This workshop will focus on issues relating women and nature to each other and to patterns of exploitation in our society. We plan to address such questions as: What are our historical and cultural perceptions of and attitudes toward women and the earth? How are they similar to or different from those of other societies? How are images of women and nature linked in our culture? What are the connections between the devaluation/exploitation of women and the destruction of nature? How are these forms of exploitation symptomatic of more widespread patterns of oppression in our society and in the world? How can we reclaim our bodies and reassert our spiritual as well as material ties to the earth? What are our visions for the future and how can we work, alone and together, towards realizing them?

COURSE OBJECTIVES

--To examine and contrast the ways in which women and men approach and relate to nature, ecology, and science.
--To evaluate the effects of the dominant world view on our perceptions of women, nature, and self.
--To identify connections between the oppression of women and the exploitation of nature and to explore ways in which these are symptomatic of more widespread patterns of exploitation in our society and others.
--To define ecofeminism and to identify ways in which women's movements and environmental movements may complement and reinforce one another.
--To create a challenging and supportive environment for exploring these issues and possible channels for effecting change and to bring our discoveries into a larger community.

WORKSHOP REQUIREMENTS

This workshop will be offered for 3 units, P/NC only. In order to pass, each student will be responsible for:

--80% attendance of workshop meetings.
--Completion of required readings prior to each meeting.
--Active participation in discussions.
--Keeping a journal (at least weekly) of reactions to readings, discussions, personal discoveries, etc.
--One paper, at least 5 pages, on any topic of interest in relation to the workshop, to be handed in by dead week.
--Leading/co-leading one of the weekly meetings (do the readings, suggest appropriate questions or activities, facilitate class discussion for that week).
--Participate in planning and completing an action project.

WEEK-BY-WEEK-OUTLINE
Week 1: INTRODUCTION TO THE WORKSHOP

Readings (to be read in class):
- Susan Griffin, "Is the Air Political Today?"
- Marge Piercy, "Unlearning to Not Speak"

Objectives:
--Go over the course objectives, readings, assignments, evaluation criteria.
--Introduce ourselves, our backgrounds and our reasons for participating in this workshop.
--Read and examine together selected poetry and excerpts to illustrate the general objectives of the workshop and to set the tone for future discussions.
--Define some basic terms (or discuss their ambiguity) and the contexts in which we will be using them.

Questions:
Who are we and why are we participating in this workshop? What do we hope to accomplish in this workshop? Do you consider yourself to be an ecologist? Environmentalist? Feminist? Why or why not? What do we mean when we use the terms ecology, nature, environmentalism, feminism, women's issues, dominant world view, exploitation? What relationships do you see between these terms? What experiences have you had in natural environments? Where did you grow up? How do your physical surroundings affect you, your perceptions of self and world? Does being a man or woman affect your relationship to your environment; your self-conception?

Week 2: IMAGES OF WOMEN/IMAGES OF EARTH

Required Reading:
- Nel Noddings, "The Angel in the House" and "The Devil's Gateway."
- Merlin Stone, selections from When God Was a Woman.
- Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference."
- Lynn White, "The Historical Roots of Our Ecologic Crisis."
- Mark Gerzon, "The Frontiersman: Images of the Earth."
- Yaakov Garb, "The Use and Misuse of the Whole Earth Image."
- Chief Sealth, Letter to President Franklin Pierce.
- John McDermott, "Nature Nostalgia and the City."

Objectives:
--Examine various historical and modern images of womanhood and their relationships to our perceptions and expectations of women and of ourselves.
--Examine images of the earth and of nature from various historical, cultural, and scientific perspectives.

Questions:
How have women traditionally been portrayed in literature, history, the media? Are these portrayals, or parts of them, valid? Realistic? Useful? How have each of these images affected our socialization as women or men? What choices and/or limitations do they offer us? What has been the role of Judeo-Christianity in defining womanhood in our culture?
What is the nature of western culture's relationship to the earth? How does this relationship differ from that of other cultures? How have Judeo-Christianity, the Scientific Revolution, the Frontier image affected/reflect this relationship? Which is cause and which is effect? How would you describe your personal relationship to the earth? How has it been affected by culture, media, where you live, your personal experiences and lifestyle?

**Week 3: THE WOMAN/NATURE CONNECTION**

**Required Readings:**
- Sherry Ortner, "Is Female to Male As Nature Is to Culture?"

**Objectives:**
-- Define and contrast nature and culture; examine the ways in which women have been associated with nature.

**Questions:**
How are women "biologically closer" to nature than men, according to Ortner? Is the close association of women and nature real or mythical, on a biological level? Psychological level? Personal level? In what ways has Judeo-Christianity linked women and nature? How, why, and by whom has this connection been extended into cultural, socioeconomic, and political spheres? What are the implications of this association for women and men in terms of their position and power in our society? What is culture? Who produces it, controls it? How and why do we place value on culture? On nature? What is the significance of Susan Griffin's use of the passive voice?

**Week 4: THE EXPLOITATION OF WOMEN AND NATURE**

**Required Readings:**
- Susan Griffin, *Woman and Nature*, Book Two,
- Critiques of Susan Griffin/Mary Daly.
- Carolyn Merchant, "Mining the Earth's Womb."
- Sally Gearhart, "An End to Technology."

**Objectives:**
--Examine the language, politics and economics of domestication and exploitation of women and nature.
--Define economics, technology, science, domestication, exploitation, violence.
--Explore themes/issues of violence and power in the exploitation of women and nature.

**Questions:**
How does our language affect/reflect our attitudes and values? What is the 'power of naming" and who has it? How is language used to oppress women? How do Susan Griffin and Mary Daly use language to explore this issue?
What is domestication? Exploitation? In what ways are women and nature domesticated and/or exploited? Who is doing the exploiting and why?

What is "economic growth"? Development? Technology? Who defines these terms and their use in our society? Who benefits from economic growth as it is currently defined, and who loses?

What are the roots of violence towards women/nature? What is power? What unique powers, if any, do women have? Men?

**Week 5: RECLAIMING THE EARTH**

**Required Readings:**
- Evelyn Fox Keller, "Contending with a Masculine Bias in the Ideals and Values of Sciences."
- Ruth Hubbard, "The Emperor Doesn't Wear Any Clothes: The Impact of Feminism on Biology."
- Shulamit Reinharz, "Experimental Analysis: A Contribution to Feminist Research."
- Adrienne Rich, "Toward a Woman-Centered University."
- Chris Thomas, "Alternative Technology: A Feminist Technology?"

**Objectives:**
-- To redefine/reinterpret science, technology, economics, progress, standard of living in ways that may help us to reconnect and reaffirm our interdependence with nature, expose exploitative patterns, and create a more sustainable society.

**Questions:**
How can we retrace our roots, our spiritual connections to nature and to the earth?

What is the "masculine bias" in science? What are the limitations to scientific, objective, reductionist analysis of our world? How may "feminist research," according to Shulamit Reinharz, transform our analyses of nature and culture? How can we redefine economic goods and growth? How may we incorporate nature, wilderness, sustainability, spiritual well-being into our current economic and social structures? Can this in fact be done?

In what ways can we make our lifestyles more ecologically aware, more sustainable, more connected to the earth?

**Week 6: RECLAIMING OUR BODIES**

**Required Readings:**
- Wilmette Brown, "Roots: Black Ghetto Ecology."
- Women's Working Group, "Seveso Is Everywhere."
- Suzanne Arms, excerpts from *Immaculate Deception."
- Joan Dickerson, "Some Thoughts on Fat."
Kelly, "The Goddess Is Fat."
Audre Lord, "Song For a Thin Sister."
Robin Goldner, "Fat. Not Fat."

**Objectives:**
-- To examine ways in which our bodies and health have been manipulated, exploited, and devalued; to explore means of recovering and empowering our bodies and ourselves.

**Questions:**
How do you feel about your body? Are you comfortable with it? How would you like to change it, or your feelings about it? From what do your dissatisfactions with your body, if any, stem?

How has the medical profession treated women in the past? How are women treated today, and by whom? How do issues of abortion, childbirth, birth control, disease, and poverty relate to the oppression of women? To the exploitation of nature? To other forms of exploitation in our society?

What is and has been the role of women in healing arts? How have women healers been regarded throughout history? What alternatives to modern medicine are available to us now?

**Week 7: FEMINISM, ECOLOGY AND POLITICS**

**Required Readings:**
- Hazel Henderson, 'The Warp and the Weft: The Coming Synthesis of Ecophilosophy and Eco-Feminism."
- Ynestra King, "Toward an Ecological Feminism and Feminist Ecology".
- Carolyn Merchant, "Earthcare: Women and the Environmental Movement."
- Women's Pentagon Action, Unity Statement.
- Fritjof Capra and Charlene Spretnak, "Principles of a New Politics" in Green Politics.

**Objectives:**
--Define ecofeminism and the issues common to women's movements, environmental movements, and peace movements.
--Locate ecofeminism in a global perspective; relate the theme of exploitation to racism, nationalism, colonialism, etc.
--Examine ways in which women have been involved in environmental activism and the impact women can have on politics.

**Questions:**
What is ecofeminism? In what ways is it advantageous/disadvantageous to link these two terms and movements? How may ecofeminism be connected to other social and political movements, in theory and in practice?

What problems do women face when we enter the realm of politics? How is our position in hierarchical structures related to our ability to change them? What unique perspectives, abilities, values can women bring into environmental politics?
Week 8: WEAVING

Required Reading:  (read at least one of the following):
Anne Cameron, Daughters of Copper Woman
Monique Wittig, Les Guerrillieres
Sally Gearhart, Wanderground
Dorothy Bryant, The Kin of Ata Are Waiting for You
Marge Piercy, Woman on the Edge of Time
Ursula LeGuin, The Dispossessed

Objectives:
--To explore visionary writings by women, our own visions for the future, and the practical means available to us for affecting change in our lives, our work, our environment, our society, our world.

Questions:
What kinds of societies do these writers describe? Are they utopian, idealistic, impossible dreams? Realistic, practicable? What is your own vision, your own utopia? How do any of these visions compare to technological utopias such as the Green Revolution, colonization of other planets, or the American Dream?

What is the role of idealism, dreams in our practical approach to problem-solving? To what extent can we change the system from within? What is the capacity of our system for change? What are the channels for effecting change and what are their limitations?

What is "boundary-living," as described by Mary Daly? What is the status of women's studies, environmental studies at Stanford and in academia in general? What is the status of women in your particular field of study? How do issues of women and ecology relate to what you are studying? To your personal life and goals? What strategies can we use to integrate these issues into personal, academic, work, and political spheres?

What are relevant local issues? What are women's roles in local environmental organizations? What is the role of women in volunteerism?

Week 9: TBA  (This need not be the ninth week; it will be fit in where appropriate and/or needed.)

Possibilities for this week include: Work on action projects. Meeting with other SWOPSI classes. Workshop with Judy Adams on oral history. Viewing a movie, such as "Testament." Any combination of the above.

Week 10: CONCLUSION

Objectives:
--Present action projects, bring guest speakers/visitors. Review and evaluate the major themes and accomplishments of the class.
ACTION PROJECTS

The class will decide collectively on a project or projects that will enable us to discuss these issues and share our discoveries with the community. Possible projects include:

-- Dorm outreaches in which students might organize a panel, speakers, and/or forum on some specific aspects of the workshop that have affected us personally and have relevance to the Stanford community.

-- Oral histories of women in this area who are involved in feminist/environmentalist/scientific areas. If students express interest in this sort of project, we will try to arrange a workshop with Judy Adams on oral history techniques. Some students might be involved through photography, transcribing tapes, and organizing a forum or a publication for the presentation of our findings to other workshop and community members.

-- A newsletter/newspaper on issues of women, ecology, ecofeminism written and produced by workshop members, or collaboration with the Aurora collective to produce an issue of Aurora devoted to these issues. In either case we may work with SWOPSI and/or Aurora for resources and to learn the ropes of producing, publishing, advertising, etc.

These projects are intended to integrate our academic and personal findings in the workshop with the practical application and sharing of our ideas within a wider community. By no means are these suggestions the only possibilities; it will be up to workshop members to reach group decisions through brainstorming, compromise, and collaboration and to design with our help an action project or projects in which all may actively and enthusiastically participate.

. . . Celebrate spring!