



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

GSXS 420-01

Ecofeminism

Fall term 2022 block week

August 29 through September 2, five days inclusive, 9:00 a.m. to 4:30 p.m.

Taylor Institute, room 120

COURSE OUTLINE

Instructor Name: Joe Kadi

Email: jkadi@ucalgary.ca

Office Hours: There are no office hours held during block week.

Please review student-instruction communication guidelines below.

COURSE DELIVERY INFORMATION

As of the beginning of July 2022, the plan is to meet in person for fall classes. We will be spending time outside every day.

TERRITORIAL ACKNOWLEDGEMENT

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River; the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary.

ii' taa'poh'to'p, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful – and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

COVID-19 AND IN-PERSON CLASSROOM PROTOCOL

Our block week class will happen while we are still dealing with Covid-19. Currently there is no mask mandate on campus, and this concerns me. I strongly encourage each of us to wear our masks to class, and keep them on in the classroom. This is the best way to protect ourselves and each other. I am particularly concerned about protecting folks in our learning community who are immune-compromised, and/or struggling with chronic illness, and/or dealing with other disabilities and health conditions. We can think of mask-wearing as our first step toward creating a positive and inclusive learning community. Also,

keep in mind that a number of our activities will be done outside, where it will be possible to work without masks.

COURSE OBJECTIVES and LEARNING OUTCOMES

Ecofeminism is a movement for social justice and ecological justice. It can also be described and understood as a theory, as a way of life, as a philosophy. It provides us with a multi-layered, intersectional structure with which to view the world and make connections. In this course we will discover the insightful analyses that ecofeminism offers us, in both theoretical and practical ways. We will come to appreciate the complex, contextual way of thinking and perceiving the world that is foundational for ecofeminism, and begin to see places in the world where this system is at work.

- Understand the broad range of issues ecofeminists are concerned about, and the intersectional framework of ecofeminism.
- Understand how a concept can be theoretical, practical, action-based, and value-oriented.
- Consider the relevance of ecofeminism in today's world.
- Appreciate the practical implications of ecofeminist theorizing and action – and social change generally – in everyday life.
- Deepen our critical/holistic thinking skills.
- Understand our own values and commitments more deeply.
- Work to establish a vibrant learning community based on respect and support.

PREREQUISITE(S)

3 units, 0.5 full course equivalent, in Gender and Sexuality Studies/Women's Studies courses.

It is the student's obligation to ensure all pre-requisites are met or waived. Pre-requisites are provided in the calendar's course descriptions:

<https://www.ucalgary.ca/pubs/calendar/current/gender-sexuality-studies.html>

OFFICE OF SUSTAINABILITY CERTIFICATE

University of Calgary students have the opportunity to engage with and learn from the Office of Sustainability, which offers (among other things) a certificate focusing on sustainability, environmental issues, and social change. GSXS420 counts as one of the electives for the certificate. Students are encouraged to consider learning more about the certificate, and about the Office of Sustainability generally. Here's the link to learn more about the certificate:

<https://ucalgary.ca/sustainability/education/undergraduate/certificate-sustainability-studies>

PARTICIPATORY CLASSROOM PHILOSOPHY

Gender and Sexuality Studies courses (GSXS) operate according to a participatory classroom philosophy. Students will be expected to engage with each other and the instructor in a number of ways, whether working synchronously, asynchronously, or in person. Students need to be prepared for an intense learning environment, which may result in feelings of discomfort and vulnerability. In addition, all students are expected to work from our braver space model, and to apply analytical frameworks in keeping with the standards of a university undergraduate experience.

We recognize that these are extraordinary times, with additional stress upon everyone. We ask that communication be done in a timely, detailed, and respectful fashion. We also ask that students familiarize themselves with the details outlined in this course outline, including university regulations governing academic and non-academic misconduct. Lastly, GSXS instructors rely on students to follow our guidelines, and respect our policies.

Expectation for Fall 2022 Block Week Course

A block week course is an intense and unusual way to take a class. We will condense all of the material usually given over a 13-week course, into five full, long days. We will begin promptly at 9 a.m. each morning; it will be helpful to have everyone gathered at least 15 minutes before class begins. We will take a one-hour lunch break, and go until 4:30 p.m.

It is **strongly encouraged** that all course readings be completed before the course begins. There is an assignment due on August 28, the day before class begins. In addition, there are reading comprehension quizzes: students will do their best work on these quizzes if they have devoted time to absorbing the material before our block week begins.

Take note of the due dates for assignments, and remember how intensive these five days will be. It is important that students clear their schedules of any other obligations during this week. It is not acceptable to miss any of our time together.

As it says under 'Course Delivery Information,' be prepared to spend time outside each day, at several points in the day. Have healthy snacks and water available, as well as comfortable clothes and supportive shoes. Sunscreen, hat, and sunglasses, and raincoats, will also be necessary.

CONTENT WARNING

Some of the materials and topics in this class may include explicit written or audio-visual content (violence, sexuality, objectionable or illegal conduct). If these materials make you uncomfortable, you are encouraged to speak with the instructor. You will not be exempt from any assigned work but we will work together to accommodate your concerns. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion.

REQUIRED TEXTBOOKS, READINGS AND MATERIALS

One required textbook: Joukhadar, Z. (2021) *The Thirty Names of Night*. Atria Books. Students can purchase this book directly from the University Bookstore. Students who wish to purchase an e-copy of the book will be able to do so through several online sources.

Other readings and recordings will be available through D2L.

COURSE ASSESSMENT AND EVALUATION

This course offers no re-takes or make-up assignments. Requests for extensions on assignments should be made several days before the due date. If you wish to discuss a grade with the instructor, you must do so in person, most likely after the course has ended. You will be expected to reflect upon your assigned grade in the context of the course guidelines and any rubrics.

Assignments and Evaluation

Students will note that there are two quizzes that are graded as complete or incomplete. The instructor expects these will be taken as seriously as all other assignments.

*Responding to *The Thirty Names of Night*: this short paper will be uploaded to Dropbox at or before 11:59 p.m. on August 28, the day before our class begins. 15 percent.

*Student Code of Conduct and Participation Pact, completed on D2L, at or before 11:59 p.m. on August 29. Note these are two separate quizzes. Look for them on D2L, under Assessments, under Quizzes. They are mandatory assignments, graded as incomplete or complete.

*Two reading comprehension tests, the first one happening August 30, and the second one happening September 1, at the beginning of class. Each is worth 15 percent, for a total of 30 percent.

*Environmental Sculpture Project, due September 9, 11:59 p.m., D2L Dropbox. 15 percent. Students who choose to present their final project at the SDGA Summit are exempt from this assignment.

*Participating in 'Ecofeminism Happy Hour' by providing examples of positive social change work being done at local and global levels. The final 20 minutes of each of our five days of class will be spent in this way.

*Final Creative Project, due on or before September 23, 11:59 p.m., D2L Dropbox. 40 percent.

*Presenting the final project at the Sustainable Development Goals Alliance Summit, which will happen late September/early October. 15 percent.

Responding to The Thirty Names of Night, worth 15 percent.

Students are responsible for reading the entire Joukhadar novel, *The Thirty Names of Night*, before our course begins. This assignment is geared toward helping students think about concepts associated with ecofeminism. Students will focus their 500-word response paper on the following:

Assume that the Joukhadar novel lays out principles and values of Ecofeminism in *The Thirty Names of Night*. Name three of these principles, and discuss in detail.

This assignment is due at or before 11:59 p.m. on August 28, the day before our class begins. If students wish to upload the assignment before the due date, they can do so as of August 20.

Reading comprehension tests, worth 15 percent each.

These tests consist of questions requiring short answers that pertain to basic concepts and ideas taken from our readings and our audio recordings. Students may also be asked to consider their responses to these resources, and to make connections between them. Remember that this will not be a test focusing on memorization; it will be a chance to show that you have a grasp of the important insights from these resources, and are able to explain/explore them in your own words.

Each test will be completed in class, the first on August 30 at the beginning of class, the second on September 1 at the beginning of class. Students will be told which readings/recordings will be tested on which day.

Environmental Sculpture Project, worth 15 percent – OR – Presenting Your Final Project, worth 15 percent.

Each student will create an environmental sculpture, primarily made from bits and pieces of things you find outside. Rocks, twigs, driftwood, feathers, nests no longer in use, leaves, plants, branches, plants, and wildflowers (making sure the health of the species is considered before picking a wildflower) can be gathered, and then arranged in a pattern/style that speaks to you in some way. And while the vast majority of items in the sculpture will be natural objects that are found outside, it is possible to add a few other (small!) items. For example, you may use a small scrap of paper on which to write a title, a message or prayer, a photo or sketch. You may include a small scrap of natural fabric that has meaning to you, or a piece of pottery. Perhaps you want to add herbs that have been tied with thread.

Students will write a 500-word essay explaining the sculpture project. They will refer to particular authors and thinkers, as well as course definitions, whose ideas influenced the sculpture.

Students will upload a photo of the sculpture, and the essay, to Dropbox, at or before 11:59 p.m. on September 9.

See below for the explanation about presenting your final creative project.

Final Creative Project, worth 40 percent.

This final project gives each student a chance to reflect on what they have learned, what insights they have gained, and what they plan to utilize in future studies, and in life generally. Each student is able to focus the assignment in a way that makes sense to them, and that allows them to highlight what has happened for them in this course. The project will be done in a creative format, such as a video, a 'zine, a song, a visual art project, a children's book, a series of blogs, a short story. The project will be uploaded to Dropbox, at or before 11:59 p.m., September 23.

Presenting your final project, worth 15 percent.

Student will decide whether they want to present their final project at an event sponsored by the Office of Sustainability, the Sustainable Development Goals Alliance (SDGA) Summit that will be held sometime near the end of September. This will provide students with an opportunity to connect with folks who share their values, to learn more about the SDGA goals and the Office of Sustainability, to further their university education, and to build their resume.

Participating in the Summit will require a time commitment on the part of those students who choose to participate. Presenting your final project counts for 15 percent of the grade.

Students who participate in the Summit appropriately, as per the presentation guidelines (found on D2L), will receive an A grade.

Note that the summit will occur in late September/early October: exact dates will be available by the end of August.

Exams.

There is no final exam for this course.

Late assignments: One grade level (e.g. B+ to B) will be deducted for each day an assignment is late.

Exams: There is no final exam for this course.

GRADING SYSTEM:

This course uses a combination of letter and number grades, according to the chart below. The university's Undergraduate Grading System is available here:
<https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

In most cases where the final letter grade for the course is less than 1% from the next higher grade, the instructor will round-up. This course does not use a bell curve – whatever mark you get is it.

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding
90 – 95.9 %	A	92	4.0	Excellent
85 – 89.9 %	A–	87	3.7	Approaching Excellent
80 – 84.9 %	B+	82	3.3	Exceeding Good
75 – 79.9 %	B	77	3.0	Good
70 – 74.9 %	B–	72	2.7	Approaching Good
65 – 69.9 %	C+	67	2.3	Exceeding Satisfactory
60 – 64.9 %	C	62	2.0	Satisfactory
55 – 59.9 %	C–	57	1.7	Approaching Satisfactory
53 – 54.9 %	D+	54	1.3	Marginal Pass
50 – 52.9 %	D	52	1.0	Minimal Pass
0 – 49.9 %	F	0	0	Did Not Meet Requirements

Policy for Assessments and Absences:

As per the University of Calgary Calendar G.1.1., a student who is absent from an in-person assessment in a course will receive a grade of zero on the assessment. This policy will remain the same for synchronous assessments scheduled to happen during a zoom

meeting, such as a class presentation. If a student communicates with the instructor and explains the circumstances around the absence, the instructor may transfer the percentage weight for the assessment to another component of the course (such as the final examination), set another assessment, or make other alternative arrangements. An instructor will normally make this decision based on the information provided by the student. The instructor may ask for supporting documentation to confirm an absence. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. For more information on Supporting Documentation, see <https://ucalgary.ca/pubs/calendar/current/m-1.html>

If you complete less than 30% of all assignments, you may receive a final grade of F. If you complete all assignments but receive more than two Fs, you may receive a final grade of F.

It is the student's responsibility to keep a copy of all assignments and to follow all instructions for completion and submission in case of loss by any cause.

GENDER AND SEXUALITY STUDIES PROGRAM COURSE POLICIES

Student Conduct

A Student Code of Conduct Agreement, available on D2L, is part of this course. It is a required component of the class (see "Engagement"). Expectations for online course engagement are detailed in D2L, which monitors student use.

One important guideline for the classroom stipulates that cellphones are turned off, and are tucked away, out of sight, for the class. If a student needs to check their cellphone at some point, they may leave the classroom and do so in the hallway.

Responsibility for fulfilling the requirements for all aspects of the course resides with the student. The instructor will not give out lecture notes, repeat information, nor provide replacement copies of material provided during regular class meetings.

Group work is a necessary component of a participatory classroom because it develops critical thinking and social skills. There will be a variety of assignments and engagement requirements that will demand your time and consideration of others.

Students must adhere to the Principles of Conduct, both Academic and Non-Academic, as outlined in the University of Calgary Calendar: ucalgary.ca/pubs/calendar/current/k.html

Course Technology

This in-person class requires computer work and online resources. If you are experiencing any computer/software/technical issues, you must get help through ucalgary.ca/it. All work must be completed using the online technologies designated by the instructor. Failure to complete any assignments by the deadline and according to the instructions due to technological error on the student's part is not sufficient grounds for an extension or re-take, and may result in a grade of F (0).

Students are eligible for an Office 365 subscription with their U of C IT account/email with which they may install and activate the Microsoft Office program suite on up to 5 devices.

They may download the Microsoft Office installation file by signing into their email online at <https://office365.ucalgary.ca> and selecting "Install Office Apps" from their main Office 365 portal page. Once the Microsoft Office suite is installed, they may activate the license by signing in with their @ucalgary.ca email.

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, assignment submissions and grading, and other forms of communication. Students are expected to check D2L at least once a week for any updates. D2L only uses @ucalgary email addresses.

Other platforms, portals, and programs may be required to complete course work. Students must have the capability to stream video.

Student-Instructor Communication

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The instructor's preferred means of communication is first by scheduled office hours, then by a pre-arranged meeting time, and then by email.

The instructor will endeavor to respond to emails within five business days of receiving the message. *If the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply.* This is not because the instructor doesn't want to communicate with students, it's because the instructor doesn't have time to answer unnecessary emails.

The instructor may respond to your email query with the request for a meeting.

Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details: ucalgary.ca/pubs/calendar/current/academic-schedule.html

If you have concerns about a received grade, before contacting the instructor, you must do the following:

- Review all rubrics, assignment instructions, and supporting documentation
- Be prepared to answer why you received the grade you did based on the materials listed above
- Review the university's policy on reassessment:
<https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Grade reassessment needs to be discussed in a meeting with the instructor (not over email). Lastly, keep in mind that the reappraisal of graded term work may cause the grade to be raised, lowered, or to remain the same.

Braver Space Guidelines

Second-wave feminists worked hard to strengthen group dynamics so that meetings and gatherings became supportive, positive spaces for everyone present. Initially, feminists used the terms safe space and safer space to indicate that commitment. Currently we use the term braver space.

In our GSXS program, the term braver space indicates a commitment to being respectful, self-aware, and mindful of the classroom dynamic and our place in it. It reminds us that it takes courage to participate in meaningful discussions of important social issues, in thoughtful and considered ways.

Awareness of group dynamics means that differences and diversity are respected, and that debate and discussion are welcome. This is particularly important in a course dedicated to social justice education, where conflict will inevitably arise. At the same time, remember that GSXS is an evidence-based discipline with high standards of research and analytical proof.

A more complete discussion of what steps create braver space classrooms is available on D2L sites, in the document entitled Concrete Actions That Help Create Braver Space Classrooms.

Concerns about a GSXS Instructor or Course:

If you have a serious concern about the course or the instructor, you may speak in full confidence to the Department of Philosophy phildept@ucalgary.ca. Please note: The Gender and Sexuality Studies program is administered by the Department of Philosophy.

About the Gender and Sexuality Studies Program

The Gender and Sexuality Studies Program offers Major, Minor, and Honours undergraduate degrees. The program is dedicated to offering students a feminist social justice classroom where we can explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator (jkadi@ucalgary.ca) and check out our listing on the Faculty of Arts website: arts.ucalgary.ca/gsxs.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity. Here are links to their Facebook sites (please note that the instructors are often members of these social media sites):

Consent Awareness and Sexual Education Club
Faith and Spirituality Centre
Writing Symbols Lodge
Queers on Campus
Q: The SU Centre for Gender and Sexual Diversity
Women in Leadership Club
Women's Resource Centre
Women's Studies and Feminism Club

The Gender and Sexuality Studies program is administered by the Department of Philosophy. The program coordinator is Joe Kadi (jkadi@ucalgary.ca or gsxsprog@ucalgary.ca). The Head of the Department of Philosophy is Nicole Wyatt (nicole.wyatt@ucalgary.ca).

Effective July 1, 2021, the program's name was changed from Women's Studies to Gender and Sexuality Studies, under the course designation of GSXT. It will not affect

anyone's degree or course standing. If you have any questions, ask your instructor or the program coordinator.

DEPARTMENTAL, FACULTY, AND UNIVERSITY INFORMATION

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities:

ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

Time limit and extended deadline accommodations can be set by D2L. Therefore it is imperative that students provide instructors with the appropriate documentation at the beginning of term.

Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For information on possible forms of documentation, including statutory declarations, please see ucalgary.ca/pubs/calendar/current/n-1.html

Student Support and Resources

Full details and information about the following resources can be found at ucalgary.ca/Registrar/registration/course-outlines

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program

progression and more. Visit the Faculty of Arts website at arts.ucalgary.ca/advising for contact details and information regarding common academic concerns.

If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator phildept@ucalgary.ca).

Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance. For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/ssc.

Responsible Use of D2L

Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit ucalgary.service-now.com/it for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here: <https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/>.

The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the [University of Calgary's Non-Academic Misconduct policy](#).

Academic Misconduct/Honesty

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about referencing, please consult your instructor.

University Policies

The Instructor Intellectual Property Policy is available at ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at ucalgary.ca/legalservices/foip. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).