

2/15/06

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: History and Philosophy COLLEGE: ARTS & SCIENCES

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1. Subject Code, Number, and Title: PHIL/WMST 226 Feminist Theory

2. Credit Hours 3

3. Course Description

A consideration of philosophical issues concerning the nature and status of women. Readings from both traditional and contemporary sources. Topics may include scientific and religious views, the ideal society and women's place in it, varieties of feminism, views on sexuality, family and reproduction, and work and the economy.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
- Global Awareness
- U.S. Diversity
- Knowledge of the Disciplines**
- Arts Humanities
- Science Social Science
- Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

Gender is one of the principal characteristics determining identity and life experience for human beings. This course takes a philosophical approach to gender, examining beliefs about women and men from a wide variety of cultural and political perspectives. We consider both traditional justifications of the differential treatment of women and men in such institutions as marriage and family, as well as theories that challenge these traditional views. *PHIL 226 Feminist Theory* fulfills the *Global Awareness* requirement of the General Education Program because it considers a wide range of practices and beliefs about gender from across the globe, with an emphasis on the intellectual and ethical complexities of understanding and judging gendered practices in cultures other than our own.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

This course is taught by different faculty using different methods of evaluation. Such methods may include reading worksheets, in-class writing assignments, oral presentations, essay examinations, and term papers.

1. Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.

This outcome will be met by the exploration of gender issues affecting all peoples in some form. These issues include the dominant concept of gender in a society and how that concept shapes social institutions and practices based on gender, such as marriage, sexuality, and the sexual division of labor. For each issue examined in the course, students compare and contrast the beliefs and practices of their own culture with those of other cultures. Transnational instruments such as the United Nations Convention on the Elimination of All Discrimination against Women embody concepts of gender, and we discuss the varied understandings of such conventions and treaties by states that ratify them. For example, we might consider whether eliminating discrimination against women has the same meaning in Japan as it does in the U.S.

Assessment: This outcome may be addressed in in-class writing assignments and/or class discussions designed to encourage students to explore their own views about gender and the issues under consideration. It will also be addressed through essay examinations. For example, a question might ask students to assess the information

on conceptions of gender and form their own opinion about the contributions of nature and nurture to the formation of gender identity.

2. Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.

This outcome is met by the examination of cross-cultural theories of gender (biological, religious, social constructivist) as well as a wide variety of social and political theories (liberal feminism, Marxism/socialist feminism and radical feminism, diversity feminisms) as they are understood by authors from different cultures. The implications of these theories will be brought out in the examination of the positions these systems yield on particular gender issues, such as marriage, sexual identity, domestic violence, the sexual division of labor, sex trafficking, genital cutting, and polygamy. Issues such as genital cutting, which many students from the U.S. find abhorrent, are studied in their cultural context in order to help students to understand the complexity of such practices and their place in a society. Comparisons are drawn to more familiar practices, such as male circumcision and various forms of plastic surgery, in order to deepen their thinking about similarities and differences between cultures.

Assessment: This outcome may be addressed through writing exercises, oral presentations, essay exams, or term papers. For example, essay exams may require students to explain the implications of the social and political theories examined for a particular practice, such as polygamy. A term paper project might be a thorough examination of Islamic feminism and its relation to liberal feminism.

3. Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.

The course will include examinations of the claim, accepted by the United Nations in 1993, that “women’s rights are human rights,” in the context of a consideration of the adequacy of this conception for ending the oppression of women. Students will discuss arguments for and against the view that human rights are universal, including Martha Nussbaum’s capabilities approach. Facts about the role of the United Nations in fostering the development of women are explored. For example, we read about and discuss the impact of the Declaration on the Elimination of Violence against Women on recognition of violence against women in India. Students also explore more informal transnational alliances—such as NGOs--among women for the purposes of eliminating discrimination. Facts about the United Nations and its history, and about conflicts around gender issues, are explored.

Assessment: This outcome may be assessed by means of written assignments or essay exams. Essay exams will include questions requiring students to set out the controversial issues surrounding the issue of human rights in feminist philosophy, as well as the practical effect of adoption of the human rights on women in a country such as India. Written assignments and essay exams will also address the history of the influence of the United Nations on women’s issues in a variety of countries. For example, students may be asked to write a paper on the relationship of the United Nations or European Union to the local development of concepts such as sexual harassment in a particular country.

4. Explore the causes and consequences of social, cultural, and racial intolerance in the world.

This outcome is addressed through the examination of the causes and consequences of intolerance based on gender, in conjunction with race, ethnicity, religion, sexuality, age and disability. For example, gender-based violence--its causes and effects--is a topic explored in the course. Gender-based employment discrimination is examined for the ways in which race, age, sexual preference, disability and ethnicity, in particular, affect how individual women are affected. A variety of theoretical explanations of discrimination are examined. While descriptions of gendered practices in cultures are studied through reading, videos, and discussion, the course is always also focused on whether these social institutions and practices are oppressive to anyone participating in them. For example, in the case of the sexual division of labor, we would examine conceptions of work in several different cultures, with particular attention to the theoretical justifications for the differential roles of

women and men in work. We would then read feminist criticisms of the sexual division of labor as oppressive, from a variety of theoretical perspectives, including those of feminists from each of the cultures whose practices are examined. We also discuss the intellectual and ethical issues involved in applying criticisms from within one tradition to social institutions and beliefs within another tradition.

Assessment: May be addressed through writing exercises, oral presentations, essay exams, or term papers. For example, essay exams may require students to explain and critically evaluate theoretical explanations for women’s unequal participation in social, economic, and political spheres. The roles of race, ethnicity, sex preference, age, and disability in diversifying women’s participation in these spheres would also be explored in these essays. Term papers may require students to argue for one explanation of inequality or oppression over others. This would require the collection of data and the application of theory to those data.

5. Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

This course takes a philosophical approach to issues of gender. However, in order for students to understand the effect of gender on human lives, they must read and view a wide variety of material from disciplines other than philosophy. This includes the natural sciences and the social sciences. Students come to see that they cannot make informed decisions about gender issues in a global context without a broad understanding of the world. The readings and videos are selected to provide the beginnings of this understanding; the assignments, especially terms papers, are designed to help students learn to find the material they need to make such decisions on their own.

Assessment: Readings and videos discussing the perspectives of women from other countries and from various racial, ethnic, religious, sexualities, ages and abilities are required in the course. Students’ understanding of them will be evaluated in oral presentations, written assignments, and essay exams. For example, the various understandings of the veil in Muslim subcultures in the U.S. might be a topic explored, and students would be required to show their understanding of the complexity of the veil through their writing or oral presentations.

- 8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For 7 Against 0 Abstentions 0

Department Head

Date

2. College

College Dean

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date

PHIL/WMST 226: FEMINIST THEORY

"IF I SIMPLY TOLD YOU, YOU WOULD NOT KNOW; YOU SIMPLY WOULD HAVE BEEN TOLD. STUDY IT THOROUGHLY AND ... I WILL ASK YOU. YOU WILL ANSWER AND THEN YOU WILL KNOW."

-- ROBERT HEINLEIN, *FRIDAY*

General Education Rationale: Humanities

Gender is one of the principal characteristics determining identity and life experience for human beings. This course takes a philosophical approach to gender, examining beliefs about women and men from a wide variety of cultural and political perspectives. We consider both traditional justifications of the differential treatment of women and men in such institutions as marriage and family, as well as theories that challenge these traditional views. This course is a general education course in the knowledge of the disciplines because it provides an introduction to the discipline of philosophy through the concept of gender, its methodology, and its contribution to the body of human knowledge. Students will acquire skills of critical reasoning and develop skills for evaluating and creating substantive arguments to support philosophical positions. Developing such skills is central to the process of higher-education. Moreover, such skills will serve students throughout their educations across all disciplines, in their careers or in pursuing graduate or professional degrees, and in exercising their civic duties.

General Education Rationale: Global Awareness

Gender is one of the principal characteristics determining identity and life experience for human beings. This course takes a philosophical approach to gender, examining beliefs about women and men from a wide variety of cultural and political perspectives. We consider both traditional justifications of the differential treatment of women and men in such institutions as marriage and family and theories that challenge these traditional views. *PHIL 226 Feminist Theory* fulfills the *Global Awareness* requirement of the *General Education Program* because it considers a wide range of practices and beliefs about gender from across the globe, with an emphasis on the intellectual and ethical complexities of understanding and judging gendered practices in cultures other than our own.

Course Description

What is feminism? What is feminist theory? There are many definitions of feminism. Here is one:

...feminism is comprised of the well-founded belief that girls and women are legally, politically, and socially disadvantaged on the grounds of their sex; the ethical stance that this oppression is morally wrong; and the pragmatic commitment to ending injustice to all female human beings.¹

This is a typical definition. But notice that it does not say what the cause of the disadvantage is, why it is morally wrong, or what must be done to end it. It is these additional elements that feminist theory provides. Thus, a number of feminists might accept this definition, but, because their feminist theories are different, they would answer the questions concerning causation, morality, and pragmatics, differently. This is true within the context of North America and the U.S.; it becomes more complex when we take into account the beliefs of women from Asia, Africa, and South America. In this course, we will sample a variety of theories seeking to answer these questions by applying the theories to a selection of practical issues.

Why should we be concerned about these theories? Views about gender, sexuality, family, reproduction, and work are all informed by particular perspectives. The theories that we will examine are explicit articulations of these perspectives. One of the goals of the course is to enable you to identify the theoretical perspective underlying a particular view on sexuality, family, reproduction, or work

The main objective of the course is to enable you to formulate and support your own beliefs about women and men and how society ought to be organized. In order to do this, you need information and skills. The information consists of *theories* designed to explain women and men and how society should be organized and certain relevant

¹ Christine Overall, *A Feminist I: Reflections from Academia* (Peterborough, Ontario: Broadview Press, 1998), p. 15.

facts. The skills are those essential to clear and critical thinking. They include the abilities to articulate clear claims, to formulate arguments, to imagine counterarguments and respond to them fairly and adequately, and to determine the strengths and weaknesses of arguments. This information, and these skills, should enable students to formulate their own opinions on issues of the sort discussed in this course, and to support them well. Assignments are designed to help students to meet the objectives of the course.

Text: Readings are available on EMU Halle Library e-Reserves.

Outline of the content to be covered:

Unit 1. The Concepts of Gender and Sex

Biological, religious and social constructivist concepts of sex and gender.

Reading: A. Fausto-Sterling, "The Five Sexes"
E.O. Wilson, "Sex."
M. Kimmel, "Spanning the World"
J.A. Sechzer, "Islam and Woman."
P. Hopkins, "Gender Treachery"
D. Kandiyoti, "Bargaining with Patriarchy"

Videos: *The Opposite Sex*
Sex Unknown

Unit 2. The Concept of Gender Socialization

The concept of gender socialization. Feminist explanations of gender socialization as a cause of gender-based social intolerance. Critiques of feminist views.

Reading: "X: A Fabulous Child's Story"
C. Renzetti and D. Curran, "Gender Socialization"
B. Thorne, "Girls and Boys Together-But Mostly Apart: Gender Arrangements in Elementary Schools"
J. Lorber, "Night to His Day"
C. Hoff Sommers, "The Wellesley Report: A Gender at Risk"
F. Mernissi, excerpt from *Dreams of Trespass: Tales of a Harem Girlhood*
Souad, *Burned Alive*

Videos: *Virgin Diaries*
Tough Guise
Killing Us Softly 3

Unit 3. Feminist Theories

Introductions to major feminist theories. Critiques of these theories.

A. Liberal Feminism

Reading: J.S. Mill, excerpt from *The Subjection of Women*
N.O.W. Bill of Rights, 1967
Excerpts of documents by the federal Equal Opportunity and Employment Commission

B. Marxist/Socialist Feminism

Reading: F. Engels, excerpt from *The Origin of the Family, Private Property, and the State*
B. Ehrenreich, "What is Socialist Feminism?"

C. Radical Feminism

Reading: C. MacKinnon, "Difference and Domination: On Sex Discrimination"
I.M. Young, "Humanism, Gynocentrism, and Feminist Politics"

D. Diversity Feminisms

Reading: K. Crenshaw, "Demarginalizing at the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics"
P. McIntosh, "White Privilege and Male Privilege"
A. Sen, "More than 100 Million Women are Missing"
Al-Hibri, "Is Western Patriarchal Feminism Good for Third World/Minority Women?"

U. Narayan, "Contesting Cultures: 'Westernization,' Respect for Cultures, and Third-World Feminists"

S. Alvarez, "Translating the Global: Effects of Transnational Organizing on Local Feminist Discourses and Practices in Latin America"

C. Bunch, "Women's Rights as Human Rights: Towards a Re-Vision of Human Rights"

Video: *The Vienna Tribunal*

Unit 4. Gendered Bodies

The implications of gender and sex for how people experience their bodies. Views from a variety of theoretical perspectives are compared and contrasted.

Reading: M. Kimmel, "The Gender of Violence"
A. Dworkin, "Landscape of the Ordinary: Violence against Women"
K. Barry, "Pimping: The Oldest Profession"
A. Fausto Sterling, "Hormonal Hurricanes: Menstruation, Menopause and Female Behavior"
P. Anagol-McGinn, "Sexual Harassment in India: A Case Study of Eve-teasing in Historical Perspective."
S. Walley, "Feminism, Anthropology, and Global Debate."
S. Ortner, "The Virgin and the State"
S. Wendell, "The Social Construction of Disability"
UN Declaration on the Elimination of Violence against Women

Videos: *Crimes of Honor*

Female Genital Mutilation

Unit 5. Sexual Identities and Gender Identities

The concepts of sexual identity and gender identity. Feminist explanations of how social intolerance of minority sexual identities is related to our cultural norms of gender identity.

Reading: Suzanne Pharr, "Homophobia: A Weapon of Sexism"
Calhoun, "Separating Lesbian Theory from Feminist Theory"
M. Messner, "Becoming 100% Straight"
M. Kimmel, "Gendered Sexualities"
S. Chalmers, "Inside/Outside Circles of Silence: Creating Lesbian Space in Japanese Society"
N. Yuval-Davis, "Identity Politics and Women's Ethnicity."
J. Desai, "Homo on the Range: Mobile and Global Sexualities"

Video: *Dream Girls*

Bad Girls

Unit 7. Women and Work

The ways in which gender impacts a person's experience of work. The concept of equal opportunity—sameness or difference? The "wage gap" and various explanations for it. Views from a variety of theoretical perspectives are compared and contrasted.

Reading: Giele and Stebbins, excerpt from *Women and Equality in the Workplace*
W. Bowen and D. Bok, "Diversity: Perceptions and Realities"
A. Kessler-Harris, "The Wage Concealed"
P. Hill Collins, "Work, Family, and Black Women's Oppression"
N. Fraser and L. Gordon, "A Genealogy of 'Dependency': Tracing a Keyword of the U.S. Welfare State"
J. Fan, "From Office Ladies to Women Warriors?: The Effect of the EEOL on Japanese Women"
United Nations Convention on the Elimination of All Discrimination against Women (CEDAW)
M. Nussbaum, "Women and Work—the Capabilities Approach."

Video: *Kamala and Raji*

Unit 8. Reproductive Rights

In this unit, students are introduced to the concept of the right to privacy, its implications for women's democratic participation, and the use of this concept in the Supreme Court decision, *Roe v Wade*. They explore the social

impact of Roe v Wade on women's access to reproductive health care. Students evaluate how reproductive rights discourse has different implications for women whose cultural identities differ by race, class, and ethnicity.

- Readings:
- A. Davis, "Racism, Birth Control, and Reproductive Rights"
 - S. Firestone, "The Dialectic of Sex"
 - K. Castonguay, "Pro-Life Feminism"
 - J. Thomson, "A Defense of Abortion"
 - R. Hubbard, "The New Procreative Technologies."
Roe v. Wade
 - F. Arnold, et al., "Sex-Selective Abortions in India"
 - G. Zamansky, "No Child, No Role"
 - L. Phua and B. Yeoh, "Nine Months: Women's Agency and the Pregnant Body in Singapore."
 - P. Albanese, "Abortion & Reproductive Rights Under Nationalist Regimes in Twentieth Century Europe"

Video: Making Babies

Unit 10. Concepts of Family

The family is explored from various theoretical perspectives. Students evaluate how social inequities based on socioeconomic status and social intolerance based on sexual identity affect gender injustice in the family.

- Reading:
- S. Okin, "Justice, Gender and the Family"
 - D. Segura, "Working at Motherhood: Chicana and Mexicana Immigrant Mothers and Employment"
 - S. Walters, "Wedding Bells and Baby Carriages: Heterosexuals Imagine Gay Families, Gay Families Imagine Themselves"
 - Knight, "How Domestic Partnerships and 'Gay Marriage' Threaten the Family."
 - P. Williams, "Spare Parts, Family Values, Old Children, Cheap"
 - Bolte, "Do Wedding Dresses Come in Lavender?"
 - U. Narayan, "Cross-Cultural Connections, Border-Crossings, and 'Death by Culture' "
 - A. Barlow and R. Probert, "Regulating Marriage and Cohabitation: Changing Family Values and Policies in Europe and North America—An Introductory Critique"

Unit 11. Pornography and Gender

The role of pornography in constructing conceptions of femininity, female sexuality, and gender inequality is explored. Students consider debates within feminist theory over whether pornography is damaging to women or potentially liberating. The definition of pornography itself is critically explored (is it art? is it smut? is it sex discrimination? is it fantasy?).

- Reading:
- C. MacKinnon, "Civil Rights against Pornography"
 - C. MacKinnon, "The Roar on the Other Side of Silence"
 - A. Dworkin and C. MacKinnon, Civil Rights Ordinances
 - D. Cornell, "Pornography's Temptation"
 - W. Brown, "The Mirror of Pornography"
 - J. Bulter, "The Force of Fantasy: Feminism, Mapplethorpe, and Discursive Excess"

STUDENT ASSIGNMENTS

Worksheets: Since this is a philosophy class, we will be using the philosophical method in our examination of issues. The philosophical method involves identifying and evaluating arguments. For many of the readings, you will be required to turn in a worksheet analyzing the reading into premises and conclusion. The worksheets will be evaluated credit/no credit. To receive credit, you must fulfill all aspects of the assignment well and eliminate all grammatical and spelling errors. Your performance on these worksheets constitutes 15% of the course grade. There are 32 assigned worksheets. You must receive credit on 20 of them to receive an A for this portion of the course. *Absolutely no worksheets will be accepted after 2:20 p.m. on the day that they are due. If you know you are not going to be in class, you may e-mail or fax your assignment to me by 2:20 p.m.*

Examinations: You are required to complete a midterm and a final exam. Both exams are take-home essays. The final is cumulative. A student's grade on the midterm constitutes 20% of his or her course grade, and the grade on the final 25% of the course grade.

Paper: You are required to write a paper 8-10 page paper. Instructions for the paper will be distributed in class. The paper involves progressive assignments. This ensures that you are working on the paper early in the semester and that you can get plenty of feedback from me on your progress. Everyone is required to complete all components of the paper. Failure to complete any of the first three components will result in a lowering of the paper grade by 1/3 letter grade. The grade on the paper constitutes 30% of the course grade.

Class Participation: Much of your learning will take place in interaction with the rest of the class. Students are expected to participate actively in general class discussion, asking questions, making comments, etc., as well as participate in more structured class activities. Class participation will require preparation outside of class. This will consist of reading, thinking, and writing. You cannot participate unless you are present. Therefore, I will take daily attendance. 10% of your course grade is based on class participation.

SUMMARY OF COURSE REQUIREMENTS AND DUE DATES

Title	Due Date	Weight
FIRST EXAM		20%
PAPER ASSIGNMENT 1: CHOOSING A TOPIC		1/3 letter grade
PAPER ASSIGNMENT 2: SOURCES		1/3 letter grade
PAPER ASSIGNMENT 3: ANNOTATED OUTLINE		1/3 letter grade
PAPER ASSIGNMENT 4: DRAFT		1/3 letter grade
PAPER		30%
FINAL EXAM		25%
PARTICIPATION		10%
WORKSHEETS		15%

COURSE POLICIES

I start from the assumption that you are responsible adults. This means that you know what is required of you in a college course. You are to do all reading on time, hand in assignments on time, be in class on time, stay in class for the whole period, and organize the rest of your life to accommodate these obligations to the best of your ability. I understand that no one is in complete control of his or her life, and that sometimes one or all of these obligations is not possible, or not possible without too great a degree of disruption in other parts of your life. If this should occur, you must let me know as soon as you can. Further, if you are unsure about anything in the readings or assignments, I am happy to answer questions. However, it is your responsibility to let me know that something is unclear to you.

POLICY ON LATE EXAMINATIONS AND ASSIGNMENTS

Late papers are a nuisance for everyone and can be unfair to other students. If you know that you will be unable to hand in a paper at the scheduled time, the best thing to do is to make arrangements to turn it in early. If an emergency prevents you from turning in the paper at the scheduled time, please contact me as soon as possible. I will require some kind of official verification of the emergency (funeral notice, doctor's note, etc.) before I can allow you to turn in the paper. I know this seems heartless when you have lost a loved one, but people are not always truthful, and I must strive to maintain fairness. I retain the right to refuse to accept a late paper if the student is unable to provide such verification.

Academic Integrity

Academic dishonesty will be penalized. Academic dishonesty includes cheating and plagiarism. This includes papers that are bought from *internet paper mills*—either already existing or specially written papers. Such papers meet the definition of plagiarism. It also includes cutting and pasting from internet web pages. See <http://www.dsa.emich.edu/sjs/acddishon.html> for definitions of cheating and plagiarism. See <http://www.emich.edu/halle/plagiarism.html> for examples of how to avoid plagiarism. If you are found guilty of cheating or plagiarizing, you will receive an E for the course in addition to whatever penalty you receive from Student Judicial Services.

TurnItIn.com The internet has made plagiarism much easier and more common. In order to help you to learn what acceptable use of the ideas and/or words of another is, I am going to use "TurnItIn.com," a service offered by the EMU Halle Library, for your exams and paper.

TurnItIn.com is a web-based service that compares submitted student text against a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper ever submitted to TurnItIn.com, including previously submitted EMU papers. When similarities between student text and an existing document are found, TurnItIn highlights those similarities in an annotated document, displaying both the student text and the original source(s). Detection of similarities does NOT mean plagiarism has occurred [sic] as the overlapping text might be properly referenced and cited. In this course I may submit your assignments or you may be asked to submit assignments to TurnItIn.com for textual similarity review.

From *Plagiarism Assessment Service: TurnItIn.com*, Halle Library.
Accessed August 5, 2005. < <http://www.emich.edu/halle/turnitin.html>>

It does require some set up, and I will provide instructions to you in class and on email.

Students with Disabilities

Reasonable accommodations will be provided for students with disabilities. Please speak with me at the beginning of the course.

Guidelines for Classroom Behavior

Classroom civility is required. In order to insure that everyone feels free to voice his or her opinion in class, we must take care not to intimidate anyone. Classroom civility also requires respecting the right of other students to learn. This requires being on time for class and staying until the class is over, listening while others are speaking, refraining from talking or making noise while others are speaking, and being careful not to monopolize the discussion or take it too far afield.

All telephones and pagers must be turned off during class. You may not leave the room to answer the telephone unless it is an emergency. If you have an emergency, let me know. If you must come in late or leave the room briefly during class, you should be as quiet as possible. For example, do not walk in late and come to the front of the room, interrupting the discussion or presentation in progress.

All laptops or other devices that connect you with the internet must be turned off during class, unless I ask you to look up something for the class.

Other

All overheads and course materials will be posted on Ereserves.

Changes may be made in the syllabus and/or schedule. Students will be informed in class of all such changes. You are responsible for the information contained in this syllabus.