

**Philosophy 2307**  
**Philosophy and Gender**  
**Professor Christine Koggel**

**Fall 2020: Tuesdays and Thursdays: 1:05-2:25**

**Location: online**

**Office Hours: by appointment only (meetings can be by Zoom, Skype, Messenger Chat)**

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**ONE TEXTBOOK: TO BE PURCHASED AT THE CARLETON UNIVERSITY BOOKSTORE**

*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 cuLearn (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 in light of adjustments to the course being online. A revised and final version will (hopefully) be available for posting on cuLearn by the first class on September 10th.

### **Course Description**

In 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, *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 theory 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 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 strongest possible interpretations of selected texts.

- 4) Be able to write about complex central ideas and arguments from selected sources.

## COURSE REQUIREMENTS

This is an online course – as are all courses in the fall semester at Carleton. 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 the recorded videos. All written assignments must be completed and submitted in **Word documents**.

Classes will be a blend of asynchronous (recorded lectures on cuLearn) and synchronous (live with class time on BigBlueButton). It is a requirement of the course that you read the readings, watch the lectures, and “attend” the live classes. The “Class by Class Reading List” below identifies the readings along with information about whether a particular class will be asynchronous or synchronous. For those classes with recorded lectures, you can watch the lectures at times that suit you best. However, to keep up with the work that needs doing to complete the course and do well, I strongly advise that you watch 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 quizzes, and how to complete these (described in 1) below and in the Class by Class Reading List) is given just below.

- 1) **Quizzes are marked on the Class by Class Reading list.** There will be **FOUR** of these. The first starts early and will be worth 10% of the total grade (no more than two double-spaced pages). The second, third, and fourth will ask you to do more and each will be worth 15% of the total grade (no more than three double-spaced pages each).

These regular quizzes on the readings will help ensure that you keep up with the readings, recorded lectures, and live classes. Topics will be provided through cuLearn. 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. The quizzes will be due on the Friday following the class in which the quiz is assigned.

- 2) **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 doing at least three of the following multiple times throughout the course of the semester.
  - a) Ask questions about a recorded asynchronous lecture(s) by sending an email or posting a comment/question on cuLearn 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 live/synchronous 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 cuLearn discussion group forum OR respond (respectfully) to a question or comment made by a classmate on cuLearn. (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 (synchronous) 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.)

3) **Final term paper** worth 25% 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 11<sup>th</sup>** as noted on the “Class by Class Reading List” below.

## ***CLASS BY CLASS READING LIST***

### **Week 1 – Philosophy and Gender**

#### **Live class on cuLearn (synchronous with class time)**

September 10 - 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&regi\\_id=90327141&section=whatElse&segment\\_id=35233&te=1&user\\_id=b8ad05e9d7c9874ad944b617c9a70ea8](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&regi_id=90327141&section=whatElse&segment_id=35233&te=1&user_id=b8ad05e9d7c9874ad944b617c9a70ea8)

Decide on your name for online sessions and your preferred pronoun

### **Week 2 – Key Concepts**

#### **Online recorded lecture for viewing within Week 2**

September 15 - Readings from Shannon Dea’s *Beyond the Binary*: Chapters 1 and 2.

#### **Live class on cuLearn (synchronous with class time)**

September 17 - Readings from Judith Butler’s *Gender Trouble: Feminism and the Subversion of Identity*, Chapter 1, “Subjects of Sex/Gender/Desire” (1-46) (**on cuLearn**)

### **Week 3 – Historical Roots of Sex Difference**

#### **Both classes are online recorded lectures for viewing within Week 3**

September 22 - 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 cuLearn**)

September 24 – 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 cuLearn**)

**First Quiz question on de Beauvoir. To be submitted on cuLearn in Word document and due no later than Friday, September 25<sup>th</sup> by 6 p.m.**

### **Week 4 – Two or More Sexes?**

#### **Both classes are online recorded lectures for viewing within Week 4**

September 29 - 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 cuLearn**)

October 1 - Readings from Anne Fausto-Sterling's *Sexing the Body*, Chapter 4, "Should there be Only Two Sexes?" (78-114) ([on cuLearn](#)).

**Second Quiz question on Anne Fausto-Sterling. To be submitted on cuLearn in Word document and due no later than Friday, October 2<sup>nd</sup> by 6 p.m.**

### **Week 5 – Two or More Genders?**

#### **Online recorded lecture prepared for viewing within Week 5**

October 6 – Readings from Shannon Dea's *Beyond the Binary*: Chapter 6 and ([on cuLearn](#)).

#### **Live class on cuLearn (synchronous with class time)**

October 8 – Readings from Sally Haslanger "The Sex/Gender Distinction and the Social Construction of Reality" ([on cuLearn](#)).

### **Week 6 – Intersex and Trans Issues**

#### **Both classes are online recorded lectures for viewing within Week 6**

October 13 – 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 cuLearn](#))

October 15 - 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 cuLearn](#)).

### **Week 7 – Trans Politics**

#### **Live class on cuLearn (synchronous with class time)**

October 20 – 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 cuLearn](#))

#### **Online recorded lecture for viewing within Week 7**

October 22 – Readings from Dean Spade "Mutilating Gender" Spring 2000 ([on cuLearn](#)) and 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 cuLearn](#))

### **FALL BREAK**

### **Week 8 – Is Biology Destiny?**

#### **Both classes are online recorded lectures for viewing within Week 8**

November 3 – Readings from Sally Haslanger "Gender and Race: (What) Are They? (What) Do We Want Them to Be" *NOÛS* 34:1 (2000): 31–55 ([on cuLearn](#))

**Third quiz question on Haslanger. To be submitted on cuLearn in Word document and due no later than Friday, November 4th by 6 p.m.**

November 5 – 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 cuLearn**)

### **Week 9 – Science, Objectivity, and Theories of Knowledge**

#### **Online recorded lecture for viewing within Week 9**

November 10 - 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 cuLearn**)

#### **Live class on cuLearn (synchronous with class time)**

November 12 – Readings from Nancy Tuana “The Speculum of Ignorance: The Women's Health Movement and Epistemologies of Ignorance” *Hypatia* (2006) 21 (3): 1-19 (**on cuLearn**)

### **Week 10 –Epistemologies of Ignorance**

#### **Both classes are online recorded lectures for viewing within Week 10**

November 17 – Readings from Miranda Fricker “Powerlessness and Social Interpretation” *Episteme: A Journal of Social Epistemology*, Volume 3, Issue 1-2, 2006, pp. 96-108 (**on cuLearn**)

**Fourth quiz question on Fricker. To be submitted on cuLearn in Word document and due no later than Friday, November 20<sup>th</sup> by 6 p.m.**

November 19 – Readings from Kate Abramson “Turning up the Lights on Gaslighting” and Rachel McKinnon “Epistemic Injustice” *Philosophical Perspectives*, 28, *Ethics*, 2014: 1-30 (**on cuLearn**).

### **Week 11 – Difference and Equality**

#### **Both classes are online recorded lectures for viewing within Week 11**

November 24 – 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 cuLearn**)

November 26 - Readings from Catherine MacKinnon’s *Feminism Unmodified*, Chapter 2, “Difference and Dominance: On Sex Discrimination” (p. 32-45)

### **Week 12 – Intersectionality**

#### **Both classes are online recorded lectures for viewing within Week 12**

December 1 – 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 cuLearn**).

December 3 – 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 cuLearn**).

**Week 13 – Feminism and Activism Revisited**

**Both are live classes on cuLearn (synchronous with class time)**

December 8 – 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 10 – 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 11TH 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”**

## Department of Philosophy and Carleton University Policies (Fall/Winter 2020-21)

### **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](mailto: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. 9 Classes start.

Sept. 23 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. 12 Statutory holiday. University closed.

Oct. 26-30 Fall Break – no classes.

Nov. 27 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. 11 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. 12-23 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. 23 All take-home examinations are due.

Jan. 6 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. 15 Statutory holiday. University closed.

Feb. 15-19 Winter Break – no classes.

Mar. 26 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. 2 Statutory holiday. University closed.

Apr. 9 Last day of two-term and winter term classes. 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. 10 No classes or examinations take place.

Apr. 11-23 Final examinations for winter term and two-term courses. Examinations are normally held all seven days of the week.

Apr. 23 All take-home examinations are due.

**Addresses:**

Department of Philosophy:

[www.carleton.ca/philosophy](http://www.carleton.ca/philosophy)

520-2110

Registrar's Office:

[www.carleton.ca/registrar](http://www.carleton.ca/registrar)

520-3500

Academic Advising Centre:

[www.carleton.ca/academicadvising](http://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