We will address four sets of questions, and the connections between them:
* What are the implications of feminism for academic research (who/what we study, how we study it, what we do with the findings)?
* What implications does feminism have for epistemology (what counts as knowledge/ignorance, how one learns, who knowers are, what barriers to knowledge are connected to gender and race, etc.)?
* How does Women’s & Gender Studies as a discipline incorporate, honor, and continue to explore feminist methodologies and epistemologies?
* How can you further incorporate feminist methodologies and epistemologies into your own research and writing practices?

COURSE REQUIREMENTS (Things you “get” [vs. have] to do)
- Attend; be prepared; participate regularly, vigorously, sincerely, and collegially; be a good feminist citizen (15%)
- Lead discussion of readings (approximately 3-4 times) (15%)
- Provide a “current events” link (twice) (5%)
- Attend (and write up) 2 WGS talks (5%)
- “Just Thinking” journal (5 entries) (10%)
- Write (and present) a research paper (Total of 50%)
  - Proposal (discuss with me) (5%)
  - Bibliography (5%)
  - Draft (review each other’s) (10%)
  - Final version (present “conference version”) (30%)

Be aware of SLU’s policies on plagiarism and on accommodating disabilities. Take advantage of the writing center & the WGS librarian, Miriam Joseph.
When it is your turn to present a reading...

- Assume everyone has read it. You’re talking about it, rather than describing the whole piece in detail. You should be able to address the essay in 10-15 minutes.
- Here are some items that may be useful to focus on (feel free to select others):
  - Show us where the author defines the purpose of the piece, explains why that is an important goal, and says how that goal will be met. You always want to find this in your readings, and to include it in your own writing.
  - Point out to us what you consider the two most important passages, explaining why they are central.
  - Make 1 or 2 links to other readings (earlier ones or today’s).
  - Tell us something you in particular learned from the piece.
  - Tell us how you might use something from the reading in your research.
  - Questions: Does this reading open up other research questions for you? Is there something you’d like the class to discuss? Is anything unclear or problematic to you?

When you are providing a current events link...

- Tell us briefly what the recent article/blog/etc. is about.
- Link it to specific ideas in particular readings.
- Conclude with what the link implies (that the reading is overgeneralized, catching on, bearing fruit, contested, expanded, etc.).

Use this same 3-part current events format in writing up WGS talks (1.5-2 pages). Remember to look for events on the calendar page of the WGS website.

Why a “Just Thinking” journal?

- There are some things you want to process in this format. Make your journal a place where you try things out, build on your ideas, voice a variety of your reactions. This is one site where I won’t comment on grammar, organization—anything but your thoughts. So pick an idea or passage from a reading, and go to town with it.
- Keep both being “just” and “thinking” in mind.

“The first problem for all of us, men and women, is not to learn, but to unlearn.” - Gloria Steinem

“Questions about knowledge are implicated in all aspects of women’s oppression.” - Lorraine Code
SEMESTER SCHEDULE (which we’ll try mightily to keep)

8/23  Introductions to one another and to feminist epistemology
  •  Donna Kate Rushin, “The Bridge Poem”
  •  Marge Piercy, “Unlearning to Not Speak”
  •  “A body of knowledge” exercise

8/30  The Tales We Tell: Knowledge, Culture, Curiosity, Re-Interpretation, etc.

Reading reflections: What kind of quality or capacity is “curiosity”? What influences it, and what does it affect? How are the examples of science in the Terry and Martin readings influenced by curiosity, ignorance, culture, and fact? How do we leave ourselves open to new ways of conceiving? Overall, for each reading, be prepared to discuss 1) the issues and questions it raised regarding feminist epistemology and 2) its relation to the other readings.

9/6: The Epistemology and Politics of Ignorance (2 weeks)
  •  Mary Hawkesworth, “Evidence Blindness,” Feminist Inquiry, 118-141.
What does it mean for theories of knowledge to have a theory of ignorance? What questions is this relatively new area of research raising?

9/13: The Epistemology and Politics of Ignorance

9/20 Some history of feminist epistemology
- Susan Glaspell (1900), “A Jury of Her Peers” [http://www.learner.org/interactives/literature/story/fulltext.html](http://www.learner.org/interactives/literature/story/fulltext.html) (Even better to watch this than to read it! Versions include: [https://www.youtube.com/watch?v=Cy5uhShkh6g](https://www.youtube.com/watch?v=Cy5uhShkh6g))

As you read or watch these authors from different time periods, you might list what you see as the questions they are trying to address. This will enable us to track both tradition and evolution in the field of feminist epistemology over the course of the semester. Also track your responses to their questions—do they surprise you? Ring a bell with you? Etc. Are there core epistemological questions among early feminist thinkers? What explains the different emphases?

EPISTEMIC INJUSTICE
9/27 A. Testimonial injustice

How do epistemology and moral philosophy come together in Fricker? What kinds of practices is she drawing our attention to, and why? How does she explain them? What are their effects on various parties?
10/4 B. More on Credibility and Authoritative Knowledge

- Anita Ho, “Trusting Experts and Epistemic Humility in Disability.” The International Journal of Feminist Approaches to Bioethics 4, 2 (Fall 2011): 102-123.

10/11 C. Hermeneutical injustice


D. Invisibility


** RESEARCH PROPOSALS DUE by FRIDAY 10/14 **

10/18: Standpoint Epistemology

- Annette Patterson and Martha Satz, “Genetic Counseling and the Disabled: Feminism Examines the Stance of Those Who Stand at the Gate.” Hypatia 17, 3 (Summer, 2002): 118-142
**BIBLIOGRAPHIES DUE by FRIDAY 10/28 **

10/25: Intersectionality
- Hawkesworth, Chapter 8, 207-248.

11/1: Ways of Reading, Writing, & Reasoning and Forms of Knowledge

11/7: GUEST SPEAKER LORETTA KENSINGER on FEMINIST PEDAGOGY

11/8: Feminist Epistemology and Pedagogy

11/15: **MEET this week IN GROUPS TO DISCUSS PAPER DRAFTS **
11/22: Objectivity

- Hawkesworth, 76-117 (“Reconceptualizing Objectivity”).

How have the demands of “objectivity” been used against feminist scholarship? What is at stake in being objective? What variety of alternatives to traditional understandings do you see in these readings?

11/29: What is Feminist Epistemology?

- Pick an encyclopedia article/overview of the field of feminist epistemology that seems helpful to you, perhaps discipline-specific. General options here include: Janack's piece on the Internet Encyclopedia of Philosophy, and Anderson's on the Stanford Encyclopedia of Philosophy site.

Think back to the list of epistemological questions posed by historical feminist thinkers. What queries seem to travel across time, which are unrepresented here, and what new ones have emerged? How do these overviews compare with the subjects we have covered this semester?