

Course Dept/Number: PHIL/316

Instructor: Grace Clement

Total Credits: 4

Course Name: Philosophy and Feminism

Gen Ed Cr: Yes or No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

The assigned reading in the enhanced course is more demanding than was the reading in the three-credit course. I have increased the assigned reading from 403 pages to 435 pages. I have also chosen a more difficult anthology (*Theorizing Feminisms* is more demanding than *Feminist Theory*), and I have assigned most of the semester's reading from the anthology, while in the past I assigned most of the reading from the easier introductory text (*Feminism: Issues and Arguments*).

There will be more assigned writing in the enhanced course, both in the *number of papers written* (previously, students wrote 8 papers; now they will write 16 papers) and in the *number of pages written* (previously, students wrote at least 20 pages; now they will write at least 25 pages). I will also make the short writing assignments a more significant part of the grade. Currently, the formal papers are emphasized over the informal class

prep papers (worth 60% and 20% of the grade, respectively); in the enhanced course, the class prep papers will count for 40% of the total grade and the formal papers for 45%. The purpose of the weekly writing is to help students become more comfortable with writing and better writers, more focused on the material, but also to have them use writing to become better *thinkers*. Toward this end, I will provide specific questions about each reading assignment rather than a generic assignment asking students to identify the main points in the reading.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

I will design the writing assignments and read and grade all of the students' papers. Students will not be able to do well on these assignments unless they read the assigned material carefully and think about it on their own. In addition to giving students grades, I give them extensive written feedback, so that they have guidance on how to improve their work. With such regular writing assignments, students will have ample opportunity to improve during the course of the semester.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

Because there will be more and more difficult reading, it will take students significantly longer to do the assigned reading in the enhanced course. I estimate that this will require an extra hour of reading per week, or 15 hours over the course of the semester.

In the enhanced course, students will be required to write twice as many papers (from 8 to 16 papers) and a quarter more pages (minimum required writing will increase from 20 to 25 pages). I estimate that this writing will require two extra hours per week, or 30 hours over the course of the semester.

4. Discuss how the enhancement will be assessed.

To assess the enhanced course, I will grade the extra papers and pages written. Given that students will read more, write more, and receive more feedback on their work, I expect to see students make more significant improvement in the course of the semester than in the corresponding three-credit course.

Philosophy 316: Philosophy and Feminism

Fall 2005

Dr. Grace Clement

Office Hours: Mondays 2-4 and Tuesdays and Thursdays 12:30-2

Office: Philosophy House, 2nd floor

(410) 677-5074

gaclement@salisbury.edu

Course Description: In this course we will address feminism, both as a social and political position and as it raises questions for philosophers of all kinds. We will address the following sorts of questions:

- 1) Are there still problems of sex and gender inequality in our society? If so, what are they, and why do they continue to exist?
- 2) What is feminism? Why does it have such a bad reputation, and is that reputation deserved?
- 3) Is femininity natural or is it socially constructed? How are feminine ways of thinking and being—like the ethic of care—related to the masculine ways of thinking and being—like the ethic of justice?
- 4) What would it mean for women to be “liberated”? Do men need to be “liberated” as well? Are feminist ideals worth pursuing?

A warning: This course will demand that you reflect on your personal life in ways that most courses may not. One of the main slogans of the feminist movement has been, “The personal is political.” While traditional political philosophers have held that public decision-making should be uncontaminated by private influences, feminist political philosophers have argued that larger social realities *unavoidably* influence and are influenced by what happens in personal relations, and that we cannot understand one realm without also understanding the other. Thus your personal life will be relevant to the philosophy we do here, and you will need to be willing to reflect on your personal life (not necessarily publicly but at least in your writing).

Texts:

1. *Feminism: Issues and Arguments*, by Jennifer Mather Saul (Oxford, 2003)
2. *Feminist Theory: A Philosophical Anthology*, edited by Ann E. Cudd and Robin O. Andreasen (Blackwell, 2005)

Course Requirements:

1. **Four formal papers** (60% of grade, or 15% each).
Papers should be 3-4 pages long. These will not be research papers, but will require only that you reflect on the assigned reading, class discussions, and your own experiences. Topics will be provided in class.

Papers should be typed, written carefully, and proofread. Because it is important that you learn to express yourself well, grammar and spelling *do* matter. I will penalize you ½ letter grade for every two misspellings or significant errors in grammar that I find in your paper. I expect papers to be turned in on time: extensions will not be given except in extremely extenuating circumstances. **Late papers will be penalized by one letter grade; and I will not accept papers more than one week late.**

2. Four Response Papers (20% of grade, or 5% each)

These papers should be 2-4 pages long and typed. In them you are to informally reflect on the assigned reading, class discussions, and your own related experiences. You should identify an important idea or argument addressed in the reading or class discussion and give your philosophical and/or personal reflections on it.

3. Class Participation (10% of grade).

Class participation is vital in this course because philosophy is conducted primarily through discussion. You are expected to show an interest in learning from others' ideas and in sharing and developing your own ideas. Note that participation is not just a matter of talking a lot. Quality, effort, and a willingness to listen to and learn from others are more essential contributions.

In addition, you are expected to show courtesy and recognize the importance of classroom functions: *come to class on time and stay in class the whole period; turn off your cell phone during class; at the very least, you are expected to be awake and attentive in class.*

As part of your class participation, once during the semester you are required *either* to present your response paper to the class *or* to serve as an "expert" on the assigned reading for one class session. You will have the chance to volunteer for these assignments ahead of time.

4. Class Attendance (10% of the grade).

Because this class should be a *learning community*, regular attendance is expected, and you are expected to come to class on time. Your participation and attendance grade will be no higher than a 'B' if you miss 4 classes, no higher than a 'C' if you miss 6 classes, and it will be an 'F' if you miss 8 or more classes. Two latenesses will be counted as one absence. Your three allowed absences are intended for illnesses or emergencies, and you should save them in case you need them for these reasons. (Please speak to me as soon as possible if you have an extended illness or emergency.)

The Writing Center: At the University Writing Center at Herb's Place, trained consultants will be ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In accordance with Salisbury University's mission to foster a

student-centered learning community, the writing center is a student-centered place; therefore, visits are not mandatory. However, all undergraduates are encouraged to make use of this important student service.

Academic Integrity: You are encouraged to talk to others about assignments, but the work you turn in must be your own. *In this class you are not expected or encouraged to do any outside research—you are expected to study the course readings carefully and develop your own thoughts about them and the questions they address. I am interested in your own thoughts, expressed in your own voice.* If you choose to do any research using outside sources, you must cite it carefully. Please do not make the serious mistake in judgment and ethics of downloading papers (or parts of papers) off the Internet, or “borrowing” from other sources. I detect and find such papers easily. **Plagiarism is a serious violation of academic integrity, and the standard penalty for plagiarism is failure for the course.** If you have any doubts about whether something counts as plagiarism, please come meet with me *before* you turn it in.

Class Schedule

8/29: Introduction to the course

I. What is Sexism?

The Politics of Work and Family

8/31: Saul, chapter 1, pp. 5-22

9/2: Saul, chapter 1, pp. 22-43

9/5: **Labor Day. No class.**

Sexual Harassment

9/7: Saul, chapter 2, pp. 45-60

9/9: Saul, chapter 2, pp. 60-72

9/12: **Response paper 1 due**

Pornography

9/14: Saul, chapter 3, pp. 74-90

9/16: Saul, chapter 3, pp. 90-106

The Nature of Sexism

9/19, 9/21: Cudd and Jones, “Sexism” (pp. 73-83, *Feminist Theory*)

9/23: **Formal Paper 1 due**

II. What is Feminism?

Abortion

9/23: Saul, chapter 4, pp. 110-130

9/26: Saul, chapter 4, pp. 130-138

Feminine Appearance

9/28: Saul, chapter 5, pp. 140-153; in-class video: Body Image

9/30: Saul, chapter 5, pp. 153-168.

10/3: **Response paper 2 due.**

Feminism and Language Change

10/5: Saul, chapter 6, pp. 170-185.

10/7: Saul, chapter 6, pp. 185-196.

Feminism

10/10, 10/12: Beauvoir, "Introduction from *The Second Sex*" (pp. 27-36, *Feminist Theory*)

10/14: **Formal Paper 2 due.**

III. Femininity: Its Nature and Value

10/14: in-class video: Gender and Relationships

Is Femininity Natural?

10/17, 10/19: Haslanger, "Gender and Race: (What) Are They? (What) Do We Want Them To Be?" (pp. 154-170, *Feminist Theory*)

Women's "Different Voice"

10/21: Saul, chapter 7, pp. 199-212.

10/24: Saul, chapter 7, pp. 212-229.

10/26: **Response paper 3 due.**

Care and Autonomy

10/28: Tronto, "An Ethic of Care" (pp. 251-263, *Feminist Theory*)

10/31, 11/2: Friedman, "Autonomy, Social Disruption, and Women" (pp. 339-351, *Feminist Theory*)

11/4: **Formal Paper 3 due.**

IV. Feminist Ideals

Reason and Objectivity

11/4: Lloyd, "The Man of Reason" (pp. 177-187)

11/7: Saul, chapter 8, pp. 232-250.

11/9: Saul, chapter 8, pp. 250-258.

Feminism and "Respect for Cultures"

11/11: Saul, chapter 9, pp. 261-275.

11/14: Saul, chapter 9, pp. 275-291.

11/16, 11/18: Nussbaum, "Women and Cultural Universals" (pp. 302-324, *Feminist Theory*)

11/21: **Response Paper 4 due.**

What Would Liberation Be?

11/28, 11/30: MacKinnon, "Difference and Dominance: On Sex Discrimination" (pp. 392-402, *Feminist Theory*)

12/2, 12/5: Okin, "Toward a Humanist Justice" (pp. 403-413, *Feminist Theory*)

12/7: Cornell, "Feminism, Utopianism, and the Role of the Ideal in Political Philosophy" (pp. 414-421, *Feminist Theory*)

12/9: Conclusions

12/16 by 1 p.m.: Formal Paper 4 due.

Philosophy 316: Philosophy and Feminism
Spring 2008
Dr. Grace Clement
Office Hours: Mondays, Wednesdays, and Fridays, 12-2
Office: Philosophy House, 2nd floor
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Course Description: In this course we will seek to understand the nature, the significance, the implications, and the merits of feminism, both in theory and in practice. We will begin by addressing basic questions about the nature of feminism, such as: Are there still problems of sex and gender inequality in our society? If so, what are they, and why do they continue to exist? What is feminism? What does it claim and what are its goals? And why does it have such a bad reputation?

Then, for the majority of the course, we will study three different feminist theoretical frameworks, each of which offers a distinctive account of the nature of sexist oppression and of the appropriate goals of feminism. Each of these frameworks will be applied and explored in the context of specific "real-world" problems and questions, such as: Why doesn't the criminal justice system adequately protect battered women? Why are more than 100 million women missing from the world's population? Do women think about morality different than men do, and, if so, is this a good thing? Why do we think of God as male, and should we think of God as female?

Philosophy 316 is an "enhanced" course; that is, a course that might traditionally be offered for 3 credit hours, but which, within the context of both the newly reformed Philosophy program and the Fulton School's overall curriculum reform initiative, is being offered here in a 4-credit context. The main purpose of the Fulton reform and the courses in it is to engage students more in the individual courses they take and, as a result, provide students with a deeper—and often more active—learning experience and encounter with the subject at hand. All "enhanced," 4-credit courses in the Fulton School will require significantly more—and sometimes different—work than they might (or used to) require as 3-credit courses. For more information on the Fulton reform and "enhanced" courses, and what both mean to you, as a student, please visit the Fulton reform student website at <http://www.salisbury.edu/fulton/currref-students.html>.

Texts:

1. *Feminism: Issues and Arguments*, by Jennifer Mather Saul (Oxford, 2003)
2. *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger (Oxford, 2006)

Requirements:

1. The Honor Pledge

To foster and sustain an ethical community and a culture of integrity, the Philosophy Department asks you to sign an honor pledge that the work you do is truly your own and when you rely on sources you cite them. To remain enrolled in this class, this form must be signed and returned to the professor at the beginning of the second class period.

2. Weekly writing assignments (40% of grade).

Papers should be typed and 1-2 pages long. Questions will be provided in class and will require careful reading and critical thinking about the assigned reading. These papers will not be accepted late.

3. Three formal papers (45% of grade)

These papers are to be four-to-five pages long. Topics for these papers will be provided in class one week before the due-dates, and will require that you synthesize and draw conclusions about the texts and the philosophical questions we study.

I expect papers to be turned in on time. Late papers will be penalized by one letter grade, and will not be accepted more than one week late. Extensions will not be given except in extremely extenuating and documented circumstances. Papers should be written carefully and proofread. Because it is important that you learn to express yourself well, grammar and spelling do matter. I will penalize you as much as one letter grade if there are numerous misspellings or grammatical errors in your paper.

4. Class attendance and participation (15% of grade).

Because this class should be a *learning community*, regular attendance is expected, and you are expected to come to class on time. You are expected to show an interest in learning from others' ideas and in sharing and developing your own ideas. Note that participation is not just a matter of talking a lot. Quality, effort, and a willingness to listen to and learn from others are more essential contributions. In addition, you are expected to show courtesy and recognize the importance of classroom functions: *come to class on time and stay in class the whole period; turn off your cell phone during class; at the very least, you are expected to be awake and attentive in class.*

If you miss 4 classes, you will receive *at best* a 'B' for this grade; if you miss 6 classes you will receive *at best* a 'C'; if you miss 8 or more classes, you will receive an 'F' for this grade. Your three allowed absences are intended for illness or emergencies, and you should save them in case you need them for these reasons. Speak to me as soon as possible if you have an extended documented illness or emergency.

Writing:

Through its frequent informal and formal writing assignments, this course participates in and supports "Writing Across the Curriculum" at Salisbury University.

At the University Writing Center at Herb's Place (Guerrieri University Center, Room 213), trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers' office hours, the center offers another site for learning about writing. **All undergraduates are encouraged to make use of this important student service.** For more information about the writing center's hours and policies, visit the writing center or its website at www.salisbury.edu/uwc.

Academic Integrity:

You are encouraged to talk to others about assignments, but the work you turn in must be your own. In this class you are not expected to do any outside research—you are expected to study the course readings carefully and develop your own thoughts about them and the questions they address. I am interested in your own thoughts, expressed in your own voice. If you choose to do research using outside sources, you must cite it carefully. Please do not make the serious mistake of downloading papers (or parts of papers) off the Internet, or "borrowing" from other sources. I detect such papers easily. **Plagiarism is a serious violation of academic integrity, and the standard penalty for plagiarism is failure for the course.** If you have any doubts about whether something counts as plagiarism, please speak with me *before* you turn it in. As noted in the requirements above, students are required to sign an honor pledge that the work you do is truly your own and when you rely on sources you cite them.

Class Schedule

1/28: Introduction to the course

I. The Basics of Feminism: What is it and why does it matter?

- 1/30: "The Politics of Work and Family," Saul, chapter 1, pp. 5-22
- 2/1: "The Politics of Work and Family," Saul, chapter 1, pp. 22-43
- 2/4: "Sexual Harassment," Saul, chapter 2, pp. 45-60
- 2/6: "Sexual Harassment," Saul, chapter 2, pp. 60-73
- 2/8: "Pornography," Saul, chapter 3, pp. 74-90
- 2/11: "Pornography," Saul, chapter 3, pp. 90-106
- 2/13: "Abortion," Saul, chapter 4, pp. 110-130
- 2/15: "Abortion," Saul, chapter 4, pp. 130-138
- 2/18: "Feminine Appearance," Saul, chapter 5, pp. 140-153
- 2/20: "Feminine Appearance," Saul, chapter 5, pp. 153-168
- 2/22: "Feminism and Language Change," Saul, chapter 6, pp. 170-185

2/25: "Feminism and Language Change," Saul, chapter 6, pp. 185-196

2/27: **Formal Paper 1 due.**

II. Humanist Feminism

2/27: Introduction

2/29: Mill, "The Subjection of Women," in *Theorizing Feminisms (TF)*, pp. 97-112

3/3: Truth, "Ar'n't I a Woman?" in *TF*, pp. 113

3/5: de Beauvoir, "The Second Sex," in *TF*, pp. 114-123

3/7: Nussbaum, "Human Capabilities, Female Human Beings," in *TF*, pp. 124-139

3/10: Schechter, "Social Change on Behalf of Battered Women," in *TF*, pp. 140-149

3/12: Sen, "More than 100 Million Women Are Missing," in *TF*, pp. 150-159

3/14: Crenshaw, "Mapping the Margins," in *TF*, pp. 159-173

Spring Break

III. Gynocentric Feminism

3/24: Young, "Humanism, Gynocentrism, and Feminist Politics," in *TF*, pp. 174-187

3/26: Addams, "Women and Public Housekeeping," in *TF*, pp. 187-188

3/28: Lorde, "Uses of the Erotic: The Erotic as Power," in *TF*, pp. 188-192

3/31: Gunn Allen, "Who Is Your Mother? Red Roots of White Feminism" in *TF*, pp. 192-199

4/2: Gilligan, "Moral Orientation and Moral Development," in *TF*, pp. 200-210

4/4: Christ, "Why Women Need the Goddess," in *TF*, pp. 211-219

4/7: Walker, "The Only Reason You Want to Go to Heaven Is That You Have Been Driven Out of Your Mind," in *TF*, pp. 220-224

4/9: Ruddick, "Notes Toward a Feminist Maternal Peace Politics," in *TF*, pp. 225-237

4/11: Shiva, "Women's Indigenous Knowledge and Biodiversity Conservation," in *TF*, pp. 238-243

4/14: **Formal Paper 2 due.**

IV. The Dominance Approach

4/14: Introduction

4/16: MacKinnon, "Difference and Dominance," in *TF*, pp. 244-255

4/18: MacKinnon, "Desire and Power," in *TF*, pp. 256-265

4/21: MacKinnon, "Sex and Violence," in *TF*, pp. 266-271

4/23: Goldman, "Woman Suffrage," in *TF*, pp. 271-277

4/25: Bartky, "Foucault, Femininity, and the Modernization of Patriarchal Power," in *TF*, pp. 277-292

4/28: Lorde, "Age, Race, Class, and Sex," in *TF*, pp. 292-297

4/30: Stoltenberg, "Confronting Pornography as a Civil-Rights Issue," in *TF*, pp. 298-310

5/2: Duggan, Hunter, and Vance, "False Promises: Feminist Antipornography Legislation," in *TF*, pp. 311-324

5/5: Frye: "Willful Virgin or Do You Have to Be a Lesbian to Be a Feminist?" in *TF*, pp. 325-332

5/7: hooks, "Seduced by Violence No More," in *TF*, pp. 333-335

5/9: Last Day of Class: Conclusions

Day of Scheduled Final: Class meets. Formal Paper 3 due.