Women in Political Theory
Political theory purports to deal with the fundamental questions of human political existence, that is, questions about the nature of justice, the need and purpose of political community, the extent and limits of human freedom among others. The questions are critical because a community’s answers to them inform its institutional arrangements (e.g., legislative, judicial, executive; the rule of law, etc.) and its expectations about who has political rights. Yet for much its history, Western political thought assumed the silence and political absence of half the human population, that is, women. The contemporary inclusion of women’s voices and their diverse experiences in our political discourse and practices does not mean that the assumptions built into our politics have been overcome. Indeed, women in political theory still face challenges left over from centuries of having had their voices silenced. In this course, we will examine those challenges and how they are being met in the work of contemporary political theorists. These thinkers critically challenge the way we think about the practices of politics and political community, confronting the masculine categories in which we ordinarily do politics, and consider alternative conceptions of personhood, political participation, and membership.

LEARNING OBJECTIVES: Students will learn how to read philosophical works critically. Through reading assignments, discussion and written assignments the student will become familiar with various approaches to problems in ancient political theory and how those attitudes shape our own. The format of the class is lecture and discussion. All discussion and written work in the class is intended to develop students’ critical thinking, reading and writing skills.

As you do the classwork, as you read, write essays, study, and prepare for examinations, you should keep in mind that the assigned work in this class is intended to help you develop your skills in the following ways:

1) Recognizing IDEAS/FACTS, that is, develop the ability to recognize key ideas and facts.
   --key terms and their meanings (including how those meanings differ across periods and thinkers)
   --who wrote what
   --what it says

2) Making CONNECTIONS, that is, develop the ability to see connections between and among ideas and the ability to see how an author says what s/he says:
   --recognition of the structure of the author’s discussion (what steps are involved in the way s/he tries to explain his or her position or persuade the reader?)
   --recognition of the assumptions that inform the development of ideas
   --recognition of the relative weight of ideas (e.g., what is the main idea? what are the supporting ideas?)

3) Using EXTENSIONS, that is, develop the ability to extend the ideas beyond their context, that is, to make use of them in your own thought without distorting them or violating their meaning.
   --what are the implications of the author’s position and the way s/he makes the argument?
   --what did the author leave out?
   --what value may we derive from the author’s discussion?

The development of a critical voice means attending to each of these—IN ORDER. You cannot critique an argument unless and until you can make and defend it on its own terms. A concerted effort at understanding is the minimum requirement of a student of political theory and the mere baseline of what you will be asked to do in this course.

BLACKBOARD: Please note that this syllabus, supplementary handouts, study questions, writing assignments, and advance essay questions for the exams WILL be posted on Blackboard after the class period in which they are distributed. Exams, quizzes, class notes and grades WILL NOT be posted.
Texts, Grading, Requirements

Textbook. The following text is required and available at the UT-Tyler Bookstore:

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

Grading. All grading is done on a 10 point scale: A = 90-100; B = 80-89; C = 70-79; etc. I will use the numbers (as opposed to letters alone) to give you a clearer sense of how far you must go to reach the next level of perfection.

COURSE REQUIREMENTS: Grading is done on a 10-point scale: A = 90-100; B = 80-89; C = 70-79, etc. The formal requirements of the course and their relative impact on your final grade are as follows:

1) Participation 10%
You will also be evaluated on how well and often you participate in class. Participation will take a number of forms which we will discuss on the first day of class.

2) Class Summary Journal 10%
After every class, that is, between classes, students will be expected to write a short summary—no more or less than half a page—of the substance of the previous class discussion in a journal kept in a Blue Book. Think in these terms: what did we talk about? How did we talk about it? How did it relate to what we have already talked about? Your journals will be picked up from time to time in order to gauge student engagement with the material, check attendance, etc.

3) Quizzes 20%
Four times over the course of the semester (see the class schedule below), students will be given in-class quizzes to check comprehension of the reading materials. These will consist of multiple choice and matching questions and will be administered at the beginning of class periods. As these quizzes are also designed to check reading comprehension as well as attendance, they cannot be made up.

4) Essay Assignments (15%; 15%; 30%) 60%
Three times during the semester, you will write an essay in response to a prompt asking you to evaluate some aspect of the readings. The first two of these essays will be not more or less than 2 pages in length and handwritten. The final essay will be handwritten and 3 pages in length. All essays will be comprehensive in nature. Thoroughness, clarity, and economy of style are all to be valued. LATE PAPERS WILL NOT BE ACCEPTED.

WARNING: IGNORE THE FOLLOWING PAPER GUIDELINES AT YOUR PERIL:

(1) DO NOT try to avoid addressing the issues by talking about the author’s writing style, difficulty, etc. In this class, as in all of your graduate classes in political science, you are considered a professional willing to work to understand difficult material. You can always ask the teacher for help, too, but do it BEFORE the day you turn in/present your paper.

(2) Write in reasoned, professional terms. Use your best English: there is no excuse for misspellings; make sure all of your sentences have subjects, verbs, and objects; make sure they match in number; do not use contractions; write in paragraphs (change to a new but related thought = new paragraph) above all, do not write the way you speak! Write like a professional.

(3) Focus on one or two ideas or issues that are common to all the readings. Do not simply rehearse the argument of the author—in 5-7 pages, you do not have the time! Your task is to discuss the readings in terms of the one or two most important ideas or issues that you have identified. As a start, consider the issues raised in our discussions in class and where this author/idea fits. Add your own insights where appropriate. Raise questions and critical issues—do not rant.

(4) These are NOT research papers. Limit yourself to the text before you. The assignment is designed to get you to read closely, carefully, and analytically. Resist the urge to run to the internet. Force yourself to deal with the text, come to some understanding of the issues raised, and, in this way, when presenting your paper to your colleagues, everyone will have had access to the same material.
**Syllabus**

Students are expected to have done the readings for the class day assigned and to come to class ready to discuss them. Students will be notified of any changes in the schedule of readings in a timely manner. DO NOT ASSUME that a reading will not be covered, e.g., that we appear to be behind and therefore will not “get to” that reading on time.  
**n.b.**, All readings are from Cudd and Andreasen, *Feminist Theory: A Philosophical Anthology* or will be posted on Blackboard. Bring your readings to class for the days assigned.

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**I. Situating Women in Modern Political Thought**

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>9 Jun M</td>
<td>M</td>
<td>Introduction</td>
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<tr>
<td>10 Jun T</td>
<td>T</td>
<td>Read: Mary Wollstonecraft, “Of the Pernicious Effects…” and John Stuart Mill, <em>The Subjection of Women</em> (pp. 11-27)</td>
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<td>11 Jun W</td>
<td>W</td>
<td>READING DAY…</td>
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<tr>
<td>12 Jun Th</td>
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<td>Read: Simone de Beauvoir, Introduction from <em>The Second Sex</em> (pp. 27-36)</td>
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<td>13 Jun F</td>
<td>F</td>
<td>Read: bell hooks, “Black Women: Shaping Feminist Theory” (pp. 60-68)</td>
<td>Quiz # 1</td>
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**II. Oppression, Justice, Care**

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<th>Date</th>
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<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>16 Jun M</td>
<td>M</td>
<td>Read: Marilyn Frye, “Oppression” (pp. 84-90) and begin Iris Marion Young, “Five Faces of Oppression” (pp. 91-105)</td>
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<tr>
<td>17 Jun T</td>
<td>T</td>
<td>Read: Iris Marion Young, “Five Faces of Oppression” (pp. 91-105)</td>
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<tr>
<td>18 Jun W</td>
<td>W</td>
<td>Read: Sandra Bartky, “On Psychological Oppression” (pp. 105-114)</td>
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<tr>
<td>19 Jun Th</td>
<td>Th</td>
<td>Read: Annette Baier, “The Need for More than Justice” (pp. 243-251)</td>
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<tr>
<td>20 Jun F</td>
<td>F</td>
<td>Read: Joan Tronto, “An Ethic of Care” (pp. 251-263)</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>23 Jun M</td>
<td>M</td>
<td>Read: Joan Tronto, “An Ethic of Care” (pp. 251-263)</td>
<td>FIRST ESSAY ASSIGNMENT DUE</td>
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</table>

- **III. The Social Contract, Community, and Otherness**

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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>24 Jun T</td>
<td>T</td>
<td>Read: Carole Pateman, “The Fraternal Social Contract” (Blackboard)</td>
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<tr>
<td>25 Jun W</td>
<td>W</td>
<td>READING DAY…</td>
<td></td>
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<tr>
<td>26 Jun Th</td>
<td>Th</td>
<td>Read: Carole Pateman, “The Fraternal Social Contract” (Blackboard)</td>
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</tbody>
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POLS 4365—WOMEN IN POLITICAL THEORY

27 Jun F  Read: Jean Hampton, “Feminist Contractarianism” (pp. 280-302)
Quiz #3

30 Jun M  Read: Jean Hampton, “Feminist Contractarianism” (pp. 280-302)

1 Jul T  Read: Marilyn Friedman, “Feminism and Modern Friendship: Dislocating the Community” (Blackboard)
SECOND ESSAY ASSIGNMENT DUE

2 Jul W  Read: Chandra Talpade Mohanty, “‘Under Western Eyes’ Revisited” (Blackboard)

3 Jul Th  Read: Beauvoir, Conclusion from The Second Sex (pp. 383-391) and Susan Moller Okin, “Toward a Humanist Justice” (pp. 403-413)
Quiz #4

4 Jul F  Fourth of July Holiday—no class

7 Jul M  Read: Beauvoir, Conclusion from The Second Sex (pp. 383-391) and Susan Moller Okin, “Toward a Humanist Justice” (pp. 403-413)

8 Jul T  Prepare final essay…

9 Jul W  FINAL ESSAY DUE IN MY OFFICE @ 9am.

Notes on Classroom Etiquette or THE RULES

--Class starts promptly. Be here on time. After the first week or so of the semester, you WILL be denied entry if you arrive more than 5 minutes late. Late arrival is disruptive to the classroom experience of your classmates and, perhaps even your professor. In any case, it works against the mission of the classroom. To this end, I suggest you not drive from class to class—gas is too expensive and we could all use the exercise.

--The format of the class is some lecture, student presentation, and conversation. The classroom is a safe place to ask questions. But they should be questions that derive from work with and in the material and NOT because you did not do the assignment.

--You will not read newspapers, textbooks, or study for other classes while in this class. If you do so, you will be asked to leave—and in no uncertain terms.

--Turn all cellphones and other electronic devices off (or set to vibrate) for the duration of class. You are not to accept calls or engage in text messaging during class. If you do so, I will confiscate your device. If you are awaiting a call or message of extreme importance, I suggest you skip class.

--You may use a laptop, but only for the purpose of taking notes. If I catch you surfing the web, playing games, or engaged in some other activity not related to the work of the class, you will lose your laptop privileges.

--You are responsible for material missed due to absence. I suggest you exchange notes with other responsible students in any case, but particularly if you have to miss. I am happy to answer questions about this material, but will not rehearse my lectures or our class discussions.

--Some semesters, life gets in the way. Should you have one of these semesters, I am more than happy to talk to you about what to do. But if the trauma is too great, I strongly suggest you drop one or all of your courses. Your education is vitally important, but there are things that outrank even education sometimes—and you have to make that call when it is necessary. I cannot grade you on how well or poorly you deal with your life at given moments. Your grades reflect your performance in class—not how well you are dealing with other things. I wish all of us a semester in which these things aren’t issues.
Policy Regarding Academic Dishonesty

Academic dishonesty is against university as well as community standards. Academic dishonesty is defined as: cheating, plagiarism, or otherwise obtaining grades under false pretenses.

Plagiarism is defined as submitting the language, ideas, or thoughts or work of another as one’s own. Examples of plagiarism include, but are not limited to:
-- use of direct quotations without quotation marks and without credit to the source;
-- paraphrasing or using direct quotations within quotation marks without credit to the source;
-- failure to provide adequate citations for material obtained through electronic research;
-- downloading and submitting work from electronic databases without citation;
-- submitting material created/written by someone else as one’s own, including purchased term/research papers;
-- allowing someone to copy or submit one’s work as his/her own;
-- participation in a group project which presents plagiarized materials;
-- submitting the same paper in more than one course without the knowledge and approval of the instructors involved;
-- assisting in the act of plagiarism by allowing one’s work to be used in this fashion;
-- aiding and abetting another student’s dishonesty.

Cheating is defined generally as copying from someone else’s exam, homework, or laboratory work. Types of cheating include but are not limited to:
-- using notes or other materials during a test or exam without authorization;
-- obtaining or providing unauthorized information during an examination through verbal, visual, or unauthorized use of books, notes, texts, or other materials;
-- obtaining or providing information concerning all or part of an examination prior to that examination;
-- taking an examination for another student or arranging for another person to take an exam in one’s place;
-- altering or changing test answers after submitting it for grading, or after grades have been awarded;
-- releasing information about an examination to anyone who has yet to take the examination.

Disciplinary procedures for incidents of academic dishonesty may result in any of the following:
(1) permanent dismissal from the university; (2) suspension from the university for not less than one semester; (3) outright failure of the course (an automatic final grade of ‘F’); (4) canceling the student’s enrollment in the class without a grade (‘W’); (5) awarding a failing grade on the exam, test, or assignment in question; (6) requiring the student to take another examination or test on the same material or to resubmit the paper or assignment based on a specific topic.

In all cases of substantiated academic dishonesty, a permanent record of academic discipline will be established in the Office of the Dean of Students. These records are searched regularly by government agencies, licensing authorities, certification authorities, and others. The existence of such a record can bar entry to many occupations.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

HERE ENDETH THE ENDLESSNESS.

HAVE A GREAT SEMESTER!
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<thead>
<tr>
<th>QUIZ ANSWER SHEET</th>
<th>NAME</th>
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<tbody>
<tr>
<td><strong>QUIZ (Practice):</strong></td>
<td><strong>QUIZ 1:</strong></td>
</tr>
<tr>
<td>I. Are you here? ___</td>
<td>I. Are you here? ___</td>
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<td>II. 1. ___</td>
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<td><strong>QUIZ 3:</strong></td>
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<td>I. Are you here? ___</td>
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