

**PHIL 239 A01 (CRN 22519)**  
**Philosophy and Feminism**

CLASS TIMES: M, TH: 11:30 am -12:50 pm

CLASS LOCATION: CLE A207

OFFICE HOURS: Wednesdays 2 pm – 3:30 pm or by appointment

I acknowledge and respect the Lək'wəŋən People (Songhees and X<sup>w</sup>sepsem/Esquimalt nations) on whose territory the university stands, and the Lək'wəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land and waters of this region continue to this day.

COURSE DESCRIPTION:

This course offers an introduction to some of the philosophical issues raised in and by feminism. The goal is to help students to develop and use their critical reading, writing and thinking skills by engaging with specific philosophical problems from a feminist perspective. The problems covered in this semester's readings focus on oppression, self, society, and knowledge.

The assignments and readings in this course are designed to give you a basic understanding of: what it means to adopt a feminist perspective; how adopting a feminist perspective may change the questions that are asked; how theoretical and methodological differences between feminists may lead to different analysis and conclusions; how the analysis and arguments covered in the apply in our current circumstances.

This is a face to face course. This course is reading intensive and involves a lot of writing as well. You are expected to keep up with the readings as we go along. The ideal is to do the readings before the class in which they are covered.

LEARNING OUTCOMES:

This course is designed to provide you with the following:

- a basic understanding of what is meant by the term “feminism”
- a basic understanding of key concepts used in feminist analyses and arguments
- the ability to understand, apply and critically engage with feminist analyses, arguments and conclusions
- the ability to critically engage with academic readings from a feminist perspective
- the ability to recognize how feminist analyses, arguments and conclusions apply to real-world examples and situations

ATTENDANCE:

You are expected to attend both meetings each week in person. Class meetings are not recorded.

AI:

The use of AI or other LLM tools to write your assignments is prohibited. Your ideas and their expression (including visual, oral or written formats) **must** be your own unless explicitly quoted and otherwise cited.

You may use AI to find information (if you acknowledge such use) but all such information must be double checked and cited in a scholarly manner to a reliable source. If you cannot otherwise confirm and accurately cite information gleaned from an AI source, do not use it.

Using AI to summarize readings for you rather than doing the read yourself is not something I can regulate. However, you should be aware that AI summaries are highly unlikely to pick up the nuance or detail that is necessary for the type of analysis we will undertake in classroom discussion and that will be expected of you in assignments. For this reason I strongly recommend against relying on AI summaries of the readings in this course.

#### TEXTS:

E. Pauline Johnson, *Tekahionwake: E. Pauline Johnson's Writings on Native North America*, Margery Fee and Dory Nason, eds., Broadview Press, 2015.

Brightspace Coursepack

#### EVALUATION:

Group reflection on readings (5 @ 0.5% each) <sup>a</sup> Jan 15, Jan 26, Feb 23, Mar 12, Mar 23	2.5%
1-pg responses to a reflection on reading question (5 @ 1.5% each) <sup>b</sup> due dates: Jan 18, Jan 29, Feb 26, Mar 15, Mar 26	7.5%
Mid-term exams (2 @ 30% each) Mid-term #1 distributed Feb 2; due back Feb 6 before midnight Mid-term #2 distributed Mar 2; due back Mar 6 before midnight	60%
5-7 page paper <sup>c</sup> Assignment sheet <b>available January 12, due by midnight April 10</b>	30%

**<sup>a</sup>About the group reflections on readings:** Five times during the term you will be broken up into groups and asked to discuss that week's readings and come up with a question the readings raise or pose that you think is interesting or important. These assignments will be graded complete/incomplete (i.e., completed group reflections receive 0.5, not completed will receive 0)

**<sup>b</sup>About the 1-page responses:** After each Group reflection on readings assignment you will be asked to write a 1-page response to one of the questions raised by the group discussions. Responses will be due within 72 hours of the day they are assigned. They should not be more than 1 page double-spaced/250 words. These assignments will be grade out of 10.

**<sup>c</sup>About the 5-7 page paper:** The final assignment for the course is to write a 5-7 page paper (1250-1750 words) that relates one reading from the course outline to one of the materials listed in the assignment sheet that will be made available January 12.

All assignments except the group reflections will be graded with percentage grades using the standard UVic [scale](#). The group reflections will be graded complete/incomplete.

#### POLICY ON LATE ASSIGNMENTS:

Exceptions to deadlines are governed by UVic [policies on Academic Concessions](#). If you are unable to meet a deadline because of conflicting responsibilities, or unexpected or unavoidable circumstances **you must contact me as soon as you are aware of the circumstances or conflict.**

**Late assignments and papers will be penalized in the amount of 5% per 24 hours to a maximum of 30%.** Exceptions to this penalty will only be considered in cases where an alternate deadline was arranged ahead of time or lateness was caused by an unexpected or unavoidable circumstance, as described in the [Undergraduate Calendar entry on academic concessions](#).

#### N GRADES

**Students who have completed one mid-term and the 5-7 page paper will be considered to have completed the course.** Failure to complete at least one mid-term and the 5-7 page paper will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. N is a failing grade and factors into GPA as a value of 0.

#### EXPECTATIONS REGARDING CONDUCT:

This course is governed by UVic’s policies on student behaviour and adheres to its commitment to [Creating a respectful, inclusive and productive learning environment](#). All members of our class—myself, and all students—have the right to experience and the responsibility to help create such an environment.

Professionalism is expected from all students enrolled in courses in the Tri-Faculty; these [standards for professional behaviour](#) apply to interactions both in person and online. Please see also information on University expectations regarding [Student Conduct](#) and policies regarding [Non-academic Student Misconduct](#).

#### ACADEMIC INTEGRITY:

**You are expected to read the University’s [Policy on Academic Integrity](#).** You can find it in the Undergraduate Calendar. It is your responsibility to know and follow the University’s academic integrity regulations. Penalties for academic integrity violations are harsh and are applied as written.

Any and all sources used in preparing work that is submitted for evaluation must be acknowledged. This includes websites and other students’ work. **Plagiarism and other forms of cheating will not be tolerated.** Such conduct is contrary to the University’s academic regulations and shows a profound lack of respect for me, for fellow students and for the university as an institution of higher learning.

For additional information about the University’s expectations with respect to academic integrity and resources to help you meet those expectations, visit [the University’s Academic Integrity page](#).

#### MATERIALS POSTED TO BRIGHTSPACE:

Academic integrity includes respect for others’ copyright. Course materials (including video recordings) provided by myself or others during this course must not be shared or distributed without permission.

Please note that all assignment sheets, lecture notes and teaching materials posted to Brightspace are the intellectual property of myself and the University of Victoria. **Do not circulate course materials or post them to note-sharing sites without my permission.** Posting course materials to note-sharing sites or otherwise circulating course materials without the permission of your instructor violates the [Policy on Academic Integrity](#). Any evidence you are circulating materials without permission will be referred to the Chair of the Philosophy Department for investigation.

#### ACADEMIC SUPPORTS:

The University has a number of academic support services that may help you in this course, including the [Academic Skills Centre](#), the [Library’s Research Anywhere site](#) and the [Library’s “Ask](#)

Us" service. Information about academic supports can be found through the [University's UVicLearn site](#).

#### ACADEMIC ACCOMMODATIONS:

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you believe you will require academic accommodations to address barriers to your education in this course and you are not already registered with the Centre for Accessible Learning, please do so using the [CAL registration process](#). The Centre for Accessible Learning is the office designated to make arrangements for accommodations. You can find information about academic accommodations through the [Centre for Accessible Learning's website](#).

#### SCHEDULE OF READINGS:

The following is the anticipated schedule of readings and assignments. Dates and readings may be modified over the course of the term. Such changes will be announced ahead of time.

##### Week 1: Jan 5, 8

"Patriarchy" in C. M. Renzetti, J. L. Edleson, eds. *Encyclopedia of interpersonal violence*, Volume 2, pp. 506-507, SAGE Publications, 2008, <https://doi.org/10.4135/9781412963923.n338>

Robert Filmer, *The anarchy of a limited or mixed monarchy*, in The University of Michigan Digital Collection Early English Books Online 2, 2026 [1648], pp. 6-7.  
<https://name.umd.umich.edu/A85293.0001.00>

John Locke, *Second Treatise on Government*, Dave Gowan and Chuck Greif, eds, Project Gutenberg e-book, 2003 [1690], Chapters VI and VII.

##### Week 2: Jan 12, 15

E. Pauline Johnson, "My Mother" in *Tekahionwake: E. Pauline Johnson's Writings on Native North America*, M. Fee and D. Nason, eds., Broadview Press, 2016, pp. 45-52.

bell hooks, "Understanding Patriarchy" in *The Will to Change: Men, Masculinity and Love*, Washington Square Press, 2004, pp. 17-33.

Jan 15: Group reflection activity, 1-page response assigned

##### Week 3: Jan 19, 22

Simone de Beauvoir, *The Second Sex*, C. Borde and S. Malovany-Chevallier, transl., Vintage Books, 2011 [1949], pp. 21-26, 44-48, 638-664.

##### Week 4: Jan 26, 29

Hole, Doll Parts (song), 1994  
Hole, Olympia (song), 1994

Liz Phair, 6'1" (song), 1993  
Liz Phair, F\*\*\* and Run (song), 1993

Alanis Morissette, You Oughta Know (song), 1994

Jan 26: Group reflection activity, 1-page response assigned

Week 5: Feb 2, 5

Sarah Winnemucca, "Domestic and Social Realities" in *Tekahionwake: E. Pauline Johnson's Writings on Native North America*, M. Fee and D. Nason, eds., Broadview Press, 2016, pp. 295-297.

Zitkala-Ša, "Why I am a Pagan" and "An Indian Teacher among Indians" in *Tekahionwake: E. Pauline Johnson's Writings on Native North America*, M. Fee and D. Nason, eds., Broadview Press, 2016, pp. 314-319.

Adrienne Rich, "Anger and Tenderness" in *Of Woman Born: Motherhood as Experience and Institution*, W. W. Norton & Co., 1976, chapter 1.

Hannah Gavron, "Conflict and Ambivalence" in *The Captive Wife*, Routledge, 2024 [1966], pp. 125-130.

**Mid-term #1 distributed Feb 2; due back Feb 6 before midnight**

Week 6: Feb 9, 12

E. Pauline Johnson, "A Red Girl's Reasoning" in *Tekahionwake: E. Pauline Johnson's Writings on Native North America*, M. Fee and D. Nason, eds., Broadview Press, 2016 pp. 163-178.

Iris Young, "Five Faces of Oppression" in *Diversity, Social Justice, and Inclusive Excellence*, SUNY Press, 2014, pp 3-32.

**Reading Break: Feb 16-20**

Week 7: Feb 23, 26

Anna Julia Cooper, "Womans versus the Indian" in *Tekahionwake: E. Pauline Johnson's Writings on Native North America*, M. Fee and D. Nason, eds., Broadview Press, 2016, pp. 300-309.

Feb 23: Group reflection activity, 1-page response assigned

Audra Simpson, "The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty", *Theory & Event* 19: 4 (2016)

Week 8: Mar 2, 5

María C. Lugones, "On Complex Communication", *Hypatia* 21:3 (Summer 2006), 75-85.

**Mid-term #2 distributed Mar 2; due back Mar 6 before midnight**

Week 9: Mar 9, 12

Uma Narayan, "Minds of their Own: Choices, Autonomy, Culutral Practices and Other Women" in *A Mind of One's Own: Feminist Essays on Reason and Objectivity*, pp. 418-432.

Deniz Kandiyoti, "Bargaining with Patriarchy", *Gender and Society* 2: 3 (Sep., 1988) *Special Issue to Honor Jessie Bernard*, 274-290

Mar 12: Group reflection activity, 1-page response assigned

Week 10: Mar 16, 19

Nancy Tuana, "The Values of Science: Empiricism from a Feminist Perspective", *Synthese*, 104:3 (Sep 1995) *Feminism and Science*, 441-461.

Helen Longino, *The Journal of Philosophy*, 88: 11, (Nov., 1991), 666-674.

Week 11: Mar 23, 26

Lynda Birke, "Structuring relationships: On science, feminism and non-human animals", *Feminism & Psychology* 20(3), 337–349.

Mar 23: Group reflection activity, 1-page response assigned

Maurice Hamington, "Good Care" in *Revolutionary Care: Commitment and Ethos*, Routledge, 2024, pp. 25-44.

Week 12: Mar 30, Apr 2

Vrinda Dalmiya, "Caring *and* Knowing: Ethical, Epistemic and Political Agency" in *Caring to Know*, Oxford University Press, 2016, pp. 187-236.

**5-7 PAGE ESSAY DUE APR 10 BEFORE MIDNIGHT**