

**ORIGINATOR'S SECTION: Dr. Pamela Redela**

<b>1. College:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b> Fall 2018													
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> Yes <input checked="" type="checkbox"/> No														
<b>Already Approved for Area DD</b>														
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (*generic" is a placeholder for topics)														
<b>4. Course abbreviation and Number:* WMST 304</b>														
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> <u>Ecofeminism</u>														
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) Ecofeminism														
<b>7. Number of Units:</b> 3														
<b>8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</b>  Introduces ecofeminism and examines how feminist thought and movements have prioritized the environment, focused on relationships between humans and the natural world. Explores ecofeminist perspectives, including critiques of the parallel oppression of women and nature, multiple hierarchies of domination, and the gendered effects of environmental problems; the reframing of militarism, corporate globalization, and technology as environmental issues; also feminist alternatives, including sustainability, earth democracy, and spirituality. <i>May not be taken for credit by students who received credit for WMST 300-21</i>														
<b>9. Why is this course being proposed?</b>  The course has been offered as a Topics Course three times and now is proposed as a permanent offering to serve not only general education students but also WMST and ENVS majors.														
<b>10. Mode of Instruction*</b> <i>For definitions of the Course Classification Numbers:</i> <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>		<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-2	Activity			Lab		
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Lecture	3	C-2												
Activity														
Lab														
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>														
<b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
<b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
<b>15. Is Course Crosslisted:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, indicate which course and check "yes" in item #22 below.														
<b>16. Prerequisite(s):</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
18. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*	WMST 300.21
20. How often will this course be offered once established?*	ANNUALLY

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?     Yes     No

If yes, please specify:  
WMST Distribution Requirement (Women and Contemporary issues, Women and the Body); ENVS elective

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*     Yes     No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

ENVS Discipline	Jeffrey Charles <i>see email approval</i>	4/28/2017	__XX__ Support    ___ Oppose
	Signature	Date	
Discipline			Support    Oppose
	Signature	Date	

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Pamela Redela 05/12/17  
1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_

Veronica Anover 05/12/17  
2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_

*[Signature]* 5/15/17  
3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

*[Signature]* 5/15/17  
4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

Office of Academic Programs	<i>Tracker</i> _____ <i>PS</i> <i>Banner</i>	Catalog	Revised 3/28/2007
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\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

*RP* \_\_\_\_\_

WMST  
email

Angela Baggett

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**From:** Veronica Anover  
**Sent:** Friday, May 12, 2017 11:27 AM  
**To:** Carrick Williams; Angela Baggett  
**Cc:** Martha Stoddard Holmes; Pamela Redela  
**Subject:** Eco-Feminism course with CAPC Recommendations  
**Attachments:** EcofeminismCform copy[3].docx; WMST 304 Syllabus-Version2[CAPC rec].docx

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear Carrick (and everyone in this message),

Thank you very much again for CAPC’s thorough review of the C-Form for Eco-Feminism. We agreed with all of CAPC’s suggestions. Prof. Redela (the originator) made the suggested changes in her syllabus, and I made the ones you indicated on the C-Form.

We are resubmitting our “revised and improved” documents for CAPC’s review. Thank you so much for allowing us to do so at the end of the semester. Please thank all the members in CAPC for their feedback and assistance.

Kindest wishes,  
Veronica

Dr. Veronica Anover  
Professor, French and Spanish/ Modern Language Studies Department & Global Studies Department  
Chair/ Women Studies Department  
Markstein Hall 224  
California State University San Marcos  
San Marcos, CA 92096

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Fax: (760) 750-3120  
<http://www.csusm.edu/modernlanguages/>

\*\*\*\*\*  
Please consider making a tax deductible contribution to help students study abroad by donating to our recently endowed foundation, “The Lucas Dunn Memorial Scholarship”: [www.csusm.edu/donation](http://www.csusm.edu/donation) Or you may contact me directly [vanover@csusm.edu](mailto:vanover@csusm.edu) and I will assist you with your donation. Thank you very much. (For additional information, you may like to read these articles about the scholarship: <http://news.csusm.edu/memory-of-lucas-dunn-lives-on-in-french-study-abroad-scholarship/> and <http://csusmchronicle.com/15108/features/living-a-life-to-remember/>)

## **WMST 304 Ecofeminism**

### **Course Description**

WMST 304, Ecofeminism, introduces ecofeminism and examines how feminist thought and movements have prioritized the environment, focused on relationships between humans and the natural world, and engaged a range of environmental issues. Explores ecofeminist perspectives, including critiques of the parallel oppression of women and nature, multiple hierarchies of domination, and the gendered effects of environmental problems; the reframing of militarism, corporate globalization, and technology as environmental issues; and the promotion of distinctive feminist alternatives, including sustainability, earth democracy, and spirituality. *May not be taken for credit by students who received credit for WMST 300-21*

### **Student Learning Outcomes**

At the end of the semester, students will:

1. explain how feminist perspectives have conceptualized the relationship of men and women to the natural world, including the parallel oppression of women and nature and the culture/nature binary;
2. describe local, regional, and global environmental issues and problems as defined by scientists, activists, and ecofeminists;
3. identify and compare different types of ecological feminist approaches;
4. apply the intersectional analysis of an environmental justice perspective to environmental problems;
5. evaluate critically ecofeminist strategies for transformation, including earth democracy, spirituality, and sustainability.

### **Course Readings**

1. Maria Mies and Vandana Shiva, *Ecofeminism*, 2<sup>nd</sup> ed. Routledge, 2014 (available through on-line outlets like [www.abebooks.com](http://www.abebooks.com) )
2. Judith Plant, *Healing the Wounds*, New Society Publishers, 1989 (available through on-line outlets like [www.abebooks.com](http://www.abebooks.com) )

### **Course Organization**

WMST 300 will be organized with lectures, small and larger group discussions and other participatory activities. Students are expected to attend all class sessions and to prepare by completing all assigned readings BEFORE the class session.

Reading assignments for each class are listed in the Course Calendar. Please note: adjustments to our schedule of readings may be made as needed. We will make use of our Cougar Course shell as well.

### **Course Requirements and Grading**

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (A 3-unit course = 6 hours of study time.)

The following components will comprise your course grade:

Reading Responses (2 @ 15% each)	30 %
“Green Living” Project	30 %
Final Exam	25 %
Participation and Attendance	15 %
	Total 100 %

**Course grades are based on 100 points and are assigned as follows:**

A	94 and above	B- 80 – 83	D+ 68 – 69
A-	90 – 93	C+ 78 – 79	D 64 – 67
B+	88 – 89	C 74 – 77	D- 60 – 63
B	84 – 87	C- 70 – 73	F 59 and below

### **Assignments**

**The University Writing Requirement will be fulfilled through completion of the Applied Analysis Essays and the Green Living Project Assignment.**

**Applied Analysis Essays (2 @ 15% each 30%):**

Two times over the semester students will write a 1000 word (minimum) analytical paper to reflect on topics and themes and apply topics and themes to current events or personal experience. These responses shall be completed and submitted to our Cougar Course Shell **BEFORE TUESDAY CLASS** of the weeks you choose to submit. Hard copy in class is also accepted. **Writing 1 shall be submitted between weeks 2-8. Writing 2 shall be submitted between weeks 9-14.**

Papers should include direct reference to course readings and use polished grammar and organization of ideas. This will be discussed extensively in class, but plan on familiarizing yourself with the on-line Cougar Course format, as we will be using it on a regular basis.

**“Green Living” Project (30%):**

This assignment asks students to make a change in their daily practices – to adopt “green” practices – for **the entire semester**. Examples include forgoing the use of your car and instead riding your bike or using public transportation; eating only “slow food” – food produced in the local area or buying and consuming only fresh food; making an assessment of your recycling/reusing and implementing new/improved practices. The assignment asks you to make a “green living” commitment, to record a weekly assessment of your efforts and responses to the change you are implementing. You will keep a journal that includes a pre and post reflection of the assignment. Both the pre and post write-ups (3-5 pages each) shall utilize at least 2 course readings to support/analyze your experience. **The pre and post write-ups along with the weekly journal will be turned in as one document on the last day of class.** As the semester progresses, we will take time to hear from all students about their project themes as well as progress and results through informal presentation.

### **Final Exam (25%):**

#### **Due: Thursday, May 18<sup>th</sup>, midnight**

Each student will be required to take a Final Exam in Cougar Courses. The exam will include multiple-choice questions, short answer questions, and an essay question.

### **Participation and Attendance (15% together)**

#### **Participation:**

Women’s Studies 300 is based on active learning, lively discussion, and student involvement. Your professor is committed to creating an interactive, open, and challenging learning environment that fosters participation and critical thinking. This course will be most effective (and enjoyable) if everyone participates as an engaged learner who is willing to share her/his ideas and insights. To be successful in this course, active and thoughtful participation will be required each day from all class members. Rather than allowing the class discussion to revolve around the thoughts of a small group of students who speak up regularly, I want all students to participate and be involved in classroom discussion. Thus, for students who are comfortable about speaking in class or who have a tendency to dominate group discussions, it is imperative to remember that cooperative participation means sometimes consciously deciding to speak less often so that there is an opportunity to hear from others. Hence, it is imperative that you monitor your own participation, ensuring that your comments do not go on too long and that you are concise with your statements. On the other hand, if you tend to be quiet in class or are accustomed to courses in which the professor does all the talking, you’ll need to push yourself to contribute your ideas and become active in class discussions. We will have a course Facebook page that will serve as another space for class participation outside of the classroom and Moodle environments. **Students who attend class regularly but don’t say anything**

**lose a significant (15%) percent of their semester grade as a result of lack of participation in classroom activities, including contribution to class discussion, involvement in classroom activities, and willingness to take a leadership role in small groups.**

Please remember: not only are you responsible for being an engaged learner during all class discussions, but you also need to encourage the participation of others through your words and actions. Therefore, attempts to actively or passively silence your classmates' comments (such as eye-rolling, sighing, acting bored when others are talking, etc.) will be construed as hostile attempts to undermine the classroom dynamic. Although the content of the course will include discussion of difficult subject matter and issues, unrestrained dogmatism or personal attacks will not be permitted. Verbal attacks, name-calling, or intentional rudeness is not acceptable—find other ways to communicate your disagreement effectively without demeaning others with whom you may disagree.

More specifically, participation includes the following:

1. Attending class regularly, arriving on time, and not leaving class in the middle or early;
2. Being prepared for each class by having read all assignments and bringing reading materials to class;
3. Engaging in a variety of in-class work (individual and group), and reporting on that work in writing and/or orally as called for;
4. Sharing your ideas with the rest of the class as appropriate, i.e., asking questions, contributing insights, raising issues, etc.;
5. Listening attentively to other students and the instructor
6. Engaging in dialogue with the instructor, as well as engaging with the comments of your classmates.

### **Attendance:**

We plan to create a learning environment that is respectful and responsible. Please take a seat in the classroom before class begins and plan to stay for the entire session. Do not enter late or leave early and interrupt the class session, unless you have made some prior arrangement with Professor Redela. Coming to class late or leaving early is disruptive to others. In order to get credit for attending the session, you need to be there for the entire class period. **Special note:** More than **3** unexcused absences will result in a loss of all of your attendance AND participation points. **Six or more** unexcused absences will result in a failing grade for the course. Do not sign-in for other students; signing the attendance sheet for another student constitutes academic dishonesty and grounds for failing the course. Excused absences include missing class due to a religious observance, a death in the family, or documented illness. Absences will be excused and make-up work will be assigned if you bring in written verification to the next class, following your absence. Please use the restroom before or after

class—don't get up in the middle of class and disturb others. It is disruptive when students leave class to use the restroom, to answer cell phones, or to do other work. If you know you have to take an important phone call during class, notify Professor Redela ahead of time.

### **Other Classroom Ground Rules**

#### **Written Projects:**

In addition to doing a lot of reading this semester, you will be doing a lot of writing. All writing, whether done in class or for formal papers, should be in the form of polished, academic prose. Part of the challenge of all writing assignments will include learning to be selective about what you write, as well as learning to convey your ideas, findings to your readers in an interesting, elucidating manner.

The grading standards will be very rigorous, and I expect all writing you do for this course to show evidence of serious intellectual endeavor. Further, all writing should be carefully revised, edited, and polished--virtually free of grammatical, typographical, and syntactical errors. Be sure to use spell check, grammar check, and to take advantage of the Writing Center for any and, or all of your writing assignments. If you turn in excessively sloppy, obviously unedited assignments, you will receive zero credit for that assignment. You are not allowed to revise and resubmit any written assignments, so, polish, polish, polish! (See the final pages of the syllabus for Writing Tips.)

#### **You are highly encouraged to take advantage of the Writing Center:**

Located in Kellogg Library Room 1103, the Writing Center offers one-on-one tutoring at all stages of the writing process: brainstorming, drafting, revising, editing. While the Writing Center will assist with the rules of grammar and punctuation, it is not an editing service, and writing tutors will not correct your spelling, grammar, and sentence structure. Instead, writing tutors work with students in developing and improving problem-solving strategies and analytic abilities. The Writing Center also includes a computer lab where students can work on their projects, and a resource room with books and other materials on writing. The services offered by the Writing Center are free of charge. For information about the Writing Center or to make an appointment, call (760) 750-4168 or look at their website: [http://www.csusm.edu/writing\\_center/](http://www.csusm.edu/writing_center/)

#### **Writing Tips and Writing expectations by letter grade:**

##### **Writing tips:**

Use MLA format for internal citations

When referring to authors, ALWAYS use the last name (hooks NOT bell)

Edit for word choice as well as for grammar and sentence structure...



Choose your words carefully...  
Avoid sexist/racist/homophobic language...

### **A Writing:**

- demonstrates control of writing construction and is packed with information
- is clearly and logically organized
- has a wide variety of sentence structure, phrasing is often fluent and graceful
- is fluent with a sophisticated, academic command of language
- uses transitions adequately at both the sentence and paragraph level
- uses appropriate readings/sources
- has accurate word choices and an absence of clutter or repetition
- guides the reader – the reader does not stumble or hesitate over the sequence of facts and ideas
- transitions from one point to another are smooth and occur at both the sentence and the paragraph level
- all quotes are thoroughly integrated and explicated
- all readings/sources used add to and deepen the writing
- gives a satisfying sense of completeness
- has virtually no errors in sentence structure, grammar, or mechanics

### **B Writing:**

- demonstrates control of writing construction
- has well developed ideas
- uses transitions adequately at both the sentence and paragraph level
- integrates and explicates quotes
- uses appropriate readings/sources
- is clearly and logically organized
- in general, has accurate word choices but may suffer from awkwardness, lack of clarity, clutter, some repetition
- has an adequate variety of sentence structure but sentences are sometimes awkward or wordy
- has only a few errors in sentence structure, grammar, or mechanics

### **C Writing:**

- shows an awareness of writing construction but is characterized by awkwardness, confusion, or clutter
- demonstrates adequate reasoning but lack of clarity, elaboration, and support
- suffers from some repetition and from underdeveloped or non-cohesive paragraphs
- is adequately organized but fails to use transitions at the sentence and paragraph level, does not read 'smoothly'
- lacks integration and explication of quotes, uses readings/sources sparsely or in a way which does not contribute to the writing

-lacks variety in sentence structure, phrasing is often awkward or repetitions, uses language adequately but may suffer from wordiness, clutter, clichés, lack of clarity, has several problems with sentence structure, grammar, or mechanics

**D Writing:**

-has underdeveloped ideas and lacks organization and has underdeveloped or repetitive paragraphs

-lacks information and shows flaws in reasoning

-has little variety in sentence structure, has problems with sentence structure, grammar, and mechanics which interfere w/ readability, has awkward syntax, diction

**F Writing:**

-has many or all of the faults of the 'D Writing' but to an even greater degree OR has been plagiarized in whole or in part

**Email :**

Please feel free to email me or use our Cougar Course Question Forum about class questions, absences, or other issues related to the class. I'll get back to you within 24 hours. Please do not email me if you are absent to ask "Did I miss anything in class?" If we have class and you were absent, you missed something. You have the syllabus; if you are absent from class, review the syllabus to see what you missed. In addition, I suggest exchanging your phone number/email with another student in the class, so the two of you can exchange notes when one of you is absent.

**Creating a Collaborative Environment:**

I encourage you to share your own ideas, to engage in debate and discussion, while maturely avoiding personal attacks. In other words, respect each other's ideas and realize that we may all live in the same society and are gathered in the same classroom, but each of our points of view may be different. You will be asked in much of our discussions to demonstrate how the issues you raise relate to the material for the class. This requires that you bring relevant books to class each day and use them to strengthen your argument. In other words, do not come to class unprepared! What each of you thinks about the subject of the course matters. No grade will be lowered because of the content of the student's comments. Sometimes an answer or comment this is incorrect or faulty is the best path to a more sophisticated understanding of the material.

**Working on Assignments for Another Course During Class:**

Do not engage in work for other courses during this class. If you do so, you will be asked to leave class, and you will be counted as absent for that day.

**Cell Phones, Laptops, Text-Messaging, iPods, Etc.:**

Turn them off and put them out of sight when you enter the class. While some may say “but I take notes on my laptop!”, it is my experience that a lot of e-mail and web surfing go on in addition to “note taking” that distracts these and other students from full participation in my class. We will rarely be dedicating entire class hours to lecture, so handwritten notes that you then transfer to your computer are your best solution. Turn off your cell phones and keep them out of sight during class. Do not use them to send or receive text messages during class. Wait until class is over to check your messages. While I may not “call you out” for this behavior in class, I am taking mental notes that will be applied to your participation grade.

### **Food and Drinks:**

Please be considerate of others and consume any necessary drinks/snacks without disruption.

### **Disabilities and Special Assistance:**

Students with disabilities who require special academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

### **A Note about Due Dates and Academic Honesty:**

Academic life places all of us under demanding time constraints. Please mark your calendar with due dates for the assignments and begin working on these projects early in the semester. In order to get credit for your work, you must meet the due dates. You will be docked points for assignments that are turned in late, unless your work was delayed due to an excused absence. If you find that you must be absent or turn in assignments late due to any circumstances, please contact me as soon as you recognize there is a problem, and we can try to work out a mutually satisfying solution. Remember that it is your responsibility to notify me the make arrangements to complete work that you turn in late.

I expect students to do their own work and to act with integrity. I take cheating very seriously and follow the university's policies on academic honesty, cheating, fabrication, helping others to cheat, or plagiarism (presenting the work of others as if it were your own, including material you find on the Internet). Any of these offenses will result in receiving a failing grade in the course and in being reported to the university authorities (students may be expelled, suspended, put on probation, or given disciplinary sanction). As such, we will be using the “Turnitin” program in our Moodle shell for Research Papers.

Please read the section on “Academic Honesty” in Academic Regulations and CSUSM Policies (found in your catalog or student handbook) and see me if you have any questions concerning what constitutes plagiarism or cheating. Note that, on written assignments, exact quotes must be placed in quotation marks, and the source of the quote must be cited in full. In addition, all ideas that come from another source—other than your own thoughts—must be cited in full. These include any ideas you have paraphrased or rephrased, but which originated in someone else’s writing or expression.

**Confidentiality:**

Federal and state laws protect the confidentiality of your educational records. I will not provide grades via emails. You have access to your grades in the on-line Cougar Course shell.

## Course Schedule

(All readings and assignments should be completed on the date they are listed.)

### **WEEK 1: Jan 24/26 - Course Introduction**

**\*\*Print and read entire syllabus, buy books, and begin reading.\*\***

**Tues:** Intros

**Thurs:**

**Reading:**

Rosemarie Tong, "Ecofeminism," in *Feminist Thought: A More Comprehensive Introduction*, 4<sup>th</sup> Ed. Westview Press, 1997.

**Video (in-class):** "Ecofeminism Now"

### **WEEK 2: Jan 31/Feb 2**

**Reading:**

*Healing the Wounds*  
pp 1-39

**Video (in-class):** *Who's Counting: Marilyn Waring on Sex, Lies, and Global Economics*

[https://www.nfb.ca/film/whos\\_counting](https://www.nfb.ca/film/whos_counting)

### **WEEK 3: Feb 7/9**

**Reading:**

*Healing the Wounds*  
pp 40-47

Steve Shapin, "Paradise Sold: What are You Buying when You Buy Organic?" *The New Yorker*, May 15, 2006

<http://www.newyorker.com/magazine/2006/05/15/paradise-sold>

"Ten Ways to Eat Local"

<http://www.pbs.org/now/shows/344/locavore.html>

**In-class viewing:**

TED talk: Ron Finley

**WEEK 4: Feb 14/16**

**Reading:**

*Healing the Wounds*  
pp 49-79

**WEEK 5: Feb 21/23**

**Reading:**

*Healing the Wounds* pp 80-109

**WEEK 6: Feb 28/Mar 2**

**Reading:**

*Ecofeminism: Maria Mies and Vandana Shiva*  
Part 1: Critique and Perspective  
Part 2: Subsistence vs. Development

**WEEK 7: Mar 7/9**

**Reading:**

*Ecofeminism: Maria Mies and Vandana Shiva*  
Part 3: The Search for Roots

**WEEK 8: Mar 14/16**

**Reading:**

*Ecofeminism: Maria Mies and Vandana Shiva*  
Part 4: Ecofeminism v. New Areas of Investment through Biotechnology

**\*\*Spring Break: No class Mar 21/23\*\***

**WEEK 9: Mar 28/30**

**Reading:**

*Ecofeminism: Maria Mies and Vandana Shiva*  
Part 5: Freedom for Trade or Freedom for Survival?

**WEEK 10: Apr 4/6**

**Reading:**

*Ecofeminism: Maria Mies and Vandana Shiva*  
Part 6: Subsistence: Freedom v. Liberation

**Video:** *Water on the Table* (Cougar Courses "Films" tab)

**WEEK 11: Apr 11/13**

**Readings:**

*Ecofeminism: Maria Mies and Vandana Shiva*  
Part 7: Conclusion

**WEEK 12: Apr 18/20**

**Reading:**

Video: "The Burning Times" (Cougar Courses "Films" tab)  
*Healing the Wounds* pp 113-144

**WEEK 13: Apr 25/27**

**Reading:**

*Healing the Wounds* pp 145-185

**WEEK 14: May 2/4**

**Reading:**

*Healing the Wounds* pp 187-253

**WEEK 15: May 9/11**

**Tues:** Final Discussion

**Thur:** Final Exam Review

**FINAL EXAM: DUE THU MAY 18, MIDNIGHT (Cougar Course)**

**Criselda Yee**

WMST 304

**From:** Jeffrey Charles  
**Sent:** Monday, May 15, 2017 10:08 PM  
**To:** Criselda Yee  
**Subject:** Re: WMST 304 Signature or Email Needed

ENUS Approval

Criselda:

I thought that Veronica was forwarding my e-mail as well, but in any case I fully support this proposed course WMST 304, ECOFEMINISM.

Jeff

(P.S. Wouldn't it be great if CSUSM could implement some sort of docusign program that would substitute for tree-killing paper forms in the curricular process?)

--

Jeff Charles  
Acting Director, Environmental Studies Program  
Associate Professor  
History Department  
233 Markstein Hall  
California State University, San Marcos  
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**From:** Criselda Yee <[cyee@csusm.edu](mailto:cyee@csusm.edu)>  
**Date:** Monday, May 15, 2017 at 5:35 PM  
**To:** Jeff Charles <[jcharles@csusm.edu](mailto:jcharles@csusm.edu)>  
**Subject:** FW: WMST 304 Signature or Email Needed

Hi Jeff!

Hope this email finds you well...the semester almost over!

I am contacting you regarding the WMST 304, Ecofeminism course proposal. Veronica sent me a C form with your name typed on the signature line (Item #22 on the form). I need either a signature on the form, or a brief email stating your support. Could you please sign the attached form and re-send to me, or, just send me a brief email stating your support of WMST 304?

Thanks for your help! ☺

Best regards,  
Criselda

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*Criselda Yee*

Curriculum Specialist - Academic Programs