



PHIL*4060 Philosophy of Feminism II

Winter 2021

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - January 07, 2021

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

This course will focus on feminism and democracy, broadly conceived. We will begin with some early feminist criticisms of standard democratic theory. Following that, we will look at feminist analyses of problems in democratic practice, democratic theory and democratic education, and democracy and feminism internationally.

1.3 Timetable

Wednesdays 11:30 a.m. - 2:20 p.m. The class is synchronous.

1.4 Final Exam

No final exam. Final essay due Monday, April 19 by noon.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Karen Wendling
Email:	wendling@uoguelph.ca
Office Hours:	Tuesdays and Thursdays 5:30 - 6:30 p.m.

Wednesdays 2:30 - 3:15 p.m.
and by appointment

3 Learning Resources

3.1 Required Resources

Course Readings (Readings)

There is no textbook for this course. All course readings will be on CourseLink.

I also will post reading and discussion questions for the readings a week in advance.

4 Learning Outcomes

4.1 Course Learning Outcomes

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

1. *Identify and critically evaluate* the practical and cultural significance of central issues in feminism;
 2. *Understand, explain and assess* the significance of key concepts, in philosophy and beyond, such as feminism and democracy.
 3. *Identify and critically evaluate the* central philosophical claims made in the readings;
 4. *Argue* successfully for your own view and be able to identify and critically evaluate patterns of argumentative reasoning in the work of others;
 5. *Prepare* a sustained piece of philosophical writing in which a topic is articulated clearly and a stance on that topic is supported by appropriate and well thought-through reasons.
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5 Teaching and Learning Activities

5.1 Seminar

Topics:

Seminars work best when everyone participates.

I will post reading and discussion questions on the

readings a week in advance. Generally, half of you will write commentaries each week, and the other half will be assigned one or two questions. The discussion will be based on the articles, the reading and discussion questions, and the commentaries.

6 Assessments

6.1 Assessment Details

Participation (10%)

Learning Outcome: 1, 2, 3, 4

Seminars work best when everyone participates.

On the week that you write a commentary, you will have at least one thing that you've thought about enough to discuss during class.

On the week that you do not write a commentary, you will be assigned one or two of the reading and discussion questions for the week; your names will be posted with the questions. You will be the expert on that/those question/s for that week. – If you're shy, come with prepared answers that you can read. (Aim for one to at most four sentences per question, averaging less than four.)

I will keep a speaker's list during class discussions. You may contribute verbally or in writing.

I will give you a mid-term idea of your participation mark by Friday, February 26.

Commentaries (30%)

Date: every other week, on Monday at noon

Learning Outcome: 1, 2, 3, 4, 5

Each student will prepare a commentary every other week, and submit it to the Dropbox by the Monday before class, no later than noon. (Night-owls: plan to send it Sunday night.) You may use doc, docx, rtf, or wpd format, but not pdf.

Each of you must do **four** commentaries over the term, which means you can skip one assignment. I will grade the commentaries roughly (A, B, C, D, F). You may do an extra commentary to replace your lowest grade, if you choose.

Late commentaries will not be accepted.

I will assign people to group Even or Odd (even or odd weeks) after the first class.

Commentaries should discuss a *single* philosophical point in that week's readings (from

one reading or both of them, your choice). *Do not discuss more than one point.* Do not simply summarize the author's argument.

You may agree with the author(s), disagree with them, discuss an implication of one of their claims, discuss an agreement or disagreement with one of the other authors that we have read, develop a point that they discuss further, and so on. Commentaries do not have to be critical, though they may be. In my opinion, philosophy is much more interesting when it's constructive, when you discuss what works and why, or apply a point to a related consideration and see what you get.

Commentaries should be 250 to 400 words, 500 words **maximum**. Single-space your commentary. The commentary should fit on a single page, in a normal-sized font. I will not grade anything beyond a single page or 500 words, whichever is less, so do not send more. (Your name and a short title, if you use one, do not count in your word count.)

Final Essay (60%)

Date: Due April 19 by noon

Learning Outcome: 1, 2, 3, 4, 5

A final essay. I will suggest some topics, or you can choose your own.

Length: 2500 - 3000 words, 4000 words **maximum**. I will not grade more than 4000 words, so don't write more.

Submit your final essay to the Dropbox. You may use doc, docx, rtf, wpd, or pdf format.

6.2 mid-term evaluation

By the 40th class day, you should have written at least two commentaries and participated in most or all of the seminars. Two commentaries (7.5% each) plus your mid-term participation mark (5%) = 20% of your final grade.

7 Course Statements

7.1 Academic Probation

If you are on Academic Probation, you have until **Friday, January 22** to tell me, so you and I can work together to help you do well in this course.

7.2 Email

I generally check my email once a day. You can expect 24-hour turnaround on emails sent during the week. I will not answer course-related emails on weekends except in an emergency; I will reply on the following Monday.

7.3 Email is not a substitute for office hours

I have regular Zoom office hours, and I'm available for appointments if you cannot make the

scheduled office hours. If you have questions, please come to my office hours. Many questions require back-and-forth dialogue that takes minutes over Zoom. I am a slow typist and I make a lot of mistakes, and the same question over email can take me half an hour or more. If you ask me a question via email that requires more than a sentence as a response, I will respond with the words "Office hours."

If you want to make an appointment, suggest at least three days and times. They should be at least 36 hours after you send your email (a day and a half). Check my schedule on Outlook to see if I'm available. – Better yet, speak to me at the beginning or end of class for an appointment.

7.4 Participation

I expect you to attend regularly and to participate in class discussions.

I will keep a speaker's list during class. You may participate orally or in writing during class discussions.

7.5 Late penalties and essay expectations

Late commentaries will not be accepted.

Late penalties on the final essay are 5% a day. I will not accept a final essay after Thursday, April 22. If your essay is not in by then, you will have to go before Academic Review.

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Commentaries and essays must be spell-checked. I will deduct 10% from your grade on an essay, and one grade (A to B, B to C, etc.) on a commentary, for the kinds of mistakes that spell-check would have caught.

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Course readings and discussions must be central to your analysis in your final essay. I will not accept an essay in which the relevant course readings and discussions are not central to your analysis.

I reserve the right to require an oral examination as part of any written piece of work. In that case, the oral examination counts for 75% of your grade on that assignment.

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>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.
