



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 303.2 Lec 01

Topics in Feminism: Ecofeminism

Fall Block Week 2019

Monday August 26 – Friday August 30

9:00 – 17:00 Earth Science 054

Course Outline

Instructor: Joe Kadi

Office: Social Science 1206

Office Phone: Please use email

Email: jkadi@ucalgary.ca

Office Hours: No scheduled office hours during block week

Land 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, and that 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.

COURSE INFORMATION

Ecofeminism is a movement for social justice and ecological justice. It can also be understood as a theory, a way of life, 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.

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 professor. 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.

Prerequisites

There are no prerequisites for this course.

Course Objectives/Learning Outcomes

- Understand the broad range of issues with which ecofeminists are concerned.



- 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 in everyday life.
- Deepen our critical/holistic thinking skills.
- Work to establish a vibrant learning community based on respect and support.

Required/Recommended Textbooks, Readings, and Materials (including electronic resources)

There are no required texts. All of our reading material is posted on our D2L site.

Expectation for Fall Block Week Course

A Fall 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 5 p.m.

Students must complete all course readings prior to the start of Block Week. While students may be able to review the next day's reading the previous evening, they will not be able to absorb the key material if they are reading them for the first time. Please also take the time to read the trigger warnings pertaining to different readings, posted on the D2L site.

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.

Bring healthy snacks and water to class; you will need them. Also, wear comfortable clothes and supportive shoes to class. Bring sunscreen, hat, and sunglasses. We will be outside part of every day.

At certain points we will be meeting somewhere other than our regular classroom. These locations will be posted on the D2L site. It is the responsibility of each student to track each day's activities and location, and to be on time wherever we meet.

Three Optional Streams for Students

Part of our work in the Ecofeminism course will be choosing one of the four optional streams. On Tuesday, Wednesday, and Thursday, there will be time each afternoon when we will divide into groups, and engage in activities related to that group.

Please note that all of our classroom guidelines, whether related to confidentiality, respect, and a cellphone-free zone, are still in effect when engaging in these activities.

Students will sign up for their optional stream by following the directions on the D2L site; go to 'communication,' and then to 'groups,' where students can sign up. ***This must be done by Monday, August 19.***

Group One: Outside Solitude

Students who choose this stream will be outside by themselves, having time for solitude and reflection that will allow them to integrate our course material, and/or delve into emotional responses. Students can spend their time in ways that work best for them. Activities might include: meditating, praying, meditative walking (including walking the labyrinth that is located behind the Vitruvian Centre on our campus), identifying the different tree, plant, and animal species on our campus, journaling, drawing, daydreaming.



Group Two: Strengthening our Community Connections

Throughout our five-day course, we will be engaging in activities that will allow us to connect with each other. This particular stream offers students the chance to continue to connect with each other, and strengthen already-existing connections. Students who choose this activity will decide, as a group, how to spend this time. Students can choose from a variety of activities, which might include the following: meet at the SaVeg café at 637 11 Avenue SW for a vegan meal; ask staff at the Office of Sustainability to show them the campus community gardens; talk about our course readings; or visit some place in the city (such as Nose Hill Park) for a hike together. This group decision-making process will take time, and students in this group will come to Monday's class prepared to share ideas with the group. ***Important: all activities must be approved by instructor, whether on or off-campus.***

Group Three: Prayers for the Earth

Throughout our study of ecofeminism, it will become clear that spirituality is included in this wide-ranging philosophy/theory/social change movement. With the Prayers for the Earth stream, students will have a chance to engage in spiritual exercises that allow them to express concern about the Earth through prayers, meditation, and community connection/community ritual. The Prayers for the Earth activities have been set up in an inclusive a way as possible, so that they are available to all students; students from different faith traditions, students who consider themselves spiritual but not religious, and students who are atheist and/or agnostic and yet have an interest and curiosity about this aspect of ecofeminism. The Prayers for the Earth segments will be led by different folks who work at the University's Faith and Spirituality Centre; all activities have been structured in a way that will allow students to participate if they so choose, and to observe if they so choose. There is no prior knowledge or experience necessary to choose this stream, and there will be no assumptions made about students who attend the Prayers for the Earth activities (as in, no assumptions will be made about people's particular faith inclinations/beliefs/practices).

Activities for the Prayers for the Earth stream will happen at the Vitruvian Space in the Dining Centre of UC campus; we will be using Firmittis B.

Group Four: Sampler

Several students in last year's class asked for the opportunity to attend one of each of the three streams, and because of that, the Sampler option has been added. Only 10 students can sign up for this. On Tuesday, August 27, the Sampler group will engage in Solitude in Nature; on Wednesday, August 28, the Sampler group will join the Strengthening our Community Connections group; and on Thursday, August, 29 the Sampler group will join the Prayers for the Earth group.

Student Agreement and Other Important Matters

Students must—thoroughly—read the Student Agreement/Student Code of Conduct posted on D2L; ***this document must be read before our first class on August 26.*** It can be found in the 'Key Documents' section of our D2L site. A short version of this document can be found under the 'Quiz' section of D2L. Students must complete the questions asked about Student Agreement on or before August 26, 8 p.m. Please note it will not be graded as a quiz; it is listed there because of the versatility of the 'Quiz' section. It is a series of Y/N questions. If a student answers 'No' for any question, an explanation must be provided; the instructor will then determine if the reasoning is valid. If students have answered any question with a 'No,' they must contact the instructor via email to discuss this.



The Student Agreement explains important issues including but not limited to creating a respectful environment, ensuring confidentiality, and setting up a focused, distraction-free classroom.

Responsibility for attending and fulfilling the requirements for all aspects of the course resides with the student. The professor will not give out lecture notes, repeat information, nor provide replacement copies of material shared during regular class hours. The course includes a combination of individual assignments, group work, lectures, screenings, and readings.

Use of recording technologies in class is prohibited.

A D2L portal has been set up for this course which allows for group correspondence, course announcements, assignment submissions, and other forms of communication. Students are expected to check D2L, and their email, regularly.

Students are expected to arrive to class on time and prepared to work.

Please review the plagiarism policy outlined further in the course outline.

COURSE ASSESSMENT

Schedule of Lectures and Readings

This will be distributed the first day of classes.

Assignments and Evaluation

It is the student's responsibility to keep a copy of each submitted assignment

- Student Agreement
 - Read full document, complete 'Quiz' posted on D2L, on or before August 26, 8 p.m.
- Participatory Classroom, a two-part assignment.
 - Participation Pact is available in the 'Quiz' section of D2L; it must be completed on or before August 26, 8 p.m.
 - The Participatory Classroom assessment, a short essay, will be posted in the D2L Dropbox by Tuesday, September 3, 11:59 p.m.
 - If the Participation Pact is not completed by the deadline, students will not be able to hand in their assessment; they will receive 0/F on the assignment.
 - Worth 15 percent.
- Reading comprehension quizzes
 - Completed in home groups, focused on the readings for the day, Monday, August 26 and Thursday, August 29.
 - Each quiz is worth 12.5 percent, for a total of 25 percent.
- Journal
 - Hard copy due August 30, 5 p.m.
 - Worth 25 percent.
- Reflective Analysis
 - Due on or before September 27, 11:59 p.m., D2L Dropbox.
 - Worth 35 percent.

Participatory Classroom Assignment, worth 15 percent of grade.



A two-part assignment geared toward building a participatory classroom, worth 15 percent. For the first part of the assignment, students will complete the 'Participation Pact' in the 'Quiz' section of D2L. This will be completed on or before August 26, 8 p.m. If it is not completed by the deadline, students will not be able to hand in the second part of the assignment, and will receive a 0/F grade on this assignment.

For the second part of the assignment, due September 3, 11:59 p.m., in the online Dropbox, students will write a 2 to 3 page double-spaced paper focusing on issues of attendance, participation, and depth-of-learning. Considering that this is a participatory classroom, and that the success of a participatory classroom depends on each individual, this assignment will provide the chance for students to consider what they have contributed to creating a vibrant learning atmosphere. Students will begin by assigning themselves a grade that they believe accurately reflects their participation and depth of learning. They will explain their rationale for this grade by explaining how they have conducted themselves throughout the semester. The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade. The highest grade a student can assign themselves is an A. Please take the time to read the Guidelines for the Participatory Classroom Assignment, on the D2L site.

Reading comprehension quizzes, completed in home groups, August 26 and August 29, worth 25 percent of overall grade.

In these closed-book quizzes, on August 26 and August 29, students will work in their home groups to answer questions pertaining to basic concepts and ideas taken from the readings for the day. They will also have the chance to consider their responses to these articles. The point of the quizzes is not memorizing tiny details, but rather to show the instructor that you have a grasp of the important insights from these articles, and are able to explain/explore them in your own words.

The instructor assumes that all students will come well prepared to write this response, for their own sake and for the sake of their fellow students (who will be negatively impacted if someone in the group is not well versed in the readings). Students who believe that their grade has been adversely impacted by an unprepared group member may choose to speak to the instructor, or send an email to the instructor, stating—in a mature and reasonable manner—their concerns about an unprepared group member. Concerns about a particular group member must be raised by August 30.

Journal, hard copy due 5 p.m. August 30, worth 25 percent.

Students will keep a journal through the five days of our intensive learning experience; the journal will catalogue issues, readings, small group work, surprises, emotions, questions, and whatever else is considered important and noteworthy. There will be an abundance of items, issues, and concerns to write about, given the many activities the group will engage in. The journal will of course be an individual and unique expression of each person. Students may choose to include sketches, drawing, photos, poems, short prose pieces, and should come to class with an appropriate notebook and utensils that will work for them. The more detailed the writing, the better.

Students will ensure that they include detailed, specific information about their optional stream activity. If they are spending time alone, outside, they will describe where they are spending their time, what they are noticing, and their response. If they are connecting with other class members, they will also describe the activity in detail, as well as responses/questions concerning the activity. If they are part of the prayer group, the same detailed response will be included in the journal. Students should have a section in the journal pertaining to all three afternoon experiences with their optional stream.



Part of the ecofeminist ethos is being attentive to our surroundings, and noticing the land on which we are situated, and engaging mindfully with the world around us. The journal should reflect this.

Journals will be handed in at the end of class on Friday, August 30. Students who wish to take an extra bit of time to organize the journal, or add notes, may do so; they will then come to the instructor’s office (social science 1206) by 5 p.m. on Friday to hand in the journal. Journals will not be accepted after 5 p.m. on Friday; any student who has not handed the journal in by the deadline will receive a 0/F for the assignment.

How the journal will be graded: the level of detailed writing, ability to present and catalogue a fulsome account of the week-long course, integration of different aspects of course work (i.e. readings, outdoor experiences, optional stream participation, class discussions, guest speakers), creativity, depth of critical thinking skills, and organization.

Reflective Analysis, due 11:59 p.m., September 27, D2L Dropbox, worth 35 percent.

This reflective analysis will take the form of an essay. Students will pull together everything they have learned and experienced in this course. After the course is complete, students will take the time to engage with the first draft of their journal and move from that—taking the time to use self-reflection and in-depth thinking to consider where this course has taken them. That is, it will benefit students to see the journal as a first draft of the reflective analysis that contains helpful raw material; you will then begin to shape the reflective analysis combining the personal experiences noted in the journal and your analyses of these experiences. It may be that the guest speakers helped one person gain a comprehensive understanding of ecofeminism; that person can combine the notes taken from the guest’s presentation, and then build from that, bringing in analysis and insights as to where this particular exercise took their thinking and understanding. Another student may end up focusing on the way the various readings helped provide a framework for their appreciation of ecofeminism; that student will then work to show how the articles have allowed them to gain an accurate knowledge base that will serve them well in the wider world. Finally, another student may find that their distress about the planet’s deteriorating health has been positively impacted by what they now know about social change, and this would be an appropriate topic to write about.

Students will want to refer to their journals, as they work on this final assignment; the instructor will be in his office on Friday, September 6 from 2 to 4 p.m. so that students can drop by and pick up their journals, which will be graded by that time. A student may have a fellow classmate pick up their journal, provided they have emailed the instructor. **Please ensure you pick up the journal, or have someone pick it up for you, on that day.**

Be sure to utilize the Guidelines for the Reflective Analysis, on the D2L site.

Exams

There will **not** be a Registrar-Scheduled final exam in this course.

Grading Scale

A+	96 – 100%	C+	65 – 69.99%
A	90 – 95.99%	C	60 – 64.99%
A -	85 – 89.99%	C -	54 – 59.99%
B+	80 – 84.99%	D+	53 – 54.99%
B	75 – 79.99%	D	50 – 52.99%



B -	70 – 74.99%	F	0 – 49.99%
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Late Assignments

Assignments submitted after the deadline will be penalized with the loss of a letter grade (e.g.: A- to B+) for each day that they are late.

ABOUT THE WOMEN'S STUDIES PROGRAM

This course may be counted toward a Women's Studies degree. The Women's Studies Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator (wmstprog@ucalgary.ca) and check out our website: <https://arts.ucalgary.ca/womens-studies>.

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 social media sites):

- [Consent Awareness and Sexual Education Club](#)
- [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](#)

Content Warning

Some of the materials and topics in this class will include explicit content (violence; sexuality; profanity; blasphemous, objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the professor and/or to take measures to ensure that you feel braver in the classroom. 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. No one person's right to their beliefs may supersede another person's right to security and dignity.

When in a classroom dedicated to social justice education, conflict will happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold onto your own personal beliefs, but recognize that there will be differences of opinion and experience, and a university classroom holds high standards of research, evidence, and analytical proof.

Students need to listen attentively and critically to the evidence provided in class lectures, readings, discussions, and other materials.

If you feel that you need more support than can be provided by the classroom or the instructor, you are encouraged to take advantage of some of these resources:

SU Wellness Centre

<http://www.ucalgary.ca/wellnesscentre/> 403-210-9355 / 403-266-4357)



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

Calgary Communities Against Sexual Abuse Hotline

(<http://www.calgarycasa.com/> 403-237-5888)

Alberta Mental Health Hotline

(<http://www.albertahealthservices.ca/services.asp?pid=saf&rid=1019446> 1-877-303-2642)

Trained peer supporters are also available on campus through:

Women's Resource Centre

(<https://www.ucalgary.ca/women/> 4th Floor, MacEwen Centre, in The Loft)

Q Centre for Gender and Sexual Diversity

(<https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/> 2nd Floor, Mac Hall, near The Den).

If you have a serious concern about the instructor's conduct, you may speak in full confidence to either the Women's Studies Coordinator (wmstprog@ucalgary.ca) or the Head of the Department of Philosophy (phildept@ucalgary.ca). Please note, Women's Studies is a program that is administered by the Department of Philosophy.

Braver Space Guidelines

"Braver Space" principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the classroom space, and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person's), nor cajoling others into participating in ways that are not conducive to their personal bravery. Rather, it means being respectful, self-aware, and mindful of the classroom dynamic and your place in it. Some guidelines are provided below.

Do not make assumptions about other people's identities and life experiences. That includes but is not limited to race, gender, sexuality, physical ability, socio-economic class, mental and emotional wellbeing, age, citizenship status, and reproductivity.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. Therefore, if you need to correct language use, do so respectfully; and if you are corrected, accept that correction respectfully.

Make an effort to speak from the position of "I" (not the generalized "you" or "people") and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is not acceptable.

Address people without assuming their gender. Some ways to do this:

- Don't refer to groups as guys, ladies, women, men, etc.,
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as "the person who said..."



Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:

- they/them/theirs
- she/her/hers
- ze/hir/hirs
- he/him/his
- ey/em/eirs

Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics could include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, "Please note that there will be (x) content in my discussion."

Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required and/or desired.

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

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 <http://www.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.

Instructor Intellectual Property

The Intellectual Property policy exists both to protect and to further the goals of the University of Calgary. In freely assigning ownership of Intellectual Property to its Creators, this policy supports and encourages the extraordinary creative and inventive endeavors of its community. This policy expresses the commitment of the University to maintaining an atmosphere conducive to the growth and development of ideas and their material outcome. The University's Instructor Intellectual Property Policy is available at <https://www.ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf>

Freedom of Information and Protection of Privacy Act (FOIP)

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. Further information about FOIP is available at <https://www.ucalgary.ca/legalservices/foip>.



The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at <https://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 (<https://www.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.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Student Support and Resources

Full details and information about the following resources can be found at <https://www.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 <https://arts.ucalgary.ca/advising> for contact details and information regarding common academic concerns.

For questions specific to the philosophy program, please visit <http://phil.ucalgary.ca>. Further academic guidance is available by contacting David Dick (Undergraduate Program Director dgdick@ucalgary.ca) or Jeremy Fantl (Honors Advisor jfantl@ucalgary.ca).

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



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

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 the Writing Support Services for assistance (via one-on-one appointments, drop-in support and writing workshops). For more information, and other services offered by the Student Success Centre services, please visit www.ucalgary.ca/ssc.

Online Resources and Electronic Devices

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

The instructor reserves the right to establish specific course policies regarding the use of electronic devices. If permitted, the use of devices must be exclusively for instructional purposes, and without disruption to the instructor or fellow students. Devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy.