



PHIL*4060 Philosophy of Feminism II

Winter 2020

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 2.00 - January 02, 2020

1 Course Details

1.1 Calendar Description

This course is an advanced study of problems in feminist philosophy. The course may cover specific topics or the work of one or more feminist philosophers. Topics may be drawn from feminist ethics, epistemology, and/or postmodernism. Texts and topics will vary with the instructor; students are advised to consult the Philosophy department's website.

Pre-Requisites: 1.00 credits in Philosophy at the 3000 level or PHIL*2060

1.2 Course Description

Transnational Feminist Politics

The starting point of this advanced course in feminist philosophy is the contentious landscape of transnational feminist activism and theory. While feminism is considered to have been international since at least the 19th century, only in the past three decades has transnational feminist ethics emerged as a distinctive and transdisciplinary field of study. We will examine current debates about the potentials and pitfalls of global feminist responsibility and solidarity. Through an engagement with recent key texts in this scholarship, we will explore the manners in which global systems of power and oppression are interrelated (gender, sexuality, race, class, ethnicity, colonialism, and imperialism), as well as the prospects of what transnational feminism can be or do.

In the first half of the semester, we will specifically frame and situate global responsibility within the global philosophical political landscape. We will accomplish this by reading the work of two prominent contemporary feminist political theorists of structural injustices and political responsibility: Iris Marion Young and Brooke Ackery. We will reflect on whether our everyday concepts of injustices are sufficiently complex to capture their complexities.

In the second half of the semester, we will investigate what may hinder or challenge such global political responsibility and solidarity from a feminist perspective. We will thus critically reflect on how 'saving narratives' are used in Western activist or political discourses about non-Western women. To do so, we will engage with key concepts of transnational feminist political theorizing, such as intersectionality, imperialism, paternalism, settler colonialism,

culture, and postcolonialism. Towards the end of the course, we will think about the border between feminist theory and praxis through the emergence of online feminist activism, using the #MeToo campaign as an example.

1.3 Timetable

Lectures: Tuesdays and Thursdays, 10:00-11:20, Graham Hall 2302

1.4 Final Exam

There is no final exam for this course.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Marie-Pier Lemay
Email:	mlemay01@uoguelph.ca
Office:	MACK 362
Office Hours:	Office Hours: Thursday, 12:00 to 1:00, MCKN 362 (or by appointment)

3 Learning Resources

3.1 Required Resources

There is no textbook for this course. (Textbook)

All required course readings are available online on the Ares Course Reserves system or at the library. (Readings)

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Orally Articulate and Defend a position on a philosophical topic, either in class discussion or in a formal presentation, that is clear, accurate and well-reasoned.
2. Develop research methods for gathering a wide range of primary and secondary source materials, and synthesize these materials and evaluate their credibility.
3. Demonstrate Independence in articulating an original approach to a significant

philosophical topic.

4. Write clearly and cogently on complex problems in philosophy.
 5. Read extensively and systematically in a specialized area of philosophical research.
 6. Understand the challenges of developing a nuanced piece of writing in feminist philosophy in cross-cultural and cross-border contexts. By doing so, respectfully discuss and assess views that are not your own in the classroom and in your writing assignments.
 7. Use the category of gender as a critical lens, by taking into account its interrelatedness with other systems of power. You should strive to use this lens to critically reflect as well on your own position in the dynamics of global responsibility and solidarity.
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5 Teaching and Learning Activities

5.1 Lecture

Readings

Topics:

Note that the readings may be subject to minor change.

Week 1: Introduction to the course

Tue., Jan. 7

Khader, 2019, "Why Poor Women are Poor?", *New York Times*: <https://www.nytimes.com/2019/09/11/opinion/why-are-poor-women-poor.html>.

**We will read this text together in class. There is no need to read it and/or to print it before the class.

Thu., Jan. 9

Ackerly, Brooke A. 2018. *Just Responsibility: A Human Rights Theory of Global Justice*. New York: Oxford University Press. "Prologue" and "Introduction", pp. IX-XIII & 1-26.

Week 2: Analyzing Injustices

Tue., Jan. 14

Ackerly, Chapter 1 : "Where a theory of justice begins", pp. 27-68.

Thu., Jan. 16

Ackerly, Chapter 2 : "Injustice Itself", pp. 71-103.

Optional reading (not required): Ackerly, Chapter 3: "The Theoretical (Ir)relevance of the unknowns of injustice itself", pp. 104-127.

Week 3: The politics of Responsibility

Tue., Jan. 21

Ackerly, Chapter 6: "The Human rights approach to political responsibility", pp. 189-217.

Optional reading (not required): Ackerly, Chapters 4 and 5.

Thu., Jan. 23

Ackerly, Chapter 7: "The right kinds of politics", pp. 218-245.

Ackerly, Conclusion, pp. 246-250.

Optional (not required): Friday 24, January: talk by Brooke A. Ackerly (University of Vanderbilt)

Week 4: Global Responsibility

Tue., Jan. 28

Jaggar, 2005, "Global Responsibility and Western Feminism" in *Feminist Interventions in Ethics and Politics: Feminist Ethics and Social Theory* pp. 185–200.

Thu., Jan. 30

Parekh, 2017, "Feminism, structural injustice, and responsibility" in *The Routledge Companion to Feminist Philosophy*, pp. 620-630.

Young, Iris Marion. 2003. "From Guilt to Solidarity." *Dissent*, 2003, pp. 39-44.

Week 5: The Social-connection Model of Responsibility

Tue., Feb. 4

Young, 2011, *Responsibility for justice*: pp. 43-64.

Thu., Feb. 6

Young, *Responsibility for justice*: pp. 95-113.

Week 6: Global Feminist Responsibility

Tue., Feb. 11

McLaren, 2019, "Responsibility for Global Justice and

Transnational Feminist Solidarity Projects” in *Women's Activism, Feminism, and Social Justice*, pp. 186-216.

Thu., Feb. 13

McLaren, 2019, “Responsibility for Global Justice and Transnational Feminist Solidarity Projects” in *Women's Activism, Feminism, and Social Justice*, pp. 216-224.

Siddiqi, 2014, “Solidarity, Sexuality, and Saving Muslim Women in Neoliberal Times”, *Women's Studies Quarterly*, pp. 292–306.

Tue., Feb. 18 No class

Thu., Feb. 20 No Class

Week 7: Cross-cultural Saving Narratives

Tue., Feb. 25

Narayan, 1998, “Essence of Culture and a Sense of History: A Feminist Critique of Cultural Essentialism”, *Hypatia*, pp. 86-106

**** Due date: First essay**

Thu., Feb. 27

Jaggar, 2005, “ ‘Saving Amina’: Global Justice for Women and Intercultural Dialogue”, *Ethics & International Affairs*, pp. 55–75.

Week 8: Transnational Feminisms

Tue., Mar. 3

Abu-Lughod, 2002. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others", *American anthropologist*, pp. 783-790.

Khader, 2018, "Introduction" in *Decolonizing Universalism: Toward a Transnational Feminist Ethic*, pp. 1-20 (you can skim pages 7 to 10).

Optional (not required): Khader, 2018, "Can a goat change a woman's life?", talk at the Australian public radio: <https://www.abc.net.au/radionational/programs/bigideas/can-a-goat-change-a-womans-life/10030646>

Thu., Mar. 5

Khader, 2018, "Toward a Decolonial Feminist universalism" in *Decolonizing Universalism: Toward a Transnational Feminist Ethic*, pp. 21-49.

Week 9: Transnational Feminist Activism and Research

Tue., Mar. 10

Gallegos, 2017, "Building Transnational Feminist Solidarity Networks" in *Decolonizing Feminism Transnational Feminism and Globalization*, pp. 231-256.

Thu., Mar. 12

Rajan, 2018, "The Ethics of Transnational Feminist Research

and Activism: An Argument for a More Comprehensive View", *Signs: Journal of Women in Culture and Society*, pp. 269-300.

Week 10: Settler Colonialism and Resistance

Tue., Mar. 17

Arvin, Tuck, and Morill, 2013, "Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy", *Feminist Formations*, pp. 8-34.

Thu., Mar. 19

Simpson, 2017, "Embodied Resurgent Practice and Coded Disruption" and "Constellations of Coresistance" in *As We Have Always Done*, pp. 191-198 and pp. 211-232.

Optional (not required): Simpson, 2017, pp. 198-210.

Week 11: Online Feminist Activism and #MeToo

Tue., Mar. 24

Manne, 2017, "Ameliorating Misogyny" in *Down Girl: The Logic of Misogyny*, pp. 55-77.

Amnesty International, 2018, "Toxic Twitter: A Toxic Place for Women", *International report on online violence against women*:

<https://www.amnesty.org/en/latest/research/2018/03/online-violence-against-women-chapter-1/>

**** Due date: Final paper outline and bibliography**

Thu., Mar. 26

Philipchuk, 2019, "Good Survivor, Bad Survivor: #MeToo and the Moralization of Survivorship" pp. 5-12.

Zheng, 2019, "Women, Work, and Power: Envisaging the Radical Potential of #MeToo" pp. 29-35.

These two texts are available here:

<https://cdn.ymaws.com/www.apaonline.org/resource/collection/D03EBDA82D7-4B28-B897-C050FDC1ACB4/FeminismV19n1.pdf>

****For this week, we will also read one or two pieces of global news related to the #MeToo movement. These will be announced at least a week before this class.**

Week 12: Conclusion of the class

Tue., Mar. 31

Narayan, 2019, "Sisterhood and "Doing Good": Asymmetries of Western Feminist Location, Access and Orbits of Concern", *Feminist Philosophy Quarterly*, pp. 1-26.

Thu., Apr. 2 Class discussion about your final essay.

This is an opportunity to get feedback on your research and writing. I encourage you to informally present your final paper outline or to talk about your current dilemmas regarding this paper to the rest of the class.

TBA Due date of the final essay

6 Assessments

6.1 Marking Schemes & Distributions

Class participation and attendance 10%

- Come to class prepared, having read the texts that will be discussed. Be attentive to what your classmates are saying and try to advance the discussions accordingly.
- If you are not comfortable with public speaking, please reach out to me at the beginning of the semester and we will work out alternate arrangements for this grade. Please note that these arrangements must be worked out ahead of time.
- Please avoid using your phone during class unless it enhances your learning process.

8 critical summaries of 150 to 250 words 20%

- Do not spend more than half of the reflection piece summarizing the reading.
- Critical does not always have to mean 'negative': tell me something that surprises you, that you disagree with, that confuses you, that makes you think about some global news you have read this week, or that enters into conflict with another reading of the class.
- You should write at least one question that we will be able to use as a starting point for a discussion.
- You cannot submit two critical summaries for the same week.
- These will only be graded if class was attended, you should give me a hard copy of it at the end of the class.

Class presentation: Critical discussion of a reading for that day (10-15 minutes) 10%

- You must circulate 3 to 5 discussion questions to the class by emailing these questions to me by 6pm at the latest the day before your presentation.

Midterm paper 1250-1750 words. 15%

- You are free to choose the topic you want, but you should discuss your paper with me at least a week before the due date.
- Due Date: Tue., Feb. 25. 6pm.

Final paper outline and bibliography 5%

- You are free to choose the topic you want, but you should discuss your paper with me at least a week before the due date. I will email you written feedback on it for April 2nd at the latest.
- Due Date: Tue., Mar. 24. 6pm.

Final paper 3000-3500 words. 40%

- We will discuss this assignment in more details in class.
- Due Date: TBA.

7 Course Statements

7.1 Late Policy

Unless other arrangements are made, in writing, with the course instructor, late assignments will be penalized by 5% for the first day they are late and then 2% for every subsequent day, except in cases of documented family emergency or illness.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and

alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that

instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
