

Division: Academic

Date: January 20, 1995

B: Department: Arts & Humanities

New Course: X

Revision of Course:
Dated:
C: PHIL 360
D: PHILOSOPHY AND FEMINIST THOUGHT
E: 3
Subject & Course No.
Descriptive Title
Semester Credit

F: Calendar Description: This course will examine philosophical aspects of issues raised by recent feminist thought in the areas of methodology, theories of knowledge, reality, science, and value. Some of the issues to be explored include the following. Are the differences that exist between women and men "natural" or are they the result of different social environments? Are the different ways of gaining knowledge influenced by gender? Does language reflect a male viewpoint which serves to reinforce inequalities in power and social relationships? Assuming gender inequalities exist, what accounts for them? What prospects are there for elimination of such inequalities? How important is their elimination? Does science, with its emphasis on control, reflect a male perspective? Are there "female," as opposed to "male," approaches to scientific inquiry? What about approaches to morality and religion? This course will attempt to understand and assess the fundamental assumptions involved in the various stances taken in response to such questions.

Summary of Revisions:
 (Enter date & section)
 Eg. Section C,E,F

N/A

Type of Instruction: Hours per Week/per Semester

Lecture	2	Hrs.
Laboratory		Hrs.
Seminar	2	Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.
TOTAL	4	HOURS

H: Course Prerequisites:

2nd Year Standing

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite:

None

K: Maximum Class Size:

35

L: College Credit Transfer X

College Credit Non-transfer

M: Transfer Credit:

Requested: X

Granted:


Specify Course Equivalents or Unassigned Credit as Appropriate:

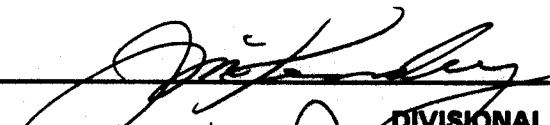
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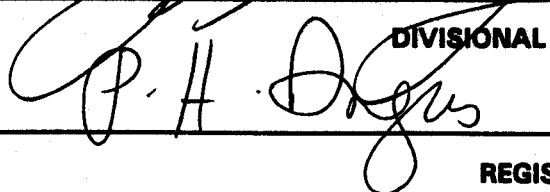
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Other:


COURSE DESIGNER(S)

DIRECTOR/CHAIRPERSON



DIVISIONAL DEAN
REGISTRAR

**I: Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):**

Sample Texts: (A similar text may be used with permission of the discipline)

Garry, Ann and Pearsall, Marilyn (eds.) Women, Knowledge, and Reality:
Explorations in Feminist Philosophy. Unwin Hyman, Inc., 1989

Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;
R: Course Evaluation

O. COURSE OBJECTIVESGeneral

The main purposes of the course are:

1. to introduce students to a philosophical approach to feminist thought;
2. to encourage students to reflect in a critical way about the philosophical issues that exist within feminist thought; and
3. to enable students to develop more effective methods for making up their own minds about philosophical issues pertaining to feminist thought.

Specific

Students will be able to demonstrate:

1. an understanding of the philosophical theories and concepts covered in the course;
2. an understanding of the philosophical controversies covered in the course;
3. the ability to apply philosophical and feminist theory to the resolution of the philosophical issues concerning feminist thought;
4. the ability to explain the reasoning involved in viewpoints opposed to one another; and
5. the ability to develop their own reasoning about the philosophical controversies pertaining to feminist thought.

P. COURSE CONTENT

Instruction in this course will cover the following seven areas:

1. *Method and its Assumptions*--including different portrayals of method, as well as possible tensions between philosophical method and feminist method. The possibility that traditional philosophical method incorporates a male viewpoint will be considered.
2. *Reality and its Composition*--Including questions pertaining to human nature and, specifically, whether any differences that exist between women and men are "natural" or the result of different social environments. Sex and gender will be

examined, as well as the issue to what extent gender should be understood as a social construction.

3. *Knowledge and its Acquisition*--including topics relating to the nature of knowledge and the different ways of knowing. The possibility that some ways of knowing are influenced by gender will be considered.
4. *Science and its Purposes*--including questions concerning the nature of science and scientific method. The issue whether the scientific paradigm of control and power reflects a male perspective will be considered, as well as the possibility that "female approaches" and "male approaches" to scientific inquiry are different.
5. *Language and its Influence*--including issues involving the extent to which language shapes our perceptions and understanding of the world. The suggestion that language reflects a male viewpoint, as well as reinforcing inequalities in power and social relationships, will be examined.
6. *Society and its Nature*--including an examination of the view that one of the most important issues in current social theory is gender equality in work, family, and the political process.
7. *Morality and its Nature*--including an examination of the proposal that traditional moral theory incorporates a male perspective. The possibility that moral development occurs differently in women and men will be considered. The ramifications of this possibility for moral theory will also be explored.

All seven of these general areas will be covered but some of them may be emphasized more heavily than the others.

Q. METHOD OF INSTRUCTION

A combination of lecture and discussion (possibly including student presentations). Some class sessions may involve formal lectures for the entire time (allowing time for questions), in which case a later class session will allow discussion of the lecture and reading material. Other class sessions may involve a combination of informal lecture and structured discussion.

R. COURSE EVALUATION

Any combination of the following totalling 100%
(to be specified the first day of classes)

Essays (one to four)	20 - 60%
Tests (at least two)	20 - 50%
Instructor's General Evaluation (Participation, improvement, quizzes, short assignments, etc.)	10 - 20%
	100%

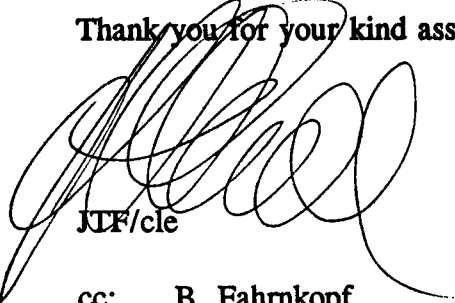
M E M O R A N D U M
ARTS & HUMANITIES

TO: Trish Angus ✓
FROM: Terry Farrell
DATE: May 30, 1995
RE: PHIL 360 - PREREQUISITES

As per our discussion, it is my understanding that all parties are prepared to "live" with a compromise with respect to the prerequisites suggested by the Philosophy discipline. It is understood that the prerequisite information will be available to students in the Calendar, and that given the upper level number for the course, it is unlikely that a student would be able to register, given that those with the more senior college numbers would most likely fill the course first. In the event that a student does register in the course, without the prerequisite, the instructor has the ability to remove the student from the class list and implement the prerequisite requirements as necessary.

Should the system in the future become capable of dealing with a prerequisite such as second-year standing, it is understood that the course prerequisite will be dealt with in an appropriate manner.

Thank you for your kind assistance in this matter.



JTF/cle

cc: B. Fahrnkopf
Philosophy Convenor

*Attach to 360 course
outline file please.*