

III. **THE PREREQUISITES:** Students need to have taken ENGL 101 to be able to read with understanding, write intelligibly, and think both creatively and critically. Students will engage complex texts, ideas and issues/problems with maximum comprehension and critical reflection.

IV. **REQUIRED READING TEXTS**

Henderson, Sarah L. & Jeydel, Alana S. (2010). *Women and Politics in a Global World*. New York: Oxford University Press.

Ford, Lynne E. (2011). *Women and Politics: The Pursuit of Equality*.

OTHER SELECTED MATERIALS

- a) Brill, Aida (ed.). (1995). *A Rising Public Voice: Women in Politics Worldwide*. New York: The Feminist Press at the City University of New York.
- b) Dolan, Julie, Melissa Deckman, & Michele L. Swers. (2007). *Women and Politics: Paths to Power and Political Influence*. New Jersey: Pearson/Prentice-Hall
- c) Gulatta, C. (1998). *Extraordinary Women in Politics*. NY: Children's Press/Grolier Pub.
- d) Clinton, Hillary Rodham. (2003). *Living History*. New York: Simon & Schuster.
- e) Northouse, Peter G. (2007). *Leadership: Theory & Practice* (Chapter 12, pp. 265-300). Thousand Oaks, CA: Sage Publication, Inc. (on Reserve at BSU Library).
- f) Rosaldo, Michelle Zimbalist & Louise Lamphere (Eds.). (1989). *Woman, Culture & Society*. Stanford, CA: Stanford University Press.
- g) Sheldon, Suzanne E. & Roger A. Sheldon. (1983). *Women in Government*. Columbia, Tennessee: VGM Career Horizons
- h) Whitaker, Lois D. (ed.) (2006). *Women in Politics: Outsiders or Insiders?* Upper Saddle River, New Jersey: Pearson-Prentice Hall.

NOTE: Students will be instructed about additional materials or be placed in the Course Content and/or Video... Visual Presentations & Links.

V. **DISABILITY POLICY STATEMENT FOR ACCOMODATIONS:** Students with any form of disabilities and who wish to receive the ADA accommodation considerations should immediately express and communicate their interests to Dr. Michael S. Hughes (Coordinator of Disability Support Services/Academic Advisement Specialist). His office is in the (new) Business/Graduate Studies Building (Room 1328), and he can be reached at (301) 860-4062. It is also important to share such an interest or desire for accommodation with the instructor of the course.

VI. **Emerging Issues:** Students will examine some of the issues of and arguments for global warming/climate change to begin to understand and appreciate the nature of the environmental crisis and its impact on the human race. One of the emerging issues is the question of “going green and being friendly to environmental” which calls for some/all of the following deliberate actions:

- Conserving energy and preserving the ecological system
- Recycling bottles, cans, papers, plastics, etc.
- Cleaning-up the environment and becoming a lover of nature
- Helping to reduce pollution and toxic wastes to improve air and water quality, and
- Protect the wildlife, forestation and always grow plants or seeds in the neighborhood.

Students will have to view the former Vice President Al Gore’s “An Inconvenient Truth” (2006) documentary film, and then write an optional critical review essay, for 5%, providing good/sound arguments for “greening” the environment and reducing pollution/waste in the communities or neighborhoods. This optional assignment is due on November 29, 2010.

VII. **COURSE OBJECTIVES:** After taking and completing this course, students should be in a better position to

1. understand the major theoretical and methodological tools in the field, and develop the critical appreciation for the complexity of the issues affecting women, politically women
2. have the awareness of the major history of the problems about women and politics
3. interrogate “the personal as politics” and reflect on the efforts that women have made toward the struggle for human rights (as women’s rights), political freedom and legal equality, global or universal justice as necessary conditions for sustainable development
4. gain and demonstrate a critical understanding of the nature and sources of sex-based exploitation, oppression, suppression, dominance, and learn how to confront and challenge them (as forms or structures of injustice)
5. become familiar with and identify the socio-cultural, religious, epistemological and economic sources that shape, determine and inform how women’s lives are materially, symbolically and hierarchically structured based on the divisive and detrimental politics of difference, sex or gender, etc.
6. discuss the origins and effects of the feminist philosophy (as a philosophy of liberation)
7. engage in a dialogue that begins to question the underlying assumptions, ideologies, beliefs, values, norms, claims, etc., that purport to explain and justify the inherent structures of exploitation, boundaries of difference, and politics of male domination; and

think of creative ways to subvert the one-sided male politics of identity, difference, exclusion, control, exploitation of and violence against women

8. develop sound philosophical arguments for or against women's exploitation, oppression, domination, etc.; and
9. learn to use both the library and the media technologies to access some of the relevant reading materials for the course and on women and politics.

VIII. THE COMPETENCIES

A) NCATE Curriculum Themes

- Academic Scholar: Objectives 1, 2, 3, 4, 6, 7, 8, 9
- Effective Practitioner: Objectives 1, 2, 3, 4, 6, 7, 8, 9
- Technological Applications: Objective 5
- Multiple Forms of Assessment: Objectives 1, 2, 4, 5, 6, 7, 8, 9
- Special Population Perspectives: Objectives 1, 2, 3, 4, 6, 7, 8, 9
- Multicultural & Global Perspectives: Objectives 1, 3, 4, 5, 6, 8, 9
- Reflective Practitioner: Objectives 1-9
- Personal & Interpersonal Perspectives: 1-9

IX. GENERAL EDUCATION COMPETENCIES & LEARNING OUTCOMES:

1. **Written and Oral Communications**

- a) Write short analytical and critical reasoning essays designed to demonstrate familiarity with the concepts, issues, arguments and the body of literature [GENED]; and
- b) Give study group oral presentations of the contributions of selected (political) philosophers and theorists, for and against male domination and feminism [GENE].

2. **Scientific and Quantitative Reasoning**

- a) Evaluate facts and data on assignments, including short and the major papers; and
- b) Review and examine the scientific reasoning against women's biology and anatomy as the basis for the arguments for destiny, subjection, domination, exploitation as a weaker or second sex.

3. **Critical Analysis and Reasoning**

- a) Develop short and long term papers that are both critical and interpretive analysis of the facts and opinions of dominant male philosophers who support and/or justify

domination, exploitation in a male-structured universe and exclusion of women;

b) Apply critical thinking and analytical reasoning in developing quality short and major papers as well as in oral presentations based on the assigned reading materials

4. **Technology Competency**

a) Use the computer or other media technologies via the internet and ANGEL to search for and locate some of the assigned reading materials via BSU library or electronic search engine;

b) Use computer-enhanced information technology and communication to interact and collaborate online with the other students for autonomous, active and student-centered learning, at least, three times per week; and

c) Use the library software to identify relevant resources for course assignments (6).

5. **Information Literacy**

a) Use of library to locate and access information from the BSU or the University System of Maryland Consortium (6); and

b) Select the most appropriate methods to research and gather materials for assignments

X. **STUDENTS' LEARNING OUTCOMES:** Students should be able to:

1. Articulate the general attitudes toward women in most cultures, religions and media
2. Define the basic concepts and themes in the gender/women's studies and feminism
2. Discuss the nature of sexism and discrimination, and the politics of exclusion
3. Understand the history of feminism, its intended goal, and its various brands/theories
4. Identify the arguments for and against women's rights
5. Justify why women's rights are human rights and necessary for human development
6. Use the skills gained via role playing to have better understanding of the struggles and experiences of women generally
7. Be able to conduct research on the woman question, issues, movements, philosophy
8. Demonstrate the knowledge in the use of technology and library resources.

Students will be required to participate actively in the scheduled learning activities designed to enable them achieve these set objectives and outcomes. Some of the learning activities are bi-weekly short papers that reflect close textual reading of the assigned materials, a term paper, study group presentations/collaborative projects, weekly online conferences for interactive information communication, (an optional) film critique (on climate change or greening of the environment), and also extra-credit opportunities.

XI. **INSTRUCTIONAL MODES:** The instructional methods for the course would include

- Lectures aimed to illuminate the major themes and challenge students to read, explore
- Online, in-class weekly discussions and deliberations based on the assigned readings
- Weekly online discussions, and thoughtful responses and ongoing exchanges
- Individual written communication
- Group presentations, collaborative projects, and role playing simulation, and
- Provide critical and interpretive analysis of the assigned materials: video-tapes, films, or documentaries, etc.

Note: Since this course is a fully online instruction and learning with no face-to-face contacts or interactions, students need to

- Access and read the Course Syllabus to understand the expectations and responsibilities
- Check for updated weekly announcements, critical information and/or instructions
- Read the assigned materials, and actively participate in the weekly conferences
- Work collaboratively/cooperatively in their assigned study groups
- Submit and/or post all the assignments as at when due to avoid late penalties.

XII. **PERFORMANCE EVALUATION, GRADING SYSTEM AND STUDENTS' RESPONSIBILITIES**

a) **Performance Evaluation Criteria:** The standard for evaluating and measuring students' performance to determine levels of academic achievement are as follows:

	Graded Assignments	Percentages
1.	6 Bi-Weekly Short Papers (Individually done) with the appropriate citations and sources to avoid plagiarism (as dishonesty) Note Carefully: The instructor reserves the right not to grade assignments for lateness or fail to conform to the proper standards.	30% (5% for each)
2.	One Major/Term Paper (due 12/9/10)	10%
3.	6 Study Group (Assigned) Presentations	30% (5% for each)
4.	Weekly Conference Participation using the ANGEL via BSU Online/the BSU website	30% (at least, 2-3x per week)
5.	Extra-Credit Opportunities (if any!)	10%
6.	Film Critique of Al Gore's Documentary: An Inconvenient Truth (2006), due on November 29, 2010	5% (Optional)
	Total:	115%

b) **The Grading System:** In this course, the final grades will be computed as follows:

- 90+ = A
- 80+ = B
- 70+ = C
- 60+ = D
- 50+/- = F

c) **Students' Responsibilities**

i) **Plagiarism is a form of intellectual or academic dishonesty, and any appearance of “impropriety” will result in an 'F' for the course.** This includes copying material from the internet or textbooks and “stealing” from other sources without proper notations. BSU, as an academic institution, does not recognize academic dishonesty as a legitimate means for fulfilling course requirements. Therefore, cheating (during oral and written communications) in this course may negatively affect the student’s final grade and should not be encouraged. Make sure to cite any/all sources and reflect on each reading.

For writing papers, and trying to avoid plagiarism, it is important to refer to the following manuals of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual which is The Chicago Manual/Turabian Style).

ii) All written assignments are graded, and failure to participate in any or all as per scheduled and instructed will result in a grade of “F.” Except in the most extreme and certifiable circumstances (death in the family, child birth, auto accident, hospitalization, etc.), there will be no make-up assignments and study group presentations. An INCOMPLETE (I) grade will rarely be given and only in cases where the student seems to be doing well, passing work and has reasonable or valid excuse (distress or illness). Please contact and discuss with the professor prior to missing the deadline for any graded assignment(s).

iii) Students are expected to maintain regular and prompt attendance. Excessive tardiness or absenteeism will not be tolerated, and any such documented absences may negatively be factored into the student’s final grade calculation. In any case, the University's rule states that “a student may be advised by the instructor to withdraw from a course for excessive absences. Five (5) or more hours of unexcused absences before the final date for withdrawal may result in the student’s receiving a grade of ‘F’ for the course”. Students are encouraged to act responsibly!

iv) Students are expected to study the assigned materials, and participate in class deliberations and forums by posting thoughtful, substantive and quality responses. Students are expected to read the materials, comment on the responses of two or more students, collaborate and harmoniously work with the assigned study group members on the assigned readings. It is part of the students’ responsibilities to frequently log-in, check for updated information in the Announcements section, do and submit the assignments as stipulated as at when due. By following instructions and doing what is expected will enable the student to enjoy the experience.

XIII. GUIDELINES FOR THE GRADED ASSIGNMENTS:

a) The short and major papers must be argumentative, demonstrate critical reasoning, good analytical skills and personal reflections. The papers will be assessed and graded based on

- Clarity of the Thesis Statement or Statement of the Problem
- Excellent Organization, Logical Coherence and Originality of Thought
- Depth of Research demonstrated by Critical Thinking & Analysis
- Correct Use of Footnotes or Endnotes
- Proper Bibliographic Arrangement & Appropriate Citation of all Sources
- The Papers must be Neat, Typed, Double-Spaced, Pages clearly Numbered, and
- Use no more than ONE internet source

Note: The Major Research or Term Paper should be at least 10 pages long, typed and double-spaced (excluding the bibliographical page and information), and has to clearly demonstrate a critical understanding of the recurrent issues, themes, problems and arguments, for 10%. It is due on December 10, 2010.

b) These are the due dates for the graded written papers, without exceptions, as follows:

- a) September 10, 2010 (1st Short Paper)
- b) September 24, 2010 (2nd Short Paper)
- c) October 8, 2010 (3rd Short Paper)
- d) October 22, 2010 (4th Short Paper)
- e) November 5, 2010 (5th Short Paper)
- f) November 19, 2010 (6th Short Paper)

c) **Weekly Online Conference Participation.** This has to be a closed textual and interpretive analysis of the assigned reading materials, for 30% (at least, 1 substantive response and 2-3 comments per week using the ANGEL via BSU Online).

Please check the Course Orientation, for active online participation expectations and the rubric for evaluation in the Weekly Conferences section. Students are required to log-in more than three times per week, check the Announcements (for any updated information), Course Content for additional reading materials and/or lecture notes, the Course Assignments for any written assignments, and the Weekly Conference section. Make sure to post one major, substantive and quality response per week, and then write two or more reaction comments about or responses to other students' substantive responses and/or commentaries. The weekly conference forum should be interactive, educational and fun. I would expect each student to be organized, thoughtful, reflective and straight to the point!

d) The Group Study Presentations/Collaborative Projects (30%):

There will be six study group presentations/collaborative projects, by the groups as per established by the instructor. Each presentation is worth 5% (for a total of 30%) toward the course final grade. The study group members will have to summarize the assigned reading materials and clearly indicate or highlight the major concepts, issues, and carefully discuss what is good and relevant about the material(s). The group will post their presentations and answer questions by other students as scheduled. The group members will have to divide the essential parts among them, and do an online role play simulation based on the lives, characters and critical roles of their individual women or other personalities under consideration as part of interactive and experiential learning activity for the course. All students in the group will receive the same grade provided they equally and actively participated in all of the groups' collective and collaborative activities/deliberations. Please read and study all the materials (also rubric) posted in the Study Group section on the ANGEL Blackboard, via the BSU Online for information and further instructions about expectations and responsibilities.

Note: There is a Peer Evaluation Form for role playing simulation that each group members has to complete and submit to me, and the Form will be available (at an appropriate time) and necessary in determining what each student did or did not do.

XIII. THE RIGHT TO MAKE NECESSARY CHANGES: Please be aware that the instructor reserves the right to modify the organization of the course content, may add or reduce the number of readings and assignments, and adjust the grading scale in the computation of the final grades.

XIV. LIST OF THE FILMS/VIDEOS & LINKS: Please check for posted videos, links in the Course Video...Links section via the Course Materials, for your review.

XV. SOME IMPORTANT INFORMATION & DATES:

- Class starts on Monday, August 30, 2010 and ends on Dec. 10, 2010
- Division of Information Technology Help Desk: (301) 860-4357)
- President's State of BSU Fall Convocation: September 22, 2010
- Mid-Term Exam Week: October 18-22, 2010; Major Paper: December 10, 2010
- Students' Advisement Week: Nov. 15-19, 2010 (Students meet/consult with Advisors!)
- Thanksgiving Break: November 25-28, 2010; Fall Commencement: Dec. 17, 2010
- Final Examination Period for Graduating Seniors: December 1-7, 2010
- For Emergency Closings due to Inclement Weather, call (301) 860-4000
- The BSU Bookstore/Follett Phone: (301) 860-4350, and Library Phone: (301) 860-3850

XV. COURSE OUTLINE AND SCHEDULE FOR LEARNING ACTIVITIES

Weeks	Course Modules	Readings Materials & Assignments	Dates
1-3	<p><u>Module One:</u></p> <p>Welcome & Introduction</p> <p>Orientation to ANGEL</p> <p>Orientation, Introduction and the Approach to the Course</p>	<p>a) Check and read the specific materials in/on the</p> <ul style="list-style-type: none"> • Orientation section • Course Syllabus • Course Content: Documents & Materials <p>Pay special attention to these assigned materials in the Course Content:</p> <ol style="list-style-type: none"> 1. The Concept of Equality in American Jurisprudence 2. Equality and Inequality in the Justice System 3. Racism & Sexism: The Concept & Emergence of Equality 4. UN Commission on Human Rights: Civil, Political & religious Rights 5. Gender Discrimination & Justice for Women 6. Africa (South), Women, democracy & Rights 7. Iran, Treatment of Women & Struggle for Equality, and <p>b) Check the Weekly Online Conference section via Communicate to participate in the discussions. Please do it respectfully and be mindful of the different opinions of others.</p>	8/30-9/19
4-7	<p><u>Module Two:</u> Women and Politics in a Global World</p>	<p>Read Sarah L. Henderson & Alana S. Jeydel. (2010) as follows:</p> <ol style="list-style-type: none"> 1. Women Impacting Politics 2. Gendering Public Policy 3. Participation/Protest in Global Community <p>Participate in the weekly online discussions as per directed by the instructor, and please make substantive contributions different from noise-making for the sake of saying something</p>	9/20-10/17
8-12	<p><u>Module Three:</u> Women and Politics: The Pursuit of Equality</p>	<p>Read Lynne E. Ford (2011) as follows:</p> <ol style="list-style-type: none"> 1. Two Paths to Equality 	10/18-11/21

		<ol style="list-style-type: none"> 2. All Rights are not Equal: Suffrage versus the Equal Rights Amendment 3. Suffrage Accomplished: Women as Political Participants 4. Women Seeking Office: The Next Phase of Political Integration 5. Women as Political Actors: Representation and Advocacy 6. Education and the Pursuit of Equality 7. Women & Work: In Pursuit of Economic Equality 8. The Politics of Family and Fertility: The Last Battleground in the Pursuit of Equality? 9. Setting the Agenda: New Challenges in the Pursuit of Equality <p>Participate in the weekly online discussions as per directed by the instructor, and please make substantive contributions different from noise-making for the sake of saying something</p>	
13-15	<p>Module Four: Reflections & Projections:</p> <p>Are there changes or not, and are Women Making Real or Significant Progress?</p>	<p>Hillary Rodham Clinton. (2003). <i>Living History</i>. New York: Simon & Schuster.</p> <p>What does Hillary Clinton mean to you, and what can we learn from her experiences: as a lawyer, mother, first-lady, senator, viable presidential contender, and the 3rd female Secretary of State?</p> <p>Read and discuss, and participate in the weekly conferences.</p> <p>Summary & Conclusion of the Course: Dec. 10</p>	11/22-12/10

BIBLIOGRAPHY

- Astell, Mary. *A Serious Proposal to the Ladies*.
- Bailey, Alison & Cuomo, Chris. *The Feminist Philosophy Reader*
- Basu, Amrita, ed. *The Challenge of Local Feminisms: Women's Movements in *Global Perspective**. Boulder, Colo.: Westview Press, 1995.
- Beauvoir, Simon de. *The Second Sex*. Translated by H. M. Parshley. New York: Knopf, 1993.
- Cade, Toni. (1970). *The Black Woman: An Anthology*. New York: New American Library.
- Clinton, Hillary Rodham. (2003). *Living History*. New York: Simon & Schuster.
- Cole, Eve Browning. (1993). *Philosophy and feminist Criticism: An Introduction*. New York: Paragon House.
- Marquis de Condorcet. (1790). *On the Admission of Women to the Suffrage*.
- Conway, Kellyanne, Celinda Lake et al. (2005). *What Women Really Want?* NY: Free Press.
- Cott, N. F. (1987). *The Grounding of Modern Feminism*. Conn.: Yale University Press.
- Daymond, Margaret J., ed. *South African Feminisms: *Writing, Theory, and Criticism, 1990–1994**. New York: Garland, 1996.
- Davis, Y. Angela. (1983). *Women, Race & Class*. New York: Vintage Books.
- Disch, E. (2003). *Reconstructing Gender: A Multicultural Anthology*. Boston: McGraw-Hill.
- Einstein, Zilla. *Against Empire: Feminisms, Racism and the West*. New York: Zed Books, 2004.
- Farrell, Susan. *The Power of Gender and Religion*.
- Firestone, Shulamith. *The Dialectic of Sex: The Case for Feminist Revolution*. New York: Morrow, 1970.
- Francois Poulin de la Barre. (1673). *The Equality of the Sexes* (“the mind...has no sexes”).
- Friedman, Betty. (1993). *The Fountain of Age*. New York: Simon & Schuster.
- , *The Feminine Mystique*.
- , (1981). *The Second Stage*. New York: Summit Books.

McGlen, Nancy E. & Karen O'Connor. (1995). *Women, Politics & American Society*. New Jersey: Prentice-Hall.

Olympe de Gouges. (1791). *Declaration of the Rights of Women and Citizens*.

Harding, Sandra. (1986). *The Science Question in Feminism*. N.Y.: Cornell University Press.

——, ed. *Feminism and Methodology: Social Science Issues*. Bloomington: Indiana University Press, 1987.

hooks, bell. (1989). *Talking Back: Thinking Feminist, Thinking Black*. Boston: South End Press.

----- (1982). *Ain't I a Woman: Black Women and Feminism*. Boston, MA: South End Press.

Jaggar, Alison M. & Rothenberg, Paula (eds.). (1993). *Feminist Frameworks Alternative Theoretical Accounts of the Relations between Women & Men*. NY: McGraw-Hill, Inc.

Jaywardena, Kumari. (1986). *Feminism and Nationalism in the Third World*. London and Totowa, N.J.: Zed Books.

MacKinnon, Catherine A. (1989). *Toward a Feminist Theory of the State*. Cambridge, MA: Harvard University Press.

----- . *Feminism Unmodified: Discourses on Life and Law*. MA: Harvard University Press.

Menon, Nivedita (ed). (1999). *Gender and Politics in India*. New Dehli and New York: Oxford University Press.

Milletts, Kate. (1970). *Sexual Politics*. New York: Ballantine Books.

Mohanty, Chandra. (2003). *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham, N.C., and London: Duke University Press.

Mohanty, Chandra, & G. Anzaldua (Eds). *This Bridge Called My Back: Writings by Radical Women of Color*. 3rd ed. Berkeley, Calif.: Third Woman Press, 2001.

Mohanty, Chandra, Ann Russo, & Lourdes Toores, eds. *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press, 1991.

Moliere (for Jean-Baptiste Poqueline). (1672). *The Learned Women or Ladies*.

Narayan, Uma. *Dislocating Cultures: Identities, Traditions and Third-World Feminism*. New York: Routledge, 1997.

Roberts, Yvonne. (1992). *Mad about Women: Can There Ever be Fair Play between the Sexes?* London: Virago Press.

Shaw, Susan M., and Janet Lee. *Women's Voices, Feminist Visions: Classic and Contemporary Readings*. 2nd ed. Boston: McGrawHill, 2004.

Sommers, Christina Hoff. (1994). *Who Stole Feminism? How Women Have Betrayed Women*. New York: Simon & Schuster.

Warning, M. (1988). *If Women Counted: A New feminist Economics*. NY: Harper Collins Pub.

Zack, Naomi (ed.). (2000). *Women of Color and Philosophy*. Malden, MA: Blackwell Pub.

Breneman, Anne & Mbuh, Rebecca (eds.). (2006). *Women in the New Millennium: The Global Revolution*. Lanham, MD: The Rowman & Littlefield Publishing Group (Hamilton Books).

Coole, Diana H. (1988). *Women in Political Theory: From Ancient Misogyny to Contemporary Feminism*. Boulder, Colorado: Lynne Rienner Publishers, Inc.

Gould, Carol C. & Wartofsky, Marx M. (eds.). (1976). *Women & Philosophy: Toward a Theory of Liberation*. New York: G. P. Putnam's Sons (Capricorn Books).

Cole, Eve B. (1992). *Philosophy and Feminist Criticism: An Introduction*. NY: Paragon House.

Harvey, Elizabeth D. & Okruhlik (eds.). (1995). *Women and Reason*. Ann Arbor, Michigan: The University of Michigan Press.

Mahowald, Mary Briody (ed.). (1984). *Philosophy of Woman: An Anthology of Classic and Current Concepts*. Indianapolis, Indiana: Hackett Publishing Company.

Shanley, Mary Lyndon & Pateman, Carole (eds.). (1991). *Feminist Interpretations and Political Theory*. PA: The Pennsylvania State University Press.

Tuana, Nancy. (1992). *Woman and the History of Philosophy*. New York: Paragon House.

Vetterling-Braggin, Mary, Elliston, Frederick A. & English, Jane (eds.). (1977). *Feminism and Philosophy*. Totowa, New Jersey: Littlefield, Adams & Co.

Good Luck, and Have Fun!!