

W. Miller

Library Resource Form Required for New Courses

Submission Deadlines: Fall - October 11, 2005 Spring - February 14, 2006

TITLE Feminist Ethics

Sponsor(s) David Clowney e-mail: clowney@rowan.edu
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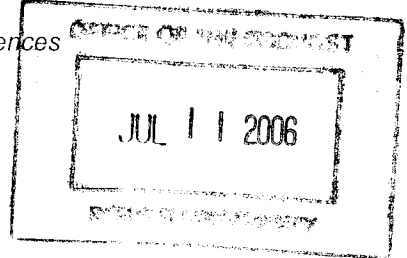
DEPARTMENT

College LAS

If LAS-check: History/Humanities Social/Behavioral Sciences

Math/Science

UNDERGRADUATE GRADUATE



Minor changes to existing General Education course

Request new or existing course receive the following description:

Writing Intensive Literature

Multicultural-Global Lab Science

Changes to General Education requirements of a degree or program

New or Existing course to be placed in the General Education Bank:

Fine/Performing Arts LAS: Humanities

LAS: Social Behavior LAS: Math/Science

Communication Studies

Signatures Required: representing approval before submission to Office of the Senate

Department Chair: [Signature] Date: 2/9/06

Department CURRICULUM Chair: [Signature] Date: 2/9/06

Academic DEAN: [Signature] Date: 2-14-06

COLLEGE CURRICULUM COMMITTEE: SEN-410 Open Hearing Date: N/A

Approved N/A

Not Approved N/A

Signature: College Curriculum Chair [Signature]

Signature: SENATE CURRICULUM CHAIR [Signature]

Date: 5/2/06

Comments: _____

Signature: Executive Vice President/Provost: [Signature]

Date: 5/2/06

Approved: _____

Not Approved: _____

Signature: REGISTRAR [Signature]

Date: 6/28/06 Course Description Received & Approved

Hegis Taxonomy & Course # PHIL 09.2H

Notification Forward: _____

SCC CHAIR Academic Dean

IR Department Chair

CAP VP/Student Affairs

09346

This form **MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CHANGES TO A COURSE or PROGRAM.**

The purpose of this form is to provide a channel of communication between the Campbell Librarians and Faculty when submitting new course or program proposals, or making extensive changes to existing courses or programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the new courses/programs, or extensive changes to same. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

Note: Sponsor(s) complete parts A & B
If assistance is required to complete, please notify the librarian liaison.
Forward this form to the librarian who will complete parts C, D & E

When form is completed, attach to the original curriculum proposal before submitting to the Senate office.

A. **College:** Liberal Arts and Sciences **Department:** Philosophy and Religion

Proposed by: Ellen Miller, David Clowney, Matt Lund **Date:** 24-Jan-06

COURSE TITLE: Feminist Ethics

Anticipated Date for Course/Program Offering: Fall 2007

B. List specific resources that should be acquired to support this course.

See Attached

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

See Attached

D. List key periodicals available in the library to support this course/program.

see Attached

E. Librarian comments & recommendations:

See Attached

LIBRARIAN LIAISON: Cynthia Mullens

Signature: Cynthia Mullens

B. Resources are sufficient to support this course, and additional resources are not required to support this course.

C. Library Resources to Support course

1. Reference Books

- a. Encyclopedia of ethics Ref. BJ 63.E45 2001
- b. Encyclopedia of ethics Ref. BJ63.E46 1999
- c. Encyclopedia of ethics. Ref. BJ63.E45 1992

2. Searching the online catalog yields a fair number of books pertaining to the topic.

3. Electronic/Paper databases

- a. Philosopher's Index, Paper
- b. Academic Search Premier, Electronic
- c. Humanities, FT, Electronic
- d. Humanities and Social Science Retro, Electronic
- e. Project Muse, Electronic
- f. J-Stor, Electronic
- g. GenderWatch, Electronic
- h. Women & Gender Abstracts, Paper

D. List key periodicals that support this course.

- a. American Philosophical Quarterly
- b. Ethics
- c. Hypatia
- d. Journal of Philosophy

E. Continue to monitor Books In Print and publisher's catalogs for new books with feminist ethics or feminism, moral and ethical aspects as the subject, and order those with good reviews.

Major Curricular Change

New Course: Feminist Ethics, Writing Intensive

Philosophy PHIL 09.346

Feminist Ethics

3 s.h.

I. Details:

- a. Course Title: Feminist Ethics
- b. Sponsor(s): Ellen Miller, David Clowney, Matthew Lund.
- c. Credit Hours: 3 Credit Hours
- d. Course Level: Undergraduate (Junior and Senior); Writing Intensive
- e. Curricular Effect: This course is an elective for students in the philosophy and religion track of the Philosophy and Religion Studies major. It will be a designated elective for the philosophy minor, ethics concentration and women's studies concentration. Finally, it will be available to all students as a humanities elective.
- f. Prerequisites: One other Philosophy course (not including Logic of Everyday Reasoning or Symbolic Logic) or permission of instructor; ENGL01.111,112
- g. Implementation:
 1. Time of implementation: This course can be implemented when we begin our proposed major.
 2. Scale of implementation: Initially we will offer one section of this course every other year. If there is sufficient demand we will offer more sections.
- h. Adequacy:
 1. Staffing: Two full-time faculty members on the philosophy side of the department are qualified to teach this course.
 2. Library facilities and holding, and other relevant resources: The library's collection, including many titles ordered by the Philosophy and Religion Department over the past ten years, and supplemented by future additions, will continue to be adequate for this undergraduate course.
 3. Space needs: One classroom with blackboards/whiteboards and seating for thirty-five students will be needed each time the course is offered.

II. Rationale:

Feminist work in philosophy began in the philosophical sub-field of moral and ethical theory. This course is important for our new major in order to provide a broad selection of courses that addresses our department's commitment to diversity. Feminist Ethics will be included as a course selection for students pursuing the new Ethics Concentration. In addition, the course will provide Women's Studies students with another bank selection that will help them complete their requirements. The Women's Studies Council has approved the course. We anticipate strong interest in this course from students outside the Philosophy/Religious Studies major. Philosophy and Gender, an existing course, always has a waiting list of students.

III. Essence of the Course:

a. Objectives:

1. thinking clearly and critically about the presuppositions of ethical thought and their relation to gender differences
2. developing an analysis of gender identity and its social construction in relation to a democratic conception of family life
3. developing a cognitive base for dealing with moral dilemmas arising from changing gender roles and expectations in modern and postmodern societies.
4. gaining an understanding of the ideas of several feminist ethicists, paying particular attention to the different theoretical and methodological approaches that they employ.
5. developing our ability to listen carefully to each other and to speak truthfully and respectfully to each other.
6. expressing ourselves clearly in writing, both when we analyze and explain the positions held by others and when we present our own original thoughts.

b. Course Content: (also see attached syllabus)

Feminist ethics (like traditional ethical theories) is concerned with value judgments about human behavior and examining justifications for that behavior. Unlike traditional ethical theories, feminist ethics examines the various ways sex and gender (and other systems such as race and class) influence our understanding of value. Feminist ethicists do not assume that judgments are neutral in respect to sex and gender.

The course will typically include the following elements:

- The reading of selected texts by philosophers who work in feminist ethics
- Readings and/or lectures providing an understanding of the historical development of moral philosophy and feminist moral philosophy in particular

--Readings and/or lectures covering classic themes in feminist ethics, for example, ethics of care and justice, reproductive ethics, biomedical ethics, disability studies, embodiment issues, psychology and ethics, social ethics and violence

Writing Intensive Component:

By Rowan standards, this course is reading and writing intensive. The course fulfills a writing intensive requirement for graduation. The first assumption in this regard is that a student can comprehend 30-40 pages of philosophy per week. Students must possess a college level vocabulary and exercise good thinking skills. Writing skills are essential in philosophy; so, this course will integrate writing instruction throughout the entire course. In this course, students will not only learn about Feminist Ethics, they will also learn about the process of writing. Students will be assigned a variety of in class and out of class writing assignments. In addition, students will practice writing, discuss elements of good writing, and receive ongoing peer and instructor feedback. Sometimes there will be non-graded writing assignments in order to enhance a student's ability to evaluate her/his writing. There will be explicit discussion about how to evaluate philosophical writing, tools for improving philosophical writing, and how to integrate academic writing skills into the workplace. In sum, writing instruction will be integrated throughout the course, and improving students' writing is an explicit goal of this course.

c. Evaluation and Grading Procedures: Students will be evaluated through class participation/discussion/in-class writing assignments, quizzes, exams, and papers. The professor will determine specific requirements.

d. Course Evaluation: The Philosophy/Religion department will reevaluate this course at least every other year. The review will take into account student evaluations of the course, reactions to the course from other departments, and the views of the instructors who have taught the course. The purpose of this review will be to ensure that Feminist Ethics continues to meet the objectives of general education, the Philosophy minor, Ethics Concentration and projected Philosophy/Religion Studies major, of the college and of the course itself as specified above.

IV. Bibliography:

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Bartky, S.L. (ed.), (1990). *Femininity and Domination*. New York: Routledge.

Bartlett, K.T. (1991). "Feminist legal methods". In K.T. Bartlett & R. Kennedy (eds.), *Feminist Legal Theory: Readings in Law and Gender*. Boulder, Colo.: Westview Press, 370-403.

- Beasley, Chris. (1999). *What is Feminism?: An Introduction to Feminist Theory*. London: Sage Publications.
- Beecher, C.E. and Stowe, H.B. (1971). *The American Woman's Home: Principle of Domestic Science*. New York: Aeno Press and The New York Times.
- Blum, C.P. (1966). *Friendship, Altruism, and Morality*. London: Routledge and Kegan Paul.
- Buhle, M.J., Buhle, P. (eds.) (1978). *The Concise History of Women's Suffrage*. Urbana: University of Illinois Press.
- Bulbeck, Chilla. (1998). *Re-Orienting Western Feminisms: Women's Diversity in a Postcolonial World*. New York: Cambridge University Press.
- Copjec, Joan. (2002). *Imagine There's No Woman: Ethics and Sublimation*. Cambridge, MA: MIT Press.
- Daly, M. (1978). *Gyn/ecology: The Metaethics of Radical Feminism*. Boston: Beacon Press.
- (1984). *Pure Lust: Elemental Feminist Philosophy*. Boston: Beacon Press.
- Donovan, Josephine. (2003). *Feminist Theory: The Intellectual Traditions, 3rd ed.* New York: Continuum.
- Frye, M. (1991). "A response to *Lesbian Ethics: Why ethics?*" In C. Card (ed.), *Feminist Ethics*. Lawrence, Kans.: University Press of Kansas, 53.
- Gilligan, C. (1982) *In A Different Voice: Psychological Theory and Women's Development*. Cambridge, Mass.: Harvard University Press.
- Gilman, C.P. (1979). *Herland: A Lost Feminist Utopian Novel*. New York: Pantheon.
- (1966). *Women and Economics*. New York: Harper and Row.
- Hanigsberg, Julia E. and Sara Ruddick, (eds.), (1999). *Mother Troubles: Rethinking Contemporary Maternal Dilemmas*. Boston: Beacon Press.
- Held, V. (1983). "The obligations of mothers and fathers". In J. Trebilcot (ed.) *Mothering: Essays in Feminist Theory*, Totowa, NJ: Rowman and Allanheld, 7.
- (1987). "Feminism and moral theory". In E. Kittay and D. Meyers (eds.), *Women and Moral Theory*. Savage, Md.: Rowman and Littlefield.

-----(1993). *Feminist Morality: Transforming Culture, Society, and Politics*. Chicago: University of Chicago Press.

-----(ed.), (1995). *Justice and Care: Essential Readings in Feminist Ethics*. Boulder, CO: Westview Press.

Heywood, Leslie and Jennifer Drake, (eds.), (1997). *Third Wave Agenda: Being Feminist, Doing Feminism*. Minneapolis: University of Minnesota Press.

Hoagland, S.L. (1988). *Lesbian Ethics*. Palo Alto, Calif.: Institute of Lesbian Studies.

Howard, Judith A. and Carolyn Allen. (2000). *Feminisms at a Millennium*. Chicago: The University of Chicago Press.

Jaggar, A.M. (1983). *Feminist Politics and Human Nature*. Totowa, NJ.: Allenheld.

-----(1991). "Feminist ethics: Projects, problems, prospects". In C. Card (ed.), *Feminist Ethics*. Lawrence, Kan.: University Press of Kansas.

-----(1992). Feminist ethics. In L. Becker and C. Becker (eds.), *Encyclopedia of Ethics*. New York: Garland Press, 363-4.

Kohlberg, L. (1971). "From is to ought: How to commit the naturalistic fallacy and get away with it in the study of moral development". In T. Mischel (ed.), *Cognitive Development and Epistemology*. New York: Academic Press, 164-5.

Kourany, J., Sterba, P., and Tong, R. (eds.), (1987). *Feminist Philosophies: Problems, Theories, and Applications*. Englewood Cliffs, NJ.: Prentice Hall.

Lugones, M. (1987) "Playfulness, 'world'-traveling, and loving perception". *Hypatia*, 2: 3.

Lugones, M. and Spelman, M. (1983). "Have we got a theory for you! Feminist theory, cultural imperialism, and the demand for 'the woman's voice'". *Women's Studies International Forum*, 6(6): 573-581.

Mill, J.S. (1970). "The subjection of women". In A.S. Rossi (ed), *Essays on Sex Equality*. Chicago: University of Chicago Press. 125: 56.

Mullet, S. (1988). "Shifting perspectives: A new approach to ethics". In L. Code, S. Mullet, and C. Overall (eds), *Feminist Perspectives: Philosophical Essays on Method and Morals*. Toronto: University of Toronto Press.

Noddings, N. (1984). *Caring: A Feminine Approach to Ethics and Moral Education*. Berkeley: University of California Press.

Ruddick, S. (1983). "Maternal thinking". In J. Trebilcot (ed), *Mothering: Essays in Feminist Theory*. Totowa, NJ: Rowman and Allanheld, 213-30.

-----(1989). *Maternal Thinking: Toward a Politics of Peace*. New York: Ballantine Books.

Sichel, B.A. (1991). "Different strains and strands: Feminist contributions to ethical theory", *Newsletter on Feminism*, 90.

Sterba, James P., (ed.), (2000). *Ethics: Classical Western Texts in Feminist and Multicultural Perspectives*. New York: Oxford University Press.

Taylor Mill, H. (1970). "Enfranchisement of women". In A.S. Rossi (ed.) *Essays on Sex Equality*. Chicago: University of Chicago Press.

Tong, R. (1993). *Feminine and Feminist Ethics*. Belmont, Calif.: Wadsworth, Whitbeck, C. (1983).

-----(1998). *Feminist Thought: A More Comprehensive Introduction, 2nd ed.* Boulder, CO: Westview Press.

-----(1984) "The maternal instinct". In J. Trebilcott (ed.), *Mothering: Essays in Feminist Theory*. Totowa, NJ: Rowman and Allanheld, 185-198.

Wollstonecraft, M. (1988). *A Vindication of the Rights of Women*, ed. M. Brody. London: Penguin.

Ziarek, Ewa Plonowska. (2001). *An Ethics of Dissensus: Postmodernity, Feminism, and the Politics of Radical Democracy*. Stanford, CA: Stanford University Press.

Catalog Description

New Course: Feminist Ethics PHIL 09.346

Examines the central currents of feminist ethics, such as ethics of care and justice, abortion, parenting, social ethics, violence, eating disorders and embodiment, pornography, prostitution, medical and reproductive ethics, aging, disability, theological ethics. Prerequisites: One other Philosophy course or permission of instructor, ENGL01.111, 112

FEMINIST ETHICS (sample syllabus)

Required Texts

Living with Contradictions: Controversies in Feminist Social Ethics, edited by Alison M. Jaggar, Westview Press, 1994.

Feminist Thought: A More Comprehensive Introduction, Rosemarie Tong, Westview Press, 1998.

Ethics: Western Classical Texts in Feminist and Multicultural Perspectives, Oxford University Press, 1999.

Course Description and Goals

In this course, we will critically examine the presuppositions of some major traditions in ethical thought and how gender differences impact these theories. We will develop an analysis of gender identity and its social construction in relation to a democratic conception of family life and analyze alternative families. Students will build a cognitive base for dealing with moral dilemmas arising from changing gender roles and expectations in modern and postmodern societies. Finally, students will gain an understanding of the ideas of several feminist ethicists, paying particular attention to the different theoretical and methodological approaches that they employ.

The **goals** of this course are: 1) to introduce you to some of the major issues within the field of feminist ethics; 2) to encourage you to critically examine your own beliefs as well as the beliefs of others; 3) to provide the opportunity to discuss, both in class and in a more sustained written form, your ideas and arguments concerning important issues in feminist ethics.

Writing Intensive Component: By Rowan standards, this course is reading and writing intensive. The course fulfills a writing intensive requirement for graduation. Every effort has been made to provide you with recent, accessible, and well-researched literature on Feminist Ethics. Reading this literature (course books) should be our first priority. That is, it is better to read and reread the course texts than to seek out lots of secondary literature. The first assumption in this regard is that you are capable of reading and comprehending 30-40 pages per week. This requires that you possess a college level vocabulary and that you exercise good thinking skills. You will need to read and re-read material sometimes in order to understand the views/language being presented. I will do all I can to adjust assignments according to class needs. Although the instructor will explain technical terms peculiar to ethics, students are responsible for familiarizing themselves with the meanings of new terms and concepts encountered in the readings. In this connection, every student should own a comprehensive collegiate dictionary (i.e.: Merriam Webster's or The American Heritage College Dictionary. In addition there is a Dictionary of Philosophy included in our assigned course texts. The *Oxford Companion to Philosophy* has concise and helpful summaries of major philosophical theories and figures. Weblinks will be provided throughout the course to beneficial online resources.

Please keep in mind that the instructor is always available to assist you in clarifying any term, concept, idea or argument that is initially confusing.

In this course, will not only learn about Feminist Ethics, we will also learn about the process of writing. Writing is difficult! In this class, we will practice writing, discuss elements of good writing, receive feedback about our writing in order to better express our opinions, beliefs, arguments, and ideas. Sometimes we will engage in writing that will not be evaluated in order to practice and evaluate our own work. Please feel free to ask questions about writing any time we are together in class.

Assignments and Grading

Your grade will be based on the following:

15% - Reading assignments on the reading for the day, in-class writing assignments, and class participation

Reflections due each week. No late assignments accepted. Students will write 2-3 pg. responses to each weekly reading assignment. These should be typed. Responses should have two parts: first, the main points of the reading and the points that you find particularly interesting. Second, questions you have about the readings. These will be graded with a check (satisfactory), a check + (excellent!) or a check – (needs serious improvement). Keep all reflections to hand in again at the end of the semester.

10% - Short Paper

20% - Take-home essay midterm

25% - Take-home essay final

30% - Analytical Research Paper

Topics to be discussed

Weeks 1-2: Traditional and Feminist Ethical Theories

- Traditional Ethics Theories
- Major Moral Principles
- Feminist Theories

Weeks 3-5: Equality and Work

- Equality: Sexual Difference, Sexual Equality, Intersection of Race and Sex
- Workplace Issues: Affirmative Action, Comparable Worth, Sex Work

Weeks 6-8: Marketing Gender

- Representing Women and Men: Pornography, Art, and Popular Culture
- Presenting Women and Men: Fashion and Beauty

Week 9: Choices and Constraints in Reproduction

- Procreative Technology and Procreative Freedom: Abortion, Disability Rights, Reproductive Technologies, Sterilization Abuse, Informed Consent, Access to In Vitro Fertilization

Weeks 10-12: Family Values

- Contract Child Production” Surrogacy, Reproductive Freedom, Donor Insemination, Fatherhood
- Family Values: Valuing Alternative Families

Weeks 13-14: Feminists Changing the World

- Militarism
- Environmentalism

Criteria for Evaluating Philosophy Essays

Appropriateness. Does your essay answer the assigned question? Does your essay address the main topic stated in your thesis?

Clarity of exposition and argument. How clearly have you explained the arguments and concepts from the course material that is relevant to the assignment? How clearly have you expressed your critical evaluation of the arguments contained in the readings? Have you clearly stated the reasons behind your evaluations?

Critical understanding of the material. Have you demonstrated a detailed, thorough understanding of the relevant course readings? Is there any important part of an argument that you have not considered? Do your accounts of the arguments make sense in light of what you know about the larger context in which they are set?

Fairness to the authors' arguments. Are your interpretations of the authors' arguments charitable? Have you done your best to interpret them as good, strong arguments? If you think a certain argument is badly flawed, can you identify any beliefs that the author may have held which would make the argument stronger than you first thought? If you have expressed doubts about whether a certain premise of the author's argument is true, have you supplied an argument to show that that premise is probably or certainly false?

Coherence of your explanations and arguments. Does your essay make sense as a whole? Is it well-organized? At each stage of the essay, is it easy to tell what you are saying and how that fits in with what you have already said? Are there any conflicts between things you say at different points in the essay? Do your arguments flow logically from your premises to your conclusions?

Ability to anticipate objections to your point of view. Have you considered how the authors of the articles you discuss (or someone else who read your essay and disagreed with you) might respond to your arguments? Are your arguments open to any obvious objections? Have you committed any glaring errors of reasoning? Are any of the assumptions you make obviously false?

Creativity. Have you analyzed sections of text and concepts not discussed and explained in class? Have you provided your own examples in order to support your exposition and claims? Have you provided your own perspective on views we have discussed in class? Does your essay show enthusiasm and imagination for the topics under discussion?

Documentation of works cited. Have you noted where you refer to the work of writers other than yourself? Have you included page numbers in parentheses in the text of your essay to mark where you refer to works on the course syllabus? Have you included full endnotes or footnotes to mark where you refer to works other than those on the course syllabus? Have you included a bibliography listing all the bibliographical information about books you refer to that are not on the course syllabus?

ROWAN

TO: Ellen Miller
Department of Philosophy and Religion

FROM: Ieva Zake
Women's Studies Program
Department of Sociology

RE: Proposal for the course Feminist Ethics

February 1, 2006

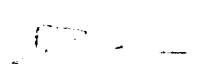
I am writing in strong support of the course Feminist Ethics as proposed by the Department of Philosophy and Religion. Notably, the Women's Studies Council recommended with enthusiasm to include the Feminist Ethics course on the Women's Studies listings.

The course is excellently designed. It provides students with an understanding of traditional ethical conceptions first and then presents and discusses the responses of feminist ethicists. In this way, the course greatly enhances students' knowledge about the field of ethics as well as contextualizes the claims of feminist ethicists. At the same time, the course also helps students build their abilities to discuss and evaluate crucial ethical dilemmas pertaining to their own lives such as changing gender roles, representation of gender in the media, issues of reproduction and family, militarism and environmentalism. The field of ethics is one of the foundational elements of feminist philosophy and in many ways serves as an intellectual source for other areas of feminist knowledge and research. The discipline of Women's Studies has been largely shaped by the propositions of feminist ethicists, too.

Overall, the course in Feminist Ethics is highly valuable to our students. There are no similar courses taught in the Women's Studies concentration so there is no danger of overlap. Additionally, considering our current offerings it is especially beneficial that Feminist Ethics qualifies as a writing and reading intensive course. Finally, since our program requires students to select most of their credits from Junior and Senior level courses, the addition of this new upper level course is more than welcome.

If you should have any other questions or concerns, please do not hesitate to contact me.

Sincerely,


Ieva Zake