

PHIL 4380: *Seminar* Feminist Philosophies



Sam Houston State University
Spring 2021 CRN 24156, 3 credit hrs.
Meets: T5:00-7:50pm^{1*}
in CHSS 120

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Consultations by Appointment

***SHSU Catalog:** Students engage in an in-depth study, conducted on a seminar basis, of a particular topic or area in philosophy not covered fully in the other course offerings. As the topics vary, the course may be repeated for credit.*

COURSE DESCRIPTION

In her latest book, *Living a Feminist Life*, scholar Sara Ahmed calls us to recognize the link between what we call a “movement” and what it means to “be moved.” When sufficiently *moved* by something in the world – an injustice, a thing of beauty, a way of imagining an alternative to how things are that feels morally justifiable – we *move*, we act, we do something. And when we do that something collectively, we call our collective action a movement.

So, what characterizes the feminist movement? Scholar bell hooks argues that feminism “is the movement to end sexism, sexual exploitation, and sexual oppression.” To bring Ahmed and hooks together, feminists are people who have been moved by the impact of (sexual) oppression

* This is the regularly scheduled time of our course meeting. These meetings will be live streamed on Zoom. Attendance, either in person or via Zoom, is mandatory. Students who wish to attend the course remotely should contact Dr. Elkayam to request approval, per University policy. For more information on this, see the **Course Format** announcement on our Blackboard homepage.

on their (and others') lives. Hence, once moved by the impact of (sexual) oppression, feminists move to diagnose the problems specific to (sexual) oppression, and to challenge the systems that ground, promote, or even deliberately veil these problems. In an increasingly interconnected yet conflict-ridden world with new contours of social and economic disparities, feminist philosophers analyze how structural changes result in, and are mediated through, multiple axes of difference both locally and globally.

Feminist philosophies, therefore, give us simultaneously: the tools to theorize the nature or function of these structural/systemic problems, and the speculative or imaginative scope to envision their solution(s).

COURSE OBJECTIVES

In this course, students will explore the branch of philosophy called "feminist philosophies," which is as much marginalized within philosophy as it is openly interdisciplinary in its approach. Though the reach of feminist philosophy encompasses sociology, history, literature, and personal testimonial, we will focus on how the tools specific to philosophical practice can be deployed across disciplinary boundaries to explore ourselves and life-worlds through a feminist lens. We will develop a close, careful orientation to primary texts as well as other media, investing in and refining our analytical skills. Most importantly, reading to understand these materials in their respective historical contexts will empower us to track key themes related to the structures of, and strategies to abolish, oppression.

In summary, the narrative arc of the course (Units I-V) will acquaint students with key themes of feminist theory in an effort to establish a classroom fluency that, once established, makes rigorous analysis (rather than mere description) of self and life-world possible. This empowers students to develop an informed and autonomous position from which they can confidently and persuasively argue.

At the end of this course, students will be able to:

- 1) speak and write thoughtfully from a position of familiarity with feminist philosophies
- 2) examine the particularity of differing lives, histories, and social locations, paying careful attention to how people make sense of these specificities, and/or harness them for change
- 3) recognize how systemic forces like patriarchy, colonialism, capitalism, nationalism, and racism, structure the lives of many people globally (albeit in different ways)
- 4) develop a critical posture toward the impacts of systemic forces on their own lives within a social context
- 5) evaluate strategies for contending with oppression

To meet these (5) objectives, students will be encouraged to develop a critical reading practice, i.e. they will be required to read a number of primary texts, paying careful attention to the language used and the arguments made, and notating the texts for thesis statement, central claims, important or problematic passages, and key or confusing terms. To make this difficult work manageable, the readings will rarely exceed twenty pages, but will demand that the student not only read but also re-read them. Moreover, since this is a **three-hour course**, we will do the work of an entire week in a single day. This will often mean *two* assigned readings will be

due at the start of class. Students should be aware that while face to face/synchronous (live streamed) meetings and lecture videos situate and clarify the readings, they cannot be substituted for the critical reading practice they are expected to refine in this course.

Finally, students should be aware that this is a “W” course, which means that **at least 50% of the course grade will derive from writing activities designed to help master the course objectives outlined above.**

Note.1: Some writing activities will require you to draft and revise your work, with or without instructor feedback. Others may not receive a grade but are designed to assist you in critical reflection on the course material. You should approach writing in this course as 1) an opportunity to refine your craft; 2) a tool to advance your learning; 3) a means by which your understanding and progress will be assessed.

COURSE TEXTS

You are required to have a print copy of the following texts:

- Ahmed, Sara. *Living a Feminist Life*. Durham: Duke University Press, 2017. ISBN: 9780822363194 (paperback edition).

Note.2: I have provided the ISBN to encourage you to find this text in whatever way works best for you (SHSU Bookstore, Amazon, Powell’s, etc.). Please contact me immediately if you have any issues acquiring this text.

All other course texts will be made available to you on Blackboard. You are expected to notate each text and have it at the ready not only for FTF/Synchronous meetings, but for each of the course activities you will engage independently (see **Course Schedule**, below).

COURSE REQUIREMENTS

I. The Big Picture

All coursework is a matter of accumulating points

Total Possible Points: 745

To earn an A:	670-745 points	(90% & above)
To earn a B:	596-660 points	(80% & above)
To earn a C:	520-588 points	(70% & above)
To earn a D:	445-514 points	(60% & above)
Failing:	Less than 425	(57% & below)

Note.3: There is a flex-zone of up to 20 points between grade categories. Instructor discretion applies to these, but I will, whenever possible, round up. That said, point totals below the flex-zone will receive the appropriate grade.

*Barring documented extenuating circumstances,
appeals cannot be made outside the flex-zone.*

II. Components of the Final Grade

1. FTF/Synchronous Meetings	[15]	x 10 points each	=	150
2. Flipgrid Video Shorts & Responses	[4]	x 25 points each	=	100
3. Protocol-Presentation	[1]	x 80 points each	=	85
4. Media Brief	[1]	x 110 points each	=	110
5. Take Home Midterm Exam	[1]	x 100 points each	=	100
6. Final Portfolio	[1]	x 200 points each	=	<u>200</u>

Total: 745

III. Component Breakdown

1. Face to Face/Synchronous Meetings (FTF/Synch)

Each week, on Tuesday's, from 5:00-7:50pm in CHSS 120, we will meet in person as a whole class. These sessions will be streamed in real time, via Zoom, for those students who are taking the course remotely.** During these sessions, we will 1) introduce new course material(s); 2) review key concepts, terms, strategies, and student performance from the previous week; and 3) engage directly with one another to facilitate meaningful dialogue and connection.

Because this is an upper level seminar, our time will be structured accordingly. This means class sessions are integral to learning in this course. Attendance is mandatory and will be monitored and awarded points throughout the semester.

Each session will count for 10 points (**150 points total**), to be determined by attendance and participation in the session. If you are unable to attend due to extenuating circumstances (and I acknowledge that these are multiplied by the conditions of the ongoing COVID 19 pandemic), I ask that you inform me as much in advance as possible, and I encourage you to make up the missed points through supplemental point activities (detailed in #7, below).

2. Flipgrid (FG) Video Shorts & Responses

To mix media, break up Blackboard monotony, encourage real-time dialogue, and enhance engagement with feedback, at four intervals throughout the semester, students will respond to our weekly meeting with a Flipgrid video short. For each of these, you will receive an invite link to the recording platform (you can use this on your smartphone, laptop, home computer, etc.). In FGs, students think both individually *and* collaboratively by responding to the same set of prompts for a given unit and learning in conversation with one another (as well as with myself).

If you are absent from a FTF/Synch meeting, I encourage you to watch the recording of the meeting (available in Blackboard) so that it remains possible to participate and earn points accordingly.

The original short you post will be worth 15 points and each of the two responses you record to peers' original shorts will be worth five points each (x2 per assignment). Thus, original short and

** Please note that the University policy requires Instructor approval for remote instruction. Those students who reach out to me via email to state their desire to attend remotely – as indeed, I understand they may desire to, given concerns about COVID-19 that I share – will receive immediate approval.

responses taken together, each FG assignment will count for 25 points (100 points total over the course of the semester).

3. Protocol Presentation (PP)

The Protocol-Presentation is broken up into two components:

A. Protocol (40 points): The protocol affords students the opportunity to generate an account of what occurred of note in our previous session(s). Therefore, the session **before** your presentation will be delivered, students will take especially careful and attentive notes during class and generate an account (note that if you sign up with a partner, this will involve some collaboration). This account should not exceed two standard, double spaced pages—so think more of a well-informed highlight reel than a painstaking reconstruction of every detail.

B. Presentation (45 points): The individual presentation is, above all, a critical response to (one of) the text(s) **due in class on the day of your presentation**. As *critical*, it is expected to be more than a mere summary of a text in question (although summaries are welcome where necessary to the accomplishment of a larger purpose). Nor is it sufficient to merely to state personal or subjective feelings about a text, such as “I liked it,” or “I thought it was bad,” etc. As *responses*, they are expected to reflect your *own* critical engagement with the text, by raising **three** questions that are opened up by your reflection on the text. Your response must include: a reference to the passage that provoked the question (and page number), and a brief explanation as to how/why the question came up. Please bear in mind that your individual response should be coordinated with those of any others signed up for the same session to avoid redundancies and insure the maximum engagement possible on the part of your peers. Power Points, posters, and other forms of creative expression designed to enhance the group’s impact on discussion are welcome. Any sources utilized external to the course reading must be cited appropriately.

Finally, you **must** submit your protocol/presentation 24 hours in advance, so I can appropriately distribute it to all members of the class. This way, by the end of the semester, we will have a collective record or archive of our work together.

4. Media Brief

From Weeks 2-6, we will conclude the first and work through the second unit of the course (*Theorizing Feminism and Sex, Gender, & Visibility*, see the **Course Schedule** below). Students’ task with the media brief assignment is to analyze a cultural artifact that pertains directly to the content of course materials. The artifact could be a film/movie, a TV episode, a magazine (advertisement or article), an element of fashion, a blog post, a billboard, a book, a lecture, newspaper journalism, a social media stream/comment exchange, a music video, or what have you. Though I will distribute a detailed prompt as well as a rubric for evaluation on the day the Media Brief is assigned, the work will involve student explanation of how we can interpret the cultural artifact by appeal to a minimum of two course texts from Units I. & II, both in writing (**60 points**) and via in-class presentation in Week 8 (**50 points**).

Note.3: Cultural artifacts, not unlike the content of this course, may be provocative – rousing emotions that are not always pleasant. One task of media analysis is to explore how ideological structures are mobilized for popular consumption. Many of these

structures are exploitative, discriminatory, and otherwise harmful. Thus, **content warnings** are encouraged when selected media express/engage with material that could be considered provocative, harmful, or offensive. Bear in mind that: *uncritical hate speech of any kind will not be tolerated*. If you are unsure as to how to provide a viable warning or how to appropriately critique hate speech should it comprise a cornerstone of your analysis, please reach out to me and I will be happy to discuss the issue further with you.

5. Take Home Midterm Exam

As one of our stated objectives is to achieve fluency in feminist theory (by becoming familiar with feminist philosophies), just prior to Spring Break, a take-home midterm exam will be assigned to test this fluency in two parts: a) traditional exam questions (multiple choice, fill in the blank, and so on) [**40 points**]; and b) a short essay reflection on the relation between thinkers and texts covered in the course to date [**60 points**]. Successful completion of the exam will lay the foundation for increasingly personal, community involved, and evaluative activities to take place in the second half of the semester.

6. Final Portfolio

The final portfolio is a composite of group and individual work that will total **200 points**. Please note that it is assigned one month in advance of its due date, in order to accommodate each of the elements and allow for depth of engagement and community involvement (within safety constraints consistent with best practices during the pandemic). Two in class meetings are scheduled in the late weeks of the term (see **Course Schedule**), but students should expect to meet outside of class (though not necessarily in person) for several hours to conduct interviews, confer, edit, etc.

Broadly speaking, the assignment is designed to challenge students to work collaboratively in small groups to engage with on the ground activism or diversity work in the campus or greater community. It will require that students not only address how such work responds to gender-based oppression, but also how such gender-based oppression is linked to at least one other axis of difference (such as race, class, ability, ethnicity, religion, sexuality, etc.). How does the work respond to the challenges of such linkage?

The portfolio is comprised of three components:

A. Group Podcast (120 points): Students will work in small groups to produce a six to ten-minute podcast that anecdotally details their engagement with on the ground activism/diversity work that occurs on campus or in the broader community. This is more than a mere "story," and must be inclusive of multiple voices (as broadcasters, interviewers, and interviewees). Podcasts may also involve music and other sound edits. All podcasts will be broadcast during our final exam session at the end of the semester.

B. Comprehensive Bibliography (50 points): The comprehensive bibliography is the document in which the group cites and attributes credit to each of the persons, texts, and other media utilized in the production of the Portfolio. A citation workshop will take place in class to insure students are confident citing a variety of sources.

C. Division of Labor Statement (30 points): Because group work is collaborative, it requires that that each individual makes a significant contribution. This statement should detail the participation of each individual in the production of the total Portfolio.

All members of the group must sign and date this statement, indicating with their signature the accuracy of the details provided in the document. This means that all members of the group must agree to its terms. Only signed documents will be accepted, so students must work together to best capture how contributions to the project occurred.

7. Supplemental Point Activities (SPA)

Supplemental Point Activities (SPA) are not listed in the Components of the Final Grade (II., above), precisely because these activities allow you to *supplement* points toward the total. Let's say you cannot get out of work for a particular FTF/Synch meeting or a family emergency makes you unable to participate in a particular discussion.

You can make up the lost points by engaging in these activities, which are hosted in the **Journals** function on Blackboard. You can write a journal at any time over the course of the semester, and unlike Discussion Forum posts and FG video shorts, these are only visible to me. You may:

- a) write an informal reading response, where you simply record your reaction to the assigned text in approximately 250 words [5 points]
- b) access a recording of a FTF/Synch Meeting and write up a *protocol*, i.e., a highlight reel of the key moments/takeaways from that meeting (this would be especially useful if you have to miss a synchronous meeting) [10 points]
- c) choose one element of an assigned reading (a term, a theme, an argument) and think out loud about it with respect to the current conditions of life (to do with anything from everyday banalities to the more pressing news of the day). For this option, you may write it out informally or record a short video/audio clip to upload and share your thoughts [10 points]

Note that there is a cap on how many points you can earn from SPAs. The maximum is **40 points**.

CLOSING NOTES

- 1) All papers must be typed in twelve-point font, double-spaced, with one-inch margins.
- 2) All coursework *must be handed in on time*, or your grade will suffer. To be fair to those who turn their work in on time, late work will be assessed a penalty on a case-by-case basis (depending on the circumstances surrounding the late submission). Be mindful that receiving a late penalty is *always preferable* to being assessed – in accordance with University policy – a zero on assignments that are plagiarized. In addition, students are responsible for making and retaining copies of their work.
- 3) I strongly suggest you implement a *zero distractions policy* while engaged in coursework (whether face to face or synchronously, as in our scheduled meetings) or when you are working independently. Critical thinking requires focused attention, so I recommend you turn off your phone and close all tabs in your browser unrelated to the task at hand.

- 4) For guidelines on achieving success in the online environment, and especially in light of the challenges we are facing while negotiating life in the midst of COVID-19, please see:
[http://asc.tamu.edu/Study-Learning-Handouts-\(1\)/Tips-for-Success-in-Online-Classes-During-Coronavi?fbclid=IwARo3hurxfRDYhYZ1My4ePXTc9Gp_4eVxH1xcC6EdLS6uZmArrInQIF7K6p4](http://asc.tamu.edu/Study-Learning-Handouts-(1)/Tips-for-Success-in-Online-Classes-During-Coronavi?fbclid=IwARo3hurxfRDYhYZ1My4ePXTc9Gp_4eVxH1xcC6EdLS6uZmArrInQIF7K6p4)

Or, if it helps to watch a video rather than read this information, my colleague at SUNY New Paltz, Dr. Rebecca Longtin, has created this:

<https://www.youtube.com/watch?v=CXdAIQ8gm-8&feature=youtu.be&fbclid=IwAR3rmciOHZSAaFUpaAA8cy4bKK6cdfjXtokvUjGRdoH97S4g18wLxtZQ5c>

- 5) Since this is an upper level seminar, minimal experience with philosophy is expected or required for this course. I do also presume students have taken or are taking a college level composition course, know how to write an essay in English, and can read comfortably at the college level in English. Please approach me to discuss if you cannot meet (any of) these conditions.
- 6) If you need English language assistance, help with writing, handling college, or dealing with personal or family issues, feel free to ask for help and/or consult the following resources:
Academic Success Center (ASC, for help with writing, math, study skills and more):
<https://www.shsu.edu/centers/academic-success-center/>

Services for Students with Disabilities (SSD, for accommodations to insure equal access to all academic activities and programs):

(936) 294-3512 | (936) 294-3786 (TDD) | Email: disability@shsu.edu
Website: shsu.edu/disability

Counseling Center (offers individual, group, and couples counseling as well as crisis intervention and case management to enrolled students on the main campus): (936) 294-1720 | Website: shsu.edu/dept/counseling

Note.3: Please be aware that students at SHSU are both: (1) expected to adhere to a code of conduct (e.g. to maintain academic integrity and refrain from dishonesty, for which you will be penalized according to University policy) and (2) protected by policies that insure their rights are in no way violated (e.g. no one shall be denied access to academic activities or programs on the basis of discrimination). A brief and accessible list of all of the most relevant policies can be linked to here:

<https://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

- 7) That said, in this class, if you have any questions or concerns about a grade received, feel free to bring it up. If you think the assignment requires re-evaluation, I ask that you type up a brief explanation and re-submit the assignment. You will never be penalized in this process. Keep in mind that you have up to one week after the assignment has been returned to appeal, and that it is ultimately your responsibility to take the initiative. If you are not satisfied with the outcome of the appeal, use the list linked to above to explore the recourse available to you at the University level.

- 8) When you communicate with me via email, please do so professionally, i.e. in complete sentences, with a proper salutation and conclusion. Include a comprehensible subject heading, identify what class you are in (as instructors often teach more than one class at a time), and explain clearly what it is you are inquiring about. Also, barring emergencies, be certain to allow at least 24 hours for response. Please be advised that this policy details the standard conventions for professional communication. You should adhere to them with all of your instructors and whenever communicating with a potential mentor or employer.
- 9) Don't be afraid to approach me with any questions, concerns, or to (casually) talk shop. Your feedback is welcome and deepens our exchange, advancing the mutual learning process. Let me reiterate that if you need clarification of, or help with, any of the texts or assignments, do not hesitate to ask – this is a sign of strength, not of weakness. *Do not wait until the end of the semester to worry about your performance in the course.*
- 10) Last: please note that you will be asked to evaluate the course (and my instruction) toward the end of the term. I expect you will do so constructively, offering feedback that will, on the whole, make clear both what worked and what did not, for the purpose of improving the course for future peers.

COURSE SCHEDULE

Subject to Revision at Instructor's Discretion

Unit	Week	Dates (Tues-Mon)	Text(s)	Activities/ Assignments All Due Dates @ 11:59pm CST
<i>Unit I. Theorizing Feminism: Waves & Their Discontents</i>	Week 1	Jan 19-25	<p>Part One (P1): Syllabus, Opening Discussion</p> <hr/> <p>Part Two (P2): “The Waves of Feminism” (Vox, 2018)</p>	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 1/19 Syllabus Covered, Opening Discussion: Introduction to Wave Theory (Vox article) • Sign Up for Protocols • Flipgrid (FG) 1: Weds Jan 20 <p><i>For next week:</i> Read hooks, “Understanding Patriarchy” & Rowley, “Ideas of Ancestry”</p>
	Week 2	Jan 26-Feb 1	<p>P1: hooks, “Understanding Patriarchy”</p> <hr/> <p>P2: Rowley, “The Idea of Ancestry”</p>	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 1/26: Discuss hooks & Rowley; Students signed up for Protocol 1 take notes <p><i>For next week:</i> Read Butler, “Performative Acts and Gender Constitution”</p>

<i>Unit II. Sex, Gender, and Visibility</i>	Week 3	Feb 2-8	<p>P1: Butler, “Performative Acts and Gender Constitution”</p> <hr/> <p>P2: Screen <i>Paris Is Burning</i> (Livingston, 1991)</p>	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 2/2: Protocol 1 (delivered in class); Discuss Butler; Screen <i>Paris is Burning</i> • FG Two: Weds 2/20 <p><i>For next week:</i> Read hooks, “Is Paris Burning?” and Prosser, <i>Second Skins: Body Narratives of Transsexuality</i> (excerpts)</p>
	Week 4	Feb 9-15	<p>P1: hooks, “Is Paris Burning?”</p> <p>P2: Prosser, <i>Second Skins: Body Narratives of Transsexuality</i> (excerpts)</p>	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 2/9: Protocol 2; Discuss hooks & Prosser vis-à-vis <i>Paris is Burning</i> <p><i>For next week:</i> Read Lugones, “Heterosexuality and the Colonial-Modern Gender System” & Watch Crenshaw, “The Urgency of Intersectionality (TEDTalk)</p>
	Week 5	Feb 16-22	<p>P1: Crenshaw, “Urgency of Intersectionality” & Lugones, “Heterosexuality” (186-194)</p> <hr/> <p>P2: Lugones, “Heterosexuality” (195-208)</p>	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 2/16: Protocol 3; Discuss Crenshaw & Lugones <p><i>For next week:</i> Read Halberstam, “Queer Temporality and Postmodern Geographies” & Spade, “Trans Law and Politics on a Neo-Liberal Landscape”</p>
	Week 6	Feb 23-Mar 1	<p>P1: Halberstam, “Queer Temporality”</p> <hr/> <p>P2: Spade, “Trans</p>	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 2/23: Protocol 3; Discuss Halberstam & Spade • Media Brief Assigned <p><i>For next week:</i> Read hooks, “Eating the</p>

			Law and Politics”	Other: Desire and Resistance”; Begin work on Media Brief Assignment
<i>Unit III. Feminism Commodified?</i>	Week 7	Mar 2-8	<p>P1: hooks, “Eating the Other”</p> <hr/> <p>P2: Screen <i>Hairspray</i> (Waters, 1988) OR <i>Get Out</i> (Peele, 2017)</p>	<ul style="list-style-type: none"> FTF/Synch Meeting (5:00-7:50): Tuesday, 3/2: Protocol 4; Discuss hooks; Screen <i>Hairspray</i> FG Three: Weds 3/3 <p><i>For next week:</i> Read Zeisler, “The Corridors of Empower”; Finalize Media Brief Presentations</p>
	Week 8	Mar 9-14	<p>P1: Zeisler, “The Corridors of Empower”</p> <hr/> <p>P2: Media Brief Presentations</p>	<ul style="list-style-type: none"> FTF/Synch Meeting (5:00-7:50): Tuesday, 3/9: Protocol 5; Discuss Zeisler; Media Brief Presentations; Midterm Take Home Exam Assigned <p><i>For next week:</i> No class next week, have a happy Spring Break! Work on Midterm Examinations and Read Sinha, “Gender and Nation”</p>
	Week 9	Mar 15-19	<i>Spring Break!</i>	<i>For next week:</i> Reminder that Midterm Exams & assigned reading (Sinha, “Gender and Nation”) are due.
<i>Unit IV. Border Crossings and Transnational Perspectives</i>	Week 10	Mar 23-29 (Last Day for Q Drop: Mar 26)	<p>P1: Sinha, “Gender and Nation” (227-236)</p> <hr/> <p>P2: Sinha, “Gender and Nation” (237-245); Advance Intro to Mohanty</p>	<ul style="list-style-type: none"> FTF/Synch Meeting (5:00-7:50): Tuesday, 3/23: Midterm Exams Due; Discuss Sinha; Introduce Mohanty Prior to Reading; Students signed up for Protocol 6 take notes <p><i>For next week:</i> Read Mohanty, “Under Western Eyes” and Narayan, “Cross-Cultural Connections, Border Crossings, and Death by Culture”</p>
	Week 11	Mar 30-Apr 5	P1: Mohanty, “Under Western Eyes”	<ul style="list-style-type: none"> FTF/Synch Meeting (5:00-7:50): Tues, 3/30: Protocol 6 delivered in class;

			<hr/> P2: Narayan, “Death by Culture”	<p>Discuss Mohanty & Narayan</p> <p><i>For next week:</i> Read Jordan, “Report from the Bahamas”; Anzaldúa, “now let us shift... the path of conocomiento... inner works, public acts”</p>
	Week 12	Apr 6-12	P1: Jordan, “Report from the Bahamas” <hr/> P2: Anzaldúa, “now let us shift...”	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 4/6: Protocol 7; Discuss Jordan & Anzaldúa • FG Four: Weds 4/7 <p><i>For next week:</i> Read Bartky, “Toward a Phenomenology of Feminist Consciousness” & Ahmed, <i>Living a Feminist Life</i> (Reading One)</p>
<i>Unit V. Feminist Phenomenologies: Connecting Self & World, Theory & Practice</i>	Week 13	Apr 13-19	P1: Bartky, “Toward a Phenomenology of Feminist Consciousness” P2: Ahmed, <i>Living a Feminist Life</i> (required purchase, Reading One)	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 4/13: Protocol 8; Discuss Bartky & Ahmed; Final Portfolio Assigned <p><i>For next week:</i> Read Ahmed, <i>Living a Feminist Life</i> (Reading Two); In our next session we will have a visit from an SHSU librarian to conduct a research & citation workshop. Don’t miss it!</p>
	Week 14	Apr 20-26	P1: Ahmed, <i>Living a Feminist Life</i> (Reading Two) <hr/> P2: Research & Citation Workshop (SHSU Librarian Visit)	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 4/20: Protocol 9; Discuss Ahmed Reading Two; Research & Citation Workshop <p><i>For next week:</i> Read Ahmed, <i>Living a Feminist Life</i> (Reading Three)</p>
	Week 15	Apr 27-May 3	P1: Ahmed, <i>Living a Feminist Life</i> (Reading Three) <hr/> P2: Podcast Portfolio Group Meet	<ul style="list-style-type: none"> • FTF/Synch Meeting (5:00-7:50): Tuesday, 4/27: Protocol 10; Discuss Ahmed Reading Three; Group Meet (1) for Podcast Portfolio <p><i>For next time:</i> No New Reading; Work on Podcast Portfolio</p>

	Week 16	May 4	<p>P1: Workshopping the Final Project</p> <hr/> <p>P2: Podcast Portfolio Group Meet</p>	<ul style="list-style-type: none"> FTF/Synch Meeting (5:00-7:50): Tuesday, 5/4: Final Text Discussion; Entertain Questions on Podcast Portfolios, workshop any issues; Group Meet (2) <p>Podcast Portfolio Due: Tues 5/11</p>
	Finals Week	May 11	Podcast Presentations	<ul style="list-style-type: none"> FTF/Synch Meeting (5:30-7:30): Tuesday, 5/11: Meet During Final Exam Session; Broadcast Podcast Presentations; Wrap the Semester

HONOR CODE PLEDGE²

Academic and intellectual integrity are paramount virtues of higher education. They assure our ability to research, think, write, and speak freely in a world of widely diverse viewpoints, and they protect the products of our scholarly work from misappropriation. In the contemporary “digital age,” the widespread availability of information has been a tremendous democratizing force, opening up the world of scholarly productions to many who previously did not possess the means or privilege to access them. However, the digitization of information has also made it easier to reproduce the words and/or ideas of others without proper attribution.

Students in this class, while of course subject to University policy (<https://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>) should think of themselves as members of a community of scholars committed to upholding and protecting the virtues of academic and intellectual integrity. The values of that community are only as strong as its community members’ promise to honor them. Consequently, students should sign the following “pledge” as their promise to their instructor, their classmates, and the larger academic community to act honorably.

As a member of this class, I pledge that I will not lie, cheat, or indulge intellectual laziness. I will afford to my fellow classmates the most generous interpretation of their arguments and positions. When there are disagreements and I become convinced that my own view is in error, I will concede as much. When I am able to demonstrate that my classmates’ positions are erroneous or wanting, I will endeavor to always allow them a graceful exit from their argument.

I furthermore pledge to do my part to create and maintain an environment in which diversity of both PERSONS and IDEAS is valued and protected. I understand that disagreement alone does not constitute disrespect, but I also pledge that I will not engage in, nor will I enable or excuse, discrimination or harassment based on (real or perceived) race, gender, age, color, sexual orientation, ability, national or ethnic origin, religious belief or socioeconomic class.

*Finally, I pledge to **actively** encourage personal, intellectual, and academic integrity in my peers and, as I am able, I pledge to intervene when it becomes evident to me that the principles of this class are being violated.*

Print Name

Signature

² I owe both the inspiration for and the template of this pledge to my colleague, Dr. Leigh M. Johnson.