

PHIL/GWS330: FEMINIST PHILOSOPHY

Fall 2023 | Tuesday & Thursday 12:30pm-1:45pm | Harvill Building, Room 404

Instructor Information

Instructor	Email	Course site	Office hours
Anna-Bella Sicilia (she/her/hers) Please call me “Anna-Bella.”	absicilia@arizona.edu (please allow me 48 hours to respond before sending a follow-up)	d2l.arizona.edu	Tuesday 2pm-3pm in Social Sciences 130 or by appointment

General Information

Description

Analytic feminist philosophy seeks to understand the social implications of sex and gender, as well as critique the accuracy and usefulness of mainstream philosophy when the values of feminism are overlooked. In this class, we will critically evaluate what feminism is and what it ought to be, as well as explore the compatibility of different feminist schools of thought. We will examine feminist arguments about oppression, knowledge and emotion, gendered labor, and more. Finally, we will examine methods of action and resistance to sexism.

This is a *student-guided class*. That means you – yes, you! – get to personalize all of the assignments in the course (excluding weekly comprehension quizzes, which are the same for everyone) to your interests, preferences, and learning styles. You will choose between 2-3 options for all student-guided assignments; see more details under “Graded Assignments” and on the course D2L.

Note on gendered language

Many of our readings accept and refer to men and women as exhaustive gender categories. While we can learn a lot from these authors, keep in mind that this binary leaves out references to other genders and sometimes presupposes a necessary connection between assigned sex at birth and gender. I may sometimes recruit binary language to communicate about these readings in context, but we will also be analyzing many of them through a modern lens that is critical of the gender binary. When possible, I will also refer to “women and gender minorities” as a catch-all for people whose experiences directly inform feminist thought and critique. Let us continue to remind ourselves throughout this course of the complex nature of gender and the ways in which people who do not fit into male or female gender categories experience gender-based oppression.

Curriculum Category

Gen Ed, Tier 2 Humanities, Diversity Emphasis

Course Materials

Required text

There is no required text for this course; all course readings will be posted on D2L. Occasionally, assigned material be in video format. Students will be required to access a film to complete the Movie Analysis assignment, which may require rental fees of up to \$5. (This is the only thing I’ll ask you to buy for the course.) If any of these formats pose accessibility issues, please contact me as soon as possible to find a solution.

Course Schedule

Week	Topic	Readings	Exercises
Week 1	THEORY	<p>August 22: <u>You must read this syllabus in its entirety before class.</u></p> <p>August 24: bell hooks, "Theory as Liberatory Practice"; Kimberlé Crenshaw, "The urgency of intersectionality"</p>	Quiz 1 due 8/25
Week 2	OPPRESSION	<p>August 29: Marilyn Frye, "Oppression"</p> <p>August 31: Iris Marion Young, "Five Faces of Oppression"</p>	Quiz 2 due 9/1
Week 3	OPPRESSION, CONT.	<p>September 5: <i>No class!</i></p> <p>September 7: Sukaina Hirji, "Oppressive Double Binds"</p>	Quiz 3 due 9/8
Week 4	BODIES & PUBLIC SPACES	<p>September 12: Iris Marion Young, "Throwing Like a Girl"; Emma Fitzsimmons, "Manspreading on the New York Subway" (New York Times)</p> <p>September 14: Carol Gardner, "Interpretations" from <i>Passing By</i>; Hutson & Krueger, "The Harasser's Toolbox: Investigating the Role of Mobility in Street Harassment"</p>	<p>Quiz 4 due 9/15</p> <p><i>PAPER 1 DUE 9/15</i></p>
Week 5	SEX, GENDER, GENDER/SEX	<p>September 19: Julia Serano, <i>Sexed Up</i> introduction; Anne Fausto-Sterling, "Making Gender/Sex" (0-17:02, 20:55-31:50)</p> <p>September 21: Robin Dembroff, "Reimagining Transgender"; Julia Serano, "Love Rant" from <i>Whipping Girl</i></p>	Quiz 5 due 9/22
Week 6	KNOWLEDGE & EMOTION	<p>September 26: Margaret Little, "Seeing and Caring: The Role of Affect in Feminist Moral Epistemology"; Natalie Alana Ashton & Robin McKenna, "Situating Feminist Epistemology" podcast (10:00-21:00)</p> <p>September 28: Audre Lorde, "The Erotic as Power"; Marilyn Frye, "A Note on Anger"</p>	Quiz 6 due 9/29
Week 7	KNOWLEDGE & EMOTION	<p>October 3: Amia Srinivasan, "The Aptness of Anger"</p>	Quiz 7 due 10/6

Week	Topic	Readings	Exercises
		October 5: Macalester Bell, "A Woman's Scorn"	[PAPER 1 RE-WRITE DUE 10/6]
Week 8	LOST KNOWLEDGE	October 10: Miranda Fricker, "Testimonial Injustice" from <i>Epistemic Injustice</i> ; Miranda Fricker, "Testimonial injustice" podcast October 12: <i>No in-person class! You will watch a lecture on the reading</i> Rae Langton, "Speech Acts and Unspeakable Acts"	Quiz 8 due 10/13
Week 9	HOUSEWORK	October 17: Sampson Lee Blair, "The Division of Household Labor"; Tom McClelland and Paulina Sliwa, "Gendered Affordance Perception" October 19: Silvia Federici, "Wages Against Housework"	Quiz 9 due 10/20 PAPER 2 DUE 10/20
Week 10	EPISTEMIC & EMOTION WORK	October 24: Allison Daminger, "The Cognitive Dimensions of Household Labor"; Arlie Hochschild, "Joey's Problem" from <i>The Second Shift</i> October 26: Ellie Anderson, "Hermeneutic Labor"; Wikipedia article on " weaponized incompetence "	Quiz 10 due 10/27
Week 11	CAREWORK	October 31: Arlie Hochschild, "Managing Feeling"; Nel Noddings, "The One-Caring" from <i>Caring</i> November 2: Stephanie Collins, "Care Ethics: Four Key Claims"	Quiz 11 due 11/3
Week 12	OBJECTIFICATION	November 7: Cynthia Freeland, "Intimacy"; John Berger, " Ways of Seeing "; Martha Nussbaum, "Objectification" excerpts November 9: bell hooks, "The Oppositional Gaze"	Quiz 12 due 11/10 PAPER 3 DUE 11/10
Week 13	DISABILITY	November 14: Jenny Morris, "Feminism and Disability"; Tom Shakespeare, "Cultural Representations of Disabled People" excerpt	Quiz 13 due 11/17

Week	Topic	Readings	Exercises
		November 16: Susan Wendell, "Feminism, Disability, and Transcendence of the Body"	
Week 14	RESISTANCE	November 21: Jocelyn Hollander and Rachel Einwohner, "Conceptualizing Resistance"	Quiz 14 due 11/24
		November 23: <i>No class - Happy Thanksgiving!</i>	
Week 15	RESISTANCE: KNOWING & FEELING	November 28: Cheshire Calhoun, "Emotional Work"	Quiz 15 due 12/1
		November 30: Briana Toole, "Believing is Seeing: Feminist Philosophy, Knowledge, and Perception"; Audre Lorde, "The Transformation of Silence into Language and Action" from <i>Sister Outsider</i>	
Week 16	MOVIE ANALYSIS PRESENTATION WEEK	December 5: Presentation day	MOVIE ANALYSIS DUE 12/5

Graded Assignments (* indicates a student-guided assignment)

Assignment	Percent of grade	Description
Weekly reading comprehension quizzes	26% [15 quizzes worth 2 points each; lowest 2 quizzes dropped]	There will be a weekly reading comprehension check quiz due every Friday on D2L. You will do well on these quizzes if and only if you do the readings. Once you open the quiz, you must complete it and submit it within 20 mins (unless otherwise specified by DRC accommodation). Do not begin the quiz if you are not prepared to complete it in one sitting. Each quiz is worth 2% of your grade and they are due every <i>Friday</i> at 11:59pm (with the exception of the final week of class). D2L will automatically exclude your two lowest quiz grades (including zeroes) from your final grade.
Reading Reaction*	10%	This assignment requires you to <i>summarize</i> and <i>react to</i> one or two readings in the course (of your choosing). This is a student-guided assignment with three options: (1) class presentation, (2) individual meeting, or (3) reaction journal. See D2L for details.
Papers*	45% [3 papers worth 15 points each]	These papers require you to summarize arguments from the course and weigh in on philosophical debates. You will have the option to revise and resubmit Paper 1 in light of my feedback.

Assignment	Percent of grade	Description
		This is a student-guided assignment with two options: you can write the papers (1) in your own words, or (2) with ChatGPT (and an additional exercise). See D2L for details.
Movie Analysis* 19		This assignment has you watch a movie with feminist philosophical themes and analyze it in terms of the topics discussed in the course. This is a student-guided assignment with three options: (1) class presentation, (2) written analysis, or (3) get creative! (and get an alternative medium for presentation approved). See D2L for details
Extra credit	You may earn up to 3% of additional points	You can earn 3 points of extra credit by taking <u>effective notes</u> throughout the semester (this means either taking physical notes or using an anti-distraction software that prevents you from accessing a browser during class). See D2L for details.

How to do well in this course:

You will do well if you read/watch/listen to all the material, don't plagiarize, tell me if you need an extension before the assignment is due, and be ready to challenge yourself and each other respectfully.

Policies

Late policy

Here is a written version of my late policy (a helpful flow chart visual of it is found on D2L).

If you do not anticipate being able to submit an assignment on time, determine whether you have a *legitimate excuse*. Here are things that serve as legitimate excuses: illness, unexpected childcare or work obligations, family emergencies, mental health barriers, or similarly unavoidable and severe situations. Here are things that do *not* serve as good excuses: forgetfulness, sleeping through a due date because you did not set an alarm, failing to send an email that was in your drafts, having assignments due for other classes, etc.

If you have a legitimate excuse, email me *before the assignment is due* letting me know you are unable to complete it. You *should not* share the specific reason you're unable to complete the assignment and I will never ask for personal or health information. Include in your email the day by which you expect to be able to submit the assignment, and I will confirm your extension.

If you do *not* have a legitimate excuse, go ahead and submit the assignment as soon as you can (you do not need to notify me that you'll be submitting it late, but it is helpful to let me know when you end up submitting it so I'll be sure to see and grade it). The penalty for unexcused late assignments is a half letter grade (5%) per day it's late.

I want to help you succeed in this course, but you are responsible for seeking out help or extensions if you need them. I am not able to grant extensions for assignments that accumulate in the last two weeks of the semester.

[Extra credit opportunity: Hey! Hey you, reading the syllabus! For a point of extra credit, please email you a picture of a good dog you know by August 22. Thanks for taking the time to understand the expectations in this course, and thanks in advance for a cute dog pic.]

Grade contestation policy

If you wish to contest your grade for an assignment, you must make a written request for the assignment to be re-graded via email within three days of the date on which the graded assignment was returned. In your email, you must explain the reasons why you believe your grade was in error. The assignment will be graded anonymously by another instructor, and your grade may be raised *or lowered* in response to a request for re-grading.

Learning objectives

During the course, students will grapple with prominent issues in feminist philosophy. You will read influential feminist texts and charitably interpret and reconstruct their arguments. You will learn to assess the relative merits of various philosophical arguments so as to eventually form and articulate your own views on these issues. The conceptual tools discussed in the class will assist your understanding of minority experiences which are frequently discounted by oppressive social structures.

Learning outcomes

Upon completion of the course, students will be able to compare various approaches to feminist philosophical questions and define related terms. You will demonstrate expertise by writing several papers, including papers that will require you to articulate original arguments, and completing a movie analysis.

Code of academic integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

If you decide to take this course, you are agreeing to submit your work online, when so instructed, to a plagiarism-prevention program called TurnItIn. Make sure you understand and consent to all the terms of the program. You should note that TurnItIn—always without your name or any personal information—will retain your paper as part of their database so that students who plagiarize from it can be detected. Because of this program, the vast majority of you who do your own work and cite the sources of your information properly will not have to compete with students who commit undetected plagiarism.

If you are unsure about whether something is plagiarism, please consult [this page](#), take [this tutorial](#), or ask me.

Issues with course technology

The course will be conducted fully online (through D2L). If you encounter issues involving course materials posted on D2L, feel free to email me. However, if you experience other problems, such as difficulties logging into D2L, please contact one of the technical help resources listed below.

For general technical help: The 24/7 IT Support Center | 877-522-7929 | <http://the247.arizona.edu>

For help with D2L: D2L Help Pages for students | 520-626-6804 (M-F 8am-5pm) | <http://help.d2l.arizona.edu>

Grading and assessment

This course is a writing intensive Tier Two General Education course. You will write a minimum of 2500 words. This writing requirement comprises the following assignments: Paper 1, Paper 2, Paper 3, Paper 4, and the Movie Analysis. You will have the opportunity to revise and resubmit Paper 1. The grading scheme is as follows:

100-90% = A
89-80% = B
79-70% = C
69-60% = D
59-0% = E

My policy about rounding grades is as follows. Your grade will only be rounded up if it is .5% away from the higher grade (so, an 89.5% rounds up to an A, but an 89.4% remains a B). To keep things fair, this policy applies to everyone without exceptions.

Honors Credit

This course is available for honors credit with instructor approval. Please email me if you are interested in completing an honors contract; you must do this by the first week of the course (August 25 at the latest) if you would like to complete the course with an honors contract. Honors contract information is available at <https://www.honors.arizona.edu/honors-contracts>.

Absence and class participation policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences preapproved by the UA Dean of Students (or dean's designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>.

You will not be asked to provide documentation of health-related issues in order to have absences excused. Students experiences prolonged absence due to COVID-19 should seek assistance from the Dean of Students (DOS-deanofstudents@email.arizona.edu).

Accessibility and accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Threatening behavior policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

UA nondiscrimination and anti-harassment policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Safety on campus and in the classroom

For a list of emergency procedures for all types of incidents, please visit the website of the Critical Incident Response Team (CIRT): <https://cirt.arizona.edu/case-emergency/overview>

Also watch the video available at https://arizona.sabacloud.com/Saba/Web_spf/NA7P1PRD161/common/learningeventdetail/crtfy000000000003560

Subject to change statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.