Feminism and the Critique of Science
Philosophy

Andrea Sullivan-Clarke
Office Hours: TBD (and by appt.)
Savery Hall 384
Email: weebs@uw.edu

Course Description:
This course focuses on the rich and heterogeneous research tradition of feminist philosophy of science. We will study the trajectory of philosophical theories about science as advanced by feminist philosophers and feminist scientists when they emerged in the 1980s and continue our investigation through current approaches. Central themes include the “situatedness” of knowers (including scientists); the ways in which a version of underdetermination can help to explain the role of background assumptions, and cognitive as well as (apparently) non-cognitive values in scientific practice; contextualism; and the “sociality” of scientific practice.

Required Texts:
Kourany, Janet The Gender of Science (GoS); Kourany, Janet Philosophy of Science after Feminism (PoSaF)
Electronic readings to supplement the weekly readings.

Course Requirements:
1. Two Quizzes (50%). These quizzes will test for knowledge of the material presented in readings and lectures. Format: multiple choice, true/false, and short answer.
2. Critical Essay (10%). This 5-page essay is an exercise in philosophical exposition and critique. You will be asked to clearly present an argument that has been defended in one of the articles that we have covered along with the single most damaging problem for the view.
3. Participation (10%). Throughout the term there will be various exercises and discussion questions, which you will be expected to complete in class. Other work might include peer-review of critical essays or term papers...etc.
4. Final Exam: (30%). The term paper is to be a critical examination of one or more of the arguments presented in the assigned readings. The assignment is intended to be primarily an independent piece of scholarship. The point is to struggle through the issue you choose in a philosophically sophisticated way, making sense of the issues involved and the arguments that surround them, and defending a position that you find tenable on the basis of those arguments.

If you have any further questions about these class requirements please see me.

Scales and Criteria for Grading
When converting total points to decimal grades the following scale will be used. To determine your overall class grade, add up all of the points you earned for each assignment, double that total, and then use the following chart.

<table>
<thead>
<tr>
<th>Total Class Points</th>
<th>Decimal Points</th>
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<tr>
<td>1000-930</td>
<td>1000-965 = 4.0, 964-930 = 3.9</td>
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There will be no curves and no extra credit in this class. You will not be graded relative to your fellow students. What this means is that it is possible for everyone to get an A (4.0) or an E (0.0) or anything in-between. In order to pass the course you must complete all assignments with an additive percentage of 60% or higher.

Class Policies and Etiquette:

There are no shortcuts to learning philosophy. The subject demands that students learn in the old-fashioned manner of time-consuming and disciplined study. This means you must spend time reading the classic texts of philosophy (and secondary sources), devote your attention to lectures and involve yourself in critical discussion of the material covered.

1. Attendance is necessary to do well in the course. If you must miss class for any reason, you are responsible for making up any work missed. Find out before coming to class what you missed and make sure you are prepared for the session. Excessive absence will significantly lower your grade and normally results in failure.

2. Attendance alone is not sufficient for passing the class. Prepare for each class carefully and take an active role in discussions. As a general rule, you should spend two hours preparing for each hour spent in class.

3. You are required to sit the exams during the scheduled times. Do not schedule anything that conflicts with the exams. Do not assume that a make-up exam or quiz will be given if you miss class. There are no make-up quizzes or exams for unexcused absences. If an absence is excused, prior notification is required. Make-ups are rare and given only under extreme circumstances. Documentation such as a doctor’s note or police report will be required for an excused absence.

4. Cell phones, pagers and any other electronic devices should be turned off prior to class sessions.

5. The instructor is committed to upholding the university’s policy regarding academic dishonesty. Cheating and plagiarism will not be tolerated. See the university policies on Academic Dishonesty.

Tentative Schedule of Topics

1. Introduction to the Philosophy and Philosophy of Science
   Readings:
   Alex Rosenberg, “Philosophy of Science,” pp. 1-19, 21-36
   Evelyn Fox Keller, “Making a Difference: Feminist Movement and Feminist Critiques of Science”
   Janet Kourany, PoSaF “Chapter One”
2. What is Feminism?
   Readings:
   Chris Beasley, “Debates Within Feminism About Feminism,” and “Feminism as a Continuum.”
   Alison Wylie, “Good Science, Bad Science, or Science as Usual?”

3. Early Statements
   Readings:
   Dorothy E. Smith, “Women’s Perspective as a Radical Critique of Sociology”
   Evelyn Fox Keller, “Feminism and Science”
   Genevieve Lloyd, “Reason, Science and the Domination of Matter”

4. Who are the Scientists?
   Readings:
   Londa Schiebinger, “Women in the Origins of Modern Science”
   Vivian Gornick, “Women in Science: Half In, Half Out”
   Evelyn Fox Keller, “The Anomaly of a Woman in Physics”
   Natalie Angier, “Women Join the Ranks of science by Remain Invisible at the Top”
   Nancy Tuana, “Revaluing Science: Starting from the Practices of Women”

5. Science’s Aims, Methods, and Norms of Behavior
   Readings:
   Brian Easlea, “Patriarchy, Scientists, and Nuclear Warriors”
   Catherine Hurt Middlecamp, “Culturally Inclusive Chemistry”
   Evelyn Fox Keller, “A World of Difference”

6. Science’s Subject Matter
   Readings:
   Ruth Hubbard, “Have Only Men Evolved?”
   Emily Martin, “The egg and the Sperm: How science has Constructed a Romance Based on Stereotypical Male-Female Roles”
   Sarah Blaffer Hrdy, “Empathy, Polyandry, and the Myth of the Coy Female”
   Alison Wylie, “The Engendering of Archaeology; Refiguring Feminist Science Studies”
   Sue Wilkinson, “Still Seeking Transformation; Feminist Challenges to Psychology”

7. Science’s Social Effects
   Readings:
   Sue Rosser, “Androcentric Bias in Clinical Research”
   Krieger and Fee, “Man-Made Medicine and Women’s Health: The Biopolitics of Sex/Gender and Race/Ethnicity”
   Nancy Leys Stepan, “Race and Gender: The Role of Analogy in Science”
   Judith Genova, “Women and the Mismeasure of Thought”
8. What Kind of Enterprise Ought Science to Be?

Readings:
Harding, Sandra, “Why Has the Sex/Gender System Become Visible Only Now?”
Helen Longino, “Subjects, Power, and Knowledge: Description and Prescription in Feminist Philosophies of Science”
Lynn Hankinson-Nelson, “Epistemological Communities”
Miriam Solomon, “Social Epistemology”
Helen Longino, “Can There Be a Feminist Science?”
Janet Kourany, “What Feminist Science Studies Can Offer”
Kristen Intemann, “25 Years of Feminist Empiricism and Standpoint Theory: Where Are We Now?”

9. Feminism and Technology

Readings:
Carroll Pursell, “Feminism and the Rethinking of the History of Technology”
Ruth Oldenziel, “Man the Maker, Woman the Consumer: The Consumption Junction Revisited”
Michael Mahoney, “Boys’ Toys and Women’s Work: Feminism Engages Software”

10. Are Reforms the Answer?

Readings:
Rosser, “Reaching the Majority,”
Campbell/C-Wright, “Toward a Feminist Algebra,”
Sanders, “Girls and Technology: Villain Wanted,”
Barad, “Feminist . . . Quantum Physics”
Cordelia Fine, excerpts from “Delusions of Gender”