Course Description & Overview: Ecofeminism argues that systems of oppressions based on race, class, gender, sexuality, and ethnicity stem from a cultural ideology that enables the oppression of nature. This course explores ecofeminist theories, literature, and practice, including ecofeminist ethics, and the applications of ecofeminism to the lives of individual men and women, as well as cultural institutions and organizations.

We will begin this course by looking at the roots of ecofeminist theory, reading the core texts that make up the foundation of ecofeminism today. Then, we will examine some of the important applied and theoretical topics of ecofeminist thought and practice such as ecofeminist perspectives on bodies (drugs and reproductive choices), non-human animals (vegetarianism and hunting), and militarism (issues of war and ideas for peace). Our goal is to use ecofeminist theory to analyze real world issues.

Course Objectives:

- To define ecofeminism and identify ecofeminist practices;
- To understand the roots of ecofeminism and ecofeminist theory;
- To gain an understanding of various ecofeminist literary approaches (fiction, non-fiction, poetry);
- To learn various ecofeminist approaches to local and global women’s issues;
- To reflect critically in writing about the materials we read and view;
- To communicate effectively through discussion and written work;
- To develop critical thinking skills and use of sources.

Course Texts: Please note that our course requires ONE book: Terry Tempest Williams, Red: Passion and Patience in the Desert. The book is easily accessible online for under $10.00 used. All other readings will be weblinks or library database links.

Course Assignments:

Ecofeminist Problem Solving: For this assignment, you will use ecofeminist thinking to solve a problem. Your paper should be 750 words in length and complete the following steps:

1. Identify an environmental problem.

2. Explain the problem.

3. Then, from an ecofeminist perspective, develop a possible solution. What actions should be put into place? Your ideas should be supported with at least two course readings.
The paper should follow MLA or APA formatting and be double spaced in Times New Roman, size 12 font.

**Analyzing Ecofeminist Perspectives:** Three 500-word response papers analyzing themes and issues raised in the readings. Response papers are written responses to the texts we are reading, and they allow you to go into more detail than the discussion boards allow. While you will want to focus primarily on your own evaluation of what you read or saw, keep in mind that you will need to refer to the text or event (give examples/use some quotations) in order to create a detailed and well-supported response. Effective response papers:

- provide an informative summary of the reading(s), which means you need to explain what the main points of the reading(s) are and how they work
- discuss what you think is significant/interesting about the reading(s)—what point do you want to make in response to the reading(s)?
- discuss at least 2 readings (note: I urge you to only discuss 2 readings as it will be difficult to cover more than that effectively in a 2-page response paper; also, the readings should pair well together either by discussing common ideas or being in tension with one another)

**Ecofeminist Analysis Paper:** an ecofeminist ethical analysis this semester for your final paper. To do this analysis, you will select a text you wish to analyze. This text could be a novel, non-fiction book or essay(s), movie, advertisements, or a piece of art. Then, you will need to analyze your text using the ecofeminist concepts and approaches we have discussed during the semester. In other words, you could demonstrate how a text exemplifies ecofeminist thinking in its approach to an issue and/or its presentation of this issue; or use an ecofeminist analysis to critique the text itself and/or its approach to an issue.

**Class Participation:** This class depends a great deal upon the discussion board conversations (threads) and other online class activities. There will be discussion boards where you are expected to participate to engage in substantive discussions with one another about the readings. Professor Riley will join in as well, and we will have other online activities so everyone engages with the readings and course concepts together as a learning community.