

Tentative Term Syllabus for Philosophy V222-001: Philosophy and Feminism

Instructor:	Leonard Kahn
Term:	Spring 2015
Course Location:	Miller Hall, Room 114
Course Times:	T-TH 2.00-3.20
Office Location:	Bobet Hall, 4 th Floor, Room 411
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I. Course Description

In *Philosophy and Feminism*, we will examine some of the fundamental philosophical questions concerning the relationship between the human person as a knower and the world as an object of knowledge. We will do so through an investigation of feminism, especially as this approach touches upon philosophical themes concerning knowledge and self as well as political and social life. We will explore the interconnections between knowledge and reality and consider some of the reasoning processes that ground ethical, social, and political discourse. We will also think about some of ways in which the critical thinking found in philosophical work can help us make sense of broader cultural issues. The central questions with which we will be engaged in this course include the following:

- What is sexism, and what is oppression? What could constitute a resistance to sexism and oppression?
- What is the difference between sex and gender?
- Is there a unique way in which women know?
- How does being female contribute to one's identity? To one's ontology?
- What rights do women have, and what does justice require for and of women?
- How should we understand, from a philosophical perspective, issues of great importance to women such as reproductive autonomy, trafficking and forced prostitution, as well as economic inequality?

In light of these questions, the course is divided into the following parts:

- Part I: What Is Philosophy? (Weeks 1-3)
- Part II: What Is Feminism? (Weeks 4-6)
Mardi Gras Break (Week 7)
- Part III: Philosophy and Feminism - The Sameness Approach (Weeks 8-10)
- Part IV: Philosophy and Feminism - The Difference Approach (Weeks 11-12)
Spring Break (Week 13)
- Part V: Philosophy and Feminism - The Dominance Approach (Weeks 14-17)

Please note that this class meets the Foundations of Knowledge requirement in Loyola University's Advanced Common Curriculum. It also counts as part of the University's minor in Women's Studies.

II. Course Learning Outcomes

Philosophy and Feminism aims, in accordance with the University's Common Curriculum Mission Statement, at the education of the whole person and seeks to "equip us to understand the world as it is and to work to make it better, to focus on the values that shape our lives, to free

ourselves from prejudice and unexamined views, and to acquire knowledge and skills that inspire us to act and reflect critically on our actions as we seek the creation of a more just world.”

The course has a number of learning outcomes. These include: Critical Thinking, Written Communication, Oral Communication, Information Literacy, Philosophical Traditions, Political Behavior, and Experiences outside the Classroom. As per Loyola University's statement on the basics of assessments, I understand “learning outcomes” as what a student will be able to do by the time he/she finishes the course <<http://academicaffairs.loyno.edu/research/basics-assessment>>. I explain below my desired Learning Outcomes for this course as well as the means by which the Learning Outcome will be pursued.

***** Critical Thinking (A1)**

- Students who successfully complete this course will be able to:
 - Demonstrate fluency with basic logical concepts – especially validity and soundness,
 - Apply these basic logical concepts to evaluate arguments from written and other sources,
 - Use these basic logical concepts to construct their own arguments in a more reliably valid and sound manner,
 - Recognize and avoid possible sources of bias and distortion in their own reasoning and the reasoning of others.
- Students will achieve these outcomes through the following:
 - Individual in-class exercises on the basics of logic, with same-day feedback,
 - Group in-class exercises on the basics of logic, with same-day feedback,
 - Individual out-of-class exercises involving close reading of assigned texts, with an emphasis on the logical structure of the authors' work, and with in-class feedback.

***** Written Communication (A3):**

- Students who successfully complete this course will be able to:
 - Write with greater clarity, cogency, and coherence,
 - Write with increased facility in a variety of genres,
 - Write well for a diversity of audiences,
 - Write with greater self-understanding,
 - Write more persuasively and more powerfully,
- Students will achieve these outcomes through the following:
 - Completion of 12 informal writings of varying genre, audience, and purpose,
 - In-class discussions of these informal writings,
 - Completion, with the instructor’s guidance and the use of grading rubrics, of a 5-10 page term-paper project (optional), to be submitted in several stages including
 - An original statement of purpose,
 - A revised statement of purpose,
 - A rough draft,
 - A plan for the revision of the rough draft,
 - A final draft.

***** Oral Communication (A4):**

- Students who successfully complete this course will be able to
 - Present their ideas orally in a manner that is lucid and concise,
 - Maintain the interest of an audience with backgrounds and goals which vary significantly from their own,
 - Interact with their peers while discussing issues of great personal and societal importance

- in a way that is fair, reasonable, and productive,
- Help others to learn and develop through rational discourse,
- Participate in lively, informative, and philosophically sophisticated conversation with small groups before an audience of their peers.
- Students will achieve these outcomes through the following:
 - Class participation both in group exercises and in seminar-style discussion,
 - A panel-style discussion (with *roughly* 6 students) of 50 minutes about their learning service experience and its relationship to an assigned course reading.

***** Information Literacy (A6):**

- Students who successfully complete this course will be able to from “an intellectual framework for understanding, finding, evaluating, and using information” <<http://library.loyno.edu/services/instruction/team.php>>. This process will include the development of the ability to do the following:
 - Clearly and accurately paraphrase the ideas of others, as presented in course readings and other sources,
 - Recognize the argumentative structure offered in support of these ideas,
 - Situate these ideas in their larger cultural and intellectual context,
 - Identify important but implicit assumptions and presuppositions in these ideas and arguments,
 - Evaluate these argumentative structures and the ideas that they are supposed to support,
 - Explore alternative ideas by modifying arguments, assumptions, presuppositions, etc.,
 - Recognize important questions in the works of others and formulate questions of their own,
 - Break down (analyze) problems and similar phenomena into manageable components,
 - Draw connections between (synthesize) related issues in order to solve larger problems,
 - Use effectively conventional and electronic information resources,
 - Document primary and secondary sources accurately and effectively.
- Students will achieve these outcomes through the following:
 - Completion of informal writings and formal writings (see Written Communication above),
 - Completion of an in-class presentation and in-class panel discussion (see Oral Communication above).
 - Managed use of Loyola University's library and other library resources through ILL, focusing on books and periodicals,
 - Managed use of online sources, such as *Lexis-Nexis* and *Google Scholar*,
 - Instruction in the MLA style of documentation.

***** Philosophical Traditions (C5):**

- Students who successfully complete this course will have an improved understanding of the fundamental ideas at issue in this course – especially:
 - sex & sexuality, gender, autonomy & domination, feminism, equality, rights, misogyny, and the interaction between sex, gender, race, and class.
- Students who successfully complete this course will be able to:
 - Bring philosophical insight to bear on these fundamental issues and other closely-related issues,
 - Develop these insights and issues with their own experience, especially their Service Learning in this class,
 - Appreciate multiple points-of-view on a given idea or issue as well as diverse interpretations of a given text.

- Students will achieve these outcomes through the following:
 - Completion of reading assignments and exercises,
 - Completion of informal writings and formal writings (see Written Communication above),
 - Completion of an in-class panel discussion (see Oral Communication above),
 - Completion a minimum of 20 hours of Service Learning.

***** Political Behavior (C9):**

- Students who successfully complete this course will be able to:
 - Better appreciate the importance of sex, gender, and related concepts when engaging in deliberation about moral deliberation and making judgments about regarding issues of sex, gender, and related concepts,
 - Better achieve worthwhile goals in their life, with a sensitivity for issues of sex, gender, and related concepts,
 - Help to guide others in their deliberations, choices, and actions regarding sex, gender, and related concepts,
 - Usefully contribute to public dialogue regarding sex, gender, and related concepts,
 - Develop the habit of seeking knowledge and wisdom over an entire life.
- Students will achieve these outcomes through the following:
 - Completion of informal writings and formal writings (see Written Communication above),
 - Completion of an in-class presentation and in-class panel discussion (see Oral Communication above).

***** Experiences outside the Classroom (E2)**

- The course also seeks to
 - Draw connections between students' academic and non-academic lives by engaging them in the application of their classroom knowledge and skills with real-world problems in the larger community,
 - Reflect on these problems in a philosophical setting.
- Students will achieve these outcomes through the following:
 - Completion of 20 hours of community service experience, arranged through Loyola University's Office of Service Learning, A panel-style discussion (with 4-8 students) of 50 minutes about their learning service experience and its relationship to an assigned course reading. (see Oral Communication above).

For a more detailed description of the purpose of this course, please consult the Dept. of Philosophy: Goals and Objectives, <http://chn.loyno.edu/sites/chn.loyno.edu/files/PHP-Goals-and-Objectives.pdf>.

III. Required Sources for Reading and Media Assignments:

The following books which must be either purchased, rented, or used on reserve in the Monroe Library:

- Plato, *Five Dialogues* (translated by G.M.A. Grube), Hackett Press
 - ISBN-13: 9780872206335
 - \$8.17 new on Amazon
- Anthony Weston, *A Rulebook for Arguments*, Hackett Press, 4th Edition
 - ISBN-13: 9780872209541
 - \$9.45 new on Amazon
- Elizabeth Hackett and Sally Haslanger, *Theorizing Feminism: A Reader*, Oxford University Press

- ISBN-13: 9780195150094
- \$69.35 new on Amazon
- Material that is freely available on Blackboard:
 - Articles, book chapters, and selections from complete works
 - Podcasts and videos

All of these books were ordered several months before class and should be in stock at Loyola University's bookstore. There will also be some readings available through the course's Blackboard website. Please note that **no e-texts will be allowed in class in this course**, and you **must bring a physical copy of the day's assigned text with you to every class meeting**.

IIIa. Additional Required Material:

You are also required to purchase an i>clicker remote for in-class participation and voting. You can purchase an i>clicker at Loyola University's bookstore for (approximately) \$43. I am assured that you may return it at the end of the semester for half of your purchase price, if you wish, though I have no control over this process. Please bring your text and clicker to each class. You will need to register your i>clicker remote by January 20. You must have come to class at least once and voted on at least one question, in order to complete this registration properly.

For roll call registration, you will need to register your i>clicker remote in class.

1. The instructor will project a Registration screen. Look for your student ID, which will scroll down the screen.
2. Follow the steps outlined on the screen.
3. Once your remote is registered, your student ID will no longer appear on that scrolling list and you are registered for the entire term.

If you have questions or need help, please contact us at support@iclicker.com or by phone at 866-209-5698.

IV. Course Requirements and Grading:

One of my goals is to make the grading process as transparent as possible to my students. Grading in this class is based on 400 possible points.

- Midterm #1 = 150 points (see schedule below for date)
- Midterm #2 = 150 points (see schedule below for date)
- Final = 200 points (date TBD)
- Service Learning = 200 points
- Short Writing Assignments = 240 points (12 assignments, 20 points for each, see schedule below for dates)
- Attendance and Participation = 60 points
 - Students will earn 2 points for each class he/she attends on time and in full.
 - Students will earn 1 points for each class for which he/she attend but either is late or leaves early.
 - Students will not earn any points for any class for which he/she is both late and leaves early and for which she does not attend at all.
 - Students will not earn any point for any class in which he/she acts unreasonably, e.g., a class in which he/she sleeps, texts, etc.
 - No exceptions are made, though there may be a chance to make up credit in *extreme* cases.

Please note that many of these assignments have grading rubrics that, for obvious reasons, are not included with this syllabus. Students should be aware that they **cannot get credit for late work**. There will be several opportunities for students to earn extra credit by attending and writing about out-of-class events.

V. Grading in General: Grades for assignments and for the course as a whole will reflect these standards:

- ▲ Excellent performance
 - A (94-100%)
 - A- (90-93%)
- ▲ Good performance
 - B+ (87-89%)
 - B (84-86%)
 - B- (80-83%)
- ▲ Adequate performance
 - C+ (77-79%)
 - C (74-76%)
 - C- (70-73%)
- ▲ Less than adequate performance, though not so far below as to require failure
 - D (60-69%)
- ▲ Wholly inadequate performance
 - F (less than 60%)

You must come to every class meeting fully prepared. Being fully prepared involves the following (among other things):

- With the assigned material read in advance (more than once, if possible),
- With a physical copy of the course text corresponding to the day's assigned material,
- With plenty of paper and at least one pen or pencil,
- With all of your electronic devices (i.e., computer or tablet) ready but in sleep-mode,
- With your i>clicker,
- With your phone and any similar device switched off.

VI. Tentative Course Schedule

The following is the tentative course schedule. We will stick as close as we can to this schedule but will make changes wherever necessary.

Week 1: What Is Philosophy?

1/7, Wednesday

Semester begins

1/8, Thursday – Class 1

Reading Assignment to be Completed during and Immediately after Class

Course Syllabus (Blackboard reading)

Plato, from “Apology” (17a-18a) in Plato, p. 24

Anthony Weston, “Short Arguments – Some General Rules,” in Weston, pp. 1-8

Week 2: What Is Philosophy?

1/13, Tuesday – Class 2

Last day to add (LORA will remain open until midnight)

Reading Assignment to be Completed before Class

Plato, from "Apology" (18a-24b) in Plato, pp. 24-29

Anthony Weston, "Generalizations," in Weston, pp. 9-18

Anthony Weston, "Arguments by Analogy," pp. 19-22

Media Assignment to be Completed before Class

Martha Nussbaum, "The Value of Philosophy and the Humanities" (Blackboard podcast, 20 minutes)

1/15, Thursday – Class 3

Reading Assignment to be Completed before Class

Plato, from "Apology" (24b-35d) in Plato, pp. 29-39

Anthony Weston, "Sources," in Weston pp. 23-30

Media Assignment to be Completed Before Class

Mary McCabe, "The Socratic Method" (Blackboard podcast, 20 minutes)

Week 3: What Is Philosophy?

1/20, Tuesday – Class 4

Last day to drop (LORA will remain open until midnight)

Last day for 100% refund (normal full semester)

Reading Assignment to be Completed before Class

Plato, from "Apology" (35d-end) in Plato, pp. 39-44

Anthony Weston, "Arguments from Causes," in Weston, pp. 31-36

Anthony Weston, "Deductive Arguments," in Weston, pp. 37-48

Media Assignment to be Completed before Class

Rebecca Goldstein, "Plato for Modern Times" (Blackboard podcast, 25 minutes)

1/22, Thursday – Class 5

Reading Assignment to be Completed before Class

Plato, from "Meno" (70a-82a) in Plato, pp. 59-70

Anthony Weston, "Extended Arguments," in Weston, pp. 49-58

Media Assignment to be Completed Before Class

Mary McCabe, "The Paradox of Inquiry" (Blackboard podcast, 20 Minutes)

Week 4: What Is Feminism?

1/27, Tuesday – Class 6

Reading Assignment to be Completed before Class

Iris M. Young, "Five Faces of Oppression," in Hackett and Haslanger, pp. 3-15

Media Assignment to be Completed before Class

Carol Gilligan, "Feminism and Patriarchy" (Blackboard video, 6 minutes)

"WWNO: New Orleans Women's Shelter Gives Families a Home" (Blackboard podcast, 4 minutes)

1/28, Wednesday

Written Assignment #1, to be Submitted before Class on Blackboard by Noon

Answer questions 3 and 4 on p. 23 in no less than 250 words total.

1/29, Thursday – Class 7

Reading Assignment to be Completed before Class

Sally Haslanger, "Gender and Social Construction," in Hackett and Haslanger, pp. 16-23

Media Assignment to be Completed before Class

Gwen Sharpe and Lisa Wade, "Social Construction" (Blackboard video, 11 minutes)

Judith Butler, "Your Behavior Creates Your Gender" (Blackboard video, 3 minutes)

Week 5: What Is Feminism?

2/3, Tuesday – Class 8

Reading Assignment to be Completed before Class

Trina Grillo, "Anti-Essentialism and Intersectionality," in Hackett and Haslanger, pp. 30-40

Media Assignment to be Completed before Class

Kwame Anthony Appiah, "Race and Psychological Essentialism" (Blackboard video, 31 minutes)

2/4 Wednesday

Written Assignment #2 to be Submitted before Class on Blackboard by Noon

Answer question 4 in Hackett and Haslanger, on p. 40 in no less than 250 words.

2/5, Thursday – Class 9

Reading Assignment to be Completed before Class

Joanna Kadi, "'Stupidity' Deconstructed," in Hackett and Haslanger, pp. 40-50

Patricia Hill Collins, "The Politics of Black Feminist Thought," in Hackett and Haslanger, pp. 51-61

Media Assignment to be Completed before Class

Patricia Hill Collins, "The Occupy Movement" (Blackboard video, 4 minutes)

Patricia Hill Collins, "Another Kind of Public Education" (Blackboard video, 10 minutes)

Week 6: What Is Feminism?

2/10, Tuesday – Class 10

Last day for 50% refund (normal full semester)

Midterm deadline for posting grades (at midnight)

Reading Assignment to be Completed before Class

Linda Alcoff, "The Problem of Speaking for Others," in Hackett and Haslanger, pp. 78-91

Media Assignment to be Completed before Class

Linda Alcoff, "Interview at the Graduate Center, CUNY" (Blackboard video, 11 minutes)

2/11, Wednesday

Written Assignment #3 to be Submitted before Class on Blackboard by Noon

Answer question 5 in Hackett and Haslanger, on p. 92 in no less than 250 words.

2/12, Thursday – Class 11

Exam #1

Week 7: Mardi Gras Break, 2/14-2/22

Week 8: Philosophy and Feminism - The Sameness Approach

2/24, Tuesday – Class 12

Reading Assignment to be Completed before Class

Annaleigh Curtis, "Feminism Part 1: The Sameness Approach" (Blackboard reading)

John Stuart Mill, from "The Subjection of Women," in Hackett and Haslanger, on pp. 97-112

Media Assignment to be Completed before Class

Janet Radcliffe Richards, "Men and Women's Natures" (Blackboard podcast, 20 minutes)

2/25, Wednesday

Written Assignment #4 to be Submitted before Class on Blackboard by Noon

Answer questions 1 and 5 in Hackett and Haslanger, on pp. 139-140 in no less than 250 words in total.

2/26, Thursday – Class 13

Reading Assignment to be Completed before Class

Simone de Beauvoir, from "The Second Sex," in Hackett and Haslanger, on pp. 114-123

Media Assignment to be Completed before Class

Simone de Beauvoir, "Why I Am a Feminist" (Blackboard subtitled video, 7 minutes)

Week 9: Philosophy and Feminism - The Sameness Approach

3/3, Tuesday – Class 14

Reading Assignment to be Completed before Class

Martha Nussbaum "Human Capabilities, Female Human Beings," in Hackett and Haslanger, on pp. 124-139

Media Assignment to be Completed before Class

Martha Nussbaum, "Creating Capabilities" (Blackboard video, 10 minutes)

World Health Organization, "Tracking Resources for Women's and Children's Health" (Blackboard podcast, 6 minutes)

3/4, Wednesday

Written Assignment #5 to be Submitted before Class on Blackboard by Noon

Answer questions 1, 2, and 3 in Hackett and Haslanger, on p. 150 in no less than 250 words in total.

3/5, Thursday – Class 15

Reading Assignment to be Completed before Class

Susan Schechter, "Social Changes on Behalf of Battered Women," in Hackett and Haslanger, pp. 140-149

Media Assignment to be Completed before Class

World Health Organization, "Engaging Men in Ending Violence against Women" (Blackboard podcast, 6 minutes)

World Health Organization, "Harmful Effects of Tobacco Marketing on Women and Girls" (Blackboard podcast, 6 minutes)

Week 10: Philosophy and Feminism - The Sameness Approach

3/10, Tuesday – Class 16

Reading Assignment to be Completed before Class

Amartya Sen "More than 100 Million Women Are Missing," in Hackett and Haslanger, pp. 150-159

Media Assignment to be Completed before Class

BBC, "Killed for Being Female" (Blackboard podcast, 10 minutes)

3/11, Wednesday

Written Assignment #6 to be Submitted before Class on Blackboard by Noon

Answer questions 1, 3, and 5 in Hackett and Haslanger, on p. 187 in no less than 250 words in total.

3/12, Thursday – Class 17

Reading Assignment to be Completed before Class

Annaleigh Curtis, "Feminism Part 2: The Difference Approach" (Blackboard reading)
Iris M. Young, "Humanism, Gynocentrism, and Feminist Politics," in Hackett and Haslanger, pp. 174-186

Media Assignment to be Completed before Class

Miranda Fricker, "Blame and Historic Injustice" (Blackboard podcast, 13 minutes)

Week 11: Philosophy and Feminism - The Difference Approach

3/17, Tuesday – Class 18

Last day to withdraw (normal full semester)

Reading Assignment to be Completed before Class

Carol Gilligan, "Moral Orientation and Moral Development," in Hackett and Haslanger, pp. 200-210

Media Assignment to be Completed before Class

Carol Gilligan, "Women and Moral Development" (Blackboard video, 7 minutes)

Carol Gilligan, "In a Different Voice" (Blackboard video, 3 minutes)

Carol Gilligan, "On the Psychological Differences between Men and Women" (Blackboard video, 1 minute)

3/18, Wednesday

Written Assignment #7 to be Submitted before Class on Blackboard by Noon

Answer questions 4 and 5 in Hackett and Haslanger, on p. 237 in no less than 250 words in total.

3/19, Thursday – Class 19

Reading Assignment to be Completed before Class

Sara Ruddick, "Notes Toward a Feminist Maternal Peace Practice," in Hackett and Haslanger, pp. 225-236

Media Assignment to be Completed before Class

Carol Gilligan, "The Gender Debate No One Is Talking about" (Blackboard video, 1 minute)

Carol Gilligan, "Giving Women a Voice" (Blackboard video, 2 minutes)

Carol Gilligan, "Resisting injustice: a feminist Ethics of care" (Blackboard video, 5 minutes)

Nel Noddings, "Kindness in the Classroom" (Blackboard video, 3 minutes)

Week 12: Philosophy and Feminism - The Difference Approach

3/24, Tuesday – Class 20

Reading Assignment to be Completed before Class

Vandana Shiva, "Women's Indigenous Knowledge and Biodiversity Conservation," in Hackett and Haslanger, pp. 238-243

Media Assignment to be Completed before Class

Vandana Shiva, "Capitalist Patriarchy Has Aggravated Violence Against Women" (Blackboard video, 11 minutes)

3/25, Wednesday

Written Assignment #8 to be Submitted before Class on Blackboard by Noon

Writing #9, due on Blackboard by noon

Answer questions 1, 2, and 5 in Hackett and Haslanger, on p. 237 in no less than 250 words in total.

3/26, Thursday – Class 21

Exam #2

Week 13: Spring Break, 3/27-4/5

Week 14: Philosophy and Feminism - The Dominance Approach

4/7, Tuesday – Class 22

Reading Assignment to be Completed before Class

Annaleigh Curtis, "Feminism Part 3: The Dominance Approach" (Blackboard reading)

In-Class Special Assignment

Panel Presentation #1

4/8, Wednesday

Written Assignment #9 to be Submitted before Class on Blackboard by Noon

Answer questions 2, 3, and 5 in Hackett and Haslanger, on p. 255 in no more than 250 words.

4/9, Thursday – Class 23

Reading Assignment to be Completed before Class

Catherine MacKinnon, "Difference and Dominance," in Hackett and Haslanger, pp. 244-255

Media Assignment to be Completed before Class

Catherine MacKinnon, "Gender Crimes" (Blackboard podcast, 20 minutes)

Week 15: Philosophy and Feminism - The Dominance Approach

4/14, Tuesday – Class 24

Reading Assignment to be Completed before Class

Catherine MacKinnon, "Desire and Power," in Hackett and Haslanger, pp. 256-265

In-Class Special Assignment

Panel Presentation #2

4/15, Wednesday

Written Assignment #10 to be Submitted before Class on Blackboard by Noon

Answer questions 1 and 2 on p. 265 in no more than 250 words in total.

4/16, Thursday – Class 25

Reading Assignment to be Completed before Class

Catherine MacKinnon, "Sex and Violence," in Hackett and Haslanger, pp. 266-270

Media Assignment to be Completed before Class

Catherine MacKinnon, "Why Paying for Sex is Wrong" (Blackboard video, 7 minutes)

Week 16: Philosophy and Feminism - The Dominance Approach

4/21, Tuesday – Class 26

Reading Assignment to be Completed before Class

Sandra Bartky, "Foucault, Femininity, and the Modernization of Patriarchal Power," in Hackett and Haslanger, pp. 277-291

In-Class Special Assignment

Panel Presentation #3

4/12, Wednesday

Written Assignment #11 to be Submitted before Class on Blackboard by Noon

Answer questions 1, 2, and 4 on p. 297 in no more than 250 words in total.

4/23, Thursday – Class 27

Reading Assignment to be Completed before Class

Audre Lorde, "Age, Race, Sex, and Class: Women Redefining Difference," in Hackett and Haslanger, pp. 292-297

Media Assignment to be Completed before Class

Alan Saunders, "Michel Foucault: Madness and Civilization" (Blackboard podcast, 25 minutes)

In-Class Special Assignment

Panel Presentation #4

Week 17: Philosophy and Feminism - The Dominance Approach

4/28 Tuesday – Class 28 (Last Class)

Reading Assignment to be Completed before Class

bell hooks, "Seduced by Violence No More" in Hackett and Haslanger, pp. 333-335

Media Assignment to be Completed before Class

bell hooks, "Cultural Criticism and Transformation – Part 1" (video on Blackboard, 6 minutes)

In-Class Special Assignment

Panel Presentation #5

4//29, Wednesday

Written Assignment #12 to be Submitted before Class on Blackboard by Noon

Answer questions 1, 2, and 3 on p. 335 in no more than 250 words in total.

VII. Some Suggestions about Succeeding in This Class

Philosophy is not an easy subject. However, there are a number of ways that you can make success in this class more likely. One of these is to adopt what we might call "good student practices." These include the following

- Attend class regularly,
- Keep up with the assigned readings,
- When studying, log out of your email accounts, your social networks, etc. and do not have television, *YouTube*, and the like on, even if it's only in the background.
- Do the reading several times and take careful notes while you do,
- Be an active participant in class,
- Ask questions about what you don't understand,
- Visit me during my office hours and continue the class conversation,
- Form a study group with your peers in this class,
- Start writing your paper early,
- Take advantage of Loyola University's Student Writing Center in Bobet 100
<<http://www.loyno.edu/wac/>>.

These practices will help you succeed in any class, and they will certainly improve your educational experience in this one. In addition to good student practices, I also encourage you to adopt what I'll call "good philosophical practices." These practices involve asking and attempting to answer all of the following questions about the reading material:

- What problem is the author trying to solve?
- What are the author's reasons for favoring his/her solution and for rejecting other possible solutions?
- What are the most important assumptions that the author is making?
- What criticisms might one make of the author's solution and her reasoning for it?
- Does the author offer valid arguments for her positions? Does he/she offer sound arguments?
- How might some of the other authors we have read criticize this author's reasoning?

- What sort of audience is the author presupposing?

I am happy to help to the extent possible with any of these practices.

VIII. Course Policies

1. Enrollment: The maximum enrollment for the class is – and will remain – 30 students. It is your responsibility to make sure that you are enrolled or, where appropriate, on the course wait list. Please check with the Office of Academic Affairs if you have any questions about the details of your enrollment: (504) 865-3237.
2. Students with Special Needs: I take every reasonable measure to insure that no one is denied access to this class, and that no one is disadvantaged within the class, because of a disability. If you have a disability and wish to receive accommodations, please contact Sarah Mead Smith, Director of Disability Services at (504) 865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.
3. ESL Students: Some of my very best students in this class have been ESL (English as a Second Language) students. However, there is no question that philosophy raises special challenges for students who are not native speakers of English. Please see me if you have questions or concerns.
4. In-Class Conduct: All viewpoints that express respect for others are welcome, appreciated, and deserving of consideration. No one's ideas are to be dismissed out of hand because they strike others as being foreign, strange, or just "weird." In general there are two basic rules of decency to which all of us are expected to conform in this class:
 1. The first of these basic rules is that no one will personally attack anyone else in (or out) of the class. Ideas are fair game, as are reasons for holding these ideas, provided that these criticisms are undertaken conscientiously and as part of a search for truth. But, to repeat, personal attacks are strictly off limits.
 2. The second is that reason is the ultimate arbiter in class. While we might reject a position as false or an argument as invalid, we will not reject anything on the basis of its being subject to ridicule or scorn, hatred or contempt.I strongly encourage openness to a wide variety of beliefs and a willingness to challenge these beliefs within a context of respect for all. I stress that you do not need to accept or reject any position in order to thrive in my classroom. Ultimately, your minds are your own to make up.
5. Electronics: I ask you **not** to use laptops, tablets, phones, phablets, wearable tech (such as Google glass or smart watches) and any other device with wireless, cellular, or other connectivity during this class. If anyone uses any of these devices without permission, I will ask him/her to withdraw from the course. Notable exceptions:
 1. There will be *a few* occasions when I ask you to use something that you can send to me via email. I will make it **very clear** when these occasions arise.
 2. We will use i>clickers in (almost) every class.
6. Blackboard: You *must* use Blackboard in order to complete this course. Log on at <loyno.blackboard.com>. Tutorials for students are at your disposal here: <<http://researchguides.loyno.edu/blackboard>>. Your instructor manages the content on

Blackboard but not format and is not responsible for its look and feel.

7. Statement on Academic Integrity: "Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own." (*MLA Handbook*, 1985). The Philosophy Department's Policy on plagiarism requires that **in every case of plagiarism the offending student will receive at least all three of the following sanctions**:

1. A report of the incident to the Department Chair and the Associate Dean
2. A zero on the particular assignment.
3. A failing grade in the course.

Please note that I **vigorously** enforce the Department's Policy. Moreover, all students in this course will have an in-class lesson of avoiding plagiarism and will be given a short quiz on this material.

8. Emergencies: At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

- ▲ Practice signing on for each course through Blackboard.
- ▲ Provide regular and alternative e-mail address and phone contact information to each instructor. In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
- ▲ Pack textbooks, assignments, syllabi and any other needed materials for the course and bring during an evacuation/suspension,
- ▲ Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
- ▲ Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available

- ▲ Log on to university Web site within 48 hours of an evacuation/suspension.
- ▲ Monitor the main university site (www.loyno.edu) for general information.
- ▲ Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
- ▲ Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
- ▲ Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

9. Late Work: To repeat, students should be aware that **they will not receive credit for late**

work.

Finally, I reserve the right to make unilateral changes to this syllabus should they be necessary for the success of this class. I will notify students of any changes made to the course syllabus and will make a revised copy available to them. I am happy to answer questions about this class.

Please note that the University offers counseling services to students. If at any time you are suffering any type of emotional duress, you should contact them at (504) 865-3835 or visit this website: <http://www.loyno.edu/counselingservices/>.