

Feminist Philosophy
Philosophy 265
Professor Carol J. Moeller
Spring 2006

Class Meets: Mondays, Wednesdays, Comenius 114

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Office Hours (Revised): M: 12:30-2:10; T, Th: 11:30-12:40, and by appointment.

Required Texts:

Zack, Naomi, *Inclusive Feminism*

LeDoueff, Michele, *The Sex of Knowing*, Kathryn Hamer and Lorraine Code, translators, NY, NY: Routledge, 2003.

Lindemann, Hilde, *An Invitation to Feminist Ethics* New York, NY: McGraw-Hill, 2006.

Weston, Anthony, *A Rulebook for Arguments, Third Edition*, Indianapolis, IN: Hackett Press, 2000.

This course fulfills the **Moral Life** Learning in Common (LinC) requirement. As such, we seek: (1) an introduction to two or more theoretical frameworks for reflection upon a moral life, and (2) multiple realms of application for these frameworks (i.e., two or more significant contemporary issues that will be explored in light of these theoretical considerations).

In particular terms, this feminist philosophy course will meet these outcomes as follows:

- (1) This course will use philosophical ethical methods, competing theories of justice, as well as various philosophical accounts of respect, rationality, consent, empowerment and other concepts arising in relation to women's issues,
- (2) applying them to such areas as:
 - a) the economic poverty of women (e.g., how does this relate to justice? What are the strengths and weaknesses of plans purporting to be more egalitarian?),
 - b) visions of justice across women of all groups, including "Third World" women, women of color, gay, lesbian and bisexual women, women with disabilities, (e.g. does "sisterhood" or equality mean liberation for all women?"
 - c) reproductive choice, freedom, and technologies issues (e.g., how has the history of sterilization abuse influenced policies on reproduction and their popularity?, what is it for a person to make an informed voluntary choice about abortion or sterilization – does it include the person thinking they have other options?)

As a course fulfilling the Moral Life rubric, Feminist Philosophy is an upper-division course. It requires sustained advanced analytical work. One must have an open mind, grapple with readings, topics and discussions that may be quite difficult intellectually, emotionally, and politically. (It can be quite difficult to struggle to understand a difficult article with which one disagrees and by which one feels offended.)

We seek the following learning outcomes, specifically in reference to feminist philosophy.

1. Enhanced knowledge of feminist philosophy and competence in the use of its analytical tools.

2. Increased awareness of the complexity of major gender issues such as those examined in the course;
3. Greater understanding of the moral issues related to gender, justice, and philosophy and ability to analyze the issues with attention to their depth and complexity.
4. Increased knowledge of and analytical ability at how such issues as gender, race, class, and sexuality relate and compound questions.

Course Description

Course requirements (as percentage of final grade)

I.	A. One Presentation (graded satisfactory or unsatisfactory)	5%	
	B. Seven Summary/Critical Response Essays (in portfolio)	5%	
	C. Attendance/Participation, qualitative and quantitative	5%	
	D. Worksheets, quizzes, collective work projects and other brief assignments (possibly including some on Blackboard) (some graded by letter or number, some simply for credit as satisfactory or unsatisfactory)	<u>5%</u>	
	Average grade on the above (I.A-I.C):	→	20%
II.	Examinations:		
	First Exam		20%
	Second Exam		20%
	Final Exam		20%
III.	Essay: One 9-11 Page Essay:		<u>20%</u>
			100%

Course Requirements Further Explained

I.A. Individual presentations, of 5-10 minutes, on assigned class days should cover the main points of the readings for that day and offering your own responses to them. (5%)

I.B. Summary/response Essays: Seven 1-2 page response papers on the readings for the class meeting at which you hand it in. That is, the essay should be about your reaction to the readings, not a review or extension of the class discussion. You need to keep a copy as well, to be gathered into a portfolio and submitted together at the end of the term. Of the 24 or so class meetings, you need to hand in 7 response essays. These essays are for your benefit, to practice engaging critically with the readings.

(5%)

I.C. Attendance/Participation, qualitative and quantitative 5%

Attendance/Participation: In addition to the grade component for attendance/participation above, there will be a deduction of 0.25 points taken off any unexcused absences, beyond two free misses.

I.D. Worksheets, quizzes, collective group work (generally in class) and other brief assignments (possibly including some on Blackboard) (some graded by letter or number, some simply for credit as satisfactory or unsatisfactory) (5%)

II. Exams: Three Exams (60%): For the final exam, most of the material will be drawn from the last series of readings, and the remainder will come from those covered earlier in the term. Each of these three exams will involve a combination of paragraph and essay writing with shorter answer type questions (e.g., true/false, one sentence answers, etc.) ($3 \times 20\% = 60\%$)

III. Essay (20%): 9-11 double-spaced pages on topic selected from those I distribute, or your own proposed topic with my written approval. In the essay, you will demonstrate your grasp of the course materials and go beyond them to develop your own positions and arguments. These essays will not necessarily be research papers involving outside research and sources beyond the books for the course. Rather, they may simply involve working the texts for class and responding to them critically, showing how and why you agree or disagree with the author's central argument on a topic. (20%)

Note: 5% may not see like much, say on a presentation one would rather not do or would do an unsatisfactory job on, but skipping it would give you a 0 as 5% of your final grade bringing an 80 down to a 76 for the course grade

Coursework: *Before* each class meeting, read and reflect upon everything that we are covering in class. Fair warning: there is no way to master the material except by doing lots of reading, discussing, and reflecting upon the material.

Intellectual Environment: Teaching and learning, on all of our parts, requires consistent effort. An atmosphere supporting high intellectual levels of discussion and written work is invaluable.

Work Expectations: These readings will range from moderately difficult to extremely difficult. To be understood they must be read, reread, and questioned in great detail. One needs to be able to express the author's ideas in one's own words precisely. Expect to work hard to understand the readings, then still harder to respond to them.

Seeing Me: If you have any trouble with any of the material, please bring it up in class, email me, or come see me. Don't wait. Come to my office hours. If you cannot make these, let me know and we can set up another time to meet. You can be sure that others are having similar difficulties or questions. Try to identify what your specific difficulties are, e.g., motivation, interest, reading comprehension, note-taking, writing, quiz and test-taking skills, philosophical reasoning. I can best help you get on track by seeing where in particular you have gone wrong. If you need to get something to me, leave it at my office.

Seeking help: Please see me with any questions you may have. Come to office hours. If those do not work out for you, arrange an appointment outside of office hours. Email me with questions,

to find a time to meet, etc. I am available to talk over essay topics and to look at essay drafts as well.

Learning Services: If you know or suspect you might be in need of Learning Services assistance, in anything from study skills or time management to possible disability issues, please contact Learning Services as soon as possible. This is particularly urgent if you know or suspect you might need accommodations to negotiate disability issues with the class. The office would simply contact me about the accommodation requested; they respect privacy.

Class Protocol: Since we are all adults, I need not specify all of the various ways in which we ought to treat each other with respect, being silent (especially while another person is speaking), being on time, having cell phones and pagers turned off, etc. Treat one another with kindness and respect. Be sure to make any criticisms as constructive as possible, challenging an idea without attacking a person. Anyone appearing to be disruptive or disrespectful will be asked to leave class. On a second occurrence the person would be dismissed from the course altogether.

Academic Integrity: Be sure to observe strictly Moravian College policies on academic integrity. Do your own work. Give credit any time you quote, paraphrase, or use anyone else's words or ideas. Give credit wherever it is due. Failure to do so -- *whether intentional or accidental* -- is academic dishonesty and is taken seriously, resulting in at least a 0 on the relevant assignment. For further specific information and resources on academic honesty, see the Student Handbook, the professor, or the Academic Dean's Office.

Documentation: You must document your work correctly. Use a style manual (such as M.L.A. or Chicago or the Turabian guide). If you do not own one you may access one through the Internet, or use a library copy. Please see a librarian or me if you need help with documentation. Pay special attention to the documentation of any Internet sources. If you use an Internet source, you must include the web address plus a hard copy of the article used, attaching these as an appendix.

Disability Issues: Students with disabilities should inform me right away so that we can discuss how to negotiate any related issues through Learning Services.

Responsibilities of each class member:

- 1) Come to class prepared, having done the readings and any assignments before class, having carefully and reflected upon them, with notes jotted down for questions, comments, and clarifications.
- 2) Participate fully in class, giving full attention to whomever is speaking, refraining from side talking.
- 3) Contribute to an atmosphere of learning, being focused and respectful of the ideas at stake, of the course materials, and of each other.
- 4) Regular participation in presentations, Blackboard postings (details to follow), discussions, group work, etc.
- 5) Honest self-assessment on these criteria. (I may periodically ask you assess yourselves on these criteria.)

Grading and Academic Integrity:

Grading and academic integrity policies for this course are in accordance with Moravian College standards, as expressed in the Catalog (p. 43). Please note the following about grading.

Grading scheme: 97-100=A+ 93-96.9=A 90-92.9=A- 87-89.9=B+ 83-86.9=B 80-82.9=B- 77-79.9=C+ 73-76.9=C 70-72.9=C- 67-69.9=D+ 63-66.9=D 60-62.9=D- 0-59.9=F

- A (4.00 points) and A- (3.67): "These grades indicate achievement of the highest caliber. They involve expectations of independent work, original thinking, and the ability to acquire and effectively use knowledge."
- B+ (3.33), B (3.00), and B- (2.67): "These grades indicate higher than average achievement. Evidence of independent work and original thinking is expected."
- C+ (2.33), C (2.00), and C- (1.67): "These grades are given when the student has devoted a reasonable amount of time, effort, and attention to the work of the course, and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class."
- D+ (1.33), D (1.00), and D- (0.67): "These grades indicate unsatisfactory work, below the standard expected by the College. They indicate work which in one or more important aspects falls below the average expected of students for graduation. The work is, however, sufficient to be credited for graduation, if balanced by superior work in other courses."
- F (0.00): "This indicates failure."

Moravian College standards on academic integrity and plagiarism are available in *Academic Honesty at Moravian College*, available from the Office of the Dean of the College (in Colonial Hall, first floor). Plagiarism is very serious, resulting in automatic failure on the relevant assignment, even if the action is unintentional, such as the failure to cite the source of paraphrased ideas. We will discuss these issues on particular assignments, such as essays.

For this course, the following pointers may be helpful. Follow instructions on graded assignments, doing your own work unless the assignment is explicitly given as a group project or as allowing for open-book work. In doing essays, be sure to give references and credit for any ideas which are not entirely your own. That is, when quoting or paraphrasing or even referring to the idea(s) of another, cite the source. If you are not sure whether a reference is required, give a reference anyway. If in doubt, err on the side of overly generous reference giving, and consult with the professor for guidance.

In addition, borderline grades *may* swing up or down (say, from a C- to a C, if the numerical grade is just on the line between those), depending upon a student's course contribution.

Missed presentations, exams, quizzes, and other assignments are only eligible for make-up in cases of emergency circumstances, at the professor's discretion. Contact the professor immediately in such a case. In the interests of fairness, documentation may be required.

Final note on grading: Please be aware that there is a qualitative component to grading that is up to the professor's judgment. If you do not understand the comments or grade on any assignment (or for the course), please ask me about it. If you wish to challenge a grade and are not satisfied with my response, you may appeal to the department chair, Professor Dana Dunn, 2nd floor, PPHAC, phone: x1562..

This syllabus may be revised with the notice of the professor.

RESP X = Summary/Response paper due (number X) on or before that day

*You need to do *one* longer essay, the earlier paper, due 2/23, *or* the later paper, due 4/20 -- but not both.

Course Schedule

<i>Dates</i>	<i>Text</i>	<i>Pages</i>	<i>Presenter:</i>	
1/17	T			
1/19	Th	<i>Invitation to Feminist Ethics</i>	1-58	
1/24	T	<i>Invitation to Feminist Ethics</i>	59-84	
1/26	Th	<i>Invitation to Feminist Ethics</i>	85-104	_____
1/31	Th	<i>Invitation to Feminist Ethics</i>	105-147	_____
2/2	Paper Topics Handed Out (if you choose to write on this first set of topics, readings, etc.)			
	Th	<i>Invitation to Feminist Ethics</i>	148-172	_____ RESP 1 DUE
2/7	T	Review/Discussion before Exam I		
2/9	Th	Exam I		
2/14	T	<i>Inclusive Feminism</i>	1-22	_____
2/16	Th	<i>Inclusive Feminism</i>	23-60	_____ RESP 2 DUE
			(23-40)	_____
			(41-60)	_____
2/21	T	<i>Inclusive Feminism</i>	61-82	_____
2/23	Paper Due (if you choose to write on this first set of topics, readings, etc.) (early) PAPER DUE*			
	Th	<i>Inclusive Feminism</i>	83-102	_____
2/28	T	TBA, possible film or small in-class project		
3/2	Th	<i>Inclusive Feminism</i>	103-120	_____ RESP 3

3/7	T	No Class: Spring Break			
3/9	Th	No Class: Spring Break			
3/14	T	<i>Inclusive Feminism</i>	121-140	_____	
3/16	Th	<i>Inclusive Feminism</i>	141-173	_____	RESP 4
3/21	T	More Discussion/Review on <i>Inclusive Feminism</i> before Exam II			
3/23	Th	Exam II			
3/28	T	<i>The Sex of Knowing</i>	beginning - 33	_____	
3/30		Paper Topics Handed Out (if you choose to write on this later set of topics, readings, etc.)			
	Th	<i>The Sex of Knowing</i>	33-68	_____	
4/4	T	All College Service Day	Volunteers to brainstorm, collect ideas, and make arrangements for service opportunities(s) related to the course (in lieu of a class presentation), well in advance of 4/4 College Service Day. Volunteer coordinators can work with Phyllis Walsh, Dr. Moeller, and others to find relevant existing projects and/or new ones. Volunteer coordinators:		
		1 _____	2 _____	3 _____	
4/6	Th	<i>The Sex of Knowing</i>	69-108	_____	RESP 5
4/11	T	<i>The Sex of Knowing</i>	108-125	_____	
4/13	Th	<i>The Sex of Knowing</i>	125-143	_____	RESP 6
4/18	T	<i>The Sex of Knowing</i>	143-178	_____	
4/20		Paper Due (if you choose to write on this later set of topics, readings, etc.) (later) PAPER DUE*			
	Th	<i>The Sex of Knowing</i>	178-198	_____	RESP 7
4/25	T	<i>The Sex of Knowing</i>	198-220	_____	
4/27	Th	More Review/Discussion for Final Exam, primarily on <i>The Sex of Knowing</i> , but also dealing with issues from earlier readings and discussions			
5/1-5/6		Take-Home Final Exam, due as scheduled during finals week			

*You need to do *one* longer essay, the earlier paper, due 2/23, *or* the later paper, due 4/20 -- but not both.

