Prerequisites: ENGL 1102 or equivalent required.

Catalogue Course Description: The course is a study of the main currents of feminist philosophy, including criticisms of traditional philosophical paradigms and new frameworks for approaching the diversity of human experience.

Instructor’s Course Description: The course will introduce students to feminist philosophers’ introduction of gender as an ineluctable modern philosophical concept. We begin by examining feminist arguments against tendencies in modern ethics, epistemology, and public policy to equate a class of men’s experiences with universal human experience. Next we turn to interventions within feminism against tendencies to equate a particular class of women’s experiences with universal womanhood, and subsequent efforts, led largely by women of color, to imagine viable politics of solidarity—and therefore viable ethics and epistemologies—without presupposing homogenous social identities. Finally, we examine feminist and queer arguments that homogenous identity categories seem naturally or socially given only through practices of exclusion that make certain lives unlivable, and efforts by these philosophers to imagine ethical, epistemological, phenomenological, and political practices that resist these violences.

Course Texts:
Select online articles and materials.
**Electronic Communications:** The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.

**Course Assessment:**

**Grading:**
- Weekly Online Quizzes — 14%
- Two long answer exams — 16% (8% each)
- Midterm Paper — 20%
- Oral Presentation — 10%
- Final Paper — 25%
- Class participation — 15%

**Grading Scale:**
- A — 90-100
- B — 80-89
- C — 70-79
- D — 60-69
- F — <60

I—Indicates an incomplete grade for the course, and will be awarded only when a student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond their control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

**Instructional Methods:** The course will emphasize the use of “active” rather than “passive” learning methods. As much as is logistically and pedagogically possible, group discussions will take priority over lectures. The course aims, in part, to introduce students to the notion of feminist philosophy, feminist critical thought, and feminist philosophical reading as active, interpersonal practices.

**Learning Outcomes:** For a grade of “B” or better, students must fulfill the following learning outcomes for this course:

- Demonstrate knowledge and understanding of assigned texts, concepts, arguments, and counterarguments through weekly online quizzes, two online expository exams, active classroom participation, a midterm paper, an oral presentation, and a final paper.
- Write two well-written, accurate, detailed, and logically organized 1000 word text-based expositions of feminist philosophical arguments from the first and second half of the course, respectively.
• Write a five to seven page midterm paper articulating a philosophically relevant thesis, and elaborating and defending this thesis through well-written, accurate, detailed, and logically organized text-based expositions of supporting and opposing materials from assigned texts.
• Prepare and deliver a fifteen minute presentation that asserts a thesis and defends this thesis by explaining and critically assessing select aspects of the assigned texts.
• Write an eight to ten page final paper that articulates a philosophically relevant thesis, and elaborates and defends this thesis through well-written, accurate, detailed, logically coherent, and text-based expositions of supporting and opposing materials from assigned texts.

Course Assignments:
The assignments in this course are “scaffolded.” Weekly online quiz assignments will typically ask students to explain select arguments and concepts from each week’s texts, and to use parenthetical page references to support each of their textual claims. Grading standards for these quizzes are low—to receive full credit (1 point), students need only submit a response through D2L that addresses each element of the quiz prompt and includes at least two parenthetical page references demonstrating familiarity with the relevant text(s). If either of these criteria is not met, the student will receive 0 points on the quiz. Quiz responses will not be graded for grammar or style, accuracy or comprehensiveness, or degree of textual detail. However, because students can use content from their quiz responses in their long answer exams and thesis papers, the more seriously students take the weekly quizzes, the more prepared they will be to perform well on their long answer exams and thesis papers. Quizzes will typically be posted by 5pm on Fridays, and will be due through D2L by 3:30pm on the day of the next week’s class (usually Monday). Missed credit on online quizzes cannot be made up.

Before your midterm and final papers are due, students will be asked to submit online 1000 word long answer exams. These exams are expository, and are not reflective or evaluative. Each will ask students to identify a thesis from one of the course readings, and to use concepts and arguments from the text to show how the author tries to support this thesis. The task in these assignments is to explain a philosopher’s argument, rather than to evaluate or reflect on it, and to do so in a way that a) is accurate and comprehensive (40%), b) uses parenthetical textual references to support appropriately detailed textual claims (30%), and c) is clearly and grammatically written (30%). Students are welcome to re-use content from their quizzes in their exams. Further, they are welcome to re-use content from their first exam in their midterm paper, and from their second exam in their final paper. The exams are intended to provide students with an opportunity to test their understandings of textual arguments and concepts as well as receive feedback on their academic writing before the more high stake papers. Like the quizzes, they are also meant to reinforce the notion of philosophical writing as an continuous text-based drafting process. Your exams should be formatted with double-spacing, 12 point Times New Roman font, and 1” margins, and follow Chicago citation guidelines (see http://www.lib.umd.edu/tl/guides/citing-chicago-ad).
After the first exam, and after in-class exercises and discussions concerning philosophical theses and how to develop them, students will complete a 5-7 page (1,250-1,750 word) midterm paper. In this paper, students will be asked a) to state and support a philosophical thesis (25%), b) to provide accurate and comprehensive expositions of relevant textual concepts and arguments to support this thesis (30%), c) to include detailed textual claims and appropriate parenthetical textual citations in their expositions (25%), and d) to write clearly and grammatically (20%). Midterm papers should be formatted according to the same guidelines as the exams (see above).

After the second exam, students will be asked to complete and participate in oral presentations. The purpose of these approximately fifteen minute presentations is to provide students with an opportunity to present the intended theses and outlines of their final papers, to hear and constructively engage the theses and outlines of their classmates’ final papers, and to receive constructive feedback on their intended papers from their classmates and the instructor. Each presentation will be evaluated according to the clarity of the intended thesis (3%), the student’s engagement with and generally accurate understanding of relevant textual concepts (5%), and the organizational structure of the student’s intended argument (2%).

The 8-10 page (2,000-2,500 word) final paper will be graded according to the same criteria as the midterm paper.

Finally, class participation is a regular assignment. However, participating in class does not necessarily require that students be generally vocal class participants. Most importantly, students must demonstrate that they are prepared for and engaged in class. In other words, student contributions and attentiveness in class should indicate that the student has done the reading, is trying to improve their understanding of it, and is working to critically engage class concepts and concerns. Consistent and on-time attendance is also required, as is appropriate engagement with others—e.g., asking appropriate questions, responding appropriately to instructor and student questions, working constructively in group exercises, treating fellow class participants with respect and courtesy, etc. However, attending class regularly and on time, treating others with respect, and asking in class questions alone will not earn a student above a “B”-level class participation grade if they are not also consistently prepared for and engaged in class. Finally, being regularly unprepared for class, attending inconsistently, being routinely late, not working constructively in small group exercises, not engaging in classroom lectures and discussions (vocally or otherwise), and not treating fellow class participants with courtesy or respect will result in a class participation grade of a “C” or lower, depending on the severity of the circumstances.

**Attendance Policy:**
Attendance is mandatory. Students are required to provide a reasonable, documentable explanation for class absences. After three unexcused absences, students lose a full letter from their class participation grade with each additional unexcused absence. Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.
**Electronic Devices Policy:**
The volume on all electronic devices should be turned off in class. Students are welcome to use laptops, smart phones, etc. in class to take notes and to look up material relevant to class discussions. However, unrelated texting, chatting, web-surfing, etc. during class, or the appearance of doing so, will negatively affect students’ class participation grades.

**Academic Honesty:**
Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/ falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation, and will in most cases receive an automatic “F” on the assignment. However, if the student does not agree to this consequence, or if the violation is in the instructor’s view egregious, then the case will be forwarded to the Department of Student Conduct for formal hearing procedures.

**ADA Compliance:**
Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.
Tentative Course Schedule  
(reading assignments and activities are subject to revision)

Week 1:

8/17 — No in-class session due to conference travel. During class time, please watch Carol Gilligan’s Keynote Address at the 2014 Carr Center Conference at NYU (available on YouTube at https://www.youtube.com/watch?v=nZ5I1nuf4w4s). For Wednesday, read Carol Gilligan, “In A Different Voice” (uploaded to D2L).

8/19 — Class introductions, welcome, and discussion of syllabus, interest in class, and the meaning, if any, of the concepts, ‘feminine’, ‘feminist’, and ‘patriarchy’. What philosophical and political possibilities are overlooked when human experience is assumed equivalent to men’s experience? Do men and women know and engage the world differently? Reading due: Carol Gilligan, “In A Different Voice.” Online quiz posted on Friday.

Week 2:

8/24 — Reading due: Iris Marion Young, “Throwing Like A Girl” (uploaded to D2L). Quiz due.

8/26 — Re-Reading due: Gilligan and Young. Online quiz posted on Friday.

Week 3:


9/2 — Reading due, Nel Noddings, “An Ethic of Caring” (uploaded to D2L). Online quiz posted on Friday.

Week 4:

9/7 — Labor Day. No class.

9/9 — Review. No online quiz.

Week 5:

9/14 — FIRST EXAM

9/16 — Reading due: Claudia Card’s, Sarah Lucia Hoagland’s, and Barbara Houston’s critiques of Noddings’ Feminist Care Ethics (uploaded to D2L). Online quiz posted on Friday.

Week 6:

9/21 — Reading due: Sandra Harding, “‘Strong Objectivity’: A Response to the New Objectivity Question” (uploaded to D2L). Online quiz due.

Week 7:


Week 8:

10/5 — No new reading due. No quiz due. Review and thesis construction exercises.

10/7 — **LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY**. No new reading due. Review and thesis construction exercises. No online quiz.

Week 9:

10/12 — **FIRST PAPER DUE**. No quiz due.


Week 10:


Week 11:


Week 12:
11/2 — **SECOND EXAM.** Reading due: Judith Butler, *Undoing Gender* (pages to be assigned in class).

11/4 — Reading due: Judith Butler, *Undoing Gender* (pages to be assigned in class). Online quiz posted on Friday.

**Week 13:**

11/9 — Reading due: Judith Butler, *Undoing Gender* (pages to be assigned in class). Online quiz due.

11/11 — Reading due: Judith Butler, *Undoing Gender* (pages to be assigned in class). Online quiz posted on Friday.

**Week 14:**

11/16 — Reading due: Judith Butler, *Undoing Gender* (pages to be assigned in class). Online quiz due.

11/18 — Reading due: Judith Butler, *Undoing Gender* (pages to be assigned in class). Online quiz posted on Friday.

**Week 15:**

11/23 — Fall break — no class

11/25 — Fall break — no class

**Week 16:**


12/2 — No new reading due. Second set of oral presentations. Review and discussion. No online Quiz.

**Week 17:**

12/7 — Last Day of Class. No new reading due. Second set of oral presentations. Review and discussion.

**FINAL PAPER: DUE ELECTRONICALLY MONDAY, DECEMBER 14 BY 3:30PM.**