Syllabus

PHIL 315.2014/CRN 26065
Dr. Bonnie Mann
10-11:50 MW
234 Susan Campbell Hall
Fenton 105
Office Hours: T 2-4pm
bmann@uoregon.edu

Purpose
The purpose of this course is twofold: 1) to give students an opportunity to reflect on what it means to read and write philosophy from a position of “the other” in relation to the mainstream Western tradition, 2) to introduce students to basic texts and basic topics in feminist philosophy. By the end of the term students should be able to speak competently about important themes in feminist philosophy, such as identity, objectivity, the self-other relation, sexuality, gendered embodiment, agency and freedom; and about the contributions of a number of important thinkers in feminist philosophy. Students will gain exposure to feminist appropriations and criticisms of the Western philosophical tradition as well as debates within feminist thinking.

Description
Since the publication of Simone de Beauvoir’s *The Second Sex* in 1949, a burgeoning interest in gendered power and sexual difference has produced a wealth of feminist thinking in every area of philosophical inquiry, and across the disciplines. Yet philosophy remains by far the most male dominated field in the humanities. Even so, those who are philosophers and “outsiders” to this tradition find that the discipline of philosophy prepares us to ask the questions we need to ask and address the problems that we confront—even as we also find that we transform philosophy in the process. How does feminist thinking both appropriate and change the practice of philosophy? What questions are opened up by feminist philosophical inquiry that are not opened by more traditional approaches? How does feminist philosophy invite us to challenge some of our most deeply held assumptions about what men and women are? These are just some of the questions we will explore in the course.

I employ a variety of strategies to engage students in classroom discussions and reflection about the topics for the course. In addition to listening to lectures, you can expect to participate in small group discussions in class, to lead discussions with your peers, to be called on to explain key concepts to a group of your peers, to do short, in-class writings as a kick-off for discussion, and to actively respond to lectures. This term we will start each class with a student led discussion (the first ½ hour), this will generally be followed by a lecture, with more discussion at the end of the class period.
**Course Requirements**

*Class participation:* Including attendance, evidence of preparation for class (you’ve read the readings in advance), active engagement (meaning you participate in discussions!) and kicking – off discussions: 30% of your final grade.

*Short Reading Response Essay.* In class on Monday of week 3. You will have 30 minutes to complete the essay. 10% of your final grade.

*Mid-Term Exam:* 30% of your final grade.

*Final Essay:* 30% of your final grade.

**Grading**

What kind of work deserves an “A”, “B”, etc.? The following rubric reflects the general standards of the philosophy department:

- A=excellent. No mistakes, well-written, and distinctive in some way.
- B=good. No significant mistakes, well-written, but not distinctive.
- C=OK. Some errors, but a basic grasp of the material.
- D=poor. Several errors. A tenuous grasp of the material.
- F=failing. Problematic on all fronts indicating either no real grasp of the material or a lack of effort.

Please note: what counts as “excellent” or “OK,” for example, depends in part upon the nature and level of the class in question. The notion of “errors” here, since we are doing process oriented writing, will refer to fundamental misunderstandings of the texts or general sloppiness, not taking sufficient time or giving serious consideration to the work you are doing.

**Texts**

All readings for the course are available on the Blackboard Site for the course. In addition, there is a reader “on reserve” at the Copy Shop on 13th, which yo….

**Academic Honesty**

The stiffest possible penalties will be sought for those who plagiarize, fabricate, or cheat. (The usual punishment is an F for the course.)

**Plagiarism:** Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. By placing one’s name on work submitted for credit, one certifies the originality of all work not otherwise identified by appropriate acknowledgements. Verbatim statements by others must be enclosed by quotation marks or set off from the regular text as indented extracts.
Students will avoid being charged with plagiarism if there is acknowledgement of indebtedness. Indebtedness must be acknowledged whenever: 1) one quotes another person’s actual words or replicates all or part of another’s product; 2) one uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words; 3) one borrows facts, statistics, or other illustrative material—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise prepared totally or in part by another person, even if that person is acting as a tutor or editor (and ends up substantially producing part of the work).

**Fabrication:** Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to: 1) citing information not taken from the source indicated; 2) listing sources in a reference not used in the academic exercise; 3) inventing data or source information for research or other academic exercises.

**Cheating:** Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.

Examples include but are not limited to: 1) copying from another student’s work; 2) collaborating without authority or allowing another student to copy one’s work in a test situation; 3) using the course textbook or other material not authorized for use during a test; 4) using unauthorized material during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5) resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6) taking a test for someone else or permitting someone else to take a test for you.

**Electronics Policy**
Unless you have a documented disability that necessitates the use of electronic devices, *please refrain from using laptops, cell phones, blackberries, iPods, headphones, and any other electronic devices I don’t know the name of yet in class.* If you do have a documented disability that makes it important for you to have the technology at hand, just let me know in person.
**Students with Disabilities**
If you have a documented disability please let me know right away what accommodations are needed.
# Course Calendar

**Women and Philosophy**

### Week 1
1.1(1/6) Opening Class: Lecture: Xanthippe and The Apology of Socrates

1.2(1/8) Tuana, “Reading Philosophy as a Woman”
Alcoff “Of Philosophy and Guerilla Wars” (11 pp) (9 pp)

**Discussion Kick-Off**

### Knowing: Women and the Life of the Mind

### Week 2
2.1(1/13) Rousseau, selections from “Sophie,” in *Emile* (17 pp)
Wollstonecraft, selections from “Vindication of the Rights of Women” (14 pp)

**Discussion Kick-Off**

2.2(1/15) Woolf, *A Room of One’s Own* (Ch. 1) (21 pp)
Gilman, The Yellow Wallpaper (17 pp)

**Discussion Kick-Off**

### Week 3
3.1(1/20) NO CLASS: MLK Jr. Birthday Holiday

3.2(1/22) Woolf, *A Room of One’s Own* (Ch. 2) (15pp)
Frye, “To Be and Be Seen: The Politics of Reality” (15 pp)

*In class 30-minute reading response essay (10 % of final grade)*

**Discussion Kick-Off**

### Week 4
Harding, “‘Strong Objectivity’ and Socially Situated Knowledge” (18pp)

**Discussion Kick-Off**

4.2(1/29) Code, “Taking Subjectivity into Account” (20pp)
Wittig, “The Straight Mind” (12 pp)

**Discussion Kick-Off**
### Being: What is a Woman?

#### Week 5

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<tr>
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<tbody>
<tr>
<td>5.1(2/3)</td>
<td>Gilman, “As to Humanness”</td>
<td>(17pp)</td>
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<tr>
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<td>Beauvoir, “Introduction” to <em>The Second Sex</em></td>
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**Discussion Kick-Off**

#### Week 5

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<tr>
<th>Date</th>
<th>Title/Excerpts</th>
<th>Pages</th>
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<tr>
<td>5.2(2/5)</td>
<td>Mid-Term Exam handed out and explained.</td>
<td>(12pp)</td>
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<td>Irigaray, Excerpts from “The Question of the Other”</td>
<td>(6pp)</td>
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<td>Irigaray, “Human Nature is Two”</td>
<td>(6pp)</td>
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<td>Irigaray, “Sexual Difference is Universal”</td>
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**Discussion Kick-Off**

#### Week 6

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<td>6.1(2/10)</td>
<td>Wittig, “The Category of Sex”</td>
<td>(8 pp)</td>
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<td>MacKennon, “Difference and Dominance”</td>
<td>(13 pp)</td>
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**Discussion Kick-Off**

#### Week 6

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<td>6.2(2/12)</td>
<td>Butler, “Performative Acts and Gender​ Constitution”</td>
<td>(10 pp)</td>
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**Discussion Kick-Off**

#### Week 7

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<tr>
<td>7.1(2/17)</td>
<td>Midterm Exams DUE TODAY.</td>
<td>(15 pp)</td>
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**Discussion Kick-Off**

#### Week 7

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<tr>
<td>7.2(2/19)</td>
<td>Young, “Throwing Like a Girl”</td>
<td>(18 pp)</td>
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**Discussion Kick-Off**

### Doing: Feminist Politics and Ethics

#### Week 8

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**Discussion Kick-Off**

#### Week 8

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<tr>
<td>8.2(2/26)</td>
<td>Bartky, “Feeding Egos and Tending Wounds”</td>
<td>(20 pp)</td>
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**Discussion Kick-Off**

#### Week 9

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**Discussion Kick-Off**
9.2(3/5) Crenshaw, “Mapping the Margins: Intersectionality, Identity…etc. (22pp)

Discussion Kick-Off

**Week 10**
10.1(3/10) MacKinnon, “Genocide’s Sexuality” (24 pp)
Smith, “Sexual Violence as a Tool of Genocide” (15 pp)

Discussion Kick-Off

10.2(3/12) Nussbaum, “Human Capabilities, Female Human Beings” (17 pp)

Discussion Kick-Off

Final essays are due Wednesday of Finals Week by 5pm, and must be turned in to “Safe Assign” on the course website, and also in hard copy to the Philosophy Department office. You must do both to have completed your final essay.