



DEPARTMENT ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2021

PH3000: Feminist Philosophy – 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR:	Dr. Tina Strasbourg	PHONE:	(780) 539-2237
OFFICE:	C408	E-MAIL:	tstrasbourg@gprc.ab.ca
OFFICE HOURS:	By appointment		

WINTER 2021 DELIVERY:

Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca

Note: GPRC reserves the right to change the course delivery.

CALENDAR DESCRIPTION:

Feminist philosophy is a logical critique of traditional philosophy and offers novel approaches to philosophical inquiry about the world. Topics may include ethics, social and political philosophy, epistemology, philosophy of science, and the philosophy of pornography.

PREREQUISITE(S)/COREQUISITE:

A 3-credit course in philosophy or permission of the instructor.

REQUIRED TEXT/RESOURCE MATERIALS:

Jennifer Saul, *Feminism: Issues and Arguments*, (Oxford University Press, 2003).

Resource material links posted on D2L.

DELIVERY MODE(S):

Lecture and Discussion

COURSE OBJECTIVES:

This course will introduce students to the basic key concepts that are central to classical and contemporary philosophy. Through its capacity to question values, norms, and all forms of argumentation, philosophy has played a crucial role in the emergence of feminism. Feminist philosophy contains a multitude of theoretical perspectives that reflect diversity in experiences of subordination, and a diversity of approaches to understanding, explaining, and finding solutions to oppression. This course aims to present some of the richness and variety in feminist philosophy while offering students the opportunity for critical engagement with influential feminist thinkers.

LEARNING OUTCOMES:

Students will use **Communication Skills** in

- Communicating clearly and concisely while employing written and verbal skills appropriate to class assignments and discussion.
- Developing written arguments with strong logical inferences to show support for your claims.
- Demonstrating interpersonal skills by listening effectively, establishing rapport, and monitoring non-verbal signals.
- Expressing awareness of and respect for self and others.
- See section on Philosophical Etiquette for a further description.

Students will use **Thinking Skills** in

- Learning how to understand and charitably interpret others' arguments and developing the ability to rearticulate arguments in a philosophical form.
- Analyzing theoretical concepts and examining the connections between them.
- Critically assessing philosophical theories and arguments in support of these theories.

Students will use and learn **Critical Reasoning Skills**

- Applying philosophical reasoning to practical situations.
- Recognizing and examining multiple perspectives.
- Analyzing and discussing issues from an analytical philosophical perspective.

TRANSFERABILITY:

This course is considered a University Transferable Course; however, the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability and transferable grades.**

EVALUATIONS:

Participation	10%	
Comprehension and Critical Analysis Assignment 1	30%	Due date: February 25 th
Comprehension and Critical Analysis Assignment 2	30%	Due date: March 25 th
Comprehension and Critical Analysis Assignment 3	30%	Due date: TBA

(The last assignment is due during the final exam period. Please check the registrar's posting for a schedule of final examinations.)

Class Participation:

Participation in discussion is a way to help advance the discussion of difficult philosophical concepts and encourage others. More particularly, discussion helps to enhance one's understanding of philosophical concepts, and offers a venue for critical analysis of your own arguments.

Comprehension and Critical Analysis Assignments:

You will complete three take-home assignments throughout the term. The purpose of the assignments is to give you the opportunity to illustrate your understanding of the course material, which includes course readings, lectures, and in-class discussions. You will also illustrate your critical thinking skills by developing written arguments in response to the given topics. These are all skills you will develop in class; thus, it is to your advantage to attend and actively participate in every class.

- Alternative arrangements for assignments are typically made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances such as extreme illness or other serious circumstances beyond the student's control. Work commitments or holidays are not considered legitimate reasons for missing assigned deadlines.
- Unless previously discussed, late work will be penalized in the absence of a valid excuse. The assignment grade will be reduced by 10% each day it is overdue, including weekends.

Contesting Grades:

How you do on an assignment has no bearing on how much I respect (or like) you. There should never be any reason for you to feel ashamed or angered by your grade. One of my priorities in this class is to help you learn, and the assignments and my comments on your work are aimed at this goal. I do not expect perfection, and neither should you. I expect you to do your best and to use the assignments to help guide you on how you can improve your learning.

If you wish to contest your grade, please do the following:

1. Double check the assignment instructions, the grading criteria, and the comments first.
2. Make an appointment to discuss your grade. Please do not ask me to go over your individual assignment in class.
3. Come to the appointment prepared. After looking over the assignment and comparing what the assignment asked for and what you submitted, you should be able to articulate why you think your answer should have earned more marks.
4. Language is very important. I am happy to listen to your well thought out reasons for adding marks. Please do not approach me in a combative, disrespectful manner. For example, it is better to approach the discussion from the perspective that grades are earned rather than the view that grades are given. This perspective allows us to go through the comments together and to make clear how you earned your grades. This process will better enable you to show me how you think you met the requirements, and if you can do so I will have no problem with changing your grade.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Introduction

Administrative

Introduction to Feminist Philosophy—D2L (Slides)

Jennifer Saul, Introduction

Phyllis Rooney “Philosophy, Adversarial Argumentation, and Embattled Reason”—D2L

Marilyn Frye, “Oppression”—D2L

The Politics of Work and Family

Jennifer Saul, Chapter 1

Catherine MacKinnon, “Difference and Dominance: On Sex Discrimination”—D2L

Susan Moller Okin, “Justice, Gender, and the Family”—D2L

Feminist Ethics

Jennifer Saul, Chapter 7

Marilyn Friedman, “Beyond Caring: The De-Moralization of Gender”—D2L

Virginia Held, “Meshing Care and Justice”—D2L

Sheldene Simola, “Understanding Moral Courage Through a Feminist and Developmental Ethic of Care”—D2L

Feminist Epistemology, Science, and Bias

Jennifer Saul, Chapter 8

Marilyn Frye, “The Possibility of Feminist Theory”—D2L

Marianne Janack, “Standpoint Epistemology Without the ‘Standpoint?’”—D2L

Guest Lecturer: Katharina Stevens, University of Lethbridge on Miranda Fricker’s “Rational Authority and Social Power: Towards a Truly Social Epistemology”—D2L

Maya J. Goldenberg, “Whose Social values? Evaluating Canada’s ‘Death of Evidence’ Controversy”—D2L

Abortion

Jennifer Saul, Chapter 4

Don Marquis: “Why Abortion is Immoral”

Judith Jarvis Thomson: “A Defense of Abortion”

STUDENT RESPONSIBILITIES:

1. Recall that one of the requirements for registering for remote learning is that you have a computer with a webcam and reliable internet connection. As such, students will be required to turn on their cameras during class. Exceptions will be made on a case-by-case basis with good reasons and evidence as to why you cannot meet this requirement.
2. Regular attendance and participation in discussion is expected, which is another reason why having your camera on is a requirement of the course. Participation is a way to help advance the discussion, gain understanding of course material, and encourage others.
3. Please do not be late for class.
4. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.
5. If students miss class, it is their responsibility to obtain the information they missed. If available, recorded lectures may be shared in the case of reasonable absences.
6. Be thoughtful about where you are located during class and while you are watching recorded lectures. Do not separately record or share any content containing members of the class (including the instructor) without express written consent. The information shared during lectures falls under the purview of the Freedom of Information and Protection of Privacy Act, and hence any violations will be punishable according to this act. <https://www.servicealberta.ca/foip/legislation/foip-act.cfm>.

Refer to the College Policy on Student Rights and Responsibilities at <https://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

****Note:** all Academic and Administrative policies are available on the same page.

Additional Information:**Philosophical Etiquette**

Contrary to popular belief philosophy is not a blood sport. A philosophical discussion should not be thought of as an opportunity to participate in arguments that are meant to crush one's opponent. Rather it is an opportunity, first and foremost, to gain an understanding of philosophical concepts. Second, it should inspire critical analysis of philosophical concepts. And finally, it should facilitate fruitful discussion. I expect all students to show good philosophical etiquette, which is to exhibit mutual respect for each other's ideas and comments and that people not be *purposefully* offensive.

Remote Learning Etiquette

(The following list has been created from experiences with remote learning last term. Please feel free to add things you've learned during the discussion)

- Do not log into class while you are still under the covers in bed.
- Come to class fully clothed.
- Zoom chat etiquette is the same as verbal chat etiquette.
 - Be respectful with the comments you make in the chat.
 - Stay on topic.
 - Generally speaking, do not use the chat in the same way you use this feature on social media.
- Avoid distractions.
 - Only have the course up on your screen.
 - Wear headphones to help cut out external noise.
- Stay off your phone during class!!! Seriously, I can see when you are looking at your phone. Cell phones in general are a pet peeve of mine, so I am hypersensitive to their misuse during class.
- If for some reason I am dropped from the Zoom lecture, please give me a few minutes to log back in. This issue only occurred three times last term, but I wanted to establish a protocol in case it happens again.
- If you have pets who are not camera shy, you must introduce them to the class at least once throughout the term.