

University of South Florida Fall 2015

PHI4632 02 and 12 Feminist Ethics
Tuesday and Thursday 2:00-3:15 pm
SOC303
3 Credits

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 Office Hours:
 Tues and Thurs 3:30-4:30pm
 or by appointment

One of the privileges of being normal and ordinary is a certain unconsciousness. When one is that which is taken as the norm in one's social environment, one does not have to think about it. Often, in discussions about prejudice and discrimination I hear statements like these: "I don't think of myself as heterosexual"; "I don't think of myself as white"; "I don't think of myself as a man"; "I'm just a person, I just think of myself as a person." If one is the norm, one does not have to know what one is. If one is marginal, one does not have the privilege of not noticing what one is (Marilyn Frye, *The Politics of Reality*, 146-147).

Course Description

In this course, we will consider ways that feminist approaches to ethics differ from, challenge, and supplement non-feminist approaches. Central to feminist ethics is the notion that ethical frameworks must have realistic accounts of moral issues and agents, which include consideration of the social context. For example, that the fact that all humans are interdependent rather than radically independent is significant for thinking about just social arrangements. As another example, feminists maintain that gender socialization is relevant for how we think about moral issues.

Course texts will include *An Invitation to Feminist Ethics* by Hilde Lindemann and *The Subject of Care: Feminist Perspectives on Dependency* edited by Eva Kittay and Ellen Feder. The first will serve as an introduction to feminist ethics and how approaches informed by the ethics of care and ethics of responsibility differ from non-feminist ones. The second text contains readings that apply feminist ethics to a number of issues surrounding human dependency, both at the local and global levels. Social position in regard to race, sex/gender, class, and disability are central to these discussions of care and justice.

This course is an upper level humanities elective.

Learning Outcomes

1. Be able to characterize and apply feminist approaches to ethical issues.
2. Communicate effectively about philosophical issues through dialogue and written assignments (e.g. clearly articulate the position of a given philosopher, explain your own view, formulate philosophical questions, identify counterexamples).
3. Critically examine dominant narratives about dependency within and beyond philosophy.
4. Recognize the value of philosophical inquiry for everyday life. Reflect on your own experiences, beliefs, and concerns using philosophical concepts and methods.

Required Texts

- *An Invitation to Feminist Ethics* by Hilde Lindemann ISBN 0-07-285023-X or ISBN 978-1-308-49656-6
- *The Subject of Care: Feminist Perspectives on Dependency* edited by Eva Kittay and Ellen Feder ISBN 0-7425-1363-7

Additional assigned readings will be made available to students via Canvas or through provided links. Students are expected to complete the readings *prior* to coming to class on the day for which they are assigned. Students are required to bring the textbook and/or paper copies of readings to class.

Accessibility

I encourage disabled students to consult with me as soon as possible, preferably at the beginning of the semester so that we can work together to figure out the best way to eliminate barriers to your success in this class. The University requires disabled students to register with Students with Disabilities Services in order to receive academic accommodations such as extra time to take exams, an alternate format, or a note-taker. Students are encouraged to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request. Students with Disabilities Services is located at SVC1133 in the Student Services Building, across from the Registrar's Office. Contact (813) 974-4309 or sa-sds-information@usf.edu.

If you have access concerns about the USF campus, please contact the USF Americans with Disabilities Act Coordinator, David Owens, at (813) 974-8616 or dowens@usf.edu.

Attendance and Participation Policy

Attendance at all class meetings is required. Attendance will count for 10% (100 points) of your grade for the course. You will be allowed 3 absences. Any more than that will result in a 50-point reduction in your final grade (for 4-5 absences) or a 100-point reduction in the case that you miss 6 or more classes. If you are tardy for class (meaning you arrive after 2:00pm) or leave prior to the end of class, each instance will count as a half absence.

Missing class will impact your grade in at least two additional ways. First, there will be frequent quizzes and in-class assignments that count toward your grade for the course. Secondly, the purpose of lecture and class discussion is to help you to have a greater understanding of the course material and to prepare you for assignments and the final exam. Learning is a collaborative process. If you are not in class, you will miss important opportunities to learn concepts and develop skills that you will need to demonstrate in order to pass the course.

Students who anticipate the necessity of being absent from class in order to observe a major religious holiday must provide notice of the date(s) to the instructor, in writing, by the second class meeting. Students who must miss class unexpectedly should make an effort to contact the instructor as soon as possible, and preferably prior to that day's meeting.

Students are required to bring the textbook and/or paper copies of the readings for the current class (and possibly reading assignments from the prior class). Failure to do so will result in a reduction in the participation grade because these readings will be necessary for full participation in class. Please bring a notebook or lined loose-leaf paper to each class meeting as well.

Grade	Examples of How to Earn this Grade for Participation
F	<ul style="list-style-type: none"> • Absent or • Present and disruptive to classmates/the instructor • Texts in class • Sleeps in class • Is not engaged and does not contribute to the class discussion
D	<ul style="list-style-type: none"> • Present, not disruptive • Attempts to answer questions when called on but does not offer much • Demonstrates very infrequent involvement in discussion
C	<ul style="list-style-type: none"> • Shows evidence of having completed the reading but not of having thought carefully about the content • Offers straightforward information from the reading without elaboration • Does not offer to contribute to discussion but contributes a moderate amount when called on • Demonstrates infrequent involvement in discussion
B	<ul style="list-style-type: none"> • Shows evidence of good preparation: not only of completion of the reading but of having thought carefully about it • Offers interpretations and analyses of the reading • Makes multiple contributions to discussion by: responding to other students and posing questions in a constructive way • Demonstrates consistent involvement in discussion
A	<ul style="list-style-type: none"> • Shows evidence of excellent preparation: has analyzed the reading well, relating it to other discussions, experiences, course materials, etc. • Offers analysis, synthesis, and evaluation of the reading, e.g., puts together pieces of the discussion to develop approaches that advance the class discussion • Contributes in a significant way to ongoing discussion: keeps comments focused, responds thoughtfully to others students' remarks, suggests alternative ways of approaching material.

Adapted from Maznevski, Martha. 1996. "Grading Class Participation." *Newsletter of the Teaching Resource Center for Faculty and Teaching Assistants*.

Class Policies and Information

- All electronic devices – laptops, cell phones, iPods, headphones, etc. – must be silenced and put away during class. Students using electronic devices in class may be asked to leave and marked absent for the day or allowed to stay but given a “0” for participation.
- Students may record class lectures but are prohibited from selling notes or recordings of those lectures. Students wishing to record lectures should speak with the instructor at the start of the semester.
- Students are expected to take notes during class or obtain notes from a classmate in the case of absence.
- *Note: I reserve the right to change the readings/topics/due dates as necessary.*

E-mail and Canvas

It is your responsibility to check your USF e-mail and Canvas frequently. These are the ways I will communicate with you outside of class meetings. I will attempt to respond to e-mails within 24 hours, excluding weekends and holidays. If you do not receive a response from me within a few days, assume that I did not receive your e-mail.

Assignment Policy

All written assignments must be typed, unless otherwise noted. Hard copies of papers must be turned in to me at the *beginning* of the class on the due date. Please plan accordingly. As a USF student, you have a credit of \$2.50 on your student ID for printing available to you each day at no cost in the USF library on the Tampa campus. I will *not* accept assignments via email. In addition, you must follow all formatting requirements specified for each assignment.

Please note: you should staple multiple page writing assignments before arriving to class. I will *not* have a stapler.

Assignments may be turned in prior to the due date to my office, which is FAO225.

Late Assignment Policy

No late homework assignments will be accepted, except by prior arrangement **at least 24 hours in advance** or **documented emergency**. Students who do not turn in assignments or who turn them in late without a prior arrangement or documented emergency will receive 0 points.

In the event of a missed class, students will have the opportunity to complete and turn in in-class worksheets for partial credit. It is the students' responsibility to find out about missed assignments and to make arrangements with the instructor prior to the next class meeting.

Course Requirements

- Attendance – See section on attendance above, 10% of total grade.
- Participation – 10% See table above for details.
- Readings– Students will be expected to read all assigned texts and come to class prepared to discuss them. Take notes on the readings, including any questions you may have.
- Quizzes – Students will be given reading comprehension quizzes throughout the semester. Quizzes **cannot** be made up for reasons of absence or tardiness. Quizzes are worth 10% of the student’s grade.
- In-Class and Take Home Assignments – Students will be expected to complete tasks individually and in small groups during class. Students will be given take home assignments, including short papers, to complete individually. These assignments will be worth 10% of the total grade.
- Papers – Students will be required to write four textual analyses, for a total of 20% of the student’s final grade. Papers must be turned in electronically to SafeAssign through Canvas and a paper copy must be submitted to me prior to the beginning of class on the due date.
- Class Facilitation – each student will present and facilitate discussion on one course reading. This is worth 10% of the total grade.
- Final Exam – Students will complete a take home essay exam. The exam is worth 30% of the final grade. The exam will be due on 12/8/15 at 2:00 p.m.—a printed copy must be submitted to my mailbox or office and an electronic copy must be submitted to SafeAssign through Canvas.

Course Requirements Overview

Attendance	10%	100 points
Participation	10%	100 points
Quizzes	10%	100 points
In-Class and Take Home Assignments	10%	100 points
Textual Analyses (4)	20%	200 points
Class Facilitation	10%	100 points
Final Exam or Final Paper	30%	300 points
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TOTAL:	100%	1,000 points

Grading Policy

Students do not receive an “A” grade simply for meeting requirements. “A” and “B” grades are issued according to the quality of the student’s work and the comprehensiveness of the student’s understanding (as demonstrated in her/his work and class participation), and are not based solely on a student’s effort.

According to the USF Undergraduate Catalog, letter grades have the following meaning:

A	Superior performance
B	Excellent performance
C	Average performance
D	Below average performance
F	Failure
FF	Failure – Academic Dishonesty

The grade scale for this course will be as follows:

A+	97 and above
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Please see the instructor about the S/U option.

Students may receive an incomplete "I" grade for the course in the case of a documented emergency: documented illness, deaths in the immediate family and other documented crises, call to active military duty, court-imposed legal obligations (e.g., jury duty), etc. Please see the *Undergraduate Catalog* for more information.

Extra Credit

Extra credit opportunities may be extended to students during the course of the semester. These opportunities are optional, and the point value, timing, and requirements of the opportunity will be subject to the instructor's discretion. The availability of extra credit opportunities is not guaranteed.

Academic Dishonesty and Plagiarism

- Students are responsible for knowing and following USF policies regarding academic dishonesty and plagiarism. Academic dishonesty will not be tolerated. See <www.ugs.usf.edu/catalogs/0607/adadap.htm> for details.
- The University of South Florida has an account with an automated plagiarism detection service (Turnitin), which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to submit assignments to this detection system. Assignments are compared automatically with a large database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. Assignments submitted to Turnitin will not identify the student using the name or ID number of the student in order to protect his/her privacy.
- Suspected cases of plagiarism and other forms of academic dishonesty will be rigorously investigated. Academic dishonesty may result in an F for the test/assignment, and/or an F for the course. Particularly egregious forms of academic misconduct will be penalized as severely as possible; in these case, the instructor reserves the right to pursue an FF grade for the student for the course. Students receiving an FF grade have the right to appeal the grade to the chair of the Philosophy Department, Dr. Roger Ariew.

USF Emergency Policy

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Eluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Reading and Assignment Guide: All readings and assignments are due the date they are listed.

Week 1

Class #1: 8/25 Course introduction

Class #2: 8/27 Syllabus Quiz, *An Invitation to Feminist Ethics* by Hilde Lindemann

Chapter 1 "What is Feminist Ethics?" pp. 2-18

Week 2

Class #3: 9/1 Chapter 2 "Discrimination and Oppression" pp. 20-38

Class #4: 9/3 Chapter 3 "The Importance of Who We Are" pp. 39-57

Week 3

Class #5: 9/8 Chapter 4 "Standard Moral Theories from a Feminist Perspective" pp. 59-83

Class #6: 9/10 Continue discussion of Chapter 4

Week 4

Class #7: 9/15 Chapter 5 "Feminist Ethics of Care and Responsibility" pp. 85-103

Class #8: 9/17 "Oppression" by Marilyn Frye pp. 1-17 (on Canvas)

Week 5

Class #9: 9/22 "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" by Kimberlé Crenshaw pp. 139-154 (on Canvas)

Class #10: 9/24 "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" by Kimberlé Crenshaw pp. 155-167 (on Canvas)

Week 6

Class #11: 9/29 "Playfulness, 'World'-Traveling, and Loving Perception" by María Lugones pp. 77-98 (on Canvas)

Class #12: 10/1 "Being Lovingly, Knowingly Ignorant: White Feminism and Women of Color" by Mariana Ortega pp. 56-71 (on Canvas)

*******You must turn in your first textual analysis by 10/1/15 at 2:00 pm**

Week 7

Class #13: 10/6 "Do Feminists Hate Men?" by Tom Digby pp. 15-29

Class #14: 10/8 "Alternative Epistemologies" by Charles Mills pp. 237-257 (on Canvas)

Week 8

Class #15: 10/13 "A Progressive Male Standpoint" by Larry May pp. 337-351 (on Canvas)

Class #16: 10/15 "Feminist Killjoys" by Sara Ahmed pp. 50-69 (on Canvas)

Week 9

Class #17: 10/20 "A Genealogy of Dependency: Tracing a Keyword of the U.S. Welfare State" by Nancy Fraser and Linda Gordon pp. 13-34 in *The Subject of Care*

*******You must turn in your second textual analysis by 10/20/15 at 2:00 pm**

Class #18: 10/22 "Autonomy, Welfare Reform, and Meaningful Work" by Iris Marion Young pp. 40-60 in *The Subject of Care*

Week 10

Class #19: 10/27 "Subsidized Lives and the Ideology of Efficiency" by Martha McClusky pp. 115-132 in *The Subject of Care*

Class #20: 10/29 No reading assignment

Week 11

Class #21: 11/3 "Dependency Work, Women, and the Global Economy" by Ofelia Schutte pp. 138-155 in *The Subject of Care*

Class #22: 11/5 Ch. 8 "Globalization and Cross-Cultural Judgments" by Hilde Lindemann pp. 148-170

*******You must turn in your third textual analysis by 11/5/15 at 2:00 pm**

Week 12

Class #23: 11/10 "Poverty, Race, and the Distortion of Dependency: The Case of Kinship Care" by Dorothy Roberts pp. 277-289 in *The Subject of Care*

Class #24: 11/12 "Toward a Feminist Theory of Disability" by Susan Wendell pp. 826-840

Week 13

Class #25: 11/17 "When Caring is Just and Justice is Caring: Justice and Mental Retardation" by Eva Kittay pp. 257-273 in *The Subject of Care*

Class #26: 11/19 " 'Doctor's Orders': Parents and Intersexed Children" by Ellen Feder pp. 294-315 in *The Subject of Care*

Week 14

Class #27: 11/24 "At the Same Time, Out of Time: Ashley X" by Alison Kafer pp. 47-68 (on Canvas)

*******You must turn in your fourth textual analysis by 11/24/15 at 2:00 pm**

Class #28: 11/26 **No Class (Thanksgiving)**

Week 15

Class #29: 12/1

Class #30: 12/3 Course wrap up

Final Exam or Paper due 12/8/15 at 2:00 p.m.—a printed copy must be submitted to my mailbox or office and an electronic copy must be submitted to Turnitin through Canvas.