

**Feminist Politics of Care**  
**GWS 449**  
**Spring 2020**

Tuesday/Thursday, 11:00-12:15  
2120 Chamberlin Hall

Professor Christine Garlough  
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3406 Sterling Hall  
Office hours: Tues. 10-11 and by appointment.

**Seminar Description**

This seminar provides opportunities to synthesize and deepen understandings of ethics of care scholarship and gender-related issues through intensive reading, writing and discussion. Throughout the semester, we will engage with theories, conceptual developments, debates, as well as epistemological and methodological issues, which chart the development of ethics of care research. In the process, we will critically interrogate the different intellectual traditions that have shaped debates and issues within feminist politics and practices. We will examine these traditions from an explicitly interdisciplinary perspective, highlighting contributions made by feminist scholars from different disciplinary backgrounds that include: philosophy, communications, history, arts, anthropology, education, health, economics, law, etc.

**Course Readings**

**Books:**

Optional: de La Bellacasa, M. P. (2017). *Matters of care: Speculative ethics in more than human worlds* (Vol. 41). U of Minnesota Press.

(Available at Room of One's Own Bookstore located on 315 Gorham Street, Madison WI – 608.257.7888).

**Canvas:** Downloadable course readings, from journal articles to book chapters.

**Assignments and Evaluation**

**Individual Participation:** (100 points) Attendance and active participation is mandatory. You may miss seminar twice without it directly affecting your grade (save your absences for illness or emergency). You are expected to respond to course material, lecture content, and general class discussion. Please note that attendance and participation are not equivalent. These points are earned through your active engagement; not simply through perfunctory remarks made each class. To facilitate class discussion, you should read the class material for that lecture with questions in mind and come prepared to discuss them

in class. If you are inclined to remain quiet in class discussions, please come to see me early in the semester. Together, we will formulate a plan that will help you to participate at increasing levels of comfort.

**Small Group Participation:** (100 points) Rather than simply considering theories or methodologies in the abstract, we often will examine their pragmatic value through small group activities held in discussion section. The purpose of these groups is four-fold. First, they provide an immediate means to discuss issues raised in lecture. Second, when groups share their insights with the rest of the class, it will facilitate the exchange of ideas. Third, these groups will provide another means through which students can experience aspects of persuasion, communication, and deliberation.

Each small group will be responsible for leading one class discussions on the day of their choice. Small groups will choose a concept related to “care” (empathy, compassion, vulnerability, etc) to explore. On the day you lead discussion, you will be required to provide a 3-5 slide powerpoint that explains this concept and its connection to care, as well as an activity or video clip to engage conversation. I would strongly urge students to meet with me ahead of class to go over their class plan and organization of the class period for the week they choose to lead the discussion.

**Reading Requirements:** (100 points) Any changes to the course will be communicated in class and through email notifications. It is your responsibility to check these notices on a regular basis. I expect students to have read the assigned material and come to class prepared to discuss the readings.

***Reading Responses:*** Seven times over the course of the semester, students will compose a 1 page, double spaced reading response that engages with the week’s readings. On some occasions, I will post an issue or question and ask you to respond; while on other occasions, I will ask you to engage the readings in any way that you see fit. These exercises are designed to: 1) help focus your thinking about the readings; 2) give you practice in identifying and articulating the thesis of a book or article and describing briefly how that argument is developed; 3) encourage you to examine and analyze different forms of scholarly evidence; 4) ask you to identify and explore the larger conversation that these articles and books contribute to; and 5) enable you to engage and critique feminist scholarship in a variety of fields and disciplines.

These will not be graded but are due at the beginning of the class period.

**One 3 page paper – choose ONE of the following options:** (100 points) due March 5.

- 1) memoir
- 2) auto-ethnography or ethnography
- 3) media analysis (film, TV, newspapers, social media etc.)
- 4) art/performance critique

- 5) historical/psychological analysis
- 6) quantitative analysis

**Final Paper/Performance/ Exhibit/Social Media Project/Curriculum guide:** (300 points, due during the final exam time)

Interest area and topic statement due	due March 24 (ungraded and checked off)
Final product due	due during the scheduled final exam

### **Final Grades**

Final grades will be determined according to the following official UW grading scale:

A 93-100

AB 88-92

B 83-87<sup>L</sup><sub>SEP</sub>

BC 78-82

C 70-77

D 60-69

F below 60

If you have questions about a discussion section or grade, speak first to your TA. If the question is not resolved, speak to the professor (me). If the question is still not resolved, speak with the Gender & Women's Studies Chair, Aili Tripp. She will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

### **Good Things To Know**

***Attendance Policy:*** Attendance matters a great deal.

***Lecture:*** Attendance in lecture is important for success.

One of the skills we will work to develop this semester in sections is respectful and active discussion. To be successful you should the following:

- Bring your readings and notes to section.
- Be ready to engage with the readings and your classmates. This involves being both an active listener and contributor to your section. Make your point succinctly. Allow others an opportunity to add to the discussion.
- Be respectful of the differing perspectives your student colleagues may hold. They will offer you the same respect.
- Ask for clarification of any term or point you do not understand or are unfamiliar with.
- Remember that discussion is meant to expand each other's understandings; but not necessarily to convince others to our own point of view.<sup>[SEP]</sup>
- Be willing to change your mind.
- <sup>[SEP]</sup>• Acknowledge that one remark may be understood multiple ways.
- <sup>[SEP]</sup>• When you disagree with others, be specific, support it with evidence and do not be “disagreeable” in ways that diminish the learning environment.

***Lecture Etiquette & Electronic Devices:*** Arrive on time and turn off your cell phone unless directed otherwise. Texting or talking on your phone or other handheld device is a distraction to the students around you, and to me. Do not text or talk on your device in class.

***Help:*** This course may require you to think and write in ways that are unfamiliar to you. I encourage you to utilize my office hours to talk about assignments. Also, I encourage all students to use the Writing Center resources.

***Accommodations for Students with Disabilities:*** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. <https://mcburney.wisc.edu/instructor/>

***Illnesses and Other Personal Emergencies:*** If you experience an unavoidable personal situation that prevents you from completing work on time, you must take responsibility for informing me prior to the date the work is due. A failure to contact me prior to the due date will result in the

application of the late assignment policy described above. Extensions will be granted for substantiated emergencies.

**Religious Holidays:** If you plan to miss class for religious holidays, state in writing the days you will be absent and submit that information to me by the third week of class.

**Incompletes:** As per University policy, incompletes are reserved for students who are earning a passing grade, but are unable to complete the course due to illness or conditions beyond the control of the student.

**Academic Misconduct:** Students sometimes take desperate measures to complete a paper, especially if they feel overwhelmed by the demands of an assignment. Please do not do this. Instances of academic misconduct will be penalized to the fullest extent in all cases. If you find yourself unable to complete an assignment and considering acts such as plagiarism, please seek help with the assignment.

**Course Website:** I will use Learn@UW to post Power Point slides from lectures (posted either just before lecture or after the lecture) and handouts distributed in class in case you miss class, including paper writing guidelines and exam review sheets. Power Point slides are posted as an aid to you, but are NOT A SUBSTITUTE FOR LECTURE. NOT ALL OF THE IMPORTANT INFORMATION WILL BE ON THESE. ATTENDANCE AT LECTURE IS VITALLY IMPORTANT FOR DOING WELL ON EXAMS. Links of interest are also posted.

**Writing Center:** For additional help with papers, visit the Writing Center at any stage during the writing process. Stop by 6171 Helen C. White, call for an appointment (263-1992), or consult the Center's resources online at [www.wisc.edu/writing/](http://www.wisc.edu/writing/).

**Communication:** We are here to help you succeed in this course. The best way to reach is by email. In all emails, please be courteous and address me by my name, e.g. Dear "Professor Garlough." ("Hey you" is not polite or appropriate.) Over the weekends, it may be 48 hours until I respond.

## Course Schedule

<b>Week 1</b>	<b>Introductions, setting learning-goals &amp; expectations for the semester.</b>
1/21	<b>What is Care? What is Caring?</b> Tronto, “Care”
1/23	<b>Feminisms and Care Ethics</b> <i>Readings for Everyone:</i> Tronto, “Ethics of Care” Barnes, Branelly, Ward and Ward, “The Critical Significance of Care” p. 3-17 <i>Graduate Readings:</i> Robinson, “Care Ethics, Political Theory, and Future of Feminism” p. 293-311
<b>Week 2</b>	
1/28	<b>Thinking With Care</b> Puig de la Bellacasa, “Nothing Comes Without It’s World: Thinking With Care” p. 197-216
1/30	<b>Care Ethics and Intersectionality</b> <i>Reading for Everyone:</i> Hankivsky, “Rethinking Care Ethics: On the Promise and Potential of Intersectional Analysis” p. 252-264 Ward, “Care Ethics, Intersectionality, and Post-Structuralism” p. 57-68 <i>Graduate Readings:</i> Honneth and Margalit, “Recognition” p. 111-139 Græn Room Art Exhibit Tour ( <a href="http://madisonbubbler.org/exhibitions">http://madisonbubbler.org/exhibitions</a> ) Art Installation by Simone Doing and Max Puchalski 11:00, Madison Public Library
<b>Week 3</b>	
2/4	<b>Care, Social Justice, and Responsibility</b> <i>Readings for Everyone:</i> Held, “Care and Justice, Still” p. 19-36

Graduate Readings:

Slote, "Care ethics and Liberalism" p. 37-50

Bozalik, "Privilege and Responsibility in the South African Context" p. 88-94

2/6

**Care Ethics and/or Civic Friendship**

Readings for Everyone:

Schwarzenbach, "Civic Friendship: A Critique of Recent Care Theory" p. 233-255

Graduate Readings:

Devere, "The Academic Debate on Friendship" p. 5-33

**Week 4**

2/11

**Self-Care and Care of the Self**

Readings for Everyone:

Ward, "Caring for Ourselves? Self-Care and Neoliberalism" p. 45-56

Graduate Readings:

Cooper, "Well, You Go There to Get Off: Visiting Feminist Ethics of Care Through a Women's Bathhouse" p. 243-262

Batters, "Care of the Self and the Will to Freedom: Michel Foucault Critique and Ethics" p. 1-23

2/13

**Workshop on Art-Making and Self-Care**

Professor Beatriz Botero and Gabrielle Javier-Cerulli,

Readings for Everyone:

Corbett, "Craftivism" Chapter 1

**Week 5, 2/18**

**Dependence, Interdependence, Relationships and Care**

Readings for Everyone:

Kittay, "A Theory of Justice....Given Our Inevitable Dependency and Our Inextricable Interdependency" p. 51-71

Graduate Readings:

Gouws and van Zyl, "Toward and Feminist Ethics of *Ubuntu*" 165-186

2/20

**Feminist Ethics of Care, Eco-feminism and the Anthropocene**

Readings for Everyone:

Beacham, "Organizing Food Differently: Toward a More Than Human Ethics of Care for the Anthropocene" p. 533-549.

MacGregor, "From Care to Citizenship: Calling Ecofeminism Back to Politics" p. 56-84

Graduate Readings:

Gorainik, Dobson, and Nelson, "Place-Based Care Ethics" p. 180-196

Jackson and Palmer, "Reconceptualizing Ecosystem Services: Possibilities for Cultivating and Valuing Ethics and Practices of Care" p. 122-145

**Week 6**

2/25

**Discerning between Politics of Love and Politics of Care**

Readings for Everyone:

hooks, "Clarity, Give Love Words" p. 3-14

Nash, "Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality" p. 1-24

Graduate Readings:

Lanas and Zembylas, "Toward a Transformational Political Concept of Love in Critical Education" p. 31-44

Berlant, Intimacy (extra)

2/27

**Care and Politics**

Readings for Everyone:

Tronto, "Care as a Basis for Radical Political Judgments" p. 143-149

Graduate Readings:

Davis and Sarlin, "On the Risk of a New Relationality: Interview with Lauren Berlant and Michael Hardt"

**Week 7**

3/3

**Feminist Ethics of Care and Performance**

Readings for Everyone:

Piepzna-Samarasinha, Prefigurative Politics and Radically Accessible Performance Spaces: Making the World to Come. In Care work: Dreaming disability justice.

Graduate Readings:

Iball, "Toward and Ethics of Intimate Audiences" p. 41-57

Dolan, "Rehearsing Democracy: Advocacy, Public Intellectuals, and Civic Engagement in Theatre and Performance"

Thompson, J. Towards an aesthetics of care. Research in Drama Education: The Journal of Applied Theatre and Performance

Rabin, C. L. (2009). The theatre arts and care ethics. Youth Theatre Journal

3/5

**Nancy Fraser and Feminist Ethics of Care**

In class lecture by Nancy Fraser, 3401 Sterling Hall

Readings for Everyone:

Fraser, "Contradictions of Capital and Care" *New Left Review*, July 2016.

<https://www.dissentmagazine.org/article/nancy-fraser-interview-capitalism-crisis-of-care>

Graduate Readings:

Fraser, "Rethinking Recognition" *New Left Review*, May 2000.

**Week 8**

3/10

**Democratic Caring and Global Care**

Readings for Everyone:

Tronto, "Democratic Caring and Global Care Responsibilities" p. 21-29

Raghuram, "Locating Care Ethics Beyond the Global North" p. 511-533

3/12

**Responsibilities to Unseen Others**

Readings for Everyone:

McEwan and Goodman, "Place Geographies and Ethics of Care: Introductory Remarks on the Geographies of Ethics, Responsibility and Care" p. 103-112

Graduate Readings:

Raghuran, Madge, and Noxolo, "Rethinking Responsibility and Care for a Postcolonial World" p. 5-13

**Week 9 (3/17-19) Spring Break**

**Week 10**  
3/24

**Care, Compassion and Empathy**

Readings for Everyone:

De Merich, "Empathy in Pursuit of a Caring Ethic in International Development" p. 95-107

Porter, "Can Politics Practice Compassion?" p. 97-123

Graduate Readings:

Pedwell and Whitehead, "Affecting Feminism: Questions of Feelings in Feminist Theory" p. 115-129

3/26

**Care Ethics and Caring Organizations**

Readings for Everyone:

Noddings, "Care Ethics and Caring Organizations" p. 72-84

Graduate Readings:

Tronto, "Creating Caring Institutions: Politics, Plurality and Purpose" p. 158-171

**Week 11**  
3/31

**Care, Reciprocity and the Gift  
Autumn's Performance**

Readings for Everyone:

Lindemann, "The Ethics of Receiving" p. 501-509

Corbett, "The Gift" p. 95-106

Graduate Readings:

Mifsud, On Rhetoric as Gift/Giving

4/2

**The Gift and Political Obligation**

Readings for Everyone:

Weir, "Roberto Esposito's Political Philosophy of the Gift" p. 55-67

Groves, "Future Ethics: Risk, Care, and Non-Reciprocal Responsibility" p. 1-20

Graduate Readings:

Derrida, Of Hospitality

Barnett, "Hospitality and the Acknowledgment of Others" p. 5-21

**Week 12**

4/7

**Poetry and Performance**

Readings for Everyone:

Hamington and Rosenow, "Care Ethics and Poetry, Introduction" p. 8-20

Graduate Readings:

Hamington, and Rosenow, "Poetry and Habits of Imagination" p. 49-71

4/9

**Creativity and Care: A Workshop with Autumn Brown**

**Week 13**

4/14

**Caring Organizations and States**

Readings for Everyone:

Eichner, "The Supportive State: Government, Dependency, and Responsibility for Caretaking" p. 87-107

Graduate Readings:

Sevenhuijsen, "The Place of Care: The Relevance of the Feminist Ethic of Care for Social Policy

4/16

**UW Indian Studies Mound Tour**

Readings for Everyone:

Boultan and Brannelly, "Care Ethics and Indigenous Values: Political, Tribal and Personal" p. 69-82

**Week 14**

4/21

**Care and Archives**

Readings for Everyone:

Caswell and Cifor, "From Human Rights to Feminist Ethics: Radical Empathy in the Archives" p. 23-43

Graduate Readings:

Wakimoto, "Archivist as Activist: Lessons from Three Queer Community Archives" p. 293-316

4/23

**Archives and Affect**

Readings for Everyone:

Cvetkoyich, “In the Archive of Lesbian Feelings” p. 239-271

**Week 15**

4/28

**Attention, Presence, Listening and Care**

Readings for Everyone:

Bourgault, “Attentive Listening and Care in a Neoliberal Era: Weilian Insights for a Hurried Time

Readings for Graduate Students

Sallis, “Heidegger/Derrida –Presence”

4/30

**Final Class Review**

Readings for Everyone:

Wasserman, “Listening Past Difference: Toward a Compassionate Ethics of Communication” p. 215-234

**\* Final project due (exam time)**