



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 11-7

1. ACADEMIC UNIT: Philosophy

2. COURSE PROPOSED: PHI 420 Feminist Philosophical Literature 3 (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Cheshire Calhoun Phone: (207)333 2457 Mail Code: 4102 E-Mail: cheshire.calhoun@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [ ]
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [ ]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]

- Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [x]

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available + title page

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [ ] Yes; Please identify courses:

Is this amultisection course?: [x] No [ ] Yes; Is it governed by a common syllabus?

PETER DE MARNEFFE
Chair/Director (Print or Type)

Peter de Marneffe
Chair/Director (Signature)

Date: 11/7/08

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	Tables of Contents syllabus course description on syllabus
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of women, racial minority groups, and/or ethnic minority groups within the United States.	Tables of Contents (all of the books are being read as examples of feminist philosophers' contributions to redefining the subfields of philosophy)
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more ethnic or racial minority groups in the U.S.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among racial, ethnic, and gender groups in the U.S.	Syllabus, complete with specific questions for each reading



Course Prefix	Number	Title	Designation
PHI	420	Feminist Philosophical Literature	CULTURAL

Explain in detail which student activities correspond to the specific designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures 1. Examines concerns of women, lesbians, and to a lesser extent subordinate social groups in general in the U.S.	Example-Compares Latino & African American Music. Examines gender-difference in theorizing in philosophy; Compares feminist w/ lesbian politics; Examines issues such as domestic violence	Example-See Syllabus Pg. 5 Texts published between 1990 and 2004 and devoted to social, ethical, political, and psychological issues of the past 2 decades
2a. Studies contributions of women w/in U.S.	Examines philosophical literature produced by contemporary feminist philosophers that aims to (a) demonstrate gender bias in theoretical approaches, (b) reconstruct theoretical knowledge in three philosophical subfields	see entire syllabus
2.C Studies political, ethical, social, and psychological dimensions related to gender, sexual orientation, subordination	<ul style="list-style-type: none"> <li>Examines the social + political position of ♀ in philosophy and sciences</li> <li>Examines domestic violence</li> </ul>	See syllabus : units 1, 2, 15-18 unit 5

- Examines what justice for ♀ and other oppressed groups consists in & requires

units 8, 9, 10

- Examines the relationship between heterosexual women's and lesbians' political concerns

units 11, 12

- Examines the political and social relations between sexual orientation categories

units 12, 13

- Examines psychology of oppression

units 4, 5, 6

PHI 420  
Spring 2009

Instructor: Cheshire Calhoun  
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## FEMINIST PHILOSOPHICAL LITERATURE

In 1970 7% of academic philosophers were women. That percentage grew to 12% in 1980 and now stands around 22%. This course is an exploration of the way that gender has and continues to make a difference to the substantive content of philosophical theories. The feminist philosophical work in ethics, political theory and theory of knowledge that we will be reading has two central aims: to reveal the gender bias encoded in conventional philosophical work, and to reconstruct theories of morality, political justice, and knowledge so that they more adequately address the experience of women and other disesteemed social groups.

### TEXTS:

Marilyn Friedman, *Autonomy, Gender, Politics* (AGP)  
Peggy DesAutels and Margaret Walker, *Moral Psychology* (MP)  
Iris Marion Young, *Justice and the Politics of Difference* (JPD)  
Cheshire Calhoun, *Feminism, the Family, and the Politics of the Closet*, (FFP)  
Linda Alcoff & Elizabeth Potter, eds., *Feminist Epistemologies* (FE)  
Coursepak

**My Office Hours:** for quick (5 minute) items, you are welcome to drop by in the two hours before class, immediately after class, or anytime my office door is open. If you want to sit down for a longer chat, just email me or phone me during the day, and we'll set up an appointment that's convenient for you and me. Assume that I am available Monday 12-3 and Friday 12-3.

### COURSE REQUIREMENTS & GRADE PERCENTAGES:

13% of your grade will be based on:

- a **short essay** on distinctive features of feminist philosophical approaches to theorizing. In this 4-5 page essay, you are to summarize what you take to be distinctive feminist approaches to theorizing (or distinctive critiques of mainstream philosophical theorizing) based on your understanding of the first four readings.

72% of your grade will be based on:

- **short essays:** four 5-6 page essays. You **MUST** phrase your thesis as a question and do so in the first paragraph.

15% of your grade will be based on:

- **class presentation:** you will sign up to give one presentation on a non-asterisked date. The purpose of your presentation is to reconstruct the argument in the reading of the day and to generate class discussion. Your thoughts should be well-organized for public presentation. Come prepared with an outline of the order of your presentation to hand out in class. Your presentation should cover a summary of the text with a special focus on some portion that you think is important and that we need to be clear on. Your presentation should also include some critical, reflective approach to the text that will stimulate discussion.

You will be graded on:

- organization and clarity of your presentation
- correctness of your re-presentation of the author's views
- usefulness of your outline



- intellectual engagement (e.g., using your own examples, offering your own criticisms, pointing out unclear passages in the text and providing your own interpretation, pointing out interesting connections between this text and other texts read in this class)
- ability to connect with the rest of us (e.g., by asking us questions or answering our questions, or otherwise inviting us to participate)

**Grading Scale :**

All your work will be graded on a 4-point scale: 4=A, 3.7=minimum for A-, 3.3=minimum for B+, 3=minimum for B, 2.7=minimum for B-, etc.

**Attendance:**

You should come to class having thought about how you would answer the questions posed on the syllabus for each day. In this class, more than two unexcused absences will result in a half-letter grade penalty on your final grade. More than 3 unexcused absences will result in automatic failure.

## SYLLABUS

1. introduction to the course  
**read:** Cheshire Calhoun, "Introduction" to *Setting the Moral Compass* (electronic reserve)

### I. CRITIQUES OF MAINSTREAM THEORIZING IN ETHICS

- \*2. feminist critiques of gender bias in ethical theory  
**read:** Annette Baier, "What do Women Want in a Moral Theory" AND her, "The Need for More than Justice" *both on electronic reserve*
  - What are the criticisms she levies against theories of obligation?
  - What does she think women want in a moral theory?

an expressive-collaborative model of ethics  
**read:** Margaret Walker, excerpt from Moral Understandings (handout) AND her "Authority and Transparency" *electronic reserve*

  - What's the difference between the theoretical-judicial model of ethics and the expressive-collaborative model?
  - What worries her about "authority" and what kind of "transparency" is she interested in?
- \*3. replacing mainstream ideal theory with nonideal theory  
**read:** Charles Mills, "'Ideal Theory' as Ideology" (MP)
  - What are the differences between ideal and nonideal theorizing?
  - Why think that ideal theory is ideological rather than just abstract?

problems with standard approaches to applied ethics  
**read:** Kathryn Pyne Addelson, "Knowers/Doers and their Moral Problems" (FE)
  - What do you think "doers" refers to in her title "Knowers/Doers...?"
  - What does she think traditional epistemology is like? And what is her alternative epistemology?

## II. ETHICS & VULNERABILITY

4. **tiny essay on feminist theorizing due. trust**  
**read:** Annette Baier, "Trust and Anti-Trust" *electronic reserve*
- How does trust differ from reliance?
  - Why think this topic of trust is an especially feminist one?

trust, terrorism, and torture

**read:** Karen Jones, "Trust and Terror," (MP) AND  
Claudia Card, "Torture in Ordinary Circumstances" (MP)

- How does basal security differ from the form of trust that Baier describes, and why is the phenomenon of basal security (and its absence) important to pay attention to?
- What is torture in Card's view?
- Why might the tortured lose self-respect and/or hope?

- \*5. domestic violence; clip from *From One Prison*

**read:** Sandra Bartky, "Intimidation" (MP)

- If you had to give an account of the nature of intimidation, how would you describe intimidation (and how it differs from, say, "coercion" or "threatening")?

domestic violence

**read:** Marilyn Friedman, "Domestic Violence Against Women and Autonomy" (AGP)

- Why does Friedman think that the law should respond differently to women who stay in abusive relationships than professional caregivers should? Is her position a logically consistent one?
- Would you agree that professional caregivers should adopt a policy of offering women who decide to stay in abusive relationships uncritical support rather than attempting to rationally persuade them to leave?

## III. REFLECTIONS ON AGENCY

- \*6. self-respect, video clip from #4367 (min 42-51)  
**read:** Robin Dillon, "'What's a Woman Worth? What's Life Worth? Without Self-Respect!' On the Value of Evaluative Self-Respect" (MP)
- How does "evaluative self-respect" differ from both "recognition self-respect" and "agentic self-respect"?
  - Why do you think a life would be worth less without self-respect?

relational autonomy, video clip from #4957 (min10-14)

**read:** Marilyn Friedman, "Autonomy and Social Relationships: Rethinking the Feminist Critique" (AGP)

- Which part(s) of the feminist critique of autonomy does Friedman accept as basically correct?
- Which part(s) of the feminist critique of autonomy does Friedman reject?

7. **ESSAY ON ETHICS DUE. autonomy**  
**read:** Marilyn Friedman, "A Conception of Autonomy" (AGP)

- In what ways is autonomy connected with self-reflection in Friedman's view?
- What's the difference between a substantive and a content-neutral conception of autonomy, and which conception do you think is better?



- Is oppression compatible with autonomous choice

autonomy and romantic love

**read:** Marilyn Friedman, "Romantic Love and Personal Autonomy" (AGP)

- On Friedman's view, in what sense(s) does romantic love involve a "merger" of two selves?
- Why does Friedman think that women are more at risk of losing autonomy in romantic love relationships than men are? Is this the only feminist concern one might have about the cultural idealization/idolization of romantic love?

#### IV. RETHINKING LIBERAL POLITICAL THEORY

\*8 critiquing Rawlsian liberalism: the importance of gender justice

**read:** Susan Moller Okin, "Justice as Fairness: For Whom?" *electronic reserve*

- Why does Okin think that Rawls's theory of justice fails, in crucial ways, to address the justice issues that most concern women?
- What policy recommendations do you think would follow from Okin's analysis of injustice in the family?

critiquing Rawlsian liberalism: rethinking the meaning of justice

**read:** Iris Marion Young, "Displacing the Distributive Paradigm" (JPD)

- What is the distributive paradigm and what does Young think is wrong with it?
- What would "equality" mean on Young's view, since it does not mean equal or equitable shares in a distribution?

9. welfare capitalism

**read:** Iris Marion Young, "Insurgency and the Welfare Capitalist Society" (JPD)

- What is welfare capitalism?
- What does "politicizing" mean? What does "domination" mean?
- What lessons are we supposed to learn from her discussion of insurgent movements?

the politics of difference

**read:** Iris Marion Young, "Social Movements and the Politics of Difference" (JPD)

- How does the "ideal of radical democratic pluralism" differ from the "assimilationist ideal"?
- How does she propose solving the "dilemma of difference"?

10. the faces of oppression

**read:** Iris Marion Young, "Five Faces of Oppression" (JPD)

- Why distinguish between domination and oppression?
- Would one need to redefine "powerlessness" in order to capture the kind of powerlessness that the women in From one Prison experienced?
- Are there additional faces of oppression that you would add to these five?

oppression and ethnic minorities

**read:** Marilyn Friedman, "Cultural Minorities and Women's Rights" (AGP)

- To what extent should liberal societies respect/tolerate the practices of cultural minorities that are oppressive to women?

#### V. THE POLITICS OF DIFFERENCE & THE FEMINIST SUBJECT

11. **ESSAY On POLITICAL PHILOSOPHY DUE.** Intersectional analysis  
**read:** Calhoun, "Introduction: Centering Sexual Orientation Politics" (FFP)

can feminist theory accommodate lesbian/gay political difference?

**read:** Calhoun, "Separating Lesbian Theory from Feminist theory" (FFP)

12. Women vs. lesbians?

**read:** Calhoun, "The Gender Closet"

who are the proper subjects of feminism

**read:** Narayan, "The Scope of Our Concerns" (coursepak)

the specificity of lesbian/gay subordination

**read:** Calhoun, "The Shape of Lesbian and Gay Subordination"

13. against marriage

**read:** Claudia Card, "Against Marriage"

marriage and citizenship

**read:** Calhoun, "Defending Marriage" (FFP)

who owns the family?

**read:** Calhoun, "Constructing Lesbians and Gay Men as Family's Outlaws"

## **VI. FEMINIST EPISTEMOLOGY**

15. **ESSAY ON The FEMINIST SUBJECT DUE.** social values and scientific knowledge

**read:** Iris Marion Young, "The Scaling of Bodies and the Politics of Identity" (JPD, pp. 122-130 only) AND

Sue Campbell, "Models of Minds and Memory Activities" (MP)

- In these two essays, how do social values end up shaping scientific theories?
- Do you think it is possible and/or desirable to free science from being influenced by social values?

the production of knowledge

**read:** Lorraine Code, "Taking Subjectivity into Account," (FE, pp. 15-32 only)

- What is the 'S knows that p' model of knowledge?
- What, for Code, does it mean to take seriously the politics of knowledge?

16. **ESSAY ON The FEMINIST SUBJECT DUE.** standpoint epistemologies

**read:** Sandra Harding, "Rethinking Standpoint Epistemology: 'What is Strong Objectivity?'" (FE)

- What exactly is it about the empiricist account of knowledge that produces only weak objectivity?
- What is standpoint epistemology in Harding's view?

critiques of standpoint epistemology

**read:** Bat Ami Bar On, "Marginality as Epistemic Privilege" (FE) AND



Helen Longino, "Subjects, Power, and Knowledge: Description and Prescription in Feminist Philosophies of Science" (FE)

- What do Bar On and Longino take standpoint epistemology to be?
- What are their critiques of standpoint epistemology?

\*17 anti-individualism in knowledge

**read:** Lyn Hankinson Nelson, "Epistemological Communities" (FE)

- What are the central tenets of objectivism and what paradox to objectivists face?
- Why think that "none of us knows what no one else could"?

the production of knowledge within human social practices

**read:** Kessler, "The Medical Construction of Gender: Case Management of Intersexed infants" and Hawkesworth, "Knowers, Knowing, Known: Feminist Theory and Claims of Truth" *both articles in coursepak*

18. the purpose of knowledge seeking

**read:** Haslanger, "What Knowledge Is and What It Ought to Be: Feminist Values and Normative Epistemology" *in coursepak*

"knowledge" of differences

**read:** Haslanger, "Gender & Race: (What) Are They? (What) Do We Want Them to Be?"

**ESSAY ON EPISTEMOLOGY DUE on final exam date**

Y

# AUTONOMY, GENDER, POLITICS

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JCLA School of Law

Angeles  
echnology

er

1, Charlotte

Marilyn Friedman

**OXFORD**  
UNIVERSITY PRESS

2003



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Series Editors: Hilde Lindemann Nelson, Sara Ruddick, and Margaret Urban Walker

*feminist Constructions* publishes accessible books that send feminist ethics in promising new directions. Feminist ethics has excelled at critique, identifying masculinist in social practice and in the moral theory that is used to justify that practice. The series continues the work of critique, but its emphasis falls on construction. Moving beyond critique, the series aims to build a positive body of theory that extends feminist moral understandings.

*Feminists Doing Ethics*

Edited by Peggy DesAutels and Joanne Waugh

*Gender Struggles: Practical Approaches to Contemporary Feminism*

Edited by Constance L. Mui and Julien S. Murphy

*"Empathy and Solidarity" and Other Essays*

by Sandra Lee Bartky

*Subject of Violence: Arendtean Exercises in Understanding*

by Bat-Ami Bar On

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*Moral Psychology: Feminist Ethics and Social Theory*

Edited by Peggy DesAutels and Margaret Urban Walker

# Moral Psychology

## Feminist Ethics and Social Theory

Edited by  
Peggy DesAutels and  
Margaret Urban Walker

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
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Justice and the Politics of  
Difference

*Iris Marion Young*

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Feminism, the Family, and the  
Politics of the Closet:  
Lesbian and Gay Displacement

CHESHIRE CALHOUN

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# FEMINIST EPISTEMOLOGIES

Edited and with  
an Introduction by  
**LINDA ALCOFF** and  
**ELIZABETH POTTER**

*es of Discourse*

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