



Course Information

Course Name: Ecofeminism Philosophy and Practice
Course ID: WGS/PHL 307
Semester: Spring 2019
Mode: Online

Instructor Information

Name: Catherine Villanueva Gardner
Email: cgardner@umassd.edu
Phone:
Office Hours: TBD (online and by telephone appointment)

Weekly Course Structure

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Blogs due	Weekly start - online	Responses due				

Course Description

Study of ecofeminism as systems of oppressions based on race, class, gender, sexuality, and ethnicity that stem from a cultural ideology that enables the oppression of nature. The 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. Cross listed as PHL 307.

Prerequisite:

WGS 201 OR WGS 101 AND permission of instructor OR one course in philosophy OR permission of instructor.

Course Credits: 3

Required Text:

All required texts are on the myCourses site

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;
- To learn various ecofeminist approaches to local and global women's issues;
- To apply ecofeminist analysis to specific literary texts;
- To understand diversity in cultures outside the United States;
- To reflect critically about the materials we read and view;
- To communicate effectively;
- And,

- To develop research skills.

Communication Plan

Expectations for Electronic Communication

Please use email ***ONLY*** when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the workweek. You ***may*** get an email reply during the weekend, but please do not expect one.

I will also check the blogs regularly, in particular close to work deadlines. I will comment on your blogs or write in an email message to you, depending on the circumstances. However, as the course progresses, my participation will decrease.

Time Considerations

Students should be prepared to spend a minimum of 3 hours a week on reading and on course assignments. While you may feel that I'm displaying a lot of information to you on a weekly basis remember that in a traditional "live" course you would be coming to class for 3 hours and then spending an additional 3-6 hours (at least) outside of class on assignments and reading. In our online course environment, my expectation is that you will be spending those 3 "class hours" on your own, working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly!

Blogging

Substantive blogging should:

- Be useful and informative.
- Be written for a reason, not just to fulfill this assignment. What is it that you would like your reader to do? What changes do you want to happen? Etc.
- Be written for a general audience (not for your instructor) Do not write for your instructor. That means you need to explain the materials/ideas.
- Include finding your own sources to support your points. This demonstrates you are thinking about the materials.
- Include posting images (please just make sure you are following copyright laws) to explain your points, using bullets, etc. can avoid the off-putting "wall of text."
- Make sure your introductory sentence grabs your audience. Studies show that only 20% of people typically read beyond the title/opening sentences. You are writing about important issues and you are spending time on your work, you **DESERVE** to be read!
- Be the required length. The length of the blog post will depend on the subject and the writing prompt; however, a good guideline is 500-750 words for the initial post and 300 for your responses to others.
- Finally, and perhaps most importantly, **connect your work**. The whole point of using a blog tool not a discussion board is so that you (and your readers) can refer back to previous posts.

Suggestions of things to include when you respond to other students:

- Share an experience that is related to the discussion. Comment on other participants' experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course
- Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed

- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week's reading
- Discuss a work issue that is related to the course or discussion and ask for feedback
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life.
- Share another resource such as Web links, books, etc. that you have used to answer other participants' questions or as you explore the topics of the course (as it is a violation of copyright law to copy the actual page)

Methods of Instruction

Final Grade Breakdown:

1st blog	3%
Blogs	8% each
1st draft of analysis	10%
Final draft	15%

Late Assignments:

For every 24 hours a post is submitted late, it will lose one full letter grade (thus B from an A). I am unable to look at doctor's notes, etc., but – if you believe you have a legitimate excuse for late work – please contact student affairs. They can then communicate with me.

Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

Course Conduct

UMass Dartmouth policies regarding equal opportunity, discrimination, harassment, and sexual violence apply to all learning environments wherever they are located and from wherever they are taught. This applies to all UE face-to-face, off campus, blended, and online courses. Please see the [Office of Diversity, Equity & Inclusion policies page](#) for more information.

Student Academic Integrity Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University

community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

*For additional information on violations, infractions, and consequences visit the [UMass Dartmouth Student Academic Integrity Policy](#).

Center for Access and Success

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center.

Credit Hour Definition

One credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (includes exam week) for one semester or the equivalent amount of work over a different amount of time.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Because this is a 3-credit class, 3 hours per week of in-class work and 6 hours per week of out-of-class work are required.

Other Resources for UMass Dartmouth Students

Tutoring

If you have difficulty with the coursework, please:

- Contact me directly using the contact information listed at the top of this document.
- Contact the Academic Resource Center (ARC) for support:
 - Location: Liberal Arts Room 007
 - Phone: 508.999.8708
- For help with writing assignments you can also make use of [online writing tutoring](#).
 - Online tutoring can also be accessed by clicking the "Online Tutoring" link at the top of the myCourses Dashboard.

Technical Help

- 24/7 email, live chat, and phone support for myCourses is available at the [myCourses support portal](#).

- Support information for all other UMass Dartmouth technologies can be found on the [Technical Resources page](#).

Course Schedule

Unit Start/End Dates	Unit Topic	Student Responsibilities
Week 1 (01/22– 01/27)	Introduction	Reading: See Website Assessment: Post first blog
Week 2 (01/28 – 02/03)	What is Ecofeminism?	Reading: See Website Assessment: Blog post and responses
Week 3 (02/04 – 02/10)	What is Ecofeminism cont'd?	Reading: See Website Assessment: Blog post and responses
Week 4 (02/11 – 02/17)	Understanding Place	Reading: See Website Assessment: Bog post and responses
Week 5 (02/18– 02/4)	Vegetarian Ecofeminism	Reading: See Website Assessment: Blog post and responses
Week 6 (02/25 – 03/03)	Women – Nature Association	Reading: See Website Assessment: Blog post and responses
Week 7 (03/04 – 03/08)	Bodies	Reading: See Website Assessment: Blog post and responses
Week 8 (03/09 – 03/17)	Spring Break	If necessary, work on “Bodies” assignment
Week 9 (03/18 – 03/24)	State/Government	Reading: See Website Assessment: Blog post and responses
Week 10 (03/25 – 03/31)	Intersectionality and Connectivity	Reading: See Website Assessment: Blog post and responses
Week 11 (04/01 – 04/07)	Activism	Reading: See Website Assessment: Blog post and responses
Week 12 (04/08 – 04/14)	Praxis	Reading: See Website Assessment: Blog post and responses

Unit Start/End Dates	Unit Topic	Student Responsibilities
Week 13 (04/15 – 04/21)	Complete Praxis and Start Analysis	Reading: Review Website Assessment: 1 st Draft of Analysis Project
Week 14 (04/22 – 05/01)	Complete Analysis Project	Reading: Review Website Assessment: Complete Analysis Project