatization; 3) water - local issue: PolyMet mine; 4) water – local issue: GTAC & the Penokees; 5) toxins; 6) energy-nuclear; 7) energy – fracking; 8) energy – local issue: tar sands; 9) energy – climate change; 10) food and farming – industrial vs. organic; 11) food and farming – local issue: Carlton County vs Sandpiper; 12) food and farming - seeds; 13) animals – trafficking (food, furs, etc.); 14) animals – local issue: wolf hunt; 15) animals – women and animal abuse; 16) reproduction, birthing and technology. The specifics of what should be included in these analyses and due dates are described on the course Moodle site.

4) **Duluth Streams (30 points)**
There are 42 named streams and creeks in Duluth. I want you to get to know one. You may choose one or I will assign you a stream toward the beginning of the semester. I’d like you to find out where it flows, what flows into it, whose lives it touches and how, where it is covered and hidden, what lives in it and near it, and spend some time with it. When we come to the topic of water, I will also ask you to bring a jar of water from it. We will share these in class on **4/29**.

**Include a short (1-2 page) write-up of your project that includes:**
1) where the stream flows, where it is open and where it is hidden, as well as any smaller tributaries that flow into it
2) what lives in it and around it
3) whose lives it touches and how
4) any other part of its history, biology, ecology, etc., you’d like to share
5) and most important, your relationship with the stream -- what you learned about it and yourself during the time you spent with it
I will ask that you give about 3-5 minute summary of this in class. Please remember to bring a small container of water from the stream.

5) Course Project (60 pts.)
You are to do a course project that will enhance your understanding of any aspect of this course that is of particular interest to you. Choose a project that will enable you to bring your particular talents, skills, gifts, interests to this course. The basic format is to choose an issue, and address it through an ecofeminist perspective. The project is both to be handed in and to present to the class.

- * if you are a biologist with a particular interest in water, you might want to do an analysis of water quality in several of Duluth's streams, and analyze your data with regard to the empirical connections of women and water with a possible political action plan.
- * if you are a literary theorist, you might want to analyze the symbolic and literary connections of women and nature in several of pieces of literature
- * if you are an historian, you might want to examine the relation of the local indigenous population with Lake Superior and Spirit Mountain and how the Euro-dominator culture has affected these relations, even to the present day, using the ecofeminist historical lens
- * if you are an activist, you might investigate local environmental or other related issues and choose one to get involved in and contribute to and analyze your experience from an ecofeminist political perspective
- * if you are a researcher, you might pick one small aspect of any of these topics, or a topic we have not covered that you want to know more about, and do a scholarly informative and analytical piece on it
- * if you are a philosopher, you might want to dive into the wealth of ecofeminist philosophy and provide philosophical analysis and critique.
- * or choose any aspect of your daily life – the food you eat; the clothes you wear; the land you like to hike on; the lake you swim in; the creek that flows by your house; the medicines you put in your body; the products you use; etc. – and follow all of its connections through an ecofeminist lens.

**Due Date: 5/1**

You should be thinking about these right away. When you have a topic, please discuss it with me before you begin. These may be done as group projects if you wish. The length of any written projects will vary according to your project. We will agree together on an appropriate length for your project.

**Project Description and Contract Due Date: 4/1**

See Course Moodle Site for required elements of course project on Course Project Evaluation Sheet.

6) Midterm (80 pts.)
You will have a take-home midterm exam over the material in the first half of the course. Due February 27th.
7) Final Exam (60 pts.)
You will have a short take-home final exam that will connect the material from the first half of the course to the topics covered in the second half. The final is due on May 16th at noon.

Course Evaluation Summary
Class Participation 40 pts
Responsive Essays 60 pts...
Ecofeminist Analyses 60 pts.
Streams Project 30 pts.
Course Project 60 pts.
Midterm 80 pts.
Final Exam 60 pts.

Total 390 pts.

Grades will range approximately as follows:
390-351 A range
358-312: B range
311-273: C range
272-246: D range

I am open to your input on any and all components of your grade.

If you have any disability or concerns about your ability to perform the course requirements, or if you have any thoughts about ways I can enhance this course for you, or if you have special gifts you would like to share, please inform me as soon as possible. I will be glad to adapt methods or materials for your full inclusion in the course.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1/21</td>
<td>Introduction: Ecofeminism</td>
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<td>Defined: An Overview</td>
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<td>1/23</td>
<td>Habits of Mind:</td>
<td>Gaard, “Explosion” (Moodle)</td>
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<td>Separations and Interbeing</td>
<td>Griffin, “Split Culture” (Moodle)</td>
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<td>1/28</td>
<td>The Paradigm of Western Thought</td>
<td>Warren (Moodle)</td>
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<td>Body/Mind Dualism and the Logic of Domination</td>
<td>Plumwood (Moodle)</td>
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<td>The Greek Heritage</td>
<td>Aristotle (Moodle)</td>
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<td>1/30-2/4</td>
<td>Economic</td>
<td>Locke (Moodle)</td>
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<td>2/6</td>
<td>Add Patriarchy &amp; Stir</td>
<td>Mies, “White Man’s Dilemma: His Search for What He Has Destroyed” (Moodle)</td>
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<td>2/18</td>
<td>Ecofeminism as Paradigm Shift</td>
<td>Starhawk, <em>Earthpath</em>, Ch. 2</td>
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<td>2/20</td>
<td>Ecofeminist Practice</td>
<td>Frye, “Arrogance and Love” (Moodle)</td>
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<td>2/25</td>
<td>Spirituality</td>
<td><em>Earthpath</em>, Chs. 1, 3, 5</td>
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<td>2/27</td>
<td>Water/energy/economics</td>
<td>Vandana Shiva and Maude Barlow “Rights of Mother Earth” (interview with Amy Goodman, 4/22/11 – in class)</td>
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<td>3/4</td>
<td>Water Scarcity &amp; Abundance</td>
<td><em>Earthpath</em>: 142-49</td>
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<td><em>Earth Democracy</em>: 167-178</td>
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<td><em>Water Wars</em>: 89-128</td>
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<td><em>Earthpath</em>: 149-152</td>
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**ECOFEMINISM APPLIED: SEEING CONNECTIONS**
3/6 Mining & the Water Crisis
   Local Issues:
      Polymet Mine
      Gogebic Taconite
Shiva, Water Wars: 5-9
   See readings and websites on Moodle
EA #1 & #2

3/11 Toxins
Having Faith: Chs. 1-5;
EA #3 & #4

13 Having Faith: Chs. 6,7, 11, 12
Conquest: 57-59, 64-73 (Moodle)

SPRING BREAK

3/25 Energy
   Nuclear
   Soil Not Oil: 24-30
   EA #5
Fracking
   Steingraber, “Bicycles on Main Street”
   plus other readings of interest (Moodle)

3/27 Local: Tar Sands
   Collection of Tar Sands Readings on
   Moodle
   EA #6 & #7
Climate Change
   Earth Path, 92-96
   Soil Not Oil: 10-16, 34-36, 41-47
   Soltys & Hartmann, “Gender, Refugees,
   & the Militarization of Climate Change”
Alternatives
   Earth Path: 97-104, 108-113
   Soil Not Oil:136-140
   Raging Grannie, “Lovely interview
   with Winona LaDuke on relocalizing
   the reservation...” (Moodle)

4/1 Food & Farming
   Soil vs. Oil
   Soil Not Oil: 96-105, 123-129
   EA #8 & #9
   Project Topic Due
   Industrial vs.
   Earth Democracy: 101-106, 120-129160-166
   Local/Organic
   Earthpath: Ch. 10: except 173-178
   Soil Not Oil: 108-115
   Kingsolver, Selections from Animal, Vegetable,
   Miracle (Moodle)

4/3 Local Issue: Carlton County
   Websites on Moodle
   EA #10

4/8 Vandana Shiva
   EA #11

4/10 Seeds
   Earth Democracy: 91-101, 145-156
   Earth Path: 173-178
   “Declaration of Indigenous Peoples” (Moodle)
Local Issue: Wild Rice
   LaDuke, Winona, “Wild Rice Moon” (Moodle)
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<tr>
<td>4/15</td>
<td>Animals</td>
<td>Harper, A. Breeze, “Connections: Speciesism, Racism, and Whiteness as the Norm” (Moodle)</td>
<td>EA #12 &amp; #13</td>
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<td>Connections</td>
<td>Adams, Carol, “The Feminist Traffic in Animals,” (Moodle)</td>
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<td>Local Issue: Wolf Hunt</td>
<td>“State Wolf Hunt Continues to Divide” (Moodle)</td>
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<td>4/17</td>
<td>Women and Animal Abuse</td>
<td>Gruen, Lori &quot;Dismantling Oppression: An Analysis of the Connection Between Women and Animals,” (Moodle)</td>
<td>EA #14 &amp; #15</td>
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<td>Adams, Carol, “Bringing Peace Home: A Feminist Philosophical Perspective on the Abuse of Women, Children, and Pets” (Moodle)</td>
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<td>4/22</td>
<td>Reproductive Issues</td>
<td><em>Having Faith:</em> Ch. 8 &amp; 9</td>
<td>EA #16</td>
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<td>4/24</td>
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<td>Razak, “Toward a Womanist Analysis of Birth” (Moodle)</td>
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<td>Brinker, “Dr. J. Marion Sims’ Medical Experiments on Enslaved Women and Children” (Moodle)</td>
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<td>Smith, “’Better Dead than Pregnant’” (Moodle)</td>
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<td>4/29</td>
<td>Water</td>
<td><em>Earth Path:</em> 131-142</td>
<td>Streams Project</td>
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<td>5/1-</td>
<td>Course Projects &amp; Conclusion</td>
<td>Course Projects Due &amp; Presented</td>
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<td>5/8</td>
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<td>5/16</td>
<td>Final Exam Due (noon)</td>
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Some readings may be changed or dates adjusted as needed during the semester.