

Feminist Philosophy
Philosophy 265
Professor Carol J. Moeller
Fall 2007

Class Meets: Tuesdays, Thursdays: 7:30-8:40 (A Section); 8:50-10 (B Section)

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Office Hours: T, Th 10-12, and by appointment.

Required Texts:

Young, Iris Marion, *On Female Body Experience: 'Throwing Like a Girl and other Essays'*, NY, NY: Oxford, 2005.

Vincent, Norah, *Self-Made Man: One Woman's Year Disguised as a Man*, NY, NY: Penguin, 2006.

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

Moya, Paula, *Learning from Experience: Minority Identities, Multicultural Struggles*, 2002.

Minnich, Elizabeth Kamarck, *Transforming Knowledge, 2nd Edition*, Philadelphia, PA: Temple, 2005.

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.

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 sustains 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.)

This course can fulfill the Moral Life LinC requirement.

As a Moral Life course and as a philosophy course, its general learning outcomes include:

1. an awareness of the complexity of moral issues and of the need for interdisciplinary understanding for informed moral decision-making;
2. grappling with the student's own values and moral position-taking;
3. enhanced capacity for moral discernment, criticism, and argument.

In addition to these Moral Life (LinC category) outcomes, specific goals to this course are that students:

4. achieve a broad understanding of the field of feminist philosophy, with a particular sensitivity to social justice and to how culture, race, ethnicity, gender, sexuality, and economic class issues.
5. strengthen skills for fair and sympathetic treatment of competing views and for critical reflection upon them.
6. develop verbal, writing, and thinking abilities to take positions, argue for them, and defend against competing views.

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, possible 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.)

Course Requirements (as percentage of final grade)

I.	A. One Presentation (graded)	
	*Attendance/Participation, qualitative and quantitative	10%
	B. Seven Summary/Critical Response Essays (in portfolio) Plus any 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>10%</u>
	Average grade on the above (I.A-I.B):	20%
II.	Examinations:	
	First Exam	20%
	Second Exam	20%
	Final Exam	20%
III.	Essay: One 8-10 Page Essay:	<u>20%</u>
		100%

*In addition, unexcused absences will lower one's final grade at a rate of .5 per miss, after a free miss. Lack of participation will also detract. Since discussion is critical, people must show up and engage with each other, despite the early hour.

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.

Attendance/Participation, both qualitative and quantitative. (Participation need not always be overtly verbal; however, students ought to be prepared, present and attentive, having read the assignments thoroughly, showing engagement with the material and discussion somehow even if one is fairly quiet in class.) Occasional pop quizzes may occur.

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 prior to that class session, 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.

Worksheets, 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)

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 x 20% = 60%)

III. Essay (20%): 10-12 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%)

Attendance and participation are required. Unexcused absences or failure to participate will detract from your grade. (Participation need not always be overtly verbal; however, students ought to be prepared, present and attentive, having read the assignments thoroughly, engaging in the material somehow even if one is fairly quiet in class.)

Additional Activities: Occasional outside of class events and video screenings may be assigned, either required or for extra credit. It is up to each student to be aware of these, to schedule make-up opportunities in advance if a conflict with such required attendance occurs.

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, listening 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) 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.

Missed Work: 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: be forewarned that the grade could be adjusted down, upon a closer look at the work, so there is a risk. If you challenge a grade and are not satisfied with my response, you may appeal to the Academic Dean's Office, Monocacy Hall, x1348.

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.

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

Course Schedule

<i>Dates</i>		<i>Readings to be Done for that Day's Class</i>	<i>Presenter</i>
Aug. 28	T	First day of class	
Aug. 30	Th	Young, <i>On Female Body Experience</i> , "Throwing Like a Girl," pp. 27-45	

Sept. 4	T	Vincent, <i>Self-Made Man</i> , pp. 1-91	_____
Sept. 6	Th	Vincent, pp. 92-183	_____
Required Public Talk:		Bill Ayers, "Freeing Minds, Freeing Bodies"	7-ish, Prosser Auditorium, HUB
Sept. 11	T	Vincent, pp. 184-292	_____
Sept. 13	Th.	Young, 27-45 (revisited), 45-74	_____
Sept. 18	T	Young, pp. 75-122	_____
Sept. 20	Th	Young, pp. 123-170	_____
Sept. 25	T	Further discussion	_____
Sept. 27	Th	Exam I	
Oct. 2	T	Lindemann, <i>Invit. to Feminist Ethics</i> , pp. 1-58	_____
Oct. 4	Th	Lindemann, <i>Invit. to Feminist Ethics</i> , pp. 59-104	_____
Oct. 9	T	No class, Fall Break, Sat. Oct. 6 - Wed. Oct. 10 7:30 a.m.	
Oct. 11	Th	Lindemann, <i>Invit. to Feminist Ethics</i> , pp. 105-147	_____
Oct. 16	T	Lindemann, <i>Invit. to Feminist Ethics</i> , pp. 148-171	_____
Oct. 18	Th	Moya, <i>Learning from Experience</i> , pp. 1-22	_____
Oct. 23	T	Moya, <i>Learning from Experience</i> , pp. 23-57	_____
Oct. 25	Th	Moya, <i>Learning from Experience</i> , pp. 58-99	_____
Oct. 30	T	Moya, <i>Learning from Experience</i> , pp. 100-135	_____
Nov. 1	Th	Moya, <i>Learning from Experience</i> , pp. 136-174	_____

Nov. 6	T	Moya, <i>Learning from Experience</i> , pp. 175-214	_____
Nov. 8	Th	Exam II	
Nov. 13	T	Minnich, <i>Transform. Know.</i> , pp. xii-xviii, 1-24	_____
Nov. 15	Th	Minnich, <i>Transforming Knowledge</i> , pp. 25-61	_____
Nov. 20	T	Minnich, <i>Transforming Knowledge</i> , pp. 62-102	_____
Nov. 22	Th	No Class Break from 10 p.m. Tues. 11/20-7:30 a.m. Mon. 11/26	
Nov. 27	T	Minnich, <i>Transforming Knowledge</i> , pp. 103-168	_____
Nov. 29	Th	Minnich, <i>Transforming Knowledge</i> , pp. 169-231	_____
Dec. 4	T	Minnich, <i>Transforming Knowledge</i> , pp. 232-276	_____
Dec. 6	Th	More Discussion, Review	

Classes end Dec. 10

Reading Days (T Dec. 11 and Sunday Dec. 16)

Final Exams W 12/12 - Sat 12/15, M 12/17 - W 12/19

**Also, I may supplement this schedule and readings with additional materials from time to time.*

The following are some of its learning outcomes:

1. achieve a broad understanding of the nineteenth and twentieth century philosophy, focusing upon such themes as who we are (individually and collectively), how to make sense of the world, and how we should live.
2. strengthen skills for fair and sympathetic treatment of philosophical views and for critical reflection upon them.
3. develop verbal, writing, and thinking abilities to understand philosophical work, examine it in depth, evaluate work critically, take positions, argue for them, and defend against competing views.