

PHILOSOPHY 3420: PHILOSOPHICAL PERSPECTIVES ON ISSUES OF GENDER
THE OHIO STATE UNIVERSITY
SPRING 2013

INSTRUCTOR: Alison Duncan Kerr
OFFICE: 214 University Hall
OFFICE HOURS: T/TH, 8:30am-9:15am

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LOCATION: University Hall 0086
TIME: T/TH, 9:35am-10:55am

I. REQUIRED TEXT.

Ann E. Cudd and Robin O. Andreasen. (2005) *Feminist Theory: A Philosophical Anthology*. Malden: Blackwell.

Several other articles will be made available on reserve or Carmen.

II. COURSE WEBSITE: <https://carmen.osu.edu>

III. COURSE DESCRIPTION.

What is gender? What might it mean to claim that reason, rationality, or knowledge is gendered? How might one argue that one gender is more rational than another? How is gender relevant to ethical concerns? How might an understanding of gender impact thinking about concepts such as equality, justice, difference, or dependence? Is our culture still sexist, or is the need for feminism over? Do women and men have different natures? Are women and men naturally better at different tasks? Why do women and not men stay home to raise the children in most families?

This course aims to introduce you both to philosophical methodology (especially the construction and critical analysis of arguments) and to important metaphysical, epistemological, and ethical issues involving gender. We will consider the above questions, and others, by examining the arguments and methodology of analytic feminism; in doing so, we will pay special attention to the ways in which gender interacts with other factors, such as race, ethnicity, social class, and national origin. Possible topics include: feminist analyses of sexual objectification in pornography, feminist arguments in ethics and social theory, criticisms of gendered labor, feminist arguments in philosophy of science, issues concerning the impact of gender on knowledge and research. This course fulfills two GEC requirements—Cultures & Ideas and Social Diversity.

IV. COURSE REQUIREMENTS.

Your final grade is determined on the basis of participation during class, pop quizzes, two exams, and a final paper. These requirements will be weighed as follows:

15%: Participation and Attendance

15%: Reading Quizzes

20%: Exam I (Tuesday, 12 February)

25%: Final Essay (Thursday, 7 March)

25%: Exam II (Thursday, 18 April/Thursday, 25 April)

There will be some number of quizzes, always given in the first few minutes of class. These pop quizzes are designed to test whether you have done the assigned reading. I will offer a make up quiz only with a *documented* excuse. At the end of the course, the lowest quiz grade will be dropped.

Participation and Attendance:

You are expected to attend every class, to have read the assigned readings before class, and to bring the readings with you to every class. This class is intended to be significantly discussion-oriented. Poor attendance will adversely affect your participation grade, but (good) participation in class will improve your participation grade. The quality, not just the quantity, of your participation is very important. I will call on students to answer specific questions about the assignments.

Pep Talk:

There is no doubt—philosophy is hard. You will find yourself grappling with ideas and language that are likely to seem quite obscure on the first read. My suggestion is to give the article a quick skim and then go back and read it a second time slowly. This process might sound incredibly time-consuming, but you will find that the ideas sink in much more deeply, and this will save you time and energy in the end.

V. ACADEMIC MISCONDUCT.

Academic misconduct—which includes plagiarism and cheating—will not be tolerated. If I suspect that a student is involved in academic misconduct, I am obligated to report it to the university. Penalties are severe and can include failure of the course, academic probation, and even expulsion. It is your responsibility to be familiar with the university's policies on academic misconduct. They can be found here: <http://oaa.osu.edu/coam/home.html>.

VI. DISABILITIES SERVICES.

Students who feel that they need special accommodations based on the impact of a disability should contact me privately to discuss specific needs. The Office for Disability Services should also be contacted at 614-292-3307 in room 150 Pomerene Hall to arrange the necessary accommodations. For further information, see: <http://www.ods.ohio-state.edu/>.

VII. EXPECTATIONS.

In general, I expect that you will not interfere with your classmates' ability to learn in the classroom. I expect you to show courtesy and respect to me and to your fellow classmates. While class is in session, please do not send text messages, surf the internet, make or answer phone calls, read things unrelated to the course, listen to headphones, etc. Please try your best to arrive on time for class. If you work or have some other obligation that will regularly cause you to miss class or come in more than fifteen minutes late, I highly recommend that you drop this course.

For discussion to be productive, everyone must participate and be respectful of others. People might feel passionate or sensitive about particular topics that we will discuss. I will try hard, and I ask all of you to try hard, to be sensitive and respectful of each other's feelings. Being respectful, however, is not the same as accepting the views of others uncritically. I respect all of the thinkers whose work we will read this quarter. But, I will be prepared to criticize all of their arguments, and I would do it to their faces if they were here. This is a philosophy class, the sort of environment where we should subject each other's ideas to the same critical scrutiny to which we subject our own ideas. We owe it to each other to point out what we think are flaws in the arguments other people put forward. To do less than that is to patronize them; it is to assume that they can't face the

truth or can't think rigorously. Of course there may be some issues about which, in the end, we think that people can reasonably disagree. But in order to find out which issues those are, we must be ready to pursue the discussion—to do some philosophy.

That said, if you find that you are uncomfortable with the content or tone of the discussion, please let me know as soon as possible.

VIII. READINGS.

We will be reading many (but not all) of the following articles. I'll be announcing what the next class's reading will be at the end of each class. I reserve the right to make changes to the assigned readings, the order, or the due dates of assignments.

A HISTORICAL INTRODUCTION TO FEMINIST THEORY

- Mary Wollstonecraft, “Of the Pernicious Effects which Arise from the Unnatural Distinctions Established in Society” (FT, p. 11)
- John Stuart Mill, “The Subjection of Women” (FT, p. 17)
- Simone de Beauvoir, “Introduction” from *The Second Sex* (FT, p. 27)
- bell hooks, “Black Women: Shaping Feminist Theory” (FT, p. 60)
- Kate Millet, “Theory of Sexual Politics” (FT, p. 37)

SEXISM AND OPPRESSION

- Ann E. Cudd and Leslie E. Jones, “Sexism” (FT, p. 73)
- Marilyn Frye, “Oppression” (FT, p. 84)
- Sandra Bartky, “On Psychological Oppression” (FT, p. 105)
- Ann E. Cudd, “Psychological Explanations of Sexism”
- Iris Marion Young, “Five Faces of Oppression”

SEX AND GENDER

- Louise Antony, “Natures and Norms” (FT, p. 127)
- Sally Haslanger, “Gender and Race: (What) Are They? (What) Do We Want Them To Be?” (FT, p. 154)
- Catherine MacKinnon, “Keeping it Real: On Anti-‘Essentialism’,” *Women's Lives, Men's Laws*
- Iris Marion Young, “Is Male Gender Identity the Cause of Male Domination?”
- Judith Butler, “Subjects of Sex/Gender/Desire”

FEMINIST CRITICISMS OF GENDERED LABOUR

- Susan Moller Okin, “Toward a Humanist Justice” (FT, p. 403)
- Linda Hirshman, *Get to Work*

OBJECTIFICATION AND PORNOGRAPHY

- Linda LeMoncheck “What's Wrong with Being a Sex Object?” *Living with Contradictions*
- Martha Nussbaum, “Objectification,” *Philosophy and Public Affairs*
- Catharine MacKinnon, “Pornography, Civil Rights, and Speech”
- Nancy Bauer, “Pornutopia”
- Ann Barnhill's comments on “Pornutopia”
- Sandra Bartky, “Feminine Masochism and the Politics of Personal Transformation”

FEMINIST ETHICS AND SOCIAL THEORY

- Annette Baier, “The Need for More than Justice” (FT, p. 243)
- Jean Hampton, “Feminist Contractarianism” (FT, p. 280)
- Martha Nussbaum, “Women and Cultural Universals” (FT, p. 302)

ANDROGYNY

- Joyce Trebilcot, “Sex Roles: The Argument from Nature”
- Patrick Grim, “Sex and Social Roles: How to Deal with the Data”
- Joyce Trebilcot, “Two Forms of Androgyny”
- Mary Anne Warren, “Is Androgyny the Answer to Sexual Stereotyping?”

GENDER AND RATIONALITY

- Genevieve Lloyd, “The Man of Reason” (FT, p. 177)
- Karen Jones, “Gender and Rationality,” *Oxford Handbook of Rationality*
- Karen Jones, “Politics of Credibility,” *A Mind of One’s Own*
- Carol Rovane, “Rationality and Persons,” *Oxford Handbook of Rationality*
- Elizabeth Anderson, “Should Feminists Reject Rational Choice Theory?” *A Mind of One’s Own*
- Ann E. Cudd, “Rational Choice Theory and the Lessons of Feminism,” *A Mind of One’s Own*
- Uma Narayan, “Minds of Their Own: Choices, Autonomy, Cultural Practices,” *A Mind of One’s Own*

WOMEN AND EMOTION

- Sandra Barky, “Shame and Gender”
- Robin Dillon, “Self-Respect: Moral, Emotional, Political”
- Michele Moody-Adams, “Race, Class, and Social Construction of Self-Respect”
- Leslie Brody and Judith Hall, “Gender and Emotion in Context,” *Handbook of Emotions*
- Paula Niedenthal, Silvia Krauth-Gruber, and François Ric, “Gender Differences in Emotion Processes,” *Psychology of Emotion*
- Robert Nozick, “Equality, Envy, Exploitation, Etc.”
- Anne Darpkin, “Shame, Gender, Birth,” *Hypatia*

FEMINISM AND FAMILIES

- Sara Ruddick, “Maternal Thinking,” *Feminist Social Thought: A Reader*
- May and Strickwerda, “Fatherhood and Nurturance”
- Ann E. Cudd, “Oppression by Choice”
- Marilyn Frye, “In and Out of Harm’s Way: Arrogance and Love,” *The Politics of Reality: Essays in Feminist Theory*
- Mahony, “A Future World”

AGENCY AND CHOICE

- Sandra Bartky, “Foucault, Femininity, and the Modernization of Patriarchal Power”
- Lisa Parker, “Beauty & Breast Implantation: How Candidate Selection Affects Autonomy and Informed Consent”
- Yael Tamir, “Hands of Cliteridectomy”
- Martha Nussbaum, “Double Moral Standards?”

DEPENDENCY, CARE AND EQUALITY

- Eva Feder Kittay, “Taking Dependency Seriously”
- Anita Silvers, “Reconciling Equality to Difference”
- Wendy Williams, “The Equality Crisis”
- Christine Littleton, “Reconstructing Sexual Equality”
- Judith Wagner de Cew, “The Combat Exclusion...”
- Joan W. Scott, “Deconstructing Equality vs. Difference”

GENDER AND BIRTH

- Virginia Held, “Birth and Death”
- Anne Darpkin, “Shame, Gender, Birth,” *Hypatia*
- Shelley Tremain, “Reproductive Freedom, Self-Regulation, & the Government of Impairment in Utero,” *Hypatia*
- B Hale, “Calpability and Blame after Pregnancy Loss,” *J Med Ethics*
- Alison Stone, “Birth,” *An Introduction to Feminist Philosophy*
- Rebecca Kukla, et al. “Finding Autonomy in Birth,” *Bioethics*

REPRODUCTIVE RIGHTS AND PATERNAL RESPONSIBILITIES

- George Harris, “Fathers and Fetuses”
- Stephen Hales, “Abortion and Father’s Rights”
- James Humber, “Maternity, Paternity, and Equality”
- Stephen Hales, “More on Father’s Rights”
- Elizabeth Brake, “Fatherhood and Child Support”

SEX DISCRIMINATION AGAINST MEN

- David Benatar, “The Second Sexism”
- Kenneth Clatterbaugh, “Benatar’s Alleged Second Sexism”
- Tom Digby, “Are Men Victims of Sexism”
- Carol Quinn and Rosemary Tong, “The Consequences of Taking the Second Sexism Seriously”
- James Sterba, “The Wolf Again in Sheep’s Clothing”
- David Benatar, “The Second Sexism, a Second Time”