



PHIL 290G Marginalized Philosophy

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring
Course Prefix: PHIL

Year: 2025
Course and Section #: 290G-601

Course Description

Explores philosophical traditions and approaches outside or at the margins of the philosophical mainstream as it appears in contemporary North America, such as Asian philosophy, African philosophy, Indigenous philosophy, comparative philosophy, queer theory, philosophies of gender and disability, Black philosophy, liberation philosophy, and feminist philosophy. Introduces students to the complexity and diversity of philosophical practice in an increasingly globalized world.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Jorgen Hansen

Student Learning Outcomes

- "1. Evaluate how one's own cultural values compare with those from different backgrounds
 2. Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups
 3. Analyze global or intercultural issues
 4. Examine the complexity and diversity of texts in marginalized traditions
 5. Construct conceptual tools to productively critique and better understand the mainstream Western philosophical tradition
 6. Compare the values, methods, and problematics of marginalized traditions to each other and/or to mainstream traditions
 7. Formulate written work that uses tools and standards of marginalized traditions"
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Course Materials and Texts

Authoring Autism: On Rhetoric and Neurological Queerness (Thought in the Act), by M. Remi Yergeau

- Uncomfortable Labels: My Life as a Gay Autistic Transwoman, by LK Dale
- Neuroqueer Heresies: Notes on the Neurodiversity Paradigm, Autistic Empowerment, and Postnormal Possibilities, by Nick Walker
- NeuroQueer: A Neurodivergent Guide to Love, Sex, and Everything in Between, by CJ DeBarra

(all other texts will be provided on canvas)

Course Requirements

Course Assignments, Assessments, and Grading Policy

- I. attendance 20%
- II. participation 20%
- III. reading summaries 40%
- IV. class discussion facilitation 10%
- VI. media analyses 10%

I. Attendance: in this class, not only attendance, but punctuality, will play a very important role; because of this, each student will be permitted only 1 absence without penalty. Each absence thereafter will result in a 3% penalty. (absences for medical ailments, such as COVID or other medical conditions/procedures will be excused with evidence of that condition/procedure – e.g., a positive test, a physician’s note, etc.). Total: 20%

II. Participation: in this class, participation is equally important as attendance and punctuality. participation will include in-class comments, emails, office hours visits, and so on. the idea is as follows: everyone starts with full credit for participation, and then will lose points as interaction becomes more and more sparse. the best way to retain full credit on participation is to talk in class and/or email me and/or come to office hours regularly (i.e., one comment in class or one class without a comment won’t necessarily boost or lower your participation grade; think of it like a blood test: you can’t eat an apple the day before to get good results and failing to eat an apple over a 4 month period won’t on its own yield bad results). note: the success of this class as a whole will depend on everybody’s participation throughout. Total: 20%

III. Reading Summaries: throughout the semester, there will be at least 12 classes that have accompanying readings; you must summarize the readings for 8 of these days (for 5 points each) – but please read for every class period. summaries should be in depth summaries and don’t have a precise word count, as it’ll depend on the reading; but they should (a) show evidence that you did the reading in its entirety and (b) as a rule of thumb should be at least 500 words in length (though some should be longer, especially if you write verbosely). Total: 40%

IV: Class Discussion Facilitation: class periods 3-12 will have 2-3 discussion facilitators who will: (i) read the entire text more closely (if not twice), (ii) take detailed notes and understand the material for that day more deeply, and (iii) come to class with some framing thoughts and questions on the more important key points or central ideas of the reading for that day. each discussion facilitator will then speak about the reading for 3-5 minutes (in coordination with the other facilitators for that day so as not to have much overlap/repetition) with the goal of kickstarting the overall class discussion. all facilitation from that point on will be handled by the instructor. note: any changing of days on which you facilitate will have to be arranged with both the instructor and another student willing to change. Total: 10%

V. Media Analyses: over the course of the semester, each student must find media (movies, tv shows, characters, music, art, etc.) that embodies and exemplifies neuroqueerness and (i) describe (or portray)

the media in detail and (ii) analyze its neuroqueer components in detail; these should be between 400-700 words in length. you must do 5 such analyses total for 2 points each (and you may do a 5th for 2 points extra credit, if needed). Total: 10%

Required or Recommended Reading Assignments

See Schedule

General Description of the Subject Matter of Each Lecture or Discussion

1/8 First Day/Syllabus/Introductions/Activities

- Read Syllabus (in its entirety)

1/15 Neurodivergence, Queerness, and Neuroqueerness: Normativity and Divergence

- Sign-up for class discussion facilitation
- (No Reading; get the books and prepare for upcoming readings)

1/22 Authoring Autism (Day 1) – 3 Facilitators

- Read Chapters 1 & 2: Involution & Intention (around 90 difficult pages)

1/29 Authoring Autism (Day 2) – 3 Facilitators

- Read Chapters 3 & 4: Intervention & Invitation (around 86 difficult pages)

2/5 Authoring Autism (Day 3) – 2 Facilitators

- Read Chapters 5 & 6: Invention & Indexicality (around 40 pages)

2/12 Uncomfortable Labels (Day 1) – 2 Facilitators

- Read: Prologue and Part I (around 90 less difficult pages)

2/19 Uncomfortable Labels (Day 2) – 2 Facilitators

- Read: Parts II & III (around 80 less difficult pages)

2/26 Neuroqueer Heresies (Day 1) – 3 Facilitators

- Read: Part I (around 70 pages)

3/5 Neuroqueer Heresies (Day 2) – 3 Facilitators

- Read: Part II (around 75ish pages)

3/12 SPRING BREAK

- No Class

3/19 Neuroqueer Heresies (Day 3) – 2 Facilitators

- Read: Part III (around 35 pages)

3/26 NeuroQueer: Love, Sex, and Everything In Between (Day 1) – 2 Facilitators

- Read: Chapters 1, 2, & 3 (around 65 pages)

4/2 NeuroQueer: Love, Sex, and Everything In Between (Day 2) – 3 Facilitators

- Read: Chapters 4, 5, & 8 (around 90 pages) 5

4/9 Psychedelics and Neuroqueering – No Facilitators

- Readings (on Canvas) TBD

4/16 Coming Full Circle

- No Reading; Come to Class

Required Course Syllabus Statements

Generative AI

The Department of Philosophy and Humanities recognizes that Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students in the careful reading of texts, the development of rigorous writing skills, the analysis and use of arguments, and to foster the thoughtful application of each of these skills in students' personal and social development. Research has not yet determined what bearing the use of AI tools in the classroom will have upon the successful acquisition of these skills.

Therefore, at this time, online learning support platforms (like ChatGPT or Google Bard) may not be used for course assignments in our department except as explicitly authorized by the instructor. Any assignment or content composed by any resource other than the student (whether human or digital) must be attributed to the source through proper citation.

Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such.

Some of our language has been adapted from the University of Minnesota

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.