

Spring 2014  
PHI 513

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## FEMINIST PHILOSOPHICAL LITERATURE

In 1970 7% of academic philosophers in the U.S. were women. That percentage grew to 12% in 1980 and now stands around 21%. Feminist philosophy began to be developed in the late 1970s and is now recognized in the profession as one of the sub-disciplines of philosophy. This course is designed to introduce you to some of the key issues and recent literature in feminist philosophy. Our focus this semester will be on feminist work in metaphysics, philosophy of language, epistemology, and ethics.

***The Nature of this Course:*** We will proceed via class presentations and discussions. To be prepared for this class format **allow at least three hours to complete the readings** prior to class.

***Required books*** to be purchased or accessed online through the Princeton University Library :

Miranda Fricker, *Epistemic Injustice: Power and the Ethics of Knowing*

Serene J. Khader, *Adaptive Preferences and Women's Empowerment*

***Other required readings:***

Selected essays available on Blackboard

***Office Hours:*** you are welcome to drop by in the two hours immediately after class, or anytime my office door is open. To arrange a time that is convenient to you, just email me or phone me during the day.

***Attendance Policy:*** Missing more than three seminar sessions will result in a failing course grade.

***Course Requirements for Undergraduates:*** see end of syllabus

***Course Requirements for Graduate Students:*** one class presentation, weekly discussion board posts. You may, if you like, join the essay writing and peer review process scheduled for undergraduates.

- **class presentation:** you will sign up to give one 30-minute presentation 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. 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.
- **Blackboard discussion contribution:** Seminars work best if everyone comes with something in mind that they think it is important for us to discuss. So **by noon of each Sunday before our seminar day**, you are to post some short, thoughtful statement of

what you think it is important for us to touch on in the readings of about a paragraph in length.

- 2-3. *Women and Philosophy*  
Cheshire Calhoun, "Introduction" to *Setting the Moral Compass*  
Cheshire Calhoun, "The Undergraduate Pipeline Problem"  
Margaret Walker, "Diotima's Ghost"  
Sally Haslanger, "Changing the Ideology and Culture of Philosophy: Not by Reason Alone"
- 2-10. *Critiques of Gender Bias and Ideal Theorizing in Philosophy*  
Okin "Justice as Fairness For Whom?"  
Charles Mills, "Ideal Theory as Ideology"  
Laura Valentini, "On the Apparent Paradox of Ideal Theory"
- 2-17. *Modeling Oppression*  
Sally Haslanger, ch. 11 of *Resisting Reality* ("Oppressions: Racial and Other")  
Elizabeth Anderson, "Segregation and Social Inequality"  
Cheshire Calhoun, "Sexuality Injustice"
- 2-24. *Gender & Race*  
Sally Haslanger, "Gender and Race: (What) Are They? (What) Do we Want Them to Be?"  
Haslanger "Future Genders? Future Races?" (excerpts)  
Mari Mikkola, "Gender Concepts and Intuitions"  
additional reading TBA
- 3-3. *Ideology*  
Haslanger, "But Mom, Crop-Tops Are Cute"  
Haslanger, ch. 17 of *Resisting Reality* ("Ideology, Generics, and Common Ground")  
Cheshire Calhoun, "Making Up Emotional People: The Case of Romantic Love"
- 3-10. **First Essay Due.** *Testimonial Injustice*  
Fricker, ch. 1 ("Testimonial Injustice")  
Fricker, ch. 2 ("Prejudice in the Credibility Economy")

spring break

- 3-24. **Peer Reviews Due.** *Testimonial Virtues*  
Fricker, ch. 3 ("Towards a Virtue Epistemological Account of Testimony")  
Fricker, ch. 4 ("The Virtue of Testimonial Justice")

- 3-31. **Final Draft of First Essay Due.** *Silencing*  
 Fricker, ch. 5 (“The Genealogy of Testimonial Justice”)  
 Fricker, ch. 6 (“Original Significance”)  
 Maura Tumulty, “Illocution and Expectations of Being Heard” (Blackboard)  
 Scott Anderson, “Sex Under Pressure: Jerks, Boorish Behavior, and Gender Hierarchy”
- 4-7. *Hermeneutical Injustice and Justice*  
 Fricker, ch. 7 (“Hermeneutical Injustice”)  
 Elizabeth Anderson, “Epistemic Justice as a Virtue of Social Institutions”  
 additional essay on white ignorance TBA
- 4-14. *Adaptive Preferences*  
 Khader, ch. 1 (“A Deliberative Perfectionist Approach...”)  
 Elizabeth Barnes, “Disability and Adaptive Preference”  
 recommended: Khader, pp. 24-40
- 4-21. **Undergraduates’ Professional Essay Due.** *Autonomy & Adaptive Preferences*  
 excerpt from Marilyn Friedman, “The Concept of Autonomy”  
 Khader, ch. 2 (“Adaptive Preferences and Choice: Are Adaptive Preferences  
 Autonomy Deficits?”)  
 Natalie Stoljar, “Autonomy and Adaptive Preference Formation”  
 Marilyn Friedman “Domestic Violence Against Women and Autonomy”
- 4-28. **Peer Reviews Due.** *Adaptive Preferences & Agency*  
 Khader, ch. 3 (“Adaptive Preferences and Agency”)  
 Robin Dillon, “What’s a Woman Worth? What’s Life Worth? Without Self-  
 Respect!”

**Course Requirements for Undergraduates:**

**one class presentation (20%):** you will sign up to give one 30-minute presentation 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. 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.

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)

**Blackboard discussion contribution (15%):** Seminars work best if everyone comes with something in mind that they think it is important for us to discuss. So ***by noon of each Sunday before our seminar day***, you are to post some short, thoughtful statement of what you think it is important for us to touch on in the readings of about a paragraph in length. This may be, for example, a critical comment or a question about a particular passage's meaning and implications. Your focus should be on what you take to be important for us to cover. Your response will be graded credit/no credit. In order to receive credit, your response must clearly demonstrate that you have read the assigned material carefully and made a good faith effort to contribute a thoughtful response. Your final discussion contribution grade will be based on the number of contributions that have received credit.

**7-page essay (20%):**

Your essay will be reviewed by two individuals. The final revised draft will receive separate grades on (1) the philosophical quality of the essay, and (2) your responsiveness to your reviewers' critiques.

***Your thesis must be stated as a question within the first paragraph.*** This essay will be turned in twice.

**Peer Reviews, Response to Critics (15% total):**

You will review two 7-page and two professional essays following the manuscript review guidelines. All peer reviews and response to critics grades are weighted equally.

**Professional Essay (30%):**

Your essay will be reviewed by two individuals. The final revised draft will receive separate grades on (1) quality of the essay, (2) responsiveness to your reviewers' critiques. 12 page maximum. The goal is to produce an essay of sufficient philosophical caliber and writing sophistication to be used as a writing sample in graduate school applications. Accordingly, heightened standards of assessment will be in play. You may use outside sources or exclusively course texts.

**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.

**Honesty:** This is a zero tolerance class for any kind of cheating. Plagiarism, including from the class texts, will result in a failing grade in the class. This is a nonnegotiable penalty. Plagiarism occurs when one does not cite the source from which one: a) copies word for word, b) copies with occasional word changes, c) closely paraphrases while following the content of another authors' series of sentences and paragraphs.