

Philosophy 111 / Women's Studies 111 A
Introduction to Gender Studies (Spring 2014)
Syllabus¹

This syllabus is subject to change.

Professor: Dr. Rachel Fredericks

I prefer to be called Rachel, but you may call me Professor (or Doctor) Fredericks if that makes you more comfortable.

Class Days, Times, and Locations: W & F, 9:30-10:45 a.m. in Colgate Hall, Room 220

Email Address: rachel.fredericks@colby-sawyer.edu

I prefer to be contacted by email rather than telephone. If you send me an email, I will usually be able to respond within 24 hours during the week and 48 hours on the weekend.

Office Hours: T, W, Th, & F 11:00 a.m. – 12:00 p.m. and by appointment

Office Location: Colgate 234

Office Phone: 603 526 3422

Course description and goals

This course is an introduction to gender, women's, and sexuality studies via an exploration of feminist philosophies (note the plural: there are many competing views about what feminist philosophy is). In the course, we explore key theoretical concepts and philosophical arguments that feminists and their allies have developed in response to the forms of oppression that are the subject of feminist scholarship and that animate feminist activism. We focus on four clusters of philosophical ideas: (1) conceptions of oppression, (2) conceptions of sex, gender, and sexual identity, (3) theories of knowledge, and (4) theories of care & justice (that is, ethics and politics). Throughout the term, we ask:

- How do the diverse feminist authors whose works we investigate understand sex/gender identity and identity-based inequities? What assumptions do they rely on? What counts as knowledge in their analysis, and what are their visions of social justice?
- How does feminist theory relate to other forms of activism and scholarship? For instance, how do feminist perspectives rely on, enrich, or challenge critical race theory or class-based analyses?
- What are the implications of (various) feminist philosophies for practices in (your) regular life, (your) other fields of study, and activism (about issues that matter to you)?
- Why does (or should) philosophy matter to feminism, and feminism to philosophy?

¹ I was fortunate to be a teaching assistant in the Philosophies of Feminism course taught by Dr. Alison Wylie at the University of Washington in 2011, which serves as the basis of this course. I thank Alison for being a model of an excellent scholar, teacher, and human being.

The primary goal of this course is to illuminate the philosophical commitments that support diverse feminist perspectives. Together we aim to gain and/or develop the following:

- A working knowledge of a spectrum of feminisms, as characterized by different philosophical commitments in the four areas we consider: theories of sex/gender identity, identity-based oppression, situated knowledge, and social justice;
- Analytic skills that allow you to recognize when key assumptions are at work in a particular debate and to apply them to real world issues, conflicts, and positions; and
- An articulation of your own position on various feminist issues and a rationale for your position that has a foundation in the philosophical arguments considered.

Student Learning Outcomes

Upon successful completion of the course:

1. Students will have gained knowledge of key concepts, theories, arguments, and movements (both historical and contemporary, but primarily the latter) relating to sex, gender, and sexuality.
2. Students will have improved their ability to read carefully and critically.
3. Students will have improved their oral and written communication skills, especially in terms of:
 - a. Clarity and precision of expression
 - b. Attentive listening to others
 - c. Accuracy and charity in presenting others' views
 - d. Persuasiveness in articulating the justifications for their own views (that is, giving good reasons in support of their beliefs).
4. Students will have developed their ability to think critically, which involves:
 - a. Identifying arguments and their parts within a text
 - b. Recognizing the assumptions behind an argument that are not expressed explicitly in a text
 - c. Recreating others' arguments in their own words
 - d. Asking (and answering questions) about the content and quality of arguments
 - e. Criticizing (their own and others') arguments' content and structure in a rigorous and fair-minded way
 - f. Defending (their own and others') arguments from criticism and
 - g. Taking a stand for and/or against philosophical arguments and overall views as individuals.

Texts

Required book:

Bailey, Alison, and Chris Cuomo, eds. *The Feminist Philosophy Reader*. New York: McGraw Hill, 2008, Print.

Readings from this book are listed on the syllabus using simply the author's name, the title of the piece, and the page numbers on which it appears.

Additional required readings not from the required textbook are available online via Moodle and are marked on the schedule with a *.

Recommended book:

Weston, Anthony. *A Rulebook for Arguments*. 4th ed. Indianapolis: Hackett Publishing Company, Inc., 2009, Print.

Most of the additional recommended (not required) readings are available via Moodle (and thus marked with a * on the schedule), but some are books that one would need to get from the library or elsewhere. Be sure to pay attention to which resources are labeled as required and which are labeled as recommended! Some of the recommended readings are meant to help struggling students catch or keep up by focusing on something that might be particularly difficult, some are meant to challenge students to push beyond what is required for the class, and some are mostly just for fun.

You should have all the required readings done before class on the day for which they are scheduled, and you should always bring a copy (paper or electronic) of them with you to class on the day for which they are scheduled!

Schedule

All groups of students are different in their interests, needs, and talents, so I reserve the right to make changes to this schedule (although I try to do that as little as possible and give as much warning as possible if/when I do).

I. INTRODUCTION TO THE COURSE

Week 1: What does it mean to DO philosophy?

1/22: Introduction to PHI 111 / WST 111

Today we introduce ourselves, talk through the class policies and goals as described in the syllabus, and begin to see what makes philosophy courses different from others.

1/24: Introduction to philosophical arguments, objections, & responses

Today we discuss different types of arguments, using simple examples to illustrate various features of arguments. We also begin to identify the key ways that some arguments are better or worse than others; that is, we begin to evaluate arguments.

Required reading:

1. Mariana, John D. "How to Read Philosophy (or, Why Reading is Only the Beginning: A Guide to Learning to Think Philosophically)." *Philosophy 101: Introduction to Philosophy*. Michigan State University. Fall 2008. Web. 2 Jan. 2014. <<https://www.msu.edu/~marianaj/HowToRead.htm>>.*
2. Fredericks, Rachel. "Guide to Philosophical Reading and Questioning." 2013. *Microsoft Word* file.*
3. Fredericks, Rachel. "Guidelines for Submitting Assignments Electronically via Moodle." 2014. *Microsoft Word* file.*

Recommended readings:

4. Rupp, Sharon. "Be Employable, Study Philosophy." *Salon*. 1 July 2013. Web. <http://www.salon.com/2013/07/01/be_employable_study_philosophy_partner/>.*

In this is brief article, which was written by a journalist, the author defends the claim that philosophy is the most practically valuable subject to study in college.

5. Almosawi, Ali. *An Illustrated Book of Bad Arguments*. JasperCollins Publishers, 2013. Web. 13 Jan. 2014. <<https://bookofbadarguments.com>>.*

For those who learn visually and/or those who want to see some common mistakes in reasoning in a fun format, this little ebook is a quick, clear guide.

6. Pryor, Jim. "Guidelines on Reading Philosophy." n.p., 10 Aug. 2006. Web. 13 Jan. 2014. <<http://www.jimpryor.net/teaching/guidelines/reading.html>>.*

This is a good place to look for those who would like some more detailed explanation of good strategies for reading philosophical texts, or who just want a different way of explaining some of the same guidelines mentioned already in lecture and the required reading.

II. FEMINISM & OPPRESSION

Week 2

1/27: **Add/drop deadline**

1/29: Feminism: what is it?

Required readings:

1. Wagner, Sally Roesch. "The Untold Story." *Sisters in Spirit: Hadenosaunee (Iroquois) Influence on Early American Feminists*. Summertown, TN: Native Voices, 2001. 37-50. PDF file.*
2. Wylie, Alison. "Good Science, Bad Science, or Science as Usual? Feminist Critiques of Science," *Women in Human Evolution*. Ed. Lori D. Hager. New York: Routledge, 1997. 33-35. PDF file.*
3. Beasley, Chris. *What is Feminism? An Introduction to Feminist Theory*. London: Sage Publications, 1999. 26-28. PDF file.*
4. Fredericks, Rachel. "Guidelines for Learning from Comments on Your Assignments." 2014. *Microsoft Word* file.*

Recommended readings:

5. The rest of the selections by Wagner, Wylie, and Beasley (note that you are not required to read the entirety of those three pieces).
6. Digby, Tom. "Do Feminists Hate Men?: Feminism, Antifeminism, and Gender Oppositionality." *Journal of Social Philosophy* 29.2 (Fall 1998): 15-31. PDF file.*

This article makes multiple arguments that directly challenge the stereotype of the man-hating feminist.

1/31: Oppression: what is it?

Required reading:

1. Sandra Lee Bartky, "On Psychological Oppression," 51-61

Recommended reading:

2. Young, Iris Marion. "Five Faces of Oppression." *Justice and the Politics of Difference*. Princeton: Princeton University Press, 1990. 39-65. PDF file.*

This reading is a good one for those who are interested in a more detailed (and thus, in some ways, more philosophically sophisticated) discussion of a variety of kinds of oppression (note that a couple of pages in this PDF are out of order, but they are all there).

Week 3

2/5: What is oppression (continued), and how might we diminish it?

Required readings:

1. Marilyn Frye, "Oppression," 41-49
2. Audre Lorde, "The Masters' Tools Will Never Dismantle the Masters' House," 49-51

Recommended reading:

3. Cudd, Ann E. *Analyzing Oppression*. Oxford: Oxford University Press, 2006. Print.*

2/7: How does oppression of one group grant privileges to another group?

Required reading:

1. Peggy McIntosh, "White Privilege and Male Privilege," 61-69
2. Fredericks, Rachel. "Guide to Writing a Philosophy Paper." 2013. *Microsoft Word file*.*

Recommended reading:

3. María Lugones, "Playfulness, 'World'-Travelling, and Loving Perception," 69-80
This article is so rich that it is very difficult to sum up in a sentence: suffice it to say that Lugones introduces a number of concepts that can be useful throughout the course, and offers a positive vision for how various kinds of marginalized people can turn what some perceive as their weaknesses into strengths.

III. SEX, GENDER, SEXUAL/GENDER IDENTITY, AND SEXUAL/GENDER ORIENTATION

Week 4

2/12: What are sex and gender?

Required readings:

1. Simone de Beauvoir, "Introduction to *The Second Sex*," 87-97
2. Judith Butler, "Performative Acts and Gender Constitution," 97-107

2/14: What reasons do we have to challenge traditional of sex and gender binaries?

Required reading:

1. Fausto-Sterling, Anne. "The Five Sexes: Why Male and Female are Not Enough." *The Sciences* (March/April 1993): 20-24. PDF file.*
2. "Peer Review: Letters from Readers." *The Sciences* (July/August 1993): 3-4. PDF file.*

(The first two readings for today are contained in the same PDF file.)

3. Fausto-Sterling, Anne. "The Five Sexes, Revisited: The Varieties of Sex Will Test

Medical Values and Social Norms.” (July/August 2000): 19-23. PDF file.*

4. “Peer Review: Letters from Readers.” *The Sciences* (Spring 2001): 3. PDF file.* (The third and fourth readings for today are contained in the same PDF file.)
5. Judith (Jack) Halberstam, “Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum,” 144-154 (stop at “The Right Body?” subheading), 156-157 (start at “Border Wars” subheading and read until the last full paragraph on 157), 161 (“Conclusion” subsection)

Recommended reading:

1. Anne Fausto-Sterling, “Should There Be Only Two Sexes?” 124-144
2. The rest of the Halberstam piece.
3. Eugenides, Jeffrey. *Middlesex*. New York: Picador, 2002.*
The narrator of this wonderful novel is an intersex person (raised as Calliope, now identified as Cal) who tells the rather epic story of multiple generations of her (and then his) Greek (and then Greek American) family and, in doing so, illuminates the times and places in which they lived.

Pass/fail deadline

Week 5

2/17: **Winter recess (no classes)**

2/19: What reasons do we have to grant legal protections to GLBTQ people on the basis of their sexual identities/orientations?

Required readings:

1. Chris Cuomo, “Claiming the Right to Be Queer,” 241-249

2/21: How do sex and gender relate to other identity categories?

Required reading:

1. Kimberlé Williams Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” 279-309

Concept Application essay DUE at 11:59 p.m. on Friday, February 21st

Week 6

2/26: What conceptual mistakes relating to sex and gender tend to be made when feminists ignore the experiences of people of color, people in the global south, indigenous people, etc.?

Required readings:

1. Oyèrónké Oyèwùmí, “Visualizing the Body: Western Theories and African Subjects,” 163-177
2. Aileen Moreton-Robinson, “Tiddas Speakin’ Strong: Indigenous Women’s Self-Presentation within White Australian Feminism,” 355-371

2/28: How can privileged people think and act in coalition with those who lack privileges?

Required reading:

1. Alison Bailey, “Locating Traitorous Identities: Toward a View of Privilege-Cognizant White Character,” 344-355

Recommended reading:

2. For a discussion of one way in which women from different nations, of different racial/ethnic groups, with different religions, of different socio-economic

statuses, and so on could unite around a common set of experiences (as workers), see Chandra Talpade Mohanty, "Women Workers and Capitalist Scripts: Ideologies of Domination, Common Interests, and the Politics of Solidarity," 379-401

IV. SITUATED KNOWLEDGE

Week 7

3/5: What is epistemology and how can it be feminist (antiracist, and so on)?

Required reading:

1. Linda Martín Alcoff, "How Is Epistemology Political?" 705-718

3/7: What are some differences in the goals, assumptions, and methods that are involved in different forms of feminist epistemology?

Required reading:

1. Uma Narayan, "The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist," 756-765

3/10 – 3/14: SPRING RECESS (no classes)

Week 8

3/19: What are some specific ways in which oppressed people tend to be at an epistemic disadvantage (specifically, in terms of standing)? The reading focuses on people who are oppressed on the basis of their race, but how can the conclusions be extended when it comes to sex, gender, and/or sexuality?

Required reading:

1. Bell, Derrick. "The Rules of Racial Standing." *Faces at the Bottom of the Well: The Permanence of Racism*. New York: Basic Books, 1992. 109-126. PDF file.*

Recommended reading:

2. Fricker, Miranda. "Powerlessness and Social Interpretation." *Episteme* 3.1 (2006): 96-108. PDF file.*

This article identifies a key kind of *epistemic* injustice, which is to say, an injustice that some people are forced to suffer in their capacity *as knowers*, which is much more exciting than I have been able to make it sound here.

3/21: What are some ways in which oppressed people may have epistemic advantages relative to their oppressors?

Required reading:

1. Hill Collins, Patricia. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought." *Social Problems* 33.6 (1986): S14-S32. PDF file.*

Withdraw from classes deadline

Week 9

3/26: What is objectivity, what is relativism, and how do they relate to theories of socially situated knowledge?

Required reading:

1. Sandra Harding, "'Strong Objectivity' and Socially Situated Knowledge," 741-756

Recommended reading:

2. Wylie, Alison. "Implicit Bias in Context: Implications for Philosophy." May 2013. PowerPoint file.

These slides from a fairly informal presentation are mainly a source of citations to interesting articles and survey data about the representation of women within the academic discipline of philosophy.

3/28: How do epistemic silencing and ignorance relate to sex, gender, and especially, sexuality?

Required readings:

1. Evelyn Hammonds, "Toward a Genealogy of Black Female Sexuality: The Problematic of Silence," 249-259
2. Nancy Tuana, "Coming to Understand: Orgasm and the Epistemology of Ignorance," 765-791

V. CARE AND JUSTICE

Week 10

4/2: What are the origins of specifically feminist ethical theories?

Required reading:

1. Carol Gilligan, "Moral Orientation and Moral Development," 467-478

Recommended reading:

2. Virginia Held, "Taking Care: Care as Practice and Value," pp. 497-506

This is a good survey of many different definitions of and ways of valuing care (which are often framed as ways of building upon some of Gilligan's insights), with a focus on how care is both similar and different from justice.

4/4: What do traditional moral theories have in common regarding the concept of a person or a self, and what reasons do we have to reject those assumptions?

Required reading:

1. Seyla Benhabib, "The Generalized and the Concrete Other: The Kohlberg-Gilligan Controversy and Moral Theory," 478-496

Week 11

4/9: How can a familiar moral (and political) concept of autonomy be revised in light of feminist concerns?

Required reading:

1. Marilyn Friedman, "Autonomy, Social Disruption, and Women," 570-583

4/11: What are the ways in which current American public policy ignores and devalues the relations of dependence between persons?

Required reading:

1. Eva Feder Kittay, "Act, Dependency Work, and Gender Equality," 584-599

Week 12

4/16: How can/should feminists engage with theories and practices relating to disability?

Required reading:

1. Susan Wendell, "Toward a Feminist Theory of Disability," 826-841

4/18: How do we appropriately balance demands that public policy must recognize persons as in some sense equal AND must not ignore or devalue the actual differences among persons?

Required reading:

1. Iris Marion Young, "Difference and Social Policy: Reflections in the Context of Social Movements," 638-648

Week 13

4/22: **Susan Colby Colgate Scholars' Symposium (no regular classes)**

4/23: How are economic development and political development in tension and what are some feminist reasons to prioritize political over economic development?

Required reading:

1. Ofelia Schutte, "Feminism and Globalization Processes in Latin America," 401-412

4/25: Exam Review

Today you are in charge! You should come with an understanding of where your strengths and weaknesses are, so that we can revisit the material that you need the most help with as you study for your exam. The burden is on you to ask questions and to answer the questions of your fellow students; my role is to facilitate the discussion and intervene if you get off track.

Event Commentary Essay DUE at 11:59 p.m. on Friday, April 25th

Week 14

4/30: **Reading Day (no classes)**

Final Exam

Monday, May 5, 8:00 – 10:00 a.m. in our regular location (Colgate 220)

Assignments & Assessment

All assignments completed outside of class time must be typed (double-spaced) and submitted electronically via Moodle. All electronically submitted assignments will be processed using Turnitin, a plagiarism-detecting technology that also allows me to efficiently give you individualized, legible comments on your work. To ensure consistent, correct formatting, I have posted an assignment template on the Moodle site for the course, which you MUST use as the starting point for each assignment. For further information about submitting assignments via Moodle, see the guidelines posted on Moodle (a required reading during the first week).

All assignments completed outside of class time (regardless of their length) must include appropriate in-text citations for all paraphrases and quotations of others' words and ideas, as well as a full list of appropriately formatted (as per the MLA style guide), complete bibliographic citations in a Works Cited section at the end of the document. Contrary to the MLA style guide,

you do not need to put the Works Cited section on a separate page, but you do need to provide the URL for any source materials found on the Internet.

Late homework will not be accepted unless (a) prior arrangements have been made with me or (b) in case of documented illness or other emergency beyond the student's control. If the latter, the student must contact me as soon as possible to make arrangements.

Late papers will be accepted, but they will be penalized 5% for the first minute they are late and an additional 5% for each day that passes between the deadline and submission.

If you miss five classes without communicating an adequate justifying or excusing reason to me, I may initiate an administrative withdrawal to remove you from the course, based on your performance so far and my best estimation of whether you will be able to successfully complete the course.

Participation: 25 points

Homework and In Class Assignments: 100 points

Concept Application Essay: 50 points

Event Commentary Essay: 50 points

Final Exam: 75 points

Total: 300 points

Attendance and active participation in class discussions is crucial to success in mastering the course material and developing your philosophical skills. I will keep track of attendance in class, but it is only one factor relevant to your participation grade. You are expected to come to class with informed questions about the relevant readings. The quality and quantity of your contributions to discussion will be the primary basis for the participation aspect of your grade, but participation in office hours and email exchanges with the professor will also be considered.

A significant portion of your grade will be determined by how successfully you complete numerous small in-class assignments and homework. You will only receive credit for these assignments if you turn them in on time, since we usually discuss them extensively (and/or complete them) during class, and turning them in late would give you an unfair advantage over your classmates. However, I recognize that *occasionally* one will have a good reason for not being in class and/or completing one of these assignments on time. Therefore, I will assign at least 110 points worth of homework assignments, even though I will calculate grades as though there were only 100 points worth of homework (that is, you only need 100 points to get full credit for this portion of the class, though there will be at least 110 points possible). Thus, if you miss one or even two of these assignments, your grade on the homework portion of the course can still be very good; alternatively, if you complete them all and do well on them, it is possible to receive what amount to bonus points. Thus, everyone should plan to attend class every day and complete all the in-class and homework assignments. There will be no opportunities for extra credit other than the one described in this paragraph.

The essays you write will be short (at least three and no more than five pages, double-spaced), and will require you to bring together the skills that you have been practicing while reading, in class, and in your homework assignments. In writing your essays, you will have to complete four main tasks, which are to (a) describe and explain some specific bit of content (of your choice) from course material; (b) describe and explain how that content relates to something specific (of your choice) that you have read, watched, listened to, or participated in outside of class; (c) articulate the specific conclusion that YOU have drawn on the basis of your carefully considering those things; and (4) most importantly, the reasons WHY your audience should accept your conclusion. You are also required to give appropriate credit, via citation, to all those whose source materials you relied upon in writing your essays. Note that in writing these essays, you will be making progress toward all the learning outcomes for this class at once. Since philosophy (argumentative) papers tend to be an unfamiliar and challenging form of writing for students, I recommend that you devote some quality time and attention to (a) the detailed paper assignment prompts I give you, (b) the detailed guidelines and tips regarding philosophical writing that I post to Moodle, and (c) the written feedback you receive on your homework assignments. We will also have many opportunities to talk about philosophical writing in class.

The final exam for this course will be cumulative; that is to say, any material covered in an assigned reading and/or in class may be the subject of a question on the final. The questions asked will include short answer questions (to be answered in 1-5 complete sentences) and essay questions. Students will have some choice about which questions to answer; you must answer a certain number of short answer questions (not all of them) and one essay question (again, not all of them). If you answer more questions than I ask you to, you will not receive credit for the surplus answers. A much more detailed explanation of what to expect on the final exam will be provided via Moodle at least two weeks before the final exam.

If you earn the points listed below, you are guaranteed *at least* the corresponding letter grade. Grades will not be rounded up, nor curved, but I may, at my discretion, boost the final grade of students who show *significant* improvement over the course of the term.

A = 95% = 285 points
A- = 90% = 270 points
B+ = 87% = 261 points
B = 83% = 249 points
B- = 80% = 240 points
C+ = 77% = 231 points

C = 73% = 219 points
C- = 70% = 210 points
D+ = 67% = 201 points
D = 63% = 189 points
D- = 60% = 180 points
F = <60% = ≤179 points

Assessment Criteria

In general, written assignments will be evaluated according to the following criteria:

1. Structure and Organization
 - a. Is the assignment well organized?

- b. Does it have a clear introductory paragraph, thesis statement, and concluding paragraph?
- c. Are there clear transitions between paragraphs and sections of the assignment?
- 2. Exposition and Interpretation
 - a. Do you give a clear and charitable interpretation of the view(s) under consideration?
 - b. Do you make clear the underlying assumptions of the view(s) as well as their implications?
 - c. Do you support your interpretations with relevant citations to the text?
- 3. Argument and Critical Evaluation
 - a. Do you provide rational arguments for the claims you make and clearly signal which reasons support which claims?
 - b. When critiquing a view, do you consider possible responses to that critique?
 - c. Do you show that you have thought independently about the problem in question?
- 4. Writing Style
 - a. Is your prose style clear and easy to understand?
 - b. Are there any recurring grammatical or spelling errors?
 - c. Do you avoid awkward and confusing sentence structures?

Student Conduct

A respectful, civil environment is crucial for learning any subject, but especially so for philosophy, which involves questioning, defending, and critiquing the beliefs and practices that mean the most to us as individuals. Conduct that interferes with other students' ability to learn or my ability to teach is not acceptable and will not be tolerated. In particular, students should not interrupt other students or me, otherwise dominate class discussion, disparage or otherwise disrespect the ideas and beliefs of others (which does not mean that one should not respectfully provide reasons to disagree), habitually arrive late or leave early, make or receive phone calls, text, surf the internet, or use other technology that is not directly related to course goals.

Schedule Conflicts

Students are responsible for meeting all of their academic obligations, even if they are engaged in college-sponsored activities, i.e. theatre, athletics, or field trips. There are no excused absences for such activities. In the case of a scheduling conflict between two classes, students should make appropriate arrangements with the course instructors, being mindful that a regularly scheduled class has the higher priority.

Colby-Sawyer acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student class schedules. If religious observance will cause a student to be absent from class or otherwise affect his or her ability to complete academic assignments, he or she must notify the instructor in advance and make necessary arrangements to complete the course materials.

Academic Integrity

All Colby-Sawyer College students are expected to understand the meaning of academic honesty and to behave in accordance with the college's policies on academic honesty as published in the Code of Community Responsibility. To read these policies, see the links found at <http://www.colby-sawyer.edu/campus-life/conduct/honesty/index.html>

Plagiarism is the use of creations, ideas, or words of others without formally acknowledging the author or source through appropriate use of quotation marks, citations, and the like. Plagiarizing is presenting someone else's work or thought as one's own original work or thought, whether it is intentional (on purpose) or unintentional (an accident). More detailed resources explaining what counts as plagiarism and how to avoid plagiarizing are posted on the Moodle site for the course. If, after investigating those resources, you still have questions about how to cite appropriately, please contact me *as soon as possible*.

If I discover that a student has plagiarized or cheated in any way, the student will receive a score of zero for the assignment in question (and notice that this may be sufficient to cause the student to receive a failing grade for the course overall). Whenever a student receives a score of zero for this reason, I contact the student to arrange a meeting so I can explain why the assignment constitutes plagiarism (or another form of academic dishonesty) and answer the student's questions. The primary purpose of these meetings is to ensure that the student understands how to avoid similar problems in the future. After our meeting, I document my findings about the assignment and the content of our discussion in a letter. I then send copies of that letter and the related evidence both to the student and to Dean Burton Kirkwood. The student is then asked to sign a copy of the letter (indicating that it is an accurate representation of what has occurred) and return the signed copy to Dean Kirkwood. Generally, for a first offense, no wider penalties are assigned beyond the grade penalty on the specific assignment as described above, but decisions about such things are in the hands of the dean.

Disability Accommodations

Students who have a documented disability will be provided with reasonable accommodations. They are encouraged to contact Access Resources (accessresources@colby-sawyer.edu) as soon as possible to ensure that such accommodations are implemented in a timely manner. All accommodations must be approved by CSC Access Resources.

Concerns or Problems

If you have a concern or problem relating to any aspect of the course or your performance in it, get in touch with me, the professor, as soon as possible. I want to be able to help you, but if I do not know about your concern, I cannot address it. If discussing your concern with me (and implementing any plan we agree upon) does not resolve the issue, your next step would be to contact the chair of the department, Prof. Tom Kealy.