

Ecofeminism 2114 (Fall 2021)

Zoom classes: Wednesdays, 8:30 – 10:00 am

Instructor: Dr. Jan Oakley joakley@lakeheadu.ca; (807) 343-8701

Office hours: Mondays, 10:00-11:00 (or by appointment) via Zoom:

<https://lakeheadu.zoom.us/j/3369442205>



Course Description

Ecofeminism is a movement that draws linkages between environmental issues and intersectional feminist concerns; in the words of Vandana Shiva, it seeks to create a “democracy of all life.” In this course we will study ecofeminist perspectives to gain familiarity with some of its varied principles in areas including: perceptions of nature, interconnections between gender and nature, Indigenous environmental perspectives, connections between health and the environment, perspectives on human-animal relations, responses to capitalism, neoliberalism, and globalization, and opportunities for life-affirming forms of activism and ways of thinking, acting, and being. Through readings, lectures, class seminars, and individual and group assignments, we will work toward understanding and increasing our appreciation for ecofeminist perspectives and positions, as well as activism in our own lives.

Guiding Questions

Some of the guiding questions we will explore in this course include:

-What is ecofeminism? What is its history? What are some of its varying positions and perspectives? Which positions resonate most strongly for you, and your own contexts, values, and beliefs?

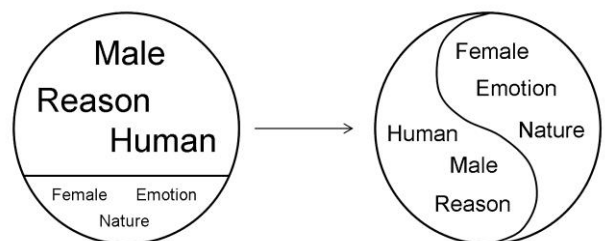
-How do patriarchal paradigms devalue and oppress women, animals, and nature in tandem?

-How can we interrupt the privileging of “male – reason – human,” and value equally the principles of “female – emotion – nature”?

-What are some the dominant ways in which women and nature have been socially constructed in Western culture? What are the consequences of these constructions?

-Why do ecological problems require an intersectional feminist analysis, and vice-versa?

-How can we intervene and interrupt the dominant order, for an ecologically and socially just future?



Course Texts

There is no textbook to purchase for this course. Links to all course texts are listed below; see the [Course Schedule/Texts by Week](#).

Note: Because this course is largely discussion-based, it is essential that we all pre-read the articles/preview the videos **and come to class ready to discuss them.**



Course Format: Zoom (Wednesdays) & D2L Course Website

This course will be delivered using Zoom videoconferencing technology each **Wednesday** (8:30-10:00 a.m.). Attendance will be tracked during our Wednesday classes and we will use Zoom as a way to meet virtually and to participate in class lectures, discussions, student-led presentations, interactive activities, and the like. In general, the focus of our Wednesday classes will be on *interpreting* the assigned course texts, and *applying* the ideas in our lives.

Please note that this course is also scheduled for a Monday class, and you are encouraged to use the Monday classes as an independent time to read the weekly texts, write journal entries, and/or work on other course assignments. The Monday classes would also be a good time for your seminar group to meet and prepare. Note also that the course office hour is Mondays, 10:00-11:00, with a Zoom link available on our website.

We will also use a D2L website throughout our course. The website includes links to course resources and to scheduled Zoom meetings (which you'll use to log on to classes on Wednesdays). Our class D2L website can be accessed at <https://mycourselink.lakeheadu.ca/>. Please familiarize yourself with the following sections:

- Main page/Announcements: where course updates will be regularly posted
- Content: where links to course materials are posted
- Discussions: where your online journal entries will be made
- Assignments: please use the Assignments function to submit course assignments

Grading Scheme

The grading scheme for this course will be based on the following breakdown of assignments.

Class Participation	Ongoing	15%
Seminar Facilitation (group project)	dates TBD	15%
Individual Assignment	October 22, 11:59 pm	30%
Online Journal Entries (5 entries)	Ongoing	40%

Overview of Assignments

Class Participation (15%) - ongoing

This is a course with a discussion format and a focus on unpacking the ideas in the course texts. The learning is dependent on participation and therefore, *attending class, completing the required readings/texts, and participating in class is crucial*. The class participation mark will be based on your attendance, your engagement in class discussions and seminars, and your completion of various in-class activities. You will have an opportunity to self-evaluate on the final day of the class, and your feedback will be taken into consideration for your mark.

Seminar Facilitation (15%) - dates to be determined

In Weeks 3-12, we will address a variety of themes; choose one where the content particularly interests you and, in groups of 3-4, facilitate a 45-minute session in our class. This assignment provides you with an opportunity to explore an area of interest as well as to try out the role of group leader. We will decide in Week 2 how the presentation weeks will be allocated.

For the seminar, group members are expected to:

- (1) briefly summarize the main ideas, themes, and/or questions raised in the texts of the week, and consider how the ideas are interconnected;
- (2) provide a critical response to the readings, including insights, arguments, disagreements, questions and further analysis; and
- (3) develop a minimum of three creative, thought-provoking questions based on the readings. Please be prepared to display these questions to the class and facilitate discussion.

As a general guideline, the presentation portion (points 1 and 2 above) should be no longer than 15-20 minutes, leaving the remainder of the time for class discussion.

Individual Assignment (30%) - due October 22

For your Individual Assignment, please choose **one** of the following four assignments (characterized as participatory, research-based, public education, or creative in scope). Regardless of the option you choose for your individual assignment, you should apply an ecofeminist analysis to your topic, and are encouraged to integrate course texts (and other research texts) into your work as applicable.

(a) Participatory Assignment: “The Weight of Our Trash” Exercise and Reflection Paper

This assignment was conceptualized by Breanne Fahs, professor of Women and Gender Studies at Arizona University. Before undertaking this assignment, please read her text, which is posted on our course website in the Additional Readings folder:

Fahs, B. (2015). The weight of trash: Teaching sustainability and ecofeminism by asking undergraduates to carry around their own garbage. *Radical Teacher*, 102, 30-34.

For this participatory assignment, you will carry around your trash for *two* 48-hour periods. For the two 48-hour periods, you must carry all of your garbage (including product wrappers;

garbage from the food you eat in and out of the home; all personal trash items including cups, lids, straws, plastic bags, containers, cans, bottles, gum wrappers, tissues, paper towels, etc.). *You are required to carry your bag of trash with you at all times: to social events, work, other classes (if applicable), and throughout your home as you move from room to room.*

In the first 48-hour period, you are expected to collect the “normal” amount of trash you produce, and not minimize it. For the second 48-hour period, you should try to produce as little trash as possible.

A written analysis of this participatory assignment (3-4 double-spaced pages total) should be written following both 48-hour periods. Please include photos if possible from both trash-collection periods. References to course readings can be integrated, and please include a References/Works Cited page.

(b) Research Assignment: Research Paper on an Ecofeminist Activist

Write a research paper (6-8 double-spaced pages) about an ecofeminist activist and their contributions. To begin, choose an ecofeminist activist and research the contributions they have made to feminist environmental awareness and activism. For example, you might choose Dr. Vandana Shiva (Indian scholar, environmental activist and anti-globalization author), Leanne Betasamosake Simpson (author, lecturer, involved in the Idle No More movement), Rachel Carson (American biologist and conservationist), or any other individual, past or present, who has made a significant environmental feminist contribution. Please speak to me about your plans for this assignment before you begin.

Your research paper should outline a brief biography of the activist and a description/discussion of the notable contributions they have made. You should read some of the writing of the activist and view videos as applicable, to learn about them. It is expected that three references **external** to the course readings be used to support your discussion, plus references to course reading(s) as appropriate. A References/Works Cited page should be included with your research paper.

(c) Public Education Assignment: A Brochure, Website, or Podcast on an Ecofeminist Issue

In “Educating Women: A Feminist Agenda,” (posted on our course website in the Additional Readings folder), bell hooks challenges feminists to take feminist messages outside of the classroom, to make them relevant to the community. That is the challenge of this project: to conceptualize and design a piece that could be used toward public education.

Choose an issue related to ecofeminism and public education that you can address theoretically and practically. For example, you could aim to draw attention to an issue relating to any of the themes of our course, or another topic (e.g., environmental problems associated with fast fashion or the gendered dimensions of climate change). Conduct research on your selected topic so that you can skillfully discuss the problems—and ecofeminist solutions—associated with it. Please speak to me about your idea for this assignment before you begin.

For this assignment you should develop and design a brochure or website, or record a podcast, as a public education piece. Your content should be roughly the equivalent 5-6

double-spaced pages, although the content will not be formatted as a typical academic paper! If you are recording a podcast, it should be approximately 10-12 minutes long. Whatever format you choose, be sure to explain the issue, outline the research about it, and present ecofeminist solutions to the public.

(d) Creative Assignment: Ecofeminist Art (any medium) and Written Analysis

Submit a piece of artwork (visual, musical, or other) that you have produced. The artwork must connect to ecofeminism. A two-page written analysis of the artwork is to accompany its submission. The written analysis should explain the meaning of the work, and how it relates to ecofeminism. Include references to course readings as appropriate, and include a References/Works Cited page. For inspiration and ideas about ecofeminist art, please read the following text posted on our course website in the Additional Readings folder:

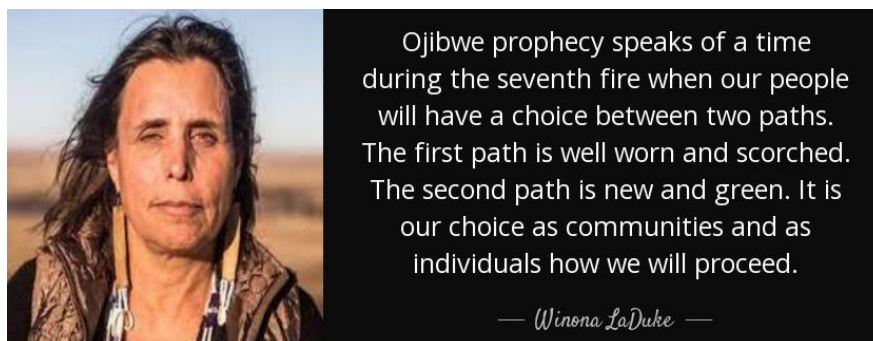
Orenstein, G.F. (2003). The greening of Gaia: Ecofeminist artists revisit the garden. *Ethics and the Environment*, 8(1), 103-111.

Online Journal Entries (40%) - 5 entries, due Tuesdays

Producing regular journal entries can help you engage and deepen your reflections on the course materials, improve your powers of analysis, “find your voice” (and express it!), and prepare you to participate meaningfully in class discussions. For this assignment, you are asked to produce **five weekly journal entries** (during five weeks of your choice), using the Discussion board function on our course website.

There will be 10 weeks of opportunities for you to post journal entries, based on prompts and instructions posted on our weekly Discussions boards. Your journal entries will be due on **Tuesdays** each week – **one day prior to our Wednesday seminar classes**. While the format and the content of your journal entries will vary, the general expectation is that your entries will be 600-800 words.

Please note that these journals will be public, and therefore, all members of the class can (and are encouraged) to read each other’s postings (there is no expectation that you will respond to each other, however). The evaluation of your online journal postings will be based on completeness, engagement with the topics and course materials, timeliness, and adherence to the guidelines listed on the Discussion board.



Other Important Course Information

Your mental health is important! If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is available to help. Their services are free for Lakehead students and appointments are available. You can learn more about confidential mental health services available on and off campus at lakeheadu.ca/s_hw. If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at [1-866-925-5454](tel:1-866-925-5454). For additional resources, see the file posted on our course website. Remember that getting help is a smart and courageous thing to do- for yourself, for those you care about, and for those who care about you.

Assignment due dates: All assignments must be handed in by the specified due dates. If you have trouble meeting a due date, please discuss it with me at least one week prior to your due date and, if accepted, we will negotiate a new due date. Missing due dates without prior approval will result in a deduction of 5% per day.

Accessibility and Learning Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca>.

Note on Incomplete Standing (from the *Lakehead University Calendar*): An incomplete grade may, at the discretion of the instructor and in consultation with the student, be assigned to a course when the instructor considers that for a valid reason the student has not yet completed all the requirements of the course.

Academic dishonesty and plagiarism: Plagiarism is a *serious* academic offence. Presenting an idea, words, or an exact phrase of another author as your own work constitutes plagiarism. Other instances of Academic Dishonesty, including but not limited to double submission (submitting your own work across courses, or within the same course), purchasing of assignments (either online or from another student on campus), or copying of assignments will be dealt with in accordance to the University regulations on Academic Dishonesty. All students are required to know what constitutes plagiarism and how to avoid it. Click [this link](#) to see the Student Code of Conduct-Academic Integrity, and [this link](#) to review the policy on Academic Dishonesty. **Please do your own work.**

Final drop date: The final day to withdraw from this course without academic penalty is Friday, November 5, 2021. By then, you should have a sense of how you are faring in the course.

Course Schedule / Texts by Week

To succeed in this course, please aim to have read the articles/viewed the videos/listened to the podcasts by the **Monday** of each week. This will serve two purposes:

- It will allow you to produce journal entries during five weeks of your choice; these journal entries are due by the end of the day on Tuesdays each week. Please see our Discussion board for details on the journal entries.
- Prepare you to participate meaningfully in our Wednesday classes, in both class seminars and course discussions, which counts toward your Participation mark.

Please note that the course texts marked as “Optional/Recommended” in the list below are just that: optional, but recommended.

Complex and controversial material notice: Some of the readings assigned for this class are complex, theoretical readings, and it is crucial that you plan enough time to read (and re-read) the materials. In other instances, you may also find that some of the content in this course engages with emotionally and intellectually challenging realities surrounding the environmental crisis and interconnected oppressions in the human and animal communities. I will do my best to make our classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content, and I encourage you to do the same.

Links notice: If any of the links below are not working, please advise me ASAP!

Class Date	Weekly Texts
Week 1: September 8 Introduction to Ecofeminism	<ul style="list-style-type: none"> • No assigned readings. Please plan to join our morning class for an introduction to the course and each other. 😊
Week 2: Sept. 13, 15 Ecofeminist Principles, Visions, and Applications	<ul style="list-style-type: none"> • McGuire, C. & McGuire, C. (2003). Ecofeminist visions. http://www.feministezine.com/feminist/ecofeminism/What-is-Ecofeminism-Anyway.html • Elzinga, B. (2015). Ecofeminism: A global crisis (video). https://www.youtube.com/watch?v=jM524nlzQdQ • Gaard, G. (2015). Ecofeminism and climate change. <i>Women’s Studies International Forum</i>, 49, 20-33. https://linkinghub-elsevier-com.ezproxy.lakeheadu.ca/retrieve/pii/S0277539515000321 • Shiva, V. (2015). Vandana Shiva on Earth Democracy (video). https://www.youtube.com/watch?v=zNVRtX2-HzY <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Fordham Metz, W. (2008). <i>How ecofeminism works</i>. http://science.howstuffworks.com/environmental/green-science/ecofeminism.htm

<p>Week 3: Sept. 20, 22 Ecofeminism in Theory and Practice: A Case Study at Clayoquot Sound</p>	<ul style="list-style-type: none"> • Langer, V. & Bate, J. (1993). Women out front in Clayoquot Sound. <i>Canadian Woman Studies</i>, 13(3), 80-83. https://cws.journals.yorku.ca/index.php/cws/article/view/10417/9506 • Wine, S. (2008). Fury for the Sound: The women at Clayoquot (documentary). https://www.cultureunplugged.com/documentary/watch-online/play/6933/Fury-for-the-Sound--The-Women-at-Clayoquot • Kings, A.E. (2017). Intersectionality and the changing face of ecofeminism. <i>Ethics & the Environment</i>, 22(1), 63-87. https://go-gale-com.ezproxy.lakeheadu.ca/ps/i.do?p=AONE&u=ocul_lakehead&id=GAL_E A497731438&v=2.1&it=r <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Wyrld Sisters (1994). Farewell to Clayoquot Sound (song). https://www.youtube.com/watch?v=8SrHk_W1P7o • Warren, K. (2000). Key features of an ecofeminist ethic. <i>Ecofeminist philosophy: A Western perspective on what it is and why it matters</i> (pp. 98-102). Lanham: Rowman & Littlefield. Available on D2L; Additional Readings folder.
<p>Week 4: Sept. 27, 29 Indigenous Knowledge and the Environment</p>	<ul style="list-style-type: none"> • Klein, N. (2013). Dancing the world into being: A conversation with Idle No More's Leanne Simpson. <i>Yes Magazine</i>. http://www.yesmagazine.org/peace-justice/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson • Nixon, L. (2015). Eco-feminist appropriations of Indigenous feminisms and environmental violence. <i>The Feminist Wire</i>. http://www.thefeministwire.com/2015/04/eco-feminist-appropriations-of-indigenous-feminisms-and-environmental-violence/ • LaDuke, W. (2014). Minobimaatisiwin: The good life (video). https://www.youtube.com/watch?v=pPJ3nrsCcrE • McGregor, D. (2008). Anishnaabe-Kwe, traditional knowledge, and water protection. <i>Canadian Woman Studies</i>, 26(3-4), pp. 25-30. https://go-gale-com.ezproxy.lakeheadu.ca/ps/i.do?p=AONE&u=ocul_lakehead&id=GALE A198994029&v=2.1&it=r • Art & Education (2019). Josephine Mandamin: Sacred water walkers (video). https://www.artandeducation.net/classroom/video/288709/josephine-mandamin-sacred-water-walkers <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Parke-Sutherland, T. (2018). Ecofeminist activism and the greening of Native America. <i>American Studies in Scandinavia</i>, 50(1), 123-149. Available on D2L; Additional Readings folder.

<p>Week 5: Oct. 4, 6 Our Bodies, Our Health</p>	<ul style="list-style-type: none"> • Leonard, A. (2010). The story of cosmetics (video). http://www.youtube.com/watch?v=pfq000AF1i8 • Hutner, H. (2011). The birth of an eco-mom: Cancer, feminism, and the environment. <i>Journal of the Motherhood Initiative</i>, 2, 37-51. https://jarm.journals.yorku.ca/index.php/jarm/article/view/32355/29470 • Ensler, E. (2011). Suddenly, my body (video). https://www.youtube.com/watch?v=bHLgTUV0XWl • Women’s Earth Alliance/Native Youth Sexual Health Network (2016). Introduction; Chapter 1: Connected to body, connected to land; Chapter 2: When relatives are violenceed (pp. 4-35). Available on D2L; Additional Readings folder. <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Ley, B. (2009). A movement in the making; The cultural politics of sisterhood. <i>From pink to green: Disease prevention and the environmental breast cancer movement</i> (pp. 1-9). Piscataway: Rutgers University Press. Available on D2L; Additional Readings folder • Rojas-Cheatham, A. et al. (2009). <i>Looking both ways: Women’s lives at the crossroads of reproductive justice and climate justice</i>. New Orleans: Asian Communities for Reproductive Justice. https://www.srhr-ask-us.org/themencode-pdf-viewer-sc/?file=https://www.srhr-ask-us.org/wp-content/uploads/2017/06/ACRJ_Looking_Both_Ways.pdf&settings=001101111&lang=en-US#page=&zoom=auto&pagemode=
	<p style="text-align: center;">*** READING WEEK: NO CLASSES OCTOBER 11-15 *** ENJOY YOUR BREAK!</p>
<p>Week 6: Oct, 18, 20 Animality and Human-Animal Relations</p>	<ul style="list-style-type: none"> • Gaard, G. (2001). Ecofeminism on the wing: Perspectives on human-animal relations. <i>Women & Environments</i>, 4, 440-443. Available on D2L; Additional Readings folder. • Plumwood, V. (1999). Being prey. In D. Rothenberg & M. Ulvaeus (Eds.), <i>The new earth reader: The best of Terra Nova</i> (pp. 76-92). Cambridge: MIT Press. Available on D2L. • Animal Planet (2009). Your worst animal nightmares: Crocs 2 (video). Note: be sure to watch this <i>after</i> reading Val Plumwood’s “Being Prey,” to compare the discourses in effect. https://www.youtube.com/watch?v=H1dw9tOGaUs • Glasser, C. (2011). Tied oppressions: An analysis of how sexist imagery reinforces speciesist sentiment. <i>The Brock Review</i>, 12(1). https://journals.library.brocku.ca/index.php/brockreview/issue/view/44 (scroll to PDF of article)

	<ul style="list-style-type: none"> • Davis, K. (2018). Are feminists right to resist comparison with the females of other species? <i>Animals</i> 24/7. https://www.animals24-7.org/2018/06/09/are-feminists-right-to-resist-comparison-with-the-females-of-other-species/ <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Twine, P. (2010). Intersectional disgust? <i>Animals and (eco)feminism. Feminism & Psychology</i>, 20(3), 397-406. https://journals-sagepub-com.ezproxy.lakeheadu.ca/doi/abs/10.1177/0959353510368284
<p>Week 7: Oct. 25, 27 Ecofeminism and the Eating of Animals</p>	<ul style="list-style-type: none"> • Adams, C. J. (2018). Examples of the sexual politics of meat (images— please click to view). https://caroljadams.com/examples-of-spom. Please also review her website and other writings for context: https://caroljadams.com/ • Calvert, A. (2014). You are what you (m)eat: Explorations of meat-eating, masculinity, and masquerade. <i>Journal of International Women’s Studies</i>, 16(1), 18-33. https://go-gale-com.ezproxy.lakeheadu.ca/ps/i.do?p=AONE&u=ocul_lakehead&id=GAL E%7CA413709446&v=2.1&it=r • A Privileged Vegan (2016). Is veganism a feminist issue? (video) https://www.youtube.com/watch?v=lnOnxxZHITA • Davis, K. (n.d.) The Story of Viva https://www.upc-online.org/viva/. Please feel free to also review the website and other readings from United Poultry Concerns. • Robinson, M. (2014). Indigenous veganism: Feminist Natives do eat tofu https://humanrightsareanimalrights.com/2014/12/22/margaret-robinson-indigenous-veganism-feminist-natives-do-eat-tofu/ (read or view) <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Never Again (2014). The hot dog prank. https://www.youtube.com/watch?v=ULrEOZCSLcl&list=PLNfRD-7i6oZ5Q6rXCeG8bpqHWiStRjO4K • Seager, J. (2010). Pepperoni or broccoli: On the cutting wedge of environmental feminism. <i>Gender, Place, and Culture: A Journal of Feminist Geography</i>, 10(2), 167-174. https://journals-scholarsportal-info.ezproxy.lakeheadu.ca/pdf/0966369x/v10i0002/167_pobotcwofe.x ml
<p>Week 8: Nov. 1, 3 Narratives of Human-Nature Relations</p>	<ul style="list-style-type: none"> • King, T. (2003). Creation stories. <i>The truth about stories: A native narrative</i>. Toronto, ON: House of Anansi Press. http://cislit.weebly.com/uploads/2/6/1/1/26116552/the_truth_about_stories_by_thomas_king.pdf • Merchant, C. (2003). Chapter 1: A garden planet. <i>Reinventing Eden: The fate of nature in western culture</i> (pp. 1-9). New York: Routledge. https://carbonfarm.us/555/merchant-part1.pdf

	<ul style="list-style-type: none"> • Brandt, D. (2018). Zone: <le Détroit>. <i>Capitalism Nature Socialism</i>, 29(1), 114-117. https://rpo.library.utoronto.ca/content/zone-le-detroit-di-brandt • Holmes, A. (2017). Planet B. https://www.youtube.com/watch?v=MvLLM4XF7tw <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Belmont, C. (2007). Ecofeminism and the natural disaster heroine. <i>Women's Studies</i>, 36(5), 349-372. https://journals-scholarsportal-info.ezproxy.lakeheadu.ca/pdf/00497878/v36i0005/349_eatndh.xml
<p>Week 9: Nov. 8, 10 Queering Ecofeminism</p>	<ul style="list-style-type: none"> • Menendez, J., Alexandresco, S. & Loyer, B. (2001). Out in nature: Homosexual behaviour in the animal kingdom (video). https://www.youtube.com/watch?v=LFExwKnCUNI • Jones, P. (2019). Queer eros and the enchanted forest: The spirit of stonewall as sustainable energy. <i>QED: A Journal in GLBTQ Worldmaking</i>, 6(2), 76-82. https://muse-jhu-edu.ezproxy.lakeheadu.ca/article/733299/pdf • Ourkiya, A. (2020). Queering ecofeminism: Towards an anti far-right environmentalism. <i>Niche</i> https://niche-canada.org/2020/06/23/queering-ecofeminism-towards-an-anti-far-right-environmentalism/ • Ecopolitics Podcast (2020). Episode 9: Ecofeminism and queer ecology – please listen from 13:45-19:00 minutes (Cate Sandilands speaking: 5 mins). https://youtu.be/oztiJFCPwxU?t=822 <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Trey the Explainer (2019). Homosexuality in nature (video) https://www.youtube.com/watch?v=Mh-HqCzEZT4 • Rodríguez, A J. (2016). “Strange coupling”: Vegan ecofeminism and queer ecologies in theory and in practice. <i>Revista de lenguas modernas</i>, 25, 381-394. https://ocul-lhd.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=1849406540005155&institutionId=5155&customerId=5150
<p>Week 10: Nov. 15, 17 Resisting Capitalism and Fighting for Earth Democracy</p>	<ul style="list-style-type: none"> • Giacomini, T. (2014). Ecofeminism and system change. <i>Canadian Women's Studies/Les cahiers de la femme</i>, 31(1/2), 95-100. https://www-proquest-com.ezproxy.lakeheadu.ca/docview/1840853156/fulltextPDF/D7C1CA71A1AB455DPQ/1?accountid=11956 • Democracy Now (2013). Vandana Shiva: Capitalist patriarchy has aggravated violence against women (video). https://www.youtube.com/watch?v=bZeDAbDQ70s

	<ul style="list-style-type: none"> • Fakier, K. & Cock, J. (2018). Eco-feminist organizing in South Africa: Reflections on the feminist table. <i>Capitalism Nature Socialism</i>, 29(1), 40-57. https://journals-scholarsportal-info.ezproxy.lakeheadu.ca/pdf/10455752/v29i0001/40_eoisarotft.xml • Vice Asia (2019). What it's like to live with zero waste (video). https://www.youtube.com/watch?v=cd48LW3qeNE <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Brownhill, L. (2018). From hierarchy to holism. <i>Capitalism Nature Socialism</i>, 29(1), 110-111. https://www-tandfonline-com.ezproxy.lakeheadu.ca/doi/full/10.1080/10455752.2018.1429000 • Phillips, M. (2019). "Daring to care": Challenging corporate environmentalism. <i>Journal of Business Ethics</i>, 156, 1151-1164. https://www-proquest-com.ezproxy.lakeheadu.ca/docview/2226007671?OpenUrlRefId=info:xri/sid:primo&accountid=11956
<p>Week 11: Nov. 22, 24 Telling New Stories: Ecofeminism and Education</p>	<ul style="list-style-type: none"> • Piersol, L. & Timmerman, N. (2017). Reimagining environmental education within academia: Storytelling and dialogue as lived ecofeminist politics. <i>The Journal of Environmental Education</i>, 48(1), 10-17. https://journals-scholarsportal-info.ezproxy.lakeheadu.ca/details/00958964/v48i0001/10_reewasadale_p.xml • Goralnik, L. et al. (2010). Storytelling morality: Ecofeminism, agrarianism, and pigs in the field. <i>The Trumpeter</i>, 30(1), 15-32. https://www-proquest-com.ezproxy.lakeheadu.ca/docview/1958532726?pq-origsite=primo • Thunberg, G. (2018). School strike for climate: Save the world by changing the rules (video). https://www.youtube.com/watch?v=EAmUIEsN9A&t=1s <p>Optional/Recommended</p> <ul style="list-style-type: none"> • Fowler, M. & Potter, T. (2016). Experiential ecofeminist programming. <i>Pathways: The Ontario Journal of Outdoor Education</i>, 28(3), 15-20. Available on D2L; Additional Readings folder
<p>Week 12: Nov. 29, Dec. 1 Ecofeminist Futures and the Ethic of Care</p>	<ul style="list-style-type: none"> • Baroness von Sketch show (2018). What does the future hold for your children? (video). https://twitter.com/BaronessShow/status/1050412058351669248 • Macy, J. (2007). Our life as Gaia. In J. Seed et al (eds). <i>Thinking like a mountain</i> (pp. 57-65). Gabriola Island: New Catalyst Books. http://archive.wizardconcepts.com/bhoomima/article/our-life-gaia • Serafini, P. (2021). A decolonial, ecofeminist ethic of care. <i>Social Anthropology</i>, 29(1), 222-224. https://onlinelibrary-wiley-com.ezproxy.lakeheadu.ca/doi/full/10.1111/1469-8676.12998

- Leonard, K. (2020). Why lakes and rivers should have the same rights as humans (video). <https://www.youtube.com/watch?v=opdCfb8cCFw>
- Leah, R. (2011). Dancing for peace and healing: Spirituality in action. *Canadian Woman Studies*, 29(1-2), 72-76. https://go-gale-com.ezproxy.lakeheadu.ca/ps/i.do?p=AONE&u=ocul_lakehead&id=GALE%7CA295921843&v=2.1&it=r

Optional/Recommended

- Vaughan-Lee, L. (2013). The call of the earth. In *Spiritual ecology: The cry of the Earth* (pp. 293-306). Point Reyes: The Golden Sufi Center. <https://parabola.org/2018/01/10/the-call-of-the-earth-by-llewellyn-vaughan-lee/>



“We will not go back to normal. *Normal never was.* Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.”

—
SONYA RENEE TAYLOR

AUTHOR, POET, SPOKEN WORD ARTIST, SPEAKER, HUMANITARIAN AND SOCIAL JUSTICE ACTIVIST

