

Philosophy 3031G: Women in Early Modern [Western] Philosophy

Course Outline 2026–25

Dr. Benjamin Hill

Instructor: Dr. Benjamin Hill (he/him/his)

Voicemail: 519.661.2111 (x80143)

Student Hours:

-
-
- By appointment

Contact: bhill28@uwo.ca

Graduate TA:

Student Hours:

-
- By appointment

Contact:

Fall Term 2025

Lecture (001)

UCC 60

- **Tues 15:30-16:30**
- **Thurs 14:30-16:30**

COURSE GOAL

The goal of this course is to show that a feminist philosophical movement, properly speaking, developed during the early modern period. The movement emerged in stages as the concepts of patriarchy, prejudice, and institutional injustice came into focus. Additionally, techniques for counteracting patriarchy and liberating women and society from it also emerged. Tragically, the movement was effectively suppressed during the nineteenth century.

LAND ACKNOWLEDGEMENT

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g., First Nations, Métis, and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.

COURSE DESCRIPTION

In Leipzig in April 1798 Western Philosophy committed a grave epistemic injustice. Then, Wilhelm Gottlieb Tennemann published the first volume of his influential, Kant-inspired *Geschichte der Philosophie* (*The History of Philosophy*). The injustice Tennemann (and his followers) committed was the systematic and principled exclusion of women from the history of philosophy. Their exclusion was “justified” by the Kantian purification of philosophy, which restricted it to canonical themes and figures that led to Kant’s Copernican revolution. To this day, this conception of philosophy and its history dominates academic programs around the world.

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This course redresses this epistemic injustice by showing how Western female philosophers (and a few allies) created a feminist philosophical movement during the early modern period (1600–1800). By recovering their voices, philosophically exploring their ideas, and returning them to the history of philosophy, we scrub on this stain on Philosophy.

The creation of this movement was caused by the removal of epistemic blinders. As these blinders were pulled away, the concepts of patriarchy, prejudice, and institutional injustice came into focus. And as these concepts came into focus, these philosophers developed strategies for fighting back against the patriarchy and liberating women and society from its hegemony. In this course we will philosophically analyze and assess these conceptual discoveries and the feminist reactions to them. We begin with a literary movement called the *Querelle des Femmes*, in which women and their allies spoke out against virulent misogynistic texts that were circulating throughout Europe in the late medieval and early modern period (1450–1650). We will be focusing on how this literary movement became more philosophical in the 17th century as contributors framed the concept of patriarchy. Central figures in this section include Heinrich Cornelius Agrippa, Moderata Fonte, Arcangela Tarabotti, and Marie le Jars de Gournay. The arrival of the Cartesian philosophy propelled the philosophical discussion of the “woman question” by providing a base for the feminist understanding and critique of patriarchy. We will be focusing on how the concept of prejudice explained the entrenchment and hegemony of patriarchy as Cartesian dualism supported the idea that the mind has no sex. Central figures in this section include François Poulain de La Barre, Gabrielle Suchon, and Mary Astell. With the arrival of the political movement of liberalism, early modern feminism jumped forward again. A new conception of institutional norms gave rise to the concept of institutional injustice, which philosophers quickly extended to the social and political status of women. We will focus on how philosophers fought against this institutional injustice and tried to liberate women and society from the institutional hegemony of patriarchy. Central figures in this section include John Locke, Olympe de Gouges, Mary Wollstonecraft, and Nísia Floresta. Sadly, this feminist philosophical movement was unsuccessful and effectively suppressed and dismantled in the 19th century. Feminism as a political movement had to be re-created by the suffragists in the early 20th century and feminism as a philosophical movement by female philosophers in the late 20th century. Because the suppression of the movement was non-philosophical (i.e., social and political), we will not be studying it in this course, but we will note it.

This is a theoretical course in academic philosophy. Thus, it is focused on knowledge development and the learning outcomes involving understanding the readings and developing the skills necessary for philosophy as practiced by academics. Regular attendance, preparation, and full engagement with class discussions are essential to properly experiencing the course.



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Prerequisites: At least 60% in 1.0 Philosophy course at the 2000-2999 level, or permission of the department.

Antirequisites: None

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

COURSE ACCESSIBILITY

We strongly believe that philosophy is for everyone and that a philosophical education should be accessible to everyone. Feel free to adopt any supports that you require to fully participate in this course. Please bring to Dr. Hill's attention any barriers you encounter so that we can address them. Some steps promoting accessibility taken in the course include:

- Automatic deadline flexibility for most assignments (and flexibility available upon request for all)
- Class PowerPoints posted to Brightspace
- Audio of class discussion posted to Brightspace
- Transcript of the class discussion posted to Brightspace
- Handouts of class material posted to Brightspace
- Audio podcasts that supplement class material posted to Brightspace

If you want other materials posted to Brightspace or additional supports for accessibility, please let Dr. Hill know so that he can organize them.

PREFERRED NAMES AND PRONOUNS

If you prefer to be called something other than the name on file with the Registrar, please let us know. Please also feel free to specify the pronoun(s) you wish to be referred to by. If anyone mispronounces your name or forgets your preferred name/pronoun, please correct them. We always greatly appreciate being corrected when we mispronounce or slip up regarding someone's preferred name/pronoun.

COMMUNICATION PROTOCOLS

Email communications should contain the following subject line "PHILOSOP 3031G: [topic]". If they do not contain the class code in the subject line, they will be ignored and deleted. We aim to respond to all email messages within 72 hours.

COURSE OUTCOMES

Learning Outcomes

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See [Appendix 1](#) for the alignment of the course learning outcomes with the program and Western degree learning outcomes.

By the end of this course, successful students will be able to:

1. Demonstrate understanding by **Discussing, Explaining, and Comparing** the philosophical ideas of the philosophers studied in the course.
2. Demonstrate understanding by **Discussing** the emergence and evolution of a feminist philosophical movement from the contributions of the figures and their texts studied in the course.
3. Identify philosophical motives and causes by **Analyzing** the concepts animating the emergence and evolution of a feminist philosophical movement during the early modern period.
4. Judge the interpretations of the historical material by **Appraising** their fit with the texts and their contexts presented in class and in the class materials.
5. Create a philosophical defense of a substantive historical thesis by **Composing** an interpretative or analytic philosophical paper on a course theme developed by the student.

Transformative Outcomes

By the end of this course, successful students should become:

1. **Sensitive** to epistemic injustice in their research methods and those of the Western philosophical tradition.
2. **Accept** the importance of diverse epistemic practices and **Adopt** epistemically just practices in their own research.

IClicker CLOUD Join Code:

We will be using iClicker Cloud to track class attendance and do some in-class polling. iClicker Cloud is a centrally supported active learning tool. Information about the tool and Western's support of it can be located at Western's [eLearning Toolkit](#) and [Western ITS](#). See also the [iClicker website](#). The iClicker app integrates with Brightspace. This tool requires students to download an app to their laptop, smartphone, or tablet. Information about loading the app can be found at the iClicker website linked above and will be presented in class. For more information about how we will be using iClicker Cloud, see [Appendix 2](#).

PERUSALL

Perusall is a social learning annotation app that measures students' engagement with the course readings. We will be using it in two ways. First, to track students' pre-class reading of the texts. Second, to consolidate student learning of the philosophical content after class discussions. Students collectively comment on the readings, respond to each others posts, and collaboratively learn the material. Engagement is graded by Perusall's AI,



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which marks student interactions with the texts. The Perusall app integrates with Brightspace. Because it integrates with Brightspace, there is no course code.

ZOTERO COURSE LIBRARY

All course readings are posted as PDFs to the Zotero Course Library Dr. Hill has created, **Philosop 3031 Women in [Western] Early Modern Philosophy**. This is in addition to their postings on Brightspace and in Perusall. Curated supplemental materials have also been posted to the Zotero Course Library as well. To gain access to the Zotero Course Library, please send Dr. Hill (user name: bhill28) a join request within Zotero.

METHODS OF EVALUATION

All assignments are due at 23:59 Eastern on their specified due dates and must be submitted via Brightspace unless otherwise specified. Assignments that have an automatic 48-hour grace period may be submitted as “late” but without any late penalty. To submit an assignment after the 48-hour grace period, when the Brightspace submission portal has closed, contact Dr. Hill and, if necessary, your Academic Dean, regarding an academic accommodation and alternative submission date.

The use of AI is not permitted for Assignments or Assessments in this course, including any Extra Credit Opportunities. If plagiarism or unauthorized AI use is suspected, the instructor will ask for research notes and/or drafts of assignments after the assignment has been submitted. Students must keep all notes and first drafts until the assignment is returned to them. Western’s guidance on generative AI is available [here](#).

Attendance (10%)

Perusall Assignments (20%)

Midterm Examination (15%)

Term Paper Project (30%)

Cumulative Final Examination (25%)

Attendance (10%) [Formative Assessment] [Learning Outcomes: 1, 2, 3, 4]

Students who are physically present and checked in via iClicker will credit for each class attended. (Credit may be prorated for students arriving late or leaving early.) Students wishing to be excused for an absence must email the instructor **before** the beginning of class **explaining** their absence and requesting to be excused for it. *Extra Credit Opportunity: Students with perfect attendance (excused absences included) throughout the term will receive an additional 1% added to their course average.*

Perusall Assignments (20%) [Formative and Summative Assessment] [Learning Outcomes: 1, 2, 3, 4]

Perusall Readings (10%) [Formative Assessment] [Learning Outcomes: 1, 2]



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Students are required to read the assigned texts at least once in the Perusall reader before the texts are discussed in class to receive credit for this assignment. This assignment is not eligible for the automatic 48-hour grace period. Student engagement is marked by Perusall's AI on the basis of the following criteria:

- Opening the assignment = 20%
- Reading to the end = 60%
- Actively engaged for 60 min = 20%

The importance of reading the text for yourself prior to class cannot be overemphasized. ***Never again will you have the opportunity to read the text for yourself completely untainted by anyone else's perspectives or analysis of the text. After class, your reading will be colored by Dr Hill's presentation of the text and it will be impossible for you to ever return to a state of independence in your engagement of the text. That opportunity to see it for yourself through your own perspective will be lost forever.*** (The same goes for reading any synopsis or preview of the text prior to your first reading, whether generated by AI or by a professional like Dr. Hill.) This is why I want to give students points for reading a text before class discussion of it. I acknowledge that this may make some students uncomfortable and that some may find a text bewildering when reading it through without outside guidance. But the value of reading it through first for yourself is too important to be outweighed by this discomfort and it is a valuable skill for all students to develop in themselves.

Extra Credit Opportunity: Students with a perfect score on Perusall Readings at the end of the term will receive an additional 1% added to their course average.

Perusall Annotations (10%) [Summative Assessment] [Learning Outcomes: 1, 2, 3, 4]

Weekly, students must post philosophically engaging annotations to the text(s) posted to Perusall. The annotations are marked by Perusall's AI. There is more than one possible way to score 100% on its marking schema. Its marking schema is as follows:

- Seven high-quality comments = 60% (half credit awarded for medium-quality comments; no credit awarded for low-quality comments), 10% deducted if all comments are clustered together in a short span of text
- Opening the assignment at least 2 times = 20%
- Eliciting at least 4 responses from other students = 40%
- Upvoting comments and receiving upvotes = 20%

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Students concerned that the AI did not properly credit their annotations may ask the TA or Dr. Hill to manually review their submission. Instructors will be spot-checking the Perusall Annotations and may make adjustments to the scoring based on their reviews. Posting irrelevant or non-philosophical comments will be flagged by the Perusall AI and manually discredited by the instructors.

Midterm Exam (15%) [Summative Assessment] [Learning Outcomes: 1, 2, 3]

Students are required to write a 90-minute midterm examination. The examination will be administered in-person on **[insert date/time]** at **[insert location]**. It will consist of 4 long answer, “essay” prompts. Students will be given a set of prompts at least two weeks before the exam; the examination prompts will be drawn from that set. It will be closed book/notes and electronic devices will not be permitted. Students requiring examination accommodations should arrange with Accommodated Exams to schedule the writing of their exam. Exams will be marked numerically with limited qualitative feedback. Grading will be based on the completeness, relevancy, accuracy, clarity, and philosophical sophistication of the student’s responses to the prompts. The midterm exam is a *Designated Assessment*, which means that all requests for academic consideration due to an “Undocumented Absence” will be denied. The make-up examination will be administered in-person on **[insert date/time]** at **[insert location]**.

Term Paper Project (30%) [Summative Assessment] [Learning Outcomes: 3, 4, 5]

Students are required to complete a term paper project. The project consists of a variety of milestones and deliverables that culminates in the submission of a 2000-word analytic or interpretive term paper. The project tracks the process of composing a philosophical paper from conception to submission. The breakdown of the project is below.

- Weekly Reflection Activities (20% of the term paper project grade)
- Paper Proposal (10% of the term paper project grade)
- Argument Outline (10% of the term paper project grade)
- 2000-word Final Draft (60% of the term paper project grade)

See **Appendix 3** of the syllabus for more information about the Term Paper Project.

Final Exam (25%) [Summative Assessment] [Learning Outcomes: 1, 2, 3, 4]

Students are required to write a cumulative, 3-hour final examination. The examination will be administered in-person during the examination period at the date and location assigned by the University Registrar. It will consist of 8 long answer, “essay” prompts. Students will be given a set of prompts before the end of term; the examination prompts will be drawn from that set. The exam will be closed book/notes and electronic devices will not be permitted. Students requiring examination accommodations should arrange with Accommodated Exams to schedule the writing of their exam. Exams will be marked numerically with no qualitative feedback. Grading will be based on the completeness, relevancy, accuracy, clarity, and philosophical sophistication of the student’s responses



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to the prompts. “Undocumented Absences” cannot be used for Final Examinations scheduled by the Office of the Registrar during official examination periods.

Extra Credit Opportunity: Cards against Patriarchy (16th-19th Century Edition)

Based on the popular party game Cards Against Humanity, students will create prompts relevant to patriarchy during the 16th-19th centuries, create response cards in the style of the historical figures studied in the course, and compete in a tournament playing the game. Students can receive up to five points added to their course average in one of the following three ways.

- 1. Drafting 5 prompt cards and 20 response cards.*
- 2. Winning the class Cards against Patriarchy Tournament*
- 3. Serving as a judge for the Cards against Patriarchy Tournament*

More details about the ExCr Opportunity will be posted to Brightspace.

Statement on Extra Credit

Extra credit marks can be calculated in two ways. (A) The extra credit mark may increase a student's grade for that component above 100%. This magnifies the component's weight in the final course calculation. (B) The extra credit mark may not be allowed to increase a student's grade for that component above 100%. This keeps the relative weight of the components within the final course grade calculation consistent for all students. In this course, any extra credit marks (if they are available) will be handled in the following ways:

- Attendance, (A)
- Perusall Assignments, (A)
- Term Paper, (A)
- Mid-term Examination, (A)
- Final Examination, (A)

Essay Course Word Count

As a course that satisfies the senior-level essay course requirement, students enrolled in this course should expect to submit a minimum of 2500 words of written work.

Department Target Average Policy

The Philosophy Department has a policy requiring a 76 average for each 3rd-year course. The grades I assign will be in the Brightspace Gradebook. Should there be any discrepancy between the grade I recorded for you in Brightspace and your “official” grade reported by the Registrar, you should contact the Philosophy Department Undergraduate Chair for clarification and explanation. Western's current policies and procedures for undergraduate student academic appeals can be found [here](#).

POLICY ON ACADEMIC CONSIDERATION

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The course outline **must** direct the student to the **Policy on Academic Consideration** – Undergraduate Students in First Entry Programs. https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

REQUIRED TEXTS

There is no textbook for this course. Readings will be posted on Brightspace.

See [Appendix 4](#) for a tentative list of readings we will work through this term.

OWL BRIGHTSPACE

Students are responsible for checking the course OWL Brightspace site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/d2l/login>.

PROFESSIONALISM

Education is a professional activity, and campus is a professional environment. Everyone is expected to comport themselves in a manner appropriate for and conducive to such an environment. All academic activities, interactions, and conversations should be conducted in a respectful, inclusive, and professional manner. **Judgmental, belittling, shaming, rude, ridiculing, bullying, and all other such behavior, comments, and attitudes are inappropriate and will not be tolerated.** We require that all discussions be respectful and kind even when that discussion is critical, defensive, emotional, and contradictory.

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DEPARTMENT OF PHILOSOPHY POLICIES

The **Department of Philosophy Policies** which govern the conduct, standards, and expectations for student participation in Philosophy courses are available in the Undergraduate section of the Department of Philosophy website [here](#). It is your responsibility to understand the policies set out by the Senate and the Department of Philosophy, and thus ignorance of these policies cannot be used as grounds for appeal.

AUDIT

Students wishing to audit the course should consult with the instructor prior to or during the first week of classes.



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ELECTRONIC DEVICES

The use of electronic devices of any kind is permitted in the course except during examinations.

STATEMENT ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

If plagiarism or unauthorized AI use is suspected, the instructor will ask for research notes and/or drafts of assignments after the assignment has been submitted. Students must keep all notes and first drafts until the assignment is returned to them.

In this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration; however, students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. **ASSIGNMENTS should reflect the students' own thoughts and independent written work.** By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

Students wishing to use AI tool in their studies are strongly encouraged to complete the AI Learning Module Dr. Hill has created to introduce students to the power, pitfalls, good practices, and ethical uses of Generative AI tools. Dr. Hill's AI Learning Module is available on Brightspace. *Extra Credit Opportunity: Student who successfully complete Dr. Hill's AI Learning Module will receive an additional 1% added to the course average.*

ACADEMIC ACCOMMODATION AND ACCESSIBLE EDUCATION

Academic Accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.” <https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>. Students with disabilities are encouraged to register with Accessible Education at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students” <http://academicsupport.uwo.ca/accessibleeducation/index.html>

ACADEMIC CONSIDERATION

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Students may request academic consideration in cases of extenuating circumstances – that is, personal circumstances beyond the student's control that have a substantial but temporary impact on the student's ability to meet essential academic requirements.

1. Requests for academic consideration are made to the Academic Advising office of Faculty in which the student is registered.
2. Requests for academic consideration include the following components:
 - a. Self-attestation signed by the student;
 - b. Indication of the course(s) and assessment(s) relevant to the request;
 - c. Supporting documentation as relevant

Requests without supporting documentation are limited to one per term per course.

Documentation for medical illness, when required, includes the completion of a [Western Student Medical Certificate \(SMC\)](#) or, where that is not possible, equivalent documentation, by a health care practitioner. Requests linked to examinations scheduled by the Office of the Registrar during official examination periods as well as practice laboratory and performance tests typically scheduled in the last week of term always require formal supporting documentation.

Policy on Academic Consideration – Undergraduate Students in First Entry Programs

Religious Accommodation

Western's Policy on Accommodation for Religious Holidays can be found here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf. In the case of mid-term tests, notification is to be given in writing to the instructor as early as possible, but not later than **one week** prior to the writing of the test. Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Accessibility Accommodation

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf.

EVALUATION OF ACADEMIC PERFORMANCE



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At least three days prior to the deadline for withdrawal from a course without academic penalty, students will receive an assessment of work accounting for at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus. In rare instances and at the Dean's discretion, other courses could receive a similar exemption, which also must be noted in the course syllabus.

For Philosop 3031G the following grades, which are worth more than 15% of your final grade, will be available prior to **INSERT DATE**:

- Attendance (partial)
- Perusall Assignments (partial)
- Midterm Examination

FINAL COURSE SUBMISSION DATE

The last day of scheduled classes in any course will be the last day on which course assignments will be accepted for credit in a course (09 December 2025). Instructors will be required to return assignments to students as promptly as possible with reasonable explanations of the instructor's assessment of the assignment.

ACADEMIC OFFENCES

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, [here](#).

PLAGIARISM CHECKING

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](https://www.turnitin.com).

SUPPORT SERVICES

[Registrarial Services](#)

[Student Support Services](#)

[Services provided by the USC](#)

[Student Development Centre](#)

Brightspace:

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the



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[OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled."

Academic Advising

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer you whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic-related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Accessible Education

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at http://academicsupport.uwo.ca/accessible_education/index.html if you have any questions regarding accommodations.

All exam accommodation services for students with disabilities will be consolidated under [Accessible Education \(Student Experience\)](#). For more information please see accessibleeducation.uwo.ca.

Learning Development and Success

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Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Digital Student Experience

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

DRAFT



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Appendix 1 (Alignment of Learning Outcomes)

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Course Learning Outcomes	Aligned Philosophy Program Learning Outcomes	Aligned <u>Western</u> <u>Degree</u> <u>Learning</u> <u>Outcomes</u>
Demonstrate understanding by Discussing, Explaining, and Comparing the philosophical ideas of the philosophers studied in the course.	HSp 1, 2, 3, 4, 5, 6 MajP 1, 2, 3, 4	1, 2, 3
Demonstrate understanding by Discussing the emergence and evolution of a feminist philosophical movement from the contributions of the figures and their texts studied in the course.	HSp 1, 2, 3, 4, 5, 6 MajP 1, 2, 3, 4	1, 2, 3
Identify philosophical motives and causes by Analyzing the concepts animating the emergence and evolution of a feminist philosophical movement during the early modern period.	HSp 2, 4 MajP 2, 4	3, 5, 6
Judge the interpretations of the historical material by Appraising their fit with the texts and their contexts presented in class and in the class materials.	HSp 2, 4 MajP 2, 4	4, 6, 7
Create a philosophical defense of a substantive historical thesis by Composing an interpretative or analytic philosophical paper on a course theme developed by the student.	HSp 4, 7, 8, 10 MajP 4, 6, 7, 8	4, 6

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Appendix 2 (iClicker Cloud)

Dr. Benjamin Hill

I will be using iClicker to track your attendance.

You are required to participate with the iClicker student app on a smartphone, tablet, or laptop. It is your responsibility to follow the steps below to properly get added to my iClicker course in a timely fashion. It is also your responsibility to regularly check your iClicker records for any discrepancies and bring them to my attention.

- I have turned on a GPS location requirement for iClicker in our class. If you are not physically in class when you try to join with iClicker, you will not be counted as present and will not be able to respond to my polling.
 - You will need to allow the device you are using to reveal your location in order to successfully check in.
 - If you have any issues with your device's location settings, refer to the [Attendance Geolocation Troubleshooting Guide](#).
- When it's time for class, make sure you have selected my course from the main screen of iClicker.
 - Select the **Join** button that appears on your screen.

Keep track of your attendance, review your work, and study after class in iClicker.

- You can review your attendance record in iClicker, making it easy for you to manage your course attendance.

Academic Integrity Information

iClicker activities fall under the provisions of our campus academic honesty policy. Students must not engage in academic dishonesty while participating in iClicker activities. This includes but is not limited to:

- Checking in while not physically in class.
- Having another student check you into class.
- Answering quiz questions while not physically in class.
- Looking at other students' devices while answering live questions.
- Using more than one iClicker remote or account at a time.

Any student found to be in violation of these rules will lose their iClicker points for the entire term and may be reported to the Academic Dean.

Need help with iClicker?

- If you are having trouble with your iClicker access code, check out this [guide to access code errors](#).
- If you are having issues connecting to the iClicker student app, check out these [iClicker connectivity tips](#).



**Philosophy 3031G:
Women in [Western] Early Modern Philosophy**

Appendix 2 (iClicker Cloud)

Dr. Benjamin Hill

- If you are having issues seeing your iClicker points, check out this [troubleshooting guide](#).
- Find answers to other questions and contact the iClicker Tech Support Team by visiting <http://iclicker.com/support> at any time.

June 9, 2025

**Philosophy 3031G:
Women in [Western] Early Modern Philosophy
Appendix 3 (Term Paper Project)**

Dr. Benjamin Hill

Term Paper Project

Philosop: 3031G

Women in [Western] Early Modern Philosophy

Appendix 4 (Tentative Readings List)

Dr. Benjamin Hill

Course Introduction

Class 1: [04 Sept Thurs, 110 min] Course Introduction: Syllabus, Admin Matters, Course Topic & Themes

Class 2: [09 Sept Tues, 50 min] Feminist History of Philosophy: Methodology

Class 3: [11 Sept Thurs, 110 min] [KJ Workshop] Disappearing Ink as Epistemic Injustice

Querelle des Femmes

Class 4: [16 Sept Tues, 50 min] Topic Introduction: Medieval Misogyny and its Philosophical Basis

Class 5: [18 Sept Thurs, 110 min] Heinrich Cornelius Agrippa

Class 6: [23 Sept Tues, 50 min] Moderata Fonte

Class 7: [25 Sept Thurs, 110 min] Moderata Fonte

Class 8: [30 Sept Tues, 50 min] Arcangela Tarabotti

Class 9: [02 Oct Thurs, 110 min] Arcangela Tarabotti

Class 10: [07 Oct Tues, 50 min] Marie le Jars de Gournay

Class 11: [09 Oct Thurs, 110 min] [KJ Workshop] Marie le Jars de Gournay

Cartesian (Proto-)Feminism

Class 12: [14 Oct Tues, 50 min] Topic Introduction: Cartesian Revolution in Philosophy of Mind

Class 13: [16 Oct Thurs, 110 min] François Poulain de La Barre

Class 14: [21 Oct Tues, 50 min] Gabrielle Suchon

Class 15: [23 Oct Thurs, 110 min] Gabrielle Suchon

Class 16: [28 Oct Tues, 50 min] Mary Astell

Class 17: [30 Oct Thurs, 110 min] Mary Astell

Liberal Feminism

Class 18: [11 Nov Tues, 50 min] Topic Introduction: Lockean Revolution in Political Philosophy

Class 19: [13 Nov Thurs, 110 min] John Locke

Class 20: [18 Nov Tues, 50 min] Olympe de Gouges

Class 21: [20 Nov Thurs, 110 min] Olympe de Gouges

Class 22: [25 Nov Tues, 50 min] Mary Wollstonecraft

Class 23: [27 Nov Thurs, 110 min] Mary Wollstonecraft

Class 24: [02 Dec Tues, 50 min] Nísia Floresta

Class 25: [04 Dec Thurs, 110 min] Nísia Floresta

Class 26: [09 Dec Tues, 50 min] Course Summation