

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 426 Topics in Gender and Philosophy
2. Credit Hours 3
3. Course Description:

An examination of gender and its relationship to other issues from a philosophical perspective. Possible topics include rationality, sexuality, aesthetics, ethics and political theory.

An example of one offering of this course:

This course is a consideration of gender and knowledge. We shall examine historical sources of Western concepts of gender and knowledge as well as contemporary critiques of these conceptions. We shall also familiarize ourselves with contemporary debates on the relationships of philosophy, knowledge, and gender. Many issues will be addressed during our investigation, including the nature of knowledge and of truth, the relationship between passion and reason, essentialism, the natures of human beings, the relationships between politics and knowledge, and the uses of the concept of gender.

The course aims to provide students knowledge of notions of knowledge and their relationship to gender. It also aims to enable students to participate in philosophical discussion of these issues. Both class participation and papers are designed to further these aims.

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*)

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.

This course is a Writing Intensive course in the philosophy program. Students will write 3 take-home essay exams and a substantial philosophical paper. The essay exams are devoted to understanding and critiquing arguments put forward by someone else. The substantial paper is a reasoned defense of a thesis. Students will choose an issue on gender and knowledge, formulate a thesis and defend that thesis.

There are two main kinds of philosophical writing: (1) Critiquing arguments put forward by someone else; and (2) Defending a thesis. Students will do both kinds of writing in this class.

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.
1. **Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.**
- a) Students will learn how to read and write a philosophical paper. Philosophers read with two things in mind: (1) What is the most charitable interpretation of the author's argument? (2) Do the premises of the author's argument support his or her conclusion? Students will be involved in this type of reading throughout the course, as we read the work of philosophers and, in class discussions, reconstruct their arguments and critique their positions. The skills involved are critical reading and critical reasoning, most of which they will have acquired in previous philosophy courses.
- b) Students will demonstrate their ability to read and understand complex philosophical arguments by doing in-class presentations and writing three take-home essay exams. Exam questions require both the exposition of a philosophical position and a critique of that position. Students will also learn to write a substantial philosophical paper, in which they formulate and defend their own thesis. The paper is progressive, with assignments due at five different points during the semester. The first is the topic of the paper, the second the sources, the third an

annotated outline, the fourth a draft and the fifth the final paper. All of these assignments are required and are part of the final grade on the paper.

2. Use writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within a discipline.

a) A philosophical paper is a reasoned defense of a thesis. The purpose of such a paper is to establish the truth of a conclusion. Students will learn the strategies for writing such a paper. Drafts will be turned in for comments and students will revise the paper in light of those comments.

b) Papers will be assessed in light of the expectations of philosophical writing: (1) Is the thesis clearly stated? (2) Do the author's premises support his or her conclusion – is the reasoning sound/cogent? (3) Are controversial premises supported?

3. Formulate research questions and employ strategies for researching and responding to those questions.

a) Students will formulate a thesis and defend that thesis. They will consider objections to their arguments and respond to those objections.

Philosophy is not an empirical discipline. Thus, research consists of reading the relevant background literature. Students will be introduced to various databases (e.g., *The Philosopher's Index*) that will help them find the background literature for their paper.

b) Student's ability to do what this outcome demands will be assessed in the grading of the various paper assignments and the final paper. See paper assignment for grading criteria.

4. Use discipline-specific genres to communicate information.

a) The genre of philosophy is that of an argumentative paper. Students will write a substantial argumentative paper, as well as three take-home essay exams in which they demonstrate their ability to understand and critique an argument put forward by someone else.

The substantial paper written in PHIL 426 will be modeled after philosophical journal articles. Although students will be writing primarily for other class members, they will acquire the skills necessary for professional philosophical writing.

b) This outcome is assessed through the grading of the paper and the essay exams. See paper assignment for grading criteria.

5. Understand conventions for communicating, disseminating, and interpreting information within a discipline.

a) Students will understand, from reading and studying journal articles and texts, how philosophical argument is disseminated and communicated. Interpretation is an essential part of both reading and writing philosophy.

b) Students' understanding will be assessed through the paper and the essay exams. See paper assignment for grading criteria.

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 _____ Against _____ Abstentions _____

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

Paper: The paper is designed to enable a student to engage in the practice of the history of philosophy. Students are required to write a philosophical paper (10 typed, double-spaced pages—2500-3000 words). Instructions for the paper will be distributed with this syllabus; they include assignments designed to help you in writing your paper. 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 35% of the course grade.

WRITTEN ASSIGNMENTS

Title	Due date	Weight
First Essay		15%
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
SECOND ESSAY		15%
PAPER ASSIGNMENT 4: DRAFT		1/3 letter grade
PAPER DUE		35%
THIRD ESSAY		15%
LEADING CLASS DISCUSSION		10%
PARTICIPATION		10%

Leading a Class Discussion

Students will sign up in advance to lead at least two class discussions during the term. The discussion leader should assume that the other members of the class have read the material, so no summary is necessary. It is the responsibility of the student who is to lead the discussion to prepare questions to put to the class, and to keep the discussion going during the class. *It is not assumed that the discussion leader knows the answers to the questions he or she poses.* The questions the discussion leader puts to the class may be questions of clarification ("What does x mean on p. n?", or "What does x mean by 'p'?"), questions of criticism ("Do you agree with x when he/she says that p?"), or any other sort of question designed to lead to a deeper understanding of the text we are contemplating.

Students should discuss their plans for leading a class discussion with the instructor.

Leading a class discussion will be evaluated on the basis of the student's preparedness and the depth and interest of the questions the student poses.

Course Policies

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. See <http://www.dsa.emich.edu/sjs/acddishon.html> for definitions of cheating and plagiarism. Plagiarism will be reported to Student Judicial Services and, depending on the severity of the plagiarism, the student will receive a failing grade for either the assignment or the course. I will be using a new anti-plagiarism program offered by the university this term. It requires that all major assignments (essays and papers) be turned in in electronic form.

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 phones and pagers off, please.

Students with Disabilities

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

Other

If you send me your e-mail address, I can send you copies of the materials for the course that include URLs.

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.

Last But Not Least

I hope you enjoy the course and learn a great deal. I am honored to have you in my class. My office hours are included above, but I am usually on campus at other times, as well. Office hours are for discussing problems one is having in a course, but also for clarifying ideas, getting additional reading materials, and other course or field-related discussions. You do not have to be having problems to make use of office hours. However, if you are having problems, please come to see me early and often.

Phil 426: Topics in Gender and Philosophy
Gender and Knowledge
Schedule

All readings except starred (*) in course pack available only at Ned's. Starred readings available at the Reserve Desk of the Library.

Day	Topic, Reading, Assignment
Mon	Introduction.
Wed	Is Philosophy Male? Moulton, "A Paradigm of Philosophy: The Adversary Method".
Fri	Plato. <i>Republic</i> , Book V, excerpt. Pierce, "Equality: <i>Republic V</i> ".
Mon	Plato , continued.
Wed	Plato. Keller, "Love and Sex in Plato's Epistemology".
Fri	Plato. Spelman, "Woman as Body: Ancient and Contemporary Views".
Mon	Martin Luther King, Jr. Holiday
Wed	Aristotle. Aristotle, <i>Generation of Animals</i> , excerpts. Aristotle, <i>History of Animals</i> , excerpts. Lange, "Woman is Not a Rational Animal: On Aristotle's Biology of Reproduction".
Fri	Aristotle , continued.
Mon	Aristotle. <i>Politics</i> , Book I, excerpt. Spelman, "Who's Who in the Polis".
Wed	Descartes. Descartes, <i>Discourse on Method</i> , Parts I and II. Descartes, <i>Rules for the Direction of the Mind</i> , Rules I-V. Maritain, "The Dream of Descartes".
Fri	Descartes. Bordo, "The Cartesian Masculinization of Thought".
Mon	Descartes. Lloyd, "The Man of Reason".
Wed	Rousseau. Rousseau, <i>Emile</i> , Book V, excerpts.
Fri	Rousseau. Tuana, "The Marriage between Reason and Emotion: Rousseau".
Mon	Wollstonecraft. Wollstonecraft, <i>Vindication of the Rights of Woman</i> , excerpts.

Wed	19th Century Biological Arguments. Tavris, <i>The Mismeasure of Woman</i> , excerpts.* Gould, <i>The Mismeasure of Man</i> , excerpts.*
Fri	Biological Arguments. Video: "Brain Sex".
Mon	Biological Arguments. Moir and Jessel, <u>Brain Sex</u> , excerpts. Byrke, Review of <u>Brain Sex</u> .
Wed	Biological Arguments. Kimura, "Sex Differences in the Brain". Foss, "Is There a Natural Sexual Inequality of Intellect? A Reply to Kimura".
Fri	Biological Arguments, continued.
Mon	Winter Break.
Mon	Is Science Gendered? Keller, "Gender and Science".
Wed	Is Science Gendered? Video. "Evelyn Fox Keller".
Fri	Is Science Gendered? Haack, "Science 'From a Feminist Perspective'". Third Paper Due.
Mon	Is Science Gendered? Levin, "Caring New World: Feminism and Science".
Wed	Is Science Gendered? Irigaray, "Is the Subject of Science Sexed?"
Fri	Is Knowledge Gendered? Standpoint Theories. Hartsock, "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism".
Mon	Is Knowledge Gendered? Gilligan, "Concepts of Self and Morality". Stack, "'The Culture of Gender: Women and Men of Color'".
Wed	Is Knowledge Gendered? Ruddick, "Maternal Thinking".
Fri	No Class.
Mon	Is Knowledge Gendered? Belenky, et al., <i>Women's Ways of Knowing</i> , excerpts.*
Wed	Is Knowledge Gendered? Collins, "Toward an Afrocentric Feminist Epistemology".
Fri	Spring Recess.
Mon	Is Knowledge Gendered?

Bar On, "Marginality and Epistemic Privilege".

- Wed** **Is Knowledge Gendered?**
Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective".
- Fri** **Knowledge and the Law: Affirmative Action.**
Carter, *Reflections of an Affirmative Action Baby*, excerpts.*
- Mon** **Knowledge and the Law: Affirmative Action.**
Williams, "White Men Can't Count".
- Wed** **Knowledge and the Law: Affirmative Action.**
Soble, "Feminist Epistemology and Women Scientists".
- Fri** **Knowledge and the Law: The Reasonable Woman Standard**
Excerpts from court decisions.*
- Mon** **Gender, Knowledge and the Law: The Reasonable Woman Standard**
DeBruin, "Identifying Sexual Harassment: The Reasonable Woman Standard".*
- Wed** **Paper Presentations.**
- Fri** **Paper Presentations.**
- Mon** **Paper Presentations.**
- Fri** **Final Exam Period, 11:00-12:30 p.m.**

PHIL 426: TOPICS IN GENDER AND PHILOSOPHY: GENDER AND KNOWLEDGE

PAPER ASSIGNMENT

DUE XXX

Write a paper of 10 pages (2500-3000 words) on gender and knowledge. The philosopher need not be one covered in class. The paper should explore a topic that has not been thoroughly treated in class and that does not appear on any examination.

As the syllabus indicates, this paper is "progressive". There will be assignments along the way that are designed to help you work toward the finished product. Failure to fulfill any one of these assignments will result in a lowering of the paper grade by 1/3 letter grade. These assignments are included below. **All assignments should be typed and turned in and emailed at the beginning of class on the day they are due. Early paper assignments accepted. No late paper assignments accepted. Both your draft and the final paper must be handed in on xxx.**

FORMAL REQUIREMENTS

1. 10 (2500-3000) pages, not including endnotes or bibliography (I have been known to count words).
2. Title page including title, your name, the date on which you hand in the paper, the word count, and the name of this course.
3. The paper should be printed using a readable font (10-12 pt) with 1 inch margins and pagination. Use proper formatting of sources.
4. You must use a work by a philosophers on knowledge.
5. You must also use at least one outside source. Such sources are available in books, anthologies, and journals.
6. This paper cannot be used for any other course.

CRITERIA FOR EVALUATION

The following are the criteria that will be used in the evaluation of your final paper:

1. **Choice of Topic.** The topic should be one that is interesting and challenging, one that allows you to contribute to writing in the history of philosophy. The topic should be neither too broad, nor too narrow, but just right. The topic is too broad if you are unable to cover it thoroughly in an 8-10 page paper. It is too narrow if you must pad your paper with unnecessary material to extend it to 8 pages.
2. **Accuracy and Fairness of Exposition.** At least part of your paper will be devoted to exposition of a philosopher's views. I will be looking to see whether your exposition reflects a sensitive understanding of the view explained. Your exposition should accurately present the views of another. If one is criticizing them, it is often tempting to caricature the views so as to make them easier to criticize. You should use the "principle of charity" in your exposition. The people you are reading are intelligent, though not infallible.
3. **Strength of Argumentation.** Most of the papers you write will make use of argumentation, since you will be supporting a thesis or an interpretation at some point in the paper. The evidence that you use should be accurate and should provide clear support.
4. **Structure or Organization of Paper.** This is a very important aspect of the paper. The paper should "flow" logically from start to finish. The precise organization will depend on the kind of paper you are writing. However, every paper should move logically from introduction to conclusion, with clear transitions between paragraphs, and transitional paragraphs where appropriate, so that the reader can see how each paragraph is related to the topic. There should be no extraneous material or digressions. Furthermore, each paragraph should be well structured, addressing one topic, and containing a topic sentence.
5. **Use of Language.** Each sentence should be well structured and grammatical, and words or phrases used appropriately. Spelling and punctuation should be accurate and typos corrected. Remember that automatic spell-checkers are not reliable. Also, note that the past tense of "lead" is not "lead", but "led". Possessives and contractions are often confused ("theirs" and "there's", "its" and "it's"). More substantially, controversial or vague terms should be clearly defined.
6. **Originality.** First, do not plagiarize. Plagiarism occurs when you present the thoughts or words of another as if they were your own. You can avoid this if you give credit where credit is due; indicate the source of information, thoughts, or wording that you use in your paper. Use quotations sparingly. There is another notion of originality

that is significant here. Presenting a novel interpretation of a philosopher's view or a creative criticism will increase the value of your paper.

7. **Format.** Follow the instructions for the assignment and use a professional form of notation. You may consult the Modern Languages Association, the American Psychological Association, or the Chicago Manual of Style. All of these are available online through the Halle Library website. Note that footnote and endnotes are formatted differently than bibliography or references. Your paper should be *professional*.

Because of the progressive nature of this assignment, there is really no excuse for late papers. The grades of late papers—and late paper assignments--will be lowered 1/3 grade per day.

SOME FURTHER GUIDES TO WRITING.

Bedau, Hugo. *Thinking and Writing about Philosophy*. Boston: Bedford Books of St. Martin's Press, 1996.

Graybosch, Anthony J., Gregory M. Scott, and Stephen M. Garrison. *The Philosophy Student Writer's Manual*. Upper Saddle River, New Jersey: Prentice-Hall, Inc., 1998.

Seech, Zachary. *Writing Philosophy Papers*. Belmont, Calif.: Wadsworth Publishing Company, 1993.

A Brief Guide to Writing Philosophy Papers, <http://www.nwmissouri.edu/~rfield/guide.html>

Undergraduate Philosophical Writing, <http://eee.uci.edu/programs/philoswr/>

Strunk, Jr., William, *Elements of Style*, <http://www.bartleby.com/141/> (for grammar)

INSTRUCTIONS FOR FINDING SECONDARY SOURCES USING ONLINE DATABASES

1. Go to www.emich.edu and click on "Library."
2. Under "Books, Articles, & More" click on "Indexes & Databases"
3. The best sites for philosophy are "Wilson Plus," "JSTOR," "The Philosopher's Index," "Electronic Collections Online" (ECO), and "Project Muse." All of these but *The Philosopher's Index* have full-text articles online. The *Philosopher's Index* is more comprehensive, but you will have to try to find the articles listed in hardcopy in the library or in one of the other databases.

PAPER ASSIGNMENT 1: CHOOSING A TOPIC DUE MARCH 7

For this assignment, you should read one or more of the recommended books or internet sites on how to write a philosophy paper, and use the guidelines provided for how to choose a paper topic. This will ensure that everyone is thinking about their paper early, and will enable you to change your mind if you start on the second phase of the paper and find that your topic is not what you want.

For this assignment, I would like you to tell me, in writing, what your topic is going to be and what sort of paper you think you are going to be writing (compare-and-contrast, defense, etc.). Put your name on a sheet of paper and include this information and turn it in. I will make suggestions. Don't worry too much if the topic is too broad at this point. You will have time to narrow it later.

If you are having trouble choosing a topic, come see me. We can find something for you to start on.

PAPER ASSIGNMENT 2: SOURCES DUE XXX

By this time, you should have narrowed (or broadened) your topic and sketched out a rough outline of what you are going to write. You should also have found the primary texts and the secondary source(s) you are going to use in your paper.

For this assignment, you are to turn in a summary in which you answer each of the following questions:

1. What are the title and the thesis or main point of your paper? Identify the primary philosopher(s) and topic about which you plan to write.
2. Which primary source(s) will you use? Be as specific as you can. Provide the names of the works, and the particular passages on which you will rely.
3. What secondary sources will you use? List the source(s) in the proper format for bibliographies.

If you have trouble finding texts or locating relevant secondary sources, please come see me before the date of this assignment.

PAPER ASSIGNMENT 3: ANNOTATED OUTLINE

DUE XXX

You should be well along with your paper by now. For this assignment, I want you to turn in an annotated outline of your paper as it exists so far. This means that you should include the headings and subheadings of the parts of your paper and provide a brief paragraph explaining each heading.

PAPER ASSIGNMENT 4: DRAFT

DUE XXX

Drafts must be complete papers, or I will turn them back without comment. A checksheet is attached here for you to turn in with your paper. I will comment on your papers and return them for revision. This is an essential step in the process of writing. You will profit best from my comments on your paper at this stage.