

Philosophy 2307
Philosophy and Gender
Professor Christine Koggel

Fall 2022: Mondays and Wednesdays: 1:05-2:25

Location: SA 316

Office Hours: Mondays 2:30-4:00 or by appointment

Office: Paterson Hall Room 3A46

email: christine.koggel@carleton.ca

ONE TEXTBOOK: TO BE PURCHASED AT HAVEN BOOKSTORE AT 43 SENECA STREET – CORNER OF SUNNYSIDE AND SENECA.

Beyond the Binary: Thinking about Sex and Gender. Shannon Dea. Broadview Press, 2016.

All other readings (as noted on the “Class by Class Reading List”) are **posted on Brightspace (under ARES)**. Please note that material may be changed or added. You will be given advance warning if this happens. Also note that the Course Outline itself may need to be revised depending on number of students enrolled and whether we can get a TA.

Course Description

This course will examine accounts and theories of the categories of gender and sex in the history of philosophy, in earlier versions of feminist theory, and in contemporary theories in the sciences, social sciences, and epistemology. The textbook for this course, Shannon Dea’s *Beyond the Binary: Thinking about Sex and Gender*, will guide us in the topics we cover class by class. Our reading of each of the Dea book chapters is accompanied by additional/supplementary readings, either for that class and/or for the class that follows. These readings elucidate or fill out what the individual chapters cover.

In the course of examining these theories and topics, we will cover material that discusses the role of the body in philosophy and in the sciences and social sciences. Questions about objectivity in science and of whether binaries of sex, gender, and sexual orientation are “written” into the body will be raised along with discussions of the role of epistemic injustice and of epistemologies of ignorance. We will also examine possible critiques of some feminist theories as too focused on the oppression of women and/or on binaries; as insufficiently intersectional; and as failing to address or incorporate queer and trans issues. We will also explore recent work that outlines aspects of queer and trans politics in and through challenges to scientific accounts, medicine and medical interventions, and norms of sex and gender embedded in institutions and structures. We end the course by reading chapters from Sarah Ahmed’s *Living a Feminist Life* and explore whether Ahmed’s sort of account of feminist theorizing/practice answers some of the questions and challenges presented by gender and issues of intersectionality.

LEARNING OUTCOMES

By the end of the course, a successful student should:

- 1) Demonstrate knowledge of the differences between some contemporary and some canonical views of sex and gender in philosophy.
- 2) Explore the applications, including the limits, of the theories studied, and examine possibilities for increasing knowledge and new lines of inquiry.
- 3) Practice the principle of charity and the fairest possible interpretations of selected texts.
- 4) Be able to write about complex central ideas and arguments from selected sources.

COURSE REQUIREMENTS

Some of the classes will be online asynchronous recorded lectures (on Brightspace). These are noted in the “Class by Class Reading List” below. You will need access to a computer and a reliable/stable connection to the internet. You also need software that allows reading of pdf files and watching of the recorded videos. All written assignments must be completed and submitted in **Word documents**.

It is a requirement of the course that you read the readings, attend the in-person classes, and view the recorded lectures for those classes that are not in-person. The “Class by Class Reading List” below identifies the readings along with information about which classes will have pre-recorded lectures. For those classes with recorded lectures, it is best to keep up with the work that needs doing to complete the course and this means watching the lectures in the week within which we cover those readings. Keeping up with the readings and viewing (and reviewing) the recorded lectures is mandatory. Opportunities for class participation (described in 2) below) and information about assignments, and how to complete these (described in 1) below and in the Class by Class Reading List) is given just below.

IMPORTANT MESSAGE: I will not ban electronic devices from class (I have done this in previous classes!), but I quite dislike it when students are involved/engaged with using electronic devices in class. I will be upfront in admitting that I find it distracting and disrespectful, and other students often confirm that they too find it distracting and disrespectful when they see fellow students engrossed in non-lecture/non-class activities!

- 1) **Assignments are marked on the Class by Class Reading list.** There will be **TWO** of these each worth 15% of the total grade (no more than three double-spaced pages each). **The TWO assignments are worth a total of 30% of the final grade.**

These short assignments on the readings will help ensure that you keep up with the readings, recorded lectures, and in-person classes. Topics will be provided through Brightspace. The general task will be to have you summarize the position(s) accurately – and before you launch into your discussion and analysis. I don’t want gut reactions and off-the-cuff opinions. I do want a real engagement with the ideas, concept, issues, and arguments in the readings you are assigned to discuss and a fair and accurate account of what the authors say/argue. The assignments will be due on the Monday following the class in which the assignment is assigned.

- 2) **Mid-term exam (take-home) worth 20% of the final grade.** The exam will be on the readings on material covered in Weeks 1-6 and on the class lectures and discussion of this material. The exam will be available on October 12 and be due on Monday, October 17, at 12 noon. It can be open book, but my strong advice is to study and then be ready to write the exam by taking no longer than 2 hours. The exam should be no more than a total of 3000 words. I am not looking for length but for concise and precise answers.
- 3) **Class participation (worth 20% of the final grade).** Your participation grade will be determined on the basis of you having done the readings, asking questions, or making contributions related to the readings and classes, and doing these things at various points throughout the semester. This component of the grade can be satisfied by contributing in any of the ways listed below multiple times throughout the course of the semester. I will use a points system that allows 1-3 points per contribution. Higher points will be assigned to contributions that engage with the texts, the lectures, and each other (respectfully). The more points you have at the end of the semester, the higher your grade out of 20.
 - a) Ask questions about a recorded asynchronous lecture(s) by sending an email or posting a comment/question on Brightspace discussion group forum (so that classmates can contribute to answers to the question).
 - b) Answer questions posed in a) on a recorded asynchronous lecture(s).
 - c) Ask questions or contribute to the in-person class discussion. Follow this up with an email reporting what your in-class question or contribution was. (I get to review the

- question and/or contribution so that I get to know you, your understanding of the readings, and whether I missed something in my responses to questions/comments.)
- d) Ask questions or make comments on Brightspace discussion group forum OR respond (respectfully) to a question or comment made by a classmate on Brightspace. (I get to review the question and/or discussion so that I can assess whether the material/ideas/concepts/arguments are being grasped and understood well.)
 - e) Schedule an “office hour” meeting to talk through an interesting or puzzling reading or an issue or argument discussed in class. You must have done the readings, watched the recorded lecture (asynchronous), or attended the class in which the reading was discussed, and you must come to our meeting with questions and/or comments on the reading(s). (These are not opportunities to have me redo lectures for missed classes.)
 - f) Contribute to discussion groups – when these are set up for some of the in-person classes.
- 4) **Final term paper** worth 30% of the final grade (about 6-8 double-spaced pages). The term paper covers the material covered in Weeks 10-13. Topics will be handed out in advance. The due date is no later than **December 9th** as noted on the “Class by Class Reading List” below.

CLASS BY CLASS READING LIST

Week 1 – Philosophy and Gender

September 7 - Introduction to the course.

Read “All My Pronouns: How I learned to live with the singular *they*” by Annie Fadiman.

Harper’s Magazine, August 2020:

https://harpers.org/archive/2020/08/all-my-pronouns-the-singular-they/?campaign_id=3&emc=edit_MBAU_p_20200804&instance_id=20968&nl=morning-briefing®i_id=90327141§ion=whatElse&segment_id=35233&te=1&user_id=b8ad05e9d7c9874ad944b617c9a70ea8

Decide on your name for online sessions and your preferred pronoun

Week 2 – Key Concepts and Philosophy

September 12 - Readings from Shannon Dea’s *Beyond the Binary*: Chapters 1 and 2.

September 14 - Readings from Shannon Dea’s *Beyond the Binary*: Chapter 3 (most of our discussion/coverage will be of the Aristotelian rather than the Judeo-Christian parts of this chapter) and readings from Marguerite Deslauriers “Sex and Essence in Aristotle’s *Metaphysics* and *Biology*” in *Feminist Interpretations of Aristotle* edited by Cynthia Freeland. Penn State Press, 1998 (p. 138-167) (**on Brightspace**)

Week 3 – Roots of Sex Difference

Both classes are online recorded lectures for viewing within Week 3

September 19 - Readings from Shannon Dea’s *Beyond the Binary*: Chapter 4 (just sections 4.1 and 4.2) and Simone de Beauvoir’s *The Second Sex*, Introduction (**on Brightspace**)

September 21 – Readings from Shannon Dea’s *Beyond the Binary*: Chapter 5 and from Anne Fausto-Sterling’s *Sexing the Body*, Chapter 1, “Dueling Dualisms” (1-29) (**on Brightspace**)

Week 4 – Two or More Sexes?

Online recorded lecture for September 26 and for viewing within Week 4

September 26 - Readings from Anne Fausto-Sterling's *Sexing the Body*, Chapter 4, "Should there be Only Two Sexes?" (78-114) (on Brightspace).

First Assignment question on Fausto-Sterling. To be submitted on Brightspace in Word document and due no later than Monday, October 3, by 6 p.m.

September 28- Readings from Shannon Dea's *Beyond the Binary*: Chapter 6 (on Brightspace).

Week 5 – Intersex and Sex/Gender

October 3 – Readings from Shannon Dea's *Beyond the Binary*: Chapter 7 and from Ellen Feder and Katrina Karkazis "What's in a Name? The Controversy over 'Disorders of Sex Development'" *Hastings Center Report*, Volume 38, Number 5, September-October 2008, pp. 33-36 (on Brightspace)

Online recorded lecture for viewing within Week 5

October 5 – Readings from Sally Haslanger "The Sex/Gender Distinction and the Social Construction of Reality" in *Routledge Companion to Feminist Philosophy* edited by Garry, Khader, and Stone, Routledge, 2017, pp.157-167. (on Brightspace).

Week 6 – Trans Issues

October 10 – THANKSGIVING

Online recorded lecture for viewing within Week 6

October 12 - Readings from Shannon Dea's *Beyond the Binary*: Chapter 8 and Rachel McKinnon "Stereotype Threat and Attributional Ambiguity for Trans Women" *Hypatia* Volume 29, Issue 4 (Fall 2014): 857-872 (on Brightspace).

Take home Midterm exam on readings from Weeks 1-6. To be submitted on Brightspace and due Monday, October 17th, at 12 noon.

Week 7 – Trans Politics

October 17 – Readings from Julia Serano "Trans-misogyny Primer" link <https://www.juliaserano.com/av/TransmisogynyPrimer-Serano.pdf> and Talia Bettcher and Ann Garry, *Transgender Studies and Feminism: Theory, Politics, and Gendered Realities* "Introduction" Special Issue of *Hypatia* 24 (3) (2008):1-10 (on Brightspace)

Online recorded lecture for viewing within Week 7

October 19 – Readings from Dean Spade "Mutilating Gender" Spring 2000 (on Brightspace)

FALL BREAK

Week 8 – Is Biology Destiny?

October 31 – Readings from Sally Haslanger "Gender and Race: (What) Are They? (What) Do We Want Them to Be" *NOÛS* 34:1 (2000): 31–55 (on Brightspace)

November 2 – Readings from Shannon Dea’s *Beyond the Binary*: Chapter 9 and from David Michael Buss and David P. Schmitt “Evolutionary Psychology and Feminism” *Sex Roles* 2011: (64): 768-787 **(on Brightspace)**

Week 9 – Science, Objectivity, and Theories of Knowledge

November 7 - Readings from Letitia Meynell “The Politics of Pictured Reality” (p. 1-29) in *Neurofeminism: Issues at the Intersection of Feminist Theory and Cognitive Science* edited by Bluhm, Jacobson, and Maibom. Palgrave-Macmillan, 2012 **(on Brightspace)**

November 9 – Rachel McKinnon “Epistemic Injustice” *Philosophy Compass* 11/8 (2016): 437–446 and Miranda Fricker “Powerlessness and Social Interpretation” *Episteme: A Journal of Social Epistemology*, Volume 3, Issue 1-2, 2006, pp. 96-108 **(on Brightspace)**.

Second Assignment question on Fricker. To be submitted on Brightspace in Word document and due no later than Monday, November 14th, by 6 p.m.

Week 10 – Epistemologies of Ignorance

November 14 – Readings from Nancy Tuana “The Speculum of Ignorance: The Women's Health Movement and Epistemologies of Ignorance” *Hypatia* (2006) 21 (3): 1-19 **(on Brightspace)**

November 16 – Readings from Kate Abramson “Turning up the Lights on Gaslighting” *Philosophical Perspectives*, 28, *Ethics*, 2014: 1-30 **(on Brightspace)**.

Week 11 – Difference and Equality

November 21 – Readings from Shannon Dea’s *Beyond the Binary*: Chapter 11 and from Mary Wollstonecraft’s *A Vindication of the Rights of Woman*, Chapters 2 and 3 **(on Brightspace)**

November 23 - Readings from Catherine MacKinnon’s *Feminism Unmodified*, Chapter 2, “Difference and Dominance: On Sex Discrimination” (p. 32-45)

Week 12 – Intersectionality and Activism

November 28 – Readings from Dean Spade *Normal Life: Administrative Violence, Critical Trans Politics, & the Limits of Law* (revised edition 2015) “Introduction” (p. 1-19 and notes p. 168-172) **(on Brightspace)**

November 30 – Readings from Erinn Gilson “The Perils and Privileges of Vulnerability: Intersectionality, Relationality, and the Injustices of the U.S. Prison Nation” *philoSOPHIA: A Journal of Continental Feminism. Special issue on Queer, Trans, and Feminist Responses to the Prison Nation* 6.1 Winter 2016 **(on Brightspace)**.

Week 13 – Intersectionality and Activism Revisited

December 5 – Readings from Kimberlé Crenshaw “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine” *The University of Chicago Legal Forum* 140 (1989): p. 139-167 **(on Brightspace)**.

December 7 – Readings from Sara Ahmed’s *Living a Feminist Life*, Chapter 5 “Being in Question” (p. 115-134) and Chapter 8 “Feminist Snap” (p. 187-212).

December 9 - Readings from Sara Ahmed’s *Living a Feminist Life*, Chapter 9 “Lesbian Feminism” (p. 213-234) and Conclusion 2 “A Killjoy Manifesto” (p. 251-268).

FINAL TERM PAPER DUE NO LATER THAN DECEMBER 9TH BY 6:00 P.M. “LAST DAY FOR HANDING IN TERM WORK AND THE LAST DAY THAT CAN BE SPECIFIED BY A COURSE INSTRUCTOR AS A DUE DATE FOR TERM WORK FOR FALL TERM COURSES”

Because you made it to the end of the course outline—reading it well and carefully--you get a bonus prize. I like birds. So, if you follow these instructions perfectly and email me with your name, student number, and the name of your favourite bird by September 15th, you get 2% of your grade for free (notice this was missing from the grade breakdown). What this also means, however, is that I expect you to have read every word on the course outline (whether you get the 2% or not!). So if you email me during the course with a question that is on the syllabus I am allowed to respond with “It’s on the syllabus!”

Department of Philosophy and Carleton University Policies (Fall/Winter 2022-23)

Assignments:

Please follow your professor's instructions on how assignments will be handled electronically. There will be NO hard copies placed in the essay box this coming year.

Evaluation:

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Deferrals for Term Work:

If students are unable to complete term work because of illness or other circumstances beyond their control, they should contact their course instructor no later than *three working days* of the due date. Normally, any deferred term work will be completed by the last day of the term. Term work cannot be deferred by the Registrar.

Deferrals for Final Exams:

Students are expected to be available for the duration of a course including the examination period. Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral no later than *three working days* after the original due date (as per the University Regulations in [Section 4.3 of the Undergraduate Calendar](#)). Visit the [Registrar's Office](#) for further information.

Plagiarism:

It is the responsibility of each student to understand the meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. ([Section 10.1 of the Undergraduate Calendar Academic Regulations](#))

Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term:

- *Pregnancy or religious obligation:* write to your professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the [EDC](#) website.
- *Academic accommodations for students with disabilities:* The [Paul Menton Centre](#) for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class test or exam requiring accommodation. After requesting accommodation from PMC, meet with your professor to ensure accommodation arrangements are made.
- *Survivors of Sexual Violence:* As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per [Carleton's Sexual Violence Policy](#).
- *Accommodation for Student Activities:* Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Important Dates:

Sept. 7	Classes start.
Sept. 20	Last day for registration and course changes for fall term and fall/winter (two-term) courses.
Sept. 30	Last day for entire fee adjustment when withdrawing from fall term or two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Oct. 10	Statutory holiday. University closed.
Oct. 24-28	Fall Break – no classes.
Nov. 25	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, before the official examination period.
Dec. 9	Last day of fall term classes. Classes follow a Monday schedule. Last day for academic withdrawal from fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for a fall term course.
Dec. 10-22	Final examinations for fall term courses and mid-term examinations in two-term courses. Examinations are normally held all seven days of the week.
Dec. 22	All take-home examinations are due.
Jan. 9	Classes begin.
Jan. 20	Last day for registration and course changes in the winter term.
Jan. 31	Last day for a full fee adjustment when withdrawing from winter term courses or from the winter portion of two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Feb. 20	Statutory holiday. University closed.
Feb. 20-24	Winter Break – no classes.
Mar. 29	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period.
Apr. 7	Statutory holiday. University closed.
Apr. 12	Last day of two-term and winter term classes. Classes follow a Friday schedule. Last day for academic withdrawal from fall/winter and winter courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for two-term and for winter term courses.
Apr. 13-14	No classes or examinations take place.
Apr. 15-27	Final examinations for winter term and two-term courses. Examinations are normally held all seven days of the week.
Apr. 27	All take-home examinations are due.

Addresses:

Department of Philosophy:
www.carleton.ca/philosophy
520-2110

Registrar's Office:
www.carleton.ca/registrar
520-3500

Academic Advising Centre:
www.carleton.ca/academicadvising
520-7850

Writing Services:
<http://www.carleton.ca/csas/writing-services/>
520-3822

MacOdrum Library
<http://www.library.carleton.ca/>
520-2735