

HURON UNIVERSITY COLLEGE
Philosophy 2630F: Feminist Philosophy
Course Outline

Fall Term, 2014

Prerequisites: none

Anti-requisites: Phil 2067E

Mon. 3:30pm – 5:30pm, Wed. 2:30pm-3:30pm

HUC – W17

Instructor: Jennifer Epp

Office: A15

Office hours: Mon. 1:00pm – 3:00pm

Email: jepp5@uwo.ca

COURSE DESCRIPTION:

In this course we will use feminist perspectives to investigate core philosophical problems posed in epistemology, social and political philosophy, ethics, metaphysics, and philosophy of science. The course examines feminist methodology and criticisms of mainstream philosophy, feminist reconstructions of contested questions, and positive developments within feminist philosophy, with attention to post-colonial and global perspectives.

COURSE LEARNING OBJECTIVES:

This course has the following objectives:

- 1) To develop student's abilities to identify, understand, construct and critique philosophical arguments. In order to meet this objective students will enhance their oral and written communication skills, active listening skills, analytical ability and potential for creative problem solving via written assignments, collaborative exercises in interpretation and class discussion.
- 2) To familiarize students with debates and concepts arising within feminist philosophy, with feminist contributions to major philosophical debates, and to understand the complexity of these debates and contributions. In order to meet this objective students will read relevant literature and engage in conceptual analysis and respectful debate within class.
- 3) To enable students to think critically about the social contexts in which they learn and live. In order to meet this objective students will enhance their ability to formulate questions in relation to course material and reports in popular media. They will also develop the ability to conceptualize how things could *be* otherwise, our could be *explained* differently.

CLASS METHODS

This course consists of two classes per week. Each class will include lecture by the instructor, with time for questions and discussion. Some classes will include ‘workshops’ during which students work together to complete short exercises that are shared with the class. Depending on what the class decides there may be regular class reflections and the opportunity to give and receive peer feedback on your work. Students are expected to attend class having done all of the readings. Contributions to class discussions are encouraged.

TEXTS

PdF’s and links to articles online and via Huron and UWO libraries, available on WebCT.

REQUIRMENTS:

Midterm essay, 3-4 pages (due Oct. 16 th)	25%
Final paper proposal, 2 pages (due Nov 13 th)	10%
Final Paper, 5-6 pages (due Nov 27 th)	25%
Exam	30%
20 Class Reflections, each worth .5%	10%

These requirements are subject to change during the first week of class. Final requirements will be chosen collaboratively by the class, so attend early!

ASSIGNMENTS and ANONYMOUS GRADING:

Please submit all assignments, including essays, to the **Assignments** section of Sakai (see instructions below). In order to ensure fairness and avoid any potential bias your essays and final exam will be **graded anonymously**. For this reason, **please do not include your name on your essays or on the exam. Include your student number instead.** I will know who you are and what you have thought about *after* grading your work. In-class reflections are not subject to anonymous grading, since all properly submitted reflections receive a guaranteed grade.

To help with anonymous grading, **please title the documents you submit to the Assignments section of Sakai as follows:** “Your student number, Essay One, Question 1” or “Your student number, Essay Two, Question 1” (Of course, use your actual student number and the actual essay question number you chose to answer, which will be indicated in an essay assignment document on WebCT.) E.g. “222555111, Essay One, Question One”. **Failure to title assignments this way will result in a .5 deduction from the final paper grade.**

Further criteria for essay evaluation will be provided.

Please Note that when a student discusses a draft of a paper beforehand anonymous essay grading will not be possible. Nonetheless you are encouraged to discuss papers with the instructor as doing so can lead to improvement.

IN-CLASS REFLECTIONS:

IF the class chooses this mode of assessment: After each class write response to **anything** discussed in class or in the readings for class that day.

You might offer arguments, objections, comments, or questions related to claims from authors, students, guests or the instructor; connections to your own experience; connections to other things you have studied or encountered in the media; ways in which you are puzzled or confused; suggestions for ways of thinking about problems, etc.).

The only restriction is that your comments must be **relevant to course content**. Responses should not be about the fact that the room is too big, etc. In addition, saying that you found something interesting/boring, good/bad, or right/wrong without trying to say why, doesn't allow you to engage with the material. Go further than that and **explain why**. You cannot engage with the material by simply repeating what we have said (though you may want to present different interpretations of what has been said and evaluate them).

There is no length requirement. The goal is to give you a chance to engage with course material and respond to what we have done *for yourself*. This is a chance to figure out what you think about something and why you think it, and/or to deepen your understanding of the material by working out what you need to learn and what you understand well. It also allows me to understand what you, and the class in general, is engaged by or needs. So the length of your reflection will depend on what you need or want to work out for yourself.

On occasion I will offer a question or topic to reflect on. It is **optional** to answer this question or reflect on this topic. Instead you may choose to focus on something else. **However if you are having trouble with the class it may be helpful to make use of these suggestions.**

I read every response but I do not comment on responses except, on rare occasions, to recommend further reading or to raise a question (even when I really want to say more!). That allows you to write freely, without feeling like you have to try to figure out what I want you to say. In my experience, the quality of the reflections is much higher this way. Think of them as a chance to talk to yourself about what you are learning.

Each response is worth .5%, and every submitted response is guaranteed the .5% as long as it **engages** with course content. All responses **must be submitted by no later than 9am on the morning immediately after class either on paper or via e-mail. If submitting by e-mail you must use your UWO e-mail account and each reflection must be sent in a new message (do not 'reply' to any previous message to send your reflection).** This ensures that I can easily keep track of your reflections. **If you do not follow this procedure I will not be responsible for lost work. If submitting on paper please read the announcement titled "Submitting Reflections" in the Announcements section of Sakai.**

You must come to class to submit an in-class reflection! Since there are many opportunities to submit responses, no accommodation will be granted for missed submissions barring long-term illness or on-going, serious non-medical situation.

EXAM INDEX CARDS:

At the **beginning** of class you may submit one 3x5 inch index card per article that we are discussing in class that day. On the card you may write notes about that particular reading. Please discuss only one article per card. Cards may only be submitted if you attend the full class and must be submitted before class begins. Cards may only be submitted on the first day in which we discuss that particular article in class. I will return the cards to you at the beginning of the final exam. Please clearly indicate your name on the cards.

SUBMITTING ASSIGNMENTS:

All course work must be submitted through the Assignments section of Sakai. (Do not submit to DropBox or anywhere else in Sakai.) I have set up the assignments section so that course work submitted there is automatically sent to Turnitin.

If you cannot submit the paper to the Assignments section of Sakai please e-mail a copy of your paper to the instructor by the due date to prevent your paper from being considered late.

PLAGIARISM:

You may not submit assignments, or portions of assignments, that have been prepared for other courses. All instances of suspected plagiarism will be taken very seriously. Please make sure to cite all direct quotes, use quotation marks, cite all ideas that you got from somewhere else even if you are not using quotes, and to include a bibliography of any external resources that you use in anything submitted for this class.

ACCESSIBILITY:

Every effort will be made to make this class accessible. Part of the content of this course concerns the many different ways in which a context or activity can be inaccessible. We usually think of disability in relation to accessibility, and that's relevant, but so are many other factors including employment and family responsibilities. Please talk to me or your academic counsellor as soon as possible if you have any accessibility concerns and we will address them together (it often isn't possible to do this retroactively, so please do see me early on).

LATE POLICY:

Late papers or other work will be accepted with a penalty of 2% per day, but will not be accepted after the last day of class without accommodation from an academic counselor. If, at any time, accommodation is required for any assignment worth more than 10% you must see your academic counselor promptly.

WEBCT:

Please check the announcements section of webct regularly.

HURON UNIVERSITY COLLEGE ***Philosophy 2630F: Feminist Philosophy*** **Syllabus**

In order to allow time for class discussion, our schedule will need to be flexible.

Therefore this schedule should be treated as a guide only. Readings will be covered in the order in which they are listed but we may spend more or less time on a given reading depending on the needs and interest of the class. If you attend class regularly you will know what material will be covered in the next class. Alternately, to find out about upcoming readings or anything else, you may post a question on Sakai.

Mon. Sept 8 – Class Introduction, **Maryilyn Frye**, “Oppression”

Privilege and Oppression:

Wed. Sept 10 – Frye continued.

Mon. Sept 15 – **Peggy MacIntosh**, “White Privilege and Male Privilege”

Feminist Methodology/Philosophy of Language:

Wed. Sept 17 – **Shari Stone-Mediatore**, “Chandra Mohanty and the Revaluing of ‘Experience’”

Mon. Sept 22 – Stone-Mediatore continued.

Wed. Sept 24 – **Susan Erlich**, “Critical Linguistics as Feminist Methodology”

Mon. Sept 29 – **Eli Clare**, “Freaks and Queers”

Wed. Oct 1 – Clare continued.

Epistemology and Philosophy of Science:

Mon. Oct 6 – **Patricia Hill Collins**, “Black Feminist Epistemology”

Wed. Oct 8 – Hill Collins continued.

Mon. Oct 13 – **Thanksgiving**. No class.

Wed. Oct 15 – **Sonia Kruks**, “Identity Politics and Dialectical Reason: Beyond an Epistemology of Provenance”

– Midterm essay due

Mon. Oct 20 – Kruks continued.

Wed. Oct 22 – **Kathleen Okruhlik**, “Gender and the Biological Sciences”

Mon. Oct 27 – Okruhlik continued.

Postcolonial and Transnational Feminism:

Wed. Oct 29 – **Ofelia Schutte**, “Cultural Alterity: Cross-Cultural Communication and Feminist Theory in North-South Contexts”

Mon. Nov 3 – Schutte continued.

Wed. Nov 5 – **Uma Narayan**, “Through the Looking Glass Darkly”

Mon. Nov 10 – Narayan continued.

Moral and Political Philosophy:

Wed. Nov 12 – **Selya Benhabib**, “The Generalized and The Concrete Other: The Kohlberg-Gilligan Controversy and Moral Theory”

– Final Essay Proposal Due

Mon. Nov 17 – Benhabib continued.

Wed. Nov 19 – **Marilyn Friedman**, “Autonomy and Social Relationships: Rethinking the Feminist Critique”

Mon. Nov 24 – Friedman continued.

Wed. Nov 26 – **Virginia Held**, “Taking Care as Practice and Value”
– Final Essay Due

Mon. Dec 1 – Held continued.

Wed. Dec 3 – Catch up and review.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC):

<https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a medical emergency)

Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting either medical or non-medical documentation to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;

Fabrication of results or sources;
Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of

detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to

access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

Philosophy students registered at Huron who require advice about modules and courses in Philosophy should contact Dr. S. D'Arcy, Chair – sdarcy@huron.uwo.ca Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>