PHIL 1310 – Spring 2025
A Lab Of Her Own: Science, Knowledge, Feminist Philosophy

Tuesdays & Thursdays – 10:50am-12:05pm – Columbine 136

Instructor Information:
Karen deVries, Ph.D.
kdevries@uccs.edu

I typically respond to emails on weekdays, within 24 hours of receipt.

In-person office hours, beginning February 4th:
Tuesdays, 1:00-2:30pm in Columbine 4056
    sign up for a 15-min time slot at https://calendly.com/kdevries-uccs/15-minute-meeting?

We can also arrange virtual or in-person meetings at other times. Email me.

1

Welcome to PHIL 1310 – A Lab of Her Own: Science, Knowledge, and Feminist Philosophy.

This course provides a broad introduction to two overlapping areas of study: Feminist Epistemology and Feminist Science and Technology Studies. The word, "epistemology" references a sub-discipline within philosophy that asks questions about the nature of knowledge, such as: What is knowledge? How do we know something? What, if anything, might be the limits of knowledge? What, if anything, is the difference between knowledge and belief? Feminist epistemology then focuses on these questions with explicit attention to the ways gender (and related concepts) influence and produce conceptions of knowledge, knowers, and knowledge-making practices.

---

[1] Endosymbiosis: Homage to Lynn Margulis, a painting by Shoshanah Dubiner. A six-foot wide reproduction of the painting occupies a hallway in the Morrill Science Center at the University of Massachusetts-Amherst, MA, USA where Lynn Margulis was a Distinguished Professor from 1988 until her death in 2011.

During the 1970s, when second wave feminist movements disrupted much of the American political landscape, women (mostly) who understood themselves to be both scientists *and* feminists began to question and challenge the historic marginalization of women in science. Often referred to as "the science question in feminism" (thanks to Feminist philosopher, Sandra Harding) these conversations provided fertile ground for a current array of work collected under the moniker "feminist science and technology studies" or "feminist STS."

To introduce you to these fields and areas of study, this course unfolds in four sections. In **the first section**, we explore Rita Colwell's memoir, *A Lab of One's Own: One Woman's Personal Journey Through Sexism in Science*. During **the second segment,** we dig into the nuts and bolts of feminist epistemology with Sharon Crasnow and Kristen Intemann's recently published book, *Feminist Epistemology and Philosophy of Science: An Introduction*. Building on this foundation, **the third segment** immerses students in some of Donna Haraway 's seminal work. **The fourth segment** of the course considers the work of the botanist, Robin Wall Kimmerer, as one particularly potent example of feminist science, knowledge, and philosophy.

COURSE LEARNING OBJECTIVES

In this course, students will:

- Understand the foundations and key concepts of feminist epistemology
- Explore the relationship between science, knowledge, and feminist philosophy
- Understand the ways gender, race, class, and other social categories influence the production of knowledge and shape epistemological assumptions.
- Evaluate the ways feminist scholars advocate for more inclusive, ethical, and accountable practices in scientific research and technological development.
- Articulate origins, influences, and impacts of inclusion and exclusion within societies.
- Be challenged with difficult, theoretical, and counterintuitive materials thereby strengthening critical thinking skills and testing the limits of existing knowledge
- Improve their ability to synthesize and critically evaluate complex theoretical arguments and evidence to think about and effectively communicate an understanding of discourses surrounding feminist philosophy, science, and knowledge.
- Gather, critically analyze and evaluate quantitative and qualitative information within relevant interdisciplinary contexts
- Apply and integrate knowledge from a range of disciplines, including interdisciplinary or cross-disciplinary research
- Demonstrate the core ethical principles and responsible methods of your discipline

REQUIRED TEXTS and ACCESS
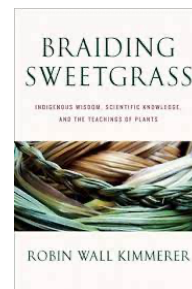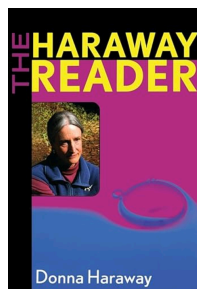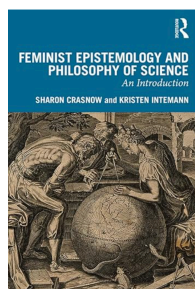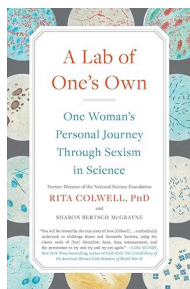
(1) *A Lab of One's Own: One Woman's Personal Journey Through Sexism in Science* by Rita Colwell and Sharon McGrayne. Simon and Schuster, 2021.
   Available online thru Kraemer Family Library - https://ebookcentral-proquest-com.uccs.idm.oclc.org/lib/uccs/detail.action?docID=6275577

(2) *Feminist Epistemology and Philosophy of Science: An Introduction* by Sharon Crasnow and Kristen Intemann. Routledge, 2024.
   Available online thru Kraemer Family Library - https://doi-org.uccs.idm.oclc.org/10.4324/9781032693781

(3) *The Haraway Reader* by Donna Haraway. Routledge, 2004.

(4) *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* by Robin Wall Kimmerer. Milkweed Editions, 2013.

This course uses the UCCS Bookstore's **Textbook Affordability and Accessibility Program (TAAP)** which offers students instant access to online textbooks and to save students as much money as possible. Log into your portal through uccs.textbookx.com, where you can review your personal value sheet (PVS) to see if TAAP benefits you. You have the option to "TAAP out" if the program does not fit your needs.

TAAP Materials Pick-up: Course materials can be picked up at the Campus Store unless you opted for a home delivery.
For more information:
- Textbook Affordability and Access Program | UCCS
- University of Colorado Colorado Springs Online Bookstore (textbookx.com)

For help troubleshooting, email: shop@uccs.edu or contact the bookstore at 719-255-3846.

To access your e-textbooks in Canvas.
- On the left side of the course home page, locate and click on the **Vital Source Course Materials** link.
- You will need to access the content via Canvas using the **Chrome browser**. Safari does not yet work with this program's content
- If you prefer to buy your own copy of the books, you will have until the *opt out* date (listed in the Vital Source content) to discontinue use and not incur the cost.
- For issues and inquiries regarding VitalSource eBooks & Day One Access you can reach a technical specialist 24/6/365 via chat, text, email, and phone https://support.vitalsource.com/hc/en-us/requests/new 1-855-200-4146.

EVALUATION and ASSIGNMENTS

Your evaluations and assignments contribute to your overall grade as follows:

20% - Attendance
20% - Quizzes
20% - Weekly TPQ Memos
20% - Midterm Paper
20% - Final Paper

Grading Scale

A	100-95
A-	94-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D	60-69
F	60-0

For your final grade, I round up to the nearest tenth of a percent. If you finish with an 89.5, that is rounded up to an A-, but if you finish with an 89.499999999999, that is still a B+

Attendance (20% of grade)

Engagement is a major component of the learning and community knowledge-building of this class. If you're not in class, you can't engage and think with us.

Quizzes (20% of grade)

There are 4 open-book quizzes that are marked on the course calendar below. If you keep up with the readings and read carefully, the quizzes are straight-forward.

TPQ Reading Response Memos (20% of grade)

Most weeks, you will submit a discussion note containing two points and a question from the readings. The memo has two purposes: first, to give you a formal opportunity to reflect on the readings in a connective or synthetic way and second, to serve as a starting place for class discussions. The memos – and the class as a whole – will require you to read carefully, looking up terms you do not understand, and keeping notes as you read. Once you have completed a week's reading, ask yourself:

Which ideas or themes are most important, controversial, enlightening, difficult to understand, provocative? What are the disagreements or debates in this set of readings? How do these readings connect/disconnect to other texts we have read? And finally, what do you think about these arguments, concepts and analyses?

Submit your TPQs to the Assignments area of Canvas each week by **11:59pm on Wednesday nights**, beginning the second week of the semester.

Midterm Paper (20% of grade) and Final Paper (20% of grade)

For your midterm paper, I will give you a prompt that will address material from the first half of the semester. For your final paper, I will give you a prompt that will address the last half of the semester. Both of these papers will have a 5-7 pages length requirement.

Both papers will require you to have developed and to demonstrate your critical thinking skills about the materials we've covered. They will NOT require outside research or reading beyond the weekly assignments.

Writing is a skill that not only enables good communication but also helps to organize your thoughts. Thinking and writing are both lifelong disciplines that can always be improved. UCCS's Writing Center has great resources to help you with your papers and with your overall writing skills. The sooner you get in touch with them, the better.

Absences and Late Work
Late assignments will be accepted without deduction only on *sufficient prior* arrangement with me. Please get in touch with me as soon as practicably possible if you know that you might be late with an assignment. If you have not made arrangements because of the suddenness of the emergency, let me know as soon as possible. Be sure to include an authorized note from a professional who is familiar with your situation (e.g. a doctor).

AI/ChatGPT Policy

Anything generated by AI can be considered to have been plagiarized. Given that anything generated by AI has been culled from the web and restated or recreated without attribution (and sometimes even with false attribution), that content can be considered plagiarized.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). To stay within university policies on academic honesty, your use of AI tools must be properly documented and cited, using quotation marks or other appropriate indicators of quoted material.

Acceptable uses of AI
The use of generative AI tools is permitted in this course for the following activities:
- Brainstorming and refining your ideas
- Drafting an outline to organize your thoughts
- Checking grammar and style

The use of generative AI tools is NOT permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board replies or content that you put into a Teams or Zoom chat
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

TECHNOLOGY REQUIREMENTS

Students are expected to have access to a working computer and the internet during the course. Minimal technical skills required include the ability to:
- use Canvas, UCCS's learning management system,
- use Zoom for occasional course meetings online
- use emails (and sometimes with attachments) to communicate with instructor,
- create and submit files in .doc, .docx, and .pdf formats
- copy and paste assignment questions, and
- download and install software.

SYLLABUS CHANGES

I reserve the right to make changes to this syllabus as appropriate. Should this happen, I will inform you as soon as possible.

COURSE CALENDAR

WEEK 1   **INTRODUCTION**

Tuesday   *We will meet via Zoom today*
January 21   Review syllabus and expectations.

Thursday   **No class today.** *Get started on the reading!*
January 23   **Read** Prologue and Chapter 1 in *A Lab of One's Own*

WEEK 2   **A LAB of ONE's OWN**

Tuesday   *We will meet via Zoom today*
January 28   Read chapters 2 & 3 in *A Lab of One's Own*

Thursday   *We will meet via Zoom today*
January 30   Read chapters 4 & 5 in *A Lab of One's Own*

WEEK 3   **A LAB of ONE's OWN**

Tuesday   *Beginning today, all classes will typically meet in person*
February 4   Read chapters 6 & 7 in *A Lab of One's Own*

Thursday   Read chapters 8-10 in *A Lab of One's Own*
February 6   **Quiz #1 opens today. It is due by 11:59pm on Tuesday, February 11th.**

WEEK 4   **FEMINIST EPISTEMOLOGY**

Tuesday   Read chapters 1 & 2 in *Feminist Epistemology and Philosophy of Science*
February 11   **Quiz #1 due by 11:59pm today.**

Thursday   Read chapter 3 in *Feminist Epistemology and Philosophy of Science*
February 13

WEEK 5   **FEMINIST EPISTEMOLOGY**

Tuesday   Read chapter 4 in *Feminist Epistemology and Philosophy of Science*
February 18

Thursday   Read chapter 5 in *Feminist Epistemology and Philosophy of Science*
February 20

WEEK 6   **FEMINIST EPISTEMOLOGY**

Tuesday   Read chapter 6 in *Feminist Epistemology and Philosophy of Science*
February 25

Thursday   Read chapter 7 in *Feminist Epistemology and Philosophy of Science*
February 27   **Quiz #2 opens today. It is due by 11:59pm on Tuesday, March 4th.**
                Receive midterm prompt by end of the week. Midterm is due March 21st.

WEEK 7   **THINKING WITH HARAWAY**

Tuesday   Read "Introduction" and Chapter 2 "Ecce Homo…" in *The Haraway Reader*
March 4   **Quiz #2 is due by 11:59pm today.**

Thursday   Read Ch. 7 "Modest_Witness@Second_Millennium" in *The Haraway Reader*
March 6

WEEK 8   **THINKING WITH HARAWAY**

Tuesday   "Modest_Witness" continued
March 11
Thursday   Read Ch. 8 "Race: Universal Donors in a Vampire Culture" in *The Haraway*
March 13   *Reader*

WEEK 9   **THINKING WITH HARAWAY**

Tuesday   "Race: Universal Donors in a Vampire Culture" continued
March 18

Thursday   **No class today.** Work on your midterms.
March 20   **Midterms due by 11:59pm on Friday, March 21st.**

WEEK 10   **SPRING BREAK**

        ☺ ☺ ☺ ☺ ☺ *Enjoy your spring break!* ☺☺☺☺☺

WEEK 11   **THINKING WITH HARAWAY**

Tuesday   Read Ch. 9 "Cyborgs to Companion Species" in *The Haraway Reader*
April 1

Thursday   Read Ch. 10 "Cyborgs, Coyotes, and Dogs: A Kinship of Feminist Figurations"
April 3   interview with Donna Haraway in *The Haraway Reader*
                Quiz #3 opens today. It is due by 11:59pm on Tuesday, April 8th.

WEEK 12   BRAIDING SWEETGRASS

Tuesday
April 8
Read Preface, "Skywoman Falling," "The Council of Pecans," "The Gift of Strawberries," and "An Offering" from Robin Wall Kimmerer's *Braiding Sweetgrass*
Quiz #3 is due by 11:59pm today.

Thursday
April 10
Read "Asters and Goldenrod," and "Learning the Grammar of Animacy" from Robin Wall Kimmerer's *Braiding Sweetgrass*

WEEK 13   BRAIDING SWEETGRASS

Tuesday
April 15
Read all of "Tending Sweetgrass" section (pp. 63-117) from Robin Wall Kimmerer's *Braiding Sweetgrass*

Thursday
April 17
Read "Epiphany in the Beans," "The Three Sisters," "*Wisgaak Gopenagen:* A Black Ash Basket," and *Mishkos Kenomagwen*: The Teachings of Grass" from Robin Wall Kimmerer's *Braiding Sweetgrass*

WEEK 14   BRAIDING SWEETGRASS

Tuesday
April 22
Read "Maple Nation: A Citizenship Guide," "The Honorable Harvest,"and "In the Footsteps of Nanabozho from Robin Wall Kimmerer's *Braiding Sweetgrass*

Thursday
April 24
Read "The Sound of Silverbells," "Sitting in a Circle," "Burning Cascade Head," and "Putting Down Roots" from Robin Wall Kimmerer's *Braiding Sweetgrass*
Receive final prompt by end of the week. Final is due May 13th.

WEEK 15   BRAIDING SWEETGRASS

Tuesday
April 29
Read "*Umbilicaria*," "Old Growth Children, "Witness to the Rain" and "Windigo Footprints" from Robin Wall Kimmerer's *Braiding Sweetgrass*

Thursday
May 1
Read "The Sacred and the Superfund," "People of Corn, People of Light," "Collateral Damage" from Robin Wall Kimmerer's *Braiding Sweetgrass*

WEEK 16   BRAIDING SWEETGRASS

Tuesday   Read "Shkitagen," "Defeating Windigo," and "Epilogue" from Robin Wall
May 6   Kimmerer's *Braiding Sweetgrass*
                 Quiz #4 opens today. It is due by 11:59pm on Friday, May 9th.

Thursday   Summations and conclusions.
May 8

FINALS WEEK

Tuesday   **Final paper is due by 11:59pm on Tuesday, May 13th.**
May 13

ADDITIONAL UCCS POLICIES and RESOURCES

Academic Advising
UCCS Academic advising offers advising for degree programs and an opportunity to ask questions about all things regarding your academic career. See https://advising.uccs.edu/.

Excel Centers
The Excel Centers (Communication, Languages, Mathematics, Science, and Writing) provide students with academic support both in-person and remotely. All Excel Centers offer online service appointments. Visit the Excel Support webpage: https://excel.uccs.edu/excel-support.

Technology Help
UCCS Help Desk – 719-255-3536. See also https://oit.uccs.edu/get-help.

For Canvas issues, use the Help link at the bottom of the global navigation in the Canvas course (black nav bar at the far left of the window). You can also call the Canvas Support Hotline at 844-802-9230. Or access Canvas's Support via Live Chat at https://uccs.edu/lms/.

Disabilities Services
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

ADDITIONAL UCCS POLICIES and RESOURCES cont.

Veteran and Military Affairs
If you are a military student with the potential of being called to military service or training during the semester, you are encouraged to contact your UCCS course instructor no later than the first week of class to discuss the class attendance policy. Please see the Veteran and Military Affairs website for more information.

Mental Health & Wellbeing
Mental health challenges can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. If you are unsure if you need assistance, free online mental health screenings can be found here.

If you are experiencing a mental health emergency (*i.e.*, you do not feel physically safe), please immediately contact one of the resources listed below:
- **Call UCCS Public Safety at 719-255-3111, call or text the National Suicide & Crisis Lifeline at 988, call 911, or go to the nearest emergency room.**

For confidential mental health services, visit the Wellness Center located inside the Gallogly Recreation and Wellness Center. The first 3 visits are free. Phone: 719-255-4444. Hours: Monday–Friday, 8am-5pm. You can also contact Telus Health Student Support for free, confidential 24/7 mental health and wellbeing support through the Telus Health app or visit our free mental health and resilience digital platform. Resource information can be found at 24/7 Mental Health Resources | Gallogly Recreation and Wellness Center.

If you are in need of a community resource, Diversus Health Lighthouse has a Walk-In Crisis Center at 115 S. Parkside Drive, Colorado Springs, CO 80910, Hotline: 844-493-8255, Office: 719-572-6100. Other community resources can be found at Resources in the Colorado Springs Community | Gallogly Recreation and Wellness Center.

Recording Classes
Students are prohibited from making audio or video recording of any class activity conducted in person or online unless (1) I have given you explicit permission or (2) the student has provided the instructor with a Faculty Accommodation Letter from Disability Services. These letters must be presented to the instructor prior to any recording done and recording should be reserved for that individual's educational use only. Students who are permitted to record are prohibited from distributing recordings without consent. Distribution without consent will be forwarded to the Dean of Students for consideration under the student code of conduct. Recording class activity without consent is a violation of instructor and student right to privacy, copyright, and intellectual property.

ADDITIONAL UCCS POLICIES and RESOURCES cont.

Student Code of Conduct

UCCS expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information, see UCCS's Student Conduct Code at: https://www.uccs.edu/dos/student-conduct

Plagiarism

Read the UCCS LAS Plagiarism Policy which you can find at https://las.uccs.edu/plagiarism-policy. Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. All work for this course must be completed by the person submitting it for evaluation.

Anyone found guilty of plagiarism, cheating, forgery, falsification, or other forms of academic dishonesty will FAIL the course. If you have any questions about using and citing sources, you are expected to ask for clarification. You plagiarize, you fail. Seriously. When in doubt, just ask me. I am here to help!

Informational Resources to Help You Avoid Plagiarism

https://academics.uccs.edu/~srehorst/labs/Modules/Plagiarism_Guidelines.pdf
http://www.indiana.edu/~istd/definition.html

Religious Accommodation

If, due to religious obligations, you plan to request adjustments with scheduled exams, assignments or required attendance in this class, please contact me as soon as possible. I will work with you and university counsel's office to ensure a reasonable accommodation is made.

Student Educational Records

All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

Responsible Reporting: Institutional Equity / Title IX Statement

The Office of Institutional Equity (OIE), administers the University of Colorado (CU) Sexual Misconduct policy (including Title IX), the UCCS Discrimination and Harassment Policy, and the CU Conflict of Interest in Cases of Amorous Relationships Policy. All UCCS faculty and staff, including student employees, are considered "responsible employees" and *must* report any suspected or known conduct that may be in violation of these policies ("prohibited conduct") directly to the OIE. This reporting requirement exists to support the safety of our campus

community, and there is no statute of limitations. Prohibited conduct includes unwanted verbal or physical conduct that is sexual in nature, or based on a protected class (such as, gender, race, veteran status, disability, etc.).

You may review the Applicable Policies and OIE's Resolution Procedures and here: https://equity.uccs.edu/. While reporting prohibited conduct to the OIE is required by UCCS employees, participation in an OIE resolution process though the OIE is voluntary. Confidential reporting, and access to medical and mental health services, are available to students through the UCCS Wellness Center at 719-255-4444.