

**PHIL 206: GENDER AND PHILOSOPHY
COURSE SYLLABUS**

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Green River Community College
 Winter 2015, 5 credits
 Hybrid: MF Online, TWTH 12:00-12:50pm
 Room SH 158

COURSE DESCRIPTION

This course examines how issues of gender have entered into discussions within the major fields of philosophy, including ethics, theory of knowledge, philosophy of science, and social and political philosophy.

Prerequisites: Eligible for ENGL 100 or instructor's permission. ***Please be aware that this course is reading and writing intensive.*** If you do not have the basic skills necessary to complete such a course, or if you feel uncomfortable reading and writing at the college level, either discuss your situation with the instructor or consider taking another class.

GE Designation: Satisfies a humanities/fine arts/English requirement for AA degree.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- Identify and recall philosophical definitions of oppression, woman, gender, intersectionality and other concepts;
- Recognize and differentiate between important debates in feminist philosophy;
- Evaluate core problems within the important debates; and
- Construct original arguments about the student's view on debates within feminist philosophy.

REQUIRED TEXT

- **There is no required text for this class.**
- All readings and other course information** – reading schedule, lecture notes, assignments and guidelines, exam dates, discussions, grades, etc. – will be posted on:
 - Canvas: <https://egator.greenriver.edu/login>
- All additional information can be found on:
 - Instructor Site: <https://sites.google.com/site/rebekadferreira/>

*****Each student is responsible for the materials/assignments posted on the ONLINE calendar. While dates may change, they will ALWAYS be posted in advance. So there is no reason for missing reading and homework assignments, or exam dates.***

GRADING

Attendance/Classroom Participation	50 points
Reading Annotations	50 points
Online Discussions/Participation (10)	100 points (10 points each)
Exams (Midterm & Final)	150 points (75 points each)
Homework (5 assignments)	150 points (30 points each)
Total for the Course	500 points

GRADING SCALE

Letter Grade	Percentage Scale	Point Value
A	93-100	4.0
A-	89-92	3.7
B+	85-88	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
D+	65-69	1.5
D	60-64	1.0*
F	0-59	0.0**

*1.0 – Lowest passing grade

**0.0-0.9 – Failure or unofficial withdrawal (no credit given)

Grades in the range of 0.1-0.9 may NOT be assigned

TENTATIVE CALENDAR OVERVIEW

Weeks 1-2	Gender and Philosophy	Weeks 8-9	Gender and Philosophy of Science
Weeks 3-5	Gender and Personal Identity	Week 10	Gender and Ethics
Weeks 6-7	Gender and Epistemology	Week 11	Finals

GUIDELINES FOR SUCCESS IN THE CLASS

Attendance/Participation: Attendance WILL be recorded and NO LATE WORK will be accepted. Attend class regularly as many of the ideas presented in the lectures will require active discussion and involvement. Consequently, class lectures and discussions will be extremely helpful for clarification of the text, so BE PUNCTUAL. Attendance will be taken at the BEGINNING of each class meeting, so show up on time and remain for the entire class meeting. If you need to arrive late or leave early, please inform the instructor beforehand so as not to disrupt the class.

You will be permitted **THREE ABSENCES** with no questions asked (two tardies will count as a single absence). After three absences, **TWENTY-FIVE points** will be deducted for *each additional absence*. The first three absences are designated for any personal emergencies which require you to miss class and, as such, should be saved for any such events. Should anything require you to miss more than ONE WEEK of class, it is advisable to retake the course at a more convenient time since too much of the material will be missed to adequately grasp course content or meet learning expectations.

If you miss TEN or more class meetings, you cannot pass this course. After FIVE absences, all classroom attendance points will be deducted. On the TENTH absence, all reading annotations points will be deducted. AFTER ten absences, you will receive a ZERO for the course.

Respect the classroom as a learning environment. Do not speak or otherwise distract the class when the instructor or other students are speaking. This includes the disruptive use of cell phones, laptops, iPods, and other electronic devices.

Reading Annotations: At the beginning of class, students will submit **ONE page** worth of notes (written or typed) based on the assigned reading for that day. These will be due on **EACH DAY** that a NEW reading is being discussed (so if one reading is covered over 2-3 days, only one set of notes will be submitted). These are designed to motivate and incentivize student's reading prior to class lecture for optimal class discussion.

Online Participation: This course is a **HYBRID** which means that TWO DAYS a week, participation will occur in the online course management system: CANVAS. Although CANVAS is convenient in that it allows you to "attend" and "participate" in the course at any time of the day or night rather than being tied to classroom sessions, such a structure demands self-discipline. For example, participating in discussions – which counts for 20% of your grade – must occur by the specified **DEADLINES** during each week [Mondays and Fridays]. Similarly, in order to make meaningful contributions to the discussions, you will need to read/watch the materials assigned for the week during the first half of that week rather than at the end. In other words, if you want to do well in this course, schedule your time wisely throughout the week.

At the beginning of each week, a discussion topic will be available in the appropriate module. Each topic will correlate to the appropriate readings and online media, and will require you to contribute relevant comments and responses to classmates to facilitate discussion. In this course, you get credit for participation by posting comments to the weekly discussion forums which are:

- ORIGINAL: not plagiarized;
- RELEVANT: a reply to the appropriate question referencing the required reading;
- COMPLETE: answer or respond to ALL necessary components; and
- ON TIME: posted to the discussion forums before 11:59pm on the day they are due.

Contributions will be graded on their compliance with the above standards, quantity/effort, timing, and quality. **NO LATE SUBMISSIONS** will be accepted except under extraordinary circumstances. While sharing your own relevant personal experiences to the issues will be highly valuable, they are no substitute for reading/watching the assigned material.

In order to receive FULL credit for each weekly discussion, students will be required to:

- (1) **respond to the initial discussion topic** in accordance with the above criteria [worth 5 points], and
- (2) **respond to 2 or more classmates' posts** in a constructive and relevant way [worth 5 points].

All initial posts need to be posted by 11:59pm on Friday of each week. You may have the weekend [by 11:59pm on Sunday] to respond to your classmates. ***It is advisable NOT to wait until the last minute to participate in discussions. Since homework assignments are on Mondays, doing all of the online work over the weekend will be very overwhelming.***

Please be respectful of your classmates. When responding to others' comments, please be considerate and charitable, even though their views might differ from your own. The aim of discussion is to become familiar with opposing viewpoints and to develop competent and respectful methods of responding and arguing for our positions.

Computer and Course Management System Skills: You are wholly responsible for having or acquiring the basic computer skills, including those needed for CANVAS, BEFORE you begin the course. For example, you will need to know how to navigate your way around the online course so that you can find all of the information you need, open documents and links, post comments, send and receive emails, and so on. Although I am willing to assist with specific problems, it is beyond the scope of this course to provide you with general computer training. CANVAS contains a tutorial for you to learn the basics as well as a help facility. Another alternative is to use the discussion feature to ask other students to help you with specific questions or problems.

Exams: The midterm and final are designed to test your knowledge of the content of the readings and lectures. Exams will be given in class in the form of closed book, multiple choice examinations with short answer essay questions. Each exam will include 25 multiple choice/true-false questions worth one point each, as well as 2 short essay questions worth 25 points each. Each student will be REQUIRED to bring a blank blue book and pen or pencil. As the dates of these tests will be announced ahead of time, there will be no make-ups without previous arrangements being made with the instructor.

A review of the material you will be tested on will be covered in class prior to the exams to provide additional preparation. Review sheets will also be posted on CANVAS about a week prior to each exam with 6 *possible* essay questions, 2 of which will appear verbatim on the exam. It should be noted that such reviews are no substitute for reading the text, completing and reviewing homework assignments, and studying individually or with a group. **All exams will be taken on CANVAS.**

Homework: Study questions for reading responses will be assigned at the end of each topic section [about every two weeks] which will cover every assigned reading. It is advisable that the homework be done only AFTER you have read the assigned sections and have gone over the concepts with the aid of class lectures. Each assignment **MUST BE TYPED** (Times New Roman font, size 12, 1" margins) and submitted to CANVAS by the deadline. **NO LATE WORK** will be accepted. Since assignment due dates are posted well in advance, having computer problems is not an acceptable excuse for not turning in an assignment. Answers to study questions should be about 3-5 sentences in length, enough to show an adequate understanding of the material and sufficient answering of the question. For more information, see the Plagiarism section below.

Inclusive and Charitable Language: Students should strive to use inclusive and charitable language in their writing. What is meant by INCLUSIVE is language that is not gender or first person specific and which attempts to include as many people as possible. Also, being specific avoids stereotypic bias. CHARITY in a paper refers to a reading of the material that does not assume that the author or subjects one may be arguing against are irrational in their thought process or argumentation. Although we may disagree with something or someone, it would be a fallacy to disregard them without adequate consideration of their position. Even a great argument can come undone when one's logic is unsatisfactory. To avoid this it is helpful to use emotionally neutral expressions.

Plagiarism: All work submitted for the course must be your own. Academic dishonesty on any assignment or exam may result in an F for the assignment and a second infraction will result in an F for the course. All instances of plagiarism will be reported to the appropriate authority. Any quotations or citations on course assignments should be kept to a minimum or, preferably, avoided all together unless otherwise specified. The aim of the aforementioned assignments is to be sure that YOU understand the material. When the occasion demands it, citation should be done using MLA formatting. For more information, see <http://owl.english.purdue.edu/owl/resource/747/01/>

Learning Assistance: Students who require assistance with reading and/or writing are more than welcome to set up an appointment with the instructor at their earliest convenience. I would be more than happy to help with any and all questions about the reading materials, writing assignments, lectures, homework, and anything else mentioned in class. Further aid may be provided by the College's TUTORING & RESOURCE CENTER located in Holman Library on the 2nd floor and WRITING CENTER located in RLC 173. For more information, visit <http://www.greenriver.edu/student-services/tutoring-and-resources.htm>.

Students with Disabilities: ADA Statement: If you believe you qualify for course adaptations or special accommodations under the Americans with Disabilities Act, it is your responsibility to contact the Disability Support Services Coordinator in the LSC and provide the appropriate documentation. If you have already documented a disability or other condition through the GRCC Disability Support Services Office, which would qualify you for special accommodations, or if you have emergency medical information or special needs that I should know about, please notify me during the first week of class. For more details see <http://www.greenriver.edu/student-services/disability-supportservices.htm>

LEARNING OUTCOMES

Campus-Wide (CWLO): Green River Community College has identified ability areas which the college believes encompass knowledge and are the most important skills, behaviors, attitudes, and values that students will need in order to be successful in and after leaving the college. This course will address the following student learning outcomes and campus-wide ability areas – that of written communication and critical thinking.

Written Communication** encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form. This outcome includes abilities designed to help students:

- Demonstrate use of a writing process.
- Demonstrate a clear sense of purpose, focus, thesis, or design in writing.
- Demonstrate the ability to develop an idea with support.
- Demonstrate audience awareness in writing.
- Demonstrate appropriate methods of integrating and documenting outside sources.
- Demonstrate information literacy by finding, evaluating, and selecting relevant and credible sources using a variety of information tools.
- Demonstrate clear organization of thoughts in coherent written form.
- Demonstrate appropriate choice of format, style, and tone for each particular writing assignment.
- Use appropriate mechanics, grammar, and word usage based on the language of instruction.
- Improve the ability to evaluate, revise, edit, and proofread individual work and the work of others.

Critical Thinking** finds expression in all disciplines and everyday life. It is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time. This outcome includes abilities designed to help students:

- Apply relevant criteria and standards when evaluating information, claims, and arguments.
- Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.
- Give reasons for conclusions, assumptions, beliefs, and hypotheses.
- Seek out new information to (re)evaluate conclusions, assumptions, beliefs, and hypotheses.
- Exhibit traits evidencing the disposition to reflect, assess, and improve thinking.

Course Content (CCLO)**

- A working knowledge of a spectrum of feminisms, characterized by different philosophical stances on the four sets of issues we will consider: assumptions about sex/gender identity, identity-based oppression, situated knowledge, and ideals of social justice;
- Analytic skills that put you in a position to recognize when key assumptions are at work in a particular debate and to apply them to real world issues, conflicts, and positions; and
- An articulation of your own position on various feminist issues that includes a rationale developed in terms of these underlying concepts and philosophies.

****Students will be assessed on the basis of a variety of assignments, such as exams, written work, online participation, and class activities.** For more information see <http://www.greenriver.edu/about-us/learning-outcomes-committee/campus-wide-learning-outcomes.htm>.

TENTATIVE READING SCHEDULE**

<p>Week 1: Mon: Quarter Begins Tues: Syllabus Quiz [1/6] ONLINE Course Syllabus; "Sex and Gender"; "Gender, Gender Identity, and Sex"; Beauvoir, "Introduction" to <i>The Second Sex</i>; Unger and Crawford "Commentary: Sex and Gender"; Gentile, "Just What Are Sex and Gender Anyway?"; Deaux, "Commentary: Sorry, Wrong Number"; Riley, "Bodies, Identities, Feminisms"; Saul, "Implicit Bias" Fri: Discussion #1 [1/9-11]</p>	<p>Week 6: Mon: MIDTERM EXAM [2/9] ONLINE Rooney, "Gendered Reason"; Haslanger, "What Knowledge Is and What It Ought to Be"; "Rationality"; Longino, "In Search of Feminist Epistemology"; Lloyd, "The Man of Reason"; Anderson, "Situated Knowers" Fri: Discussion #6 [2/13-15]</p>
<p>Week 2: Mon: ONLINE MEDIA "A Feminist Turn In Philosophy"; Braidotti, "Feminist Philosophies"; Nye, "The Virtues of Misogyny" Fri: Discussion #2 [1/16-18]</p>	<p>Week 7: Mon: NO CLASSES - Holiday Tues: HW #3 DUE [2/17] "Objectivity"; Code "Is the sex of the knower epistemologically significant?"; Crasnow, "Is Standpoint Theory a Resource?"; Intemann, "25 Years of Feminist Empiricism and Standpoint Theory"; Jaggar, "Love and Knowledge", Anderson, "Critiques of Feminist Epistemology" Fri: Discussion #7 [2/20-22]</p>
<p>Week 3: Mon: NO CLASSES – Holiday Tues: HW #1 DUE [1/20] & ONLINE MEDIA "Self: The Essential Self, Self as Body, Self as Consciousness"; "The Problem of Personal Identity"; Foxhall, "Introduction" to <i>When Men are Men</i>; "Gender Identity Development"; "Feminist Metaphysics"; Witt, "Introduction" to <i>Feminist Metaphysics</i>; Lennon, "Feminist Perspectives on the Body" [Sections TBD] Fri: Discussion #3 [10/9-12]</p>	<p>Week 8: Mon: ONLINE MEDIA Longino and Doell, "Body, Bias, and Behavior"; Anderson, "Intro to Feminist Philosophy of Science"; Potter, "Can the Philosophy of Science Be Value-free?"; Haack, "Science 'From a Feminist Perspective'"; Kourany "Challenges from Every Direction"; Anderson, "Defense of Feminist Philosophy of Science"; Fehr, "The Benefits of Diversity in Scientific Communities" Fri: Discussion #8 [2/27-3/1]</p>
<p>Week 4: Mon: ONLINE MEDIA Spelman, "Woman as Body"; "Embodied Identities"; Butler, "Bodies that Matter"; Wendell, "Feminism, Disability, and Transcendence of the Body"; "Intersex Identity"; Bettcher, "Feminist Perspectives on Trans Issues"; Feinberg, "To Be or Not To Be"; Fausto-Sterling, "Should There Be Only Two Sexes?"; Plato and Aristotle readings on the soul Fri: Discussion #4 [10/16-19]</p>	<p>Week 9: Mon: HW #4 DUE [3/2] & ONLINE MEDIA Irigaray and Oberle, "Is the Subject of Science Sexed?"; Longino, "Taking Gender Seriously in Philosophy of Science"; Longino, "Can There Be A Feminist Science?"; Crasnow, "Feminist Philosophy of Science"; Klein, "Criticizing The Feminist Critique of Objectivity"; Belcastro and Moran, "Interpretations of Feminist Philosophy of Science by Feminist Physical Scientists" Fri: Discussion #9 [3/6-9]</p>
<p>Week 5: Mon: HW #2 DUE [2/2] & ONLINE MEDIA "Tough Guise"; Kimmel, "Masculinity as Homophobia"; Wade and Tavis, "The Longest War"; Haslanger, "Gender and Social Construction"; "The Response to the Social Construction of Gender"; Petrie, 'Real Men Don't Cry...'; "Sex and Sexuality"; Tiefer and Kring, "Gender and the Organization of Sexual Behavior"; Mohr, "Some Problems for the Social Construction of Homosexuality"; Bauer, "Beauvoir on the Allure of Self- Objectification" Fri: Discussion #5 [2/6-8] & Midterm Review [2/6-8]</p>	<p>Week 10: Mon: ONLINE MEDIA Tong and Williams, "Feminist Ethics"; Held, "Feminist Transformations of Moral Theory"; Tronto, "An Ethic of Care"; Held, "Taking Care"; "Standard Moral Theories from a Feminist Perspective" Fri: Discussion #10 [3/13-15]</p> <p>Week 11: Mon: HW #5 DUE [3/16] & Final Review [3/16-18] Wed: FINAL EXAM [3/18] ONLINE</p>

**** For specific dates and assignment deadlines, see CANVAS calendar.**