



COURSE OUTLINE : PHILO 118

D Credit – Degree Applicable

COURSE ID 004129

Cyclical Review: October 2018

Revision: September 2021

COURSE DISCIPLINE : PHILO
COURSE NUMBER : 118
COURSE TITLE (FULL) : Women, The Earth, And The DivIne
COURSE TITLE (SHORT) : Women, the Earth & the DivIne
ACADEMIC SENATE DISCIPLINE: Philosophy

CATALOG DESCRIPTION

PHILO 118 introduces students to the relationship between social domination of women and domination of the rest of nature. The goal of this course is to help students develop skills in analyzing the impact of the world's major religions on the lives of women in both the majority and minority cultures and on the life of the planet earth. Topics covered are the definition of values, and a study in viewpoints of the major religious traditions, such as Hinduism, Buddhism, Judaism, Christianity and Islam. This course also offers a brief assessment of the consequences of such attitudes in creating and/or solving women's as well as environmental problems in the United States. Emphasis is placed on developing judgment in the use of primary or secondary sources, and helping students discern what sources they should or should not trust. The course considers the differences among applications of deliberately selected value systems with respect to the treatment of women in the United States. In addition, it presents how the treatment of women in minority cultures affects cross-cultural understanding and affects the attitudes of the majority towards minorities.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author’s ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



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14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

- 1 Compare eastern and western attitudes toward women and nature;
- 2 analyze "the logic of domination" that lies at the core of traditional philosophical value systems;
- 3 recognize how religious worldviews can promote and perpetuate the oppression of women and the rest of nature;
- 4 explain the continued impoverishment of the earth and its inhabitants due to the aggressive expansion of corporate globalization.

STUDENT LEARNING OUTCOMES

- 1 explain the major principles of traditional philosophical value systems;
- 2 analyze contemporary American feminist movements and environmental movements in light of the major human value systems;
- 3 develop models for the application of value in feminist and environmental issues.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> • Course content • Definition of religion 	1	0	1



2	<p>Basic tenets of Eastern and Western Religions</p> <ul style="list-style-type: none"> • Hindu and Buddhist theories about the Law of Karma and Reincarnation • Chinese theory of Yin and Yang • Judeo-Christian theory of creation 	1	0	1
3	<p>The Role of Women within Institutional Religions</p> <ul style="list-style-type: none"> • Women as portrayed at the roots of western traditions: Mesopotamian, Egyptian, Greek and Roman religions • Women as portrayed in the western religions: Judaism, Christianity and Islam • Women as portrayed in the eastern religions: Hinduism, Buddhism, Taoism, Confucianism, and Shinto • Cross cultural understanding of the treatment of women 	8	0	8
4	<p>The Image of Women as Role Models Presented in:</p> <ul style="list-style-type: none"> • Myth • Legends • Liturgy • Sacred art 	4	0	4
5	<p>Survey of Traditional Philosophical Value Systems</p> <ul style="list-style-type: none"> • Objectivist–subjectivist / absolutist-relativist • Theistic-nontheistic • Rule/duty vs. utility/consequence • Universalist vs. individualist • Rationalist vs. empiricist 	5	0	5



6	<p>Eco-feminist Theologies and Ethics</p> <ul style="list-style-type: none"> • Is the gender of the deity or deities understood as male, female, both or neither? • Relationship between gods and goddesses in polytheistic religions 	3	0	3
7	<p>Goddess in the World Religions</p> <ul style="list-style-type: none"> • Goddess worship in the African traditions • Matrilineal goddess worshipping societies in Western traditions • Goddess worship in Chinese and Japanese traditions • Goddess worship in Hindu traditions 	8	0	8
8	<p>Survey of Traditional Attitudes toward Humanity's Place in the Universe</p> <ul style="list-style-type: none"> • The Eastern attitude <ul style="list-style-type: none"> ◦ Hindu ◦ Buddhist ◦ Taoist • The Western attitude <ul style="list-style-type: none"> ◦ Judaic ◦ Christian ◦ Moslem 	8	0	8
9	<p>Analysis of Values as Expressed in the Contemporary Western Ecology</p> <ul style="list-style-type: none"> • Movement in the United States • The "land ethic" • Respect for life • Holistic thinking • "Spaceship Earth" 	6	0	6



10	Possible American Models for the Application of Values in Environmental Issues <ul style="list-style-type: none"> • Stewardship • Biological community • Universalizing actions • Ecofeminism 	6	0	6
11	Conclusion <ul style="list-style-type: none"> • After the patriarchy: rethinking theology and nature • Women’s organizations in the United States • Environmental organizations in the United States • New alternatives to corporate globalization 	4	0	4
				54

OUT OF CLASS ASSIGNMENTS

- 1 essays (e.g., an essay analyzing the Koranic justifications for the superior position of men in Islamic culture);
- 2 group project (e.g., investigation of how the code of Manu affects gender relation in Hindu society).

METHODS OF EVALUATION

- 1 class discussions (e.g., in-class debate about different cultural perspectives regarding humans' nature to the environment);
- 2 in-class written assignments demonstrating the critical analysis of the ideas and principles in a collegiate manner;
- 3 two to three one-hour class examinations and a final examination requiring demonstration of course exit standards.



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METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Contemporary Perspectives on Ecofeminism	Required	Routledge	1	Print	Phillips, Mary	978-0815355557	2015
Critical Ecofeminism	Required	Lexington Books	1	Print	Gaarde, Greta	978-1498533584	2017