



Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	136
College:	Arts and Humanities	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Philosophy	<input checked="" type="checkbox"/>	Graduate	Academic Year	05-06
Program:			CIP #	(For Office Use Only)	
Type of Change	COURSE PROPOSALS			Course Designator and Number	Number of Credits
Proposed:	New Course			445/545	3
Title Current:					
Title Proposed:	Feminist Philosophy				
24-Char. Abbrev:	Feminist Philosophy				(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Study of philosophy done from a feminist perspective in areas such as metaphysics, epistemology or ethics.

Rationale or Justification for change:

Feminist philosophy has been offered many times as a "Special Topics" course; the change better reflects the department's historical and ongoing commitment to offer feminist philosophy on a regular basis.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: (Please check one.) <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
	N/A	
	N/A	
	N/A	

For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

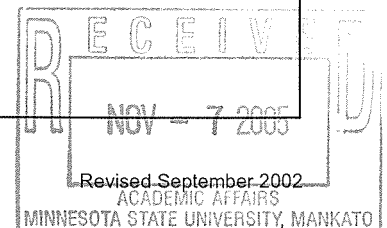
- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

*****For New Courses*****

(Check all that apply):	Instructional Type:	Lecture	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format:	<input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program			<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:			<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)			
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)			

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.





Curriculum Proposal

For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>Richard Lubenow</u>	<u>10/25/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Department Chair	Date
Comments:			
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College Curriculum Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>Kristin B...</u>	<u>11/4/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Committee Chair	Date
Comments:			
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College Dean			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>J. Carley</u>	<u>11/07/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Dean	Date
Comments:			
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General Education Subcommittee			
<input type="checkbox"/> Recommended	(Category/ies _____)		
<input type="checkbox"/> Not Recommended	(Category/ies _____)	General Education Subcommittee Chair	Date
Comments:			
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Undergraduate Curriculum and Academic Policy Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>Mark Domijc</u>	<u>12/10/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	UACAP Faculty Chair	Date
Comments:			
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Faculty Association Graduate Committee			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Faculty Association Graduate Chair	Date
Comments:			
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Graduate Dean			
<input type="checkbox"/> Recommended			
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Comments:			
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Academic Affairs Council			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>[Signature]</u>	<u>12/21/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Assistant Vice President	Date
Comments:			
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Senior Vice President and Vice President for Academic Affairs			
<input checked="" type="checkbox"/> Approved	(Category/ies _____)	<u>[Signature]</u>	<u>12/21/05</u>
<input type="checkbox"/> Not Approved	(Category/ies _____)	Sr. Vice President / Vice Pres. Academic Affairs	Date
Comments:			

Philosophy 450/550 Special Topics: Feminist Theory (Theorizing the Body)

C. Bailey
Armstrong 224 C
389-5518

Office Hours: M,W,F: 10-11; 1-2; or by appt.

About the Course: There are many assumptions and conceptualizations about the human body which appear in explicitly theoretical works about the nature of the body or, less obviously, in medical texts, film and fiction. In this course we will explore such questions as: How much of what we attribute to the body is natural to it and how much is socially constructed? How do the categories of the “natural” and the “socially constructed” limit or distort our understanding of the body? In addition to addressing such general questions, we will focus more specifically on the body as it is conceived in various contexts, for example, in medical contexts concerning plastic surgery and historical contexts concerned with dieting and beauty regimens. The focus will be overwhelmingly on conceptions of *female* bodies with readings that proceed from feminist perspectives concerned with the impact of sexism, racism and homophobia on how bodies are understood.

Class Meetings: The emphasis in class meetings will be on discussion. In order to have interesting, valuable discussions, careful reading, preparation and good attendance are imperative.

Graded Work: The final grade will be determined according to the following five assignments:

1. Participation (25%): Excellent participation assumes excellent attendance and preparation and can include the following: questions, analysis or evaluation of the reading and engaged listening and response to other students’ ideas or evaluations.

2. Short Writing Assignments (30%): Many weeks, students will be asked to respond to “reading questions” either in short (2 page) papers written outside of class, or during class. Although 7 of these will be collected, only your 6 best scores will count towards the final score.

3. Presentation (15%): Together with another student, a short “presentation” of some assigned material along with an outline of that material and discussion questions about it will be given. More details to follow.

4. Paper (30%): The final paper (8-12 pages) will be due at the beginning of the last regular class meeting (Friday, Dec. 4). The paper need not involve research of material in addition to that assigned for class, but will need to integrate material covered in class with a novel or memoir selected from a list provided. Details about the paper will follow, but, in general, students are encouraged to write a paper that closely relates to the course and interests them. There is some flexibility about the exact form the paper can take, but all paper ideas should be discussed with the instructor.

Texts: *Writing on the Body: Female Embodiment and Feminist Theory*, eds., Conboy, Medina, Stanbury. Columbia University Press, 1997 [C].

Minding the Body: Women Writers on Body and Soul, ed., Foster. Anchor Books, 1994 [F].

Other writings on reserve at Memorial Library [R].

Outline of Readings:

Week 1, Aug. 24-Aug. 28: Mon: Introduction; Wed: "I am a Mind and a Body," Descartes [R]; Fri: "'Reading' the Body: An Introduction," Foster [F].

Week 2, Aug. 31-Sept. 4: Mon: "Woman as Body," Spelman [R]; Wed: "Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace," hooks [C]; Fri: In-Class Writing.

Week 3, Sept. 7-Sept. 11: Mon: No Class, Labor Day; Wed: "Docile Bodies," Foucault [R]; Fri: "Foucault, Femininity, and the Modernization of Patriarchal Power," Bartky [C].

Week 4, Sept. 14-Sept. 18: Mon: "The Body and the Reproduction of Femininity," Bordo [C]; "A Weight that Women Carry," Tilsdale [F]; Wed: "Slim Hopes" [Video]; Fri: In-Class Writing.

Week 5, Sept. 21-Sept. 25: Mon: "Modern Dieting," Brumberg [R]; "Inside a Moroccan Bath," Al-Shaykh [F]; Wed: "Food Advertising," [Slides]; Fri: "Body Projects," Brumberg [R]; "Keep Them Implanted and Ignorant," Wolf [F].

Week 6, Sept. 28- Oct. 2: Mon: Student Presentation "Explanation as Metaphor," [R] ; Wed: "Medical Metaphors of Women's Bodies," Martin [C]; "The Artificial Womb," Corea [R]; Fri: "Period Piece" [Video].

Week 7, Oct. 5- Oct. 9: Mon: "Hormonal Hurricanes," Fausto-Sterling [R]; Wed: "Hysteria of Women," Tuana [R]; "Stiff Upper Lip," Stevens [F]; Fri: In-class writing.

Week 8, Oct. 12-Oct. 16: Mon: "Breast Cancer: Malignant Neglect," Laurence; Wed: "Breast Cancer: Power vs. Prosthesis," Lorde [R]; "Beauty Tips for the Dead," Hooper [F]; Fri: Student Presentation-- "External Boundaries," Douglas [R].

Week 9, Oct. 19- Oct. 23: Mon: "Social Bodies," Lowe [R]; Wed: "Throwing Like a Girl," Young [R]; Fri: No Class/MSU mystery.

Week 10, Oct. 26- Oct. 30: Mon: Student Presentation-- "Subjects of Sex/Gender/Desire," Butler [R]; Wed: "One is Not Born a Woman," Wittig [C]; Fri: "Virtual Identity," Herrup [R]; "Male Lesbians and the Postmodernist Body," Zita [R].

Week 11, Nov. 2- Nov. 6: Mon: "Performative Acts and Gender Constitution," Butler [C]; Wed: "La conciencia de la mestiza: Towards a New Consciousness," Anzaldúa [C]; Fri: No Class, Instructor at conference.

Week 12, Nov. 9- Nov. 13: Mon: Student Presentation-- "The Biopolitics of Postmodern Bodies," Haraway [R]; Wed: "Freaks," Grosz [R]; Fri: "Refiguring Bodies," Grosz [R].

Week 13, Nov. 16- Nov. 20: Mon: "Cinema and the Dark Continent: Race and Gender in Popular Film," Modleski [C]; Wed: bell hooks video; Fri: In-class writing.

Week 14, Nov. 23- Nov. 27: Mon: Reports on fiction reading; Wed, Fri: No Class, Holiday.

Week 15, Nov. 30- Dec. 4: Mon: "It's a Big Fat Revolution," Lamm [R]; "In Praise of Women's Bodies," Steinem [R]; Wed: "Carnal Acts," Mairs [F]; "Department of the Interior," Hogan [F]; Fri: Turn in papers, discuss.

**Additional Requirements for Graduate Students for Feminist Philosophy
(Philosophy 445/545):**

Graduate student papers will not only be longer (12-15 pages), but there will also be an expectation that issues are explored with greater depth, precision, and sophistication. So, for example, graduate student work will be expected to engage with the most current scholarly literature on the chosen topic. In addition, graduate student work must be prepared according to the standards of a philosophical journal. In short, the work should be of a quality that would make it ready to submit for publication.

It will be expected that graduate students serve as class facilitators for two class periods. This will involve researching background information on that day's topic (and presenting it) and preparing provocative discussion questions for the group.

Resources Required: None

Effect on Staffing: None

Undergraduate Student Learning Outcomes:

Knowledge of: feminist philosophical texts, argumentative styles and approaches.

Critical thinking: an ability to recognize and engage in critiques distinctive of feminist philosophers, an ability to analyze feminist philosophical texts, to interpret them and to evaluate them.

Communication: An ability to present this knowledge and this critical thinking in the form of oral and written arguments (oral participation in class and papers).