

Philosophy 2307
Gender and Philosophy
Professor Christine Koggel

Fall 2026: Tuesdays and Thursdays 11:35-12:55

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

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All readings (as noted on the “Class by Class Reading List”) are **posted on Brightspace (under Tools and then ARES reserves)**. Please note that material may be changed or added. You will be warned ahead of time if this happens. Also note that two of the classes in October will either be delivered by our TA or be recorded lectures posted on Brightspace for you to watch at the class time or, if preferable, sometime during the same week that the readings are covered in the recorded lectures.

Course Description (from the Calendar)

PHIL 2307 [0.5 credit]

Gender and Philosophy

Topics may include gender and sex in the history of philosophy, intersections between the politics and theories of gender, sexuality, and race, the place of the body in philosophical theory, the influence of gender and sex on science/social science, and queer/trans issues and politics.

Prerequisite(s): a course in philosophy or second-year standing.

Lectures three hours a week.

Course Description for Fall 2026

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.

In 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 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 take time to read 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 posed 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.

“As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.”

Minimal use of AI is permitted in this course and for basic assistance only: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot)

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

PLAGIARISM: The University Academic Integrity Policy defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, AI and computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

IMPORTANT MESSAGE: I will not ban electronic devices from class (I have done this in previous classes!), but this message lets you know that 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! NOTE that the Premiers of Ontario and Quebec have banned cell phones in public school

classrooms! Please turn off (or silence) your cell phones and put them away at the start of class. The use of laptops for the **sole purpose** of notetaking is permitted.

COURSE REQUIREMENTS

It is a requirement of the course that you read the readings and attend classes. The “Class-by-Class Reading List” below identifies the readings. Opportunities for in-class participation will be a bit limited because of class size. There will be opportunities for participation on readings and class lectures/discussion as explained in 3) below.

1) **Mid-term exam (in-class) worth 25% 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 midterm exam review questions will be available no later than October 10th. You will write the exam in class on October 20th. I am not looking for a particular length but for concise and precise answers – as much as you can physically write in 80 minutes.

2) **Class attendance (worth 10% of the final grade).** Because this course is centred around the readings and lectures, nothing is more important than attending class. You are adults and we will play this by ear, but at the start (when I’m learning your names) and into the semester, an attendance sheet will be sent around for you to sign. There are a total of 24 classes so calculating this grade will be fairly easy. For example, attending 22-24 classes will get you the 10% and attending half will get you about 5%.

3) **Class participation (worth 25% of the final grade).** Your participation grade will be based on you doing the readings, asking relevant questions, or making contributions related to the readings and class lectures (on Brightspace and in class). You can satisfy this requirement in **ONE of TWO ways** as specified in the options below:

A) **The first option** will have you sign up for about 5 pages of the Sara Ahmed chapter readings (list of page numbers will be posted on Brightspace – no doubling up and first come first serve). Go from the section heading that starts the 5 pages to the section heading that ends the 5 pages. In those classes in which we cover chapters of Ahmed’s book (Tuesday and Thursday of Week 9 and Tuesday of Week 10), your job will be to outline/summarize (up to a page long) what Ahmed is arguing in the 5 or so pages you select. You will then post this summary page on Brightspace before or just after the class in which your reading is being covered. In the class in which your pages are being covered, you will select and **read to the class** a paragraph or two of the 5 pages that capture what Ahmed is saying/claiming/arguing. You will then ask the class questions or get the class to engage in a discussion of the Ahmed you have selected to discuss. Each student will take no more than 15 minutes total for reading the two paragraphs and engaging the class with questions/comments. This will mean about 5 students per class in which we cover the Ahmed chapters. IF this option is popular and sign ups fill up fast, I *may* do this first option for another reading or two.

B) **The second option** will have you do between 15 and 20 postings on Brightspace throughout the semester. I will use a points system that allows 1-3 points (not percentages) 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 25. Here are examples of what you can do:

- a) Ask questions/make comments about the material covered in class lectures by sending an email or posting a comment/question on Brightspace (so that classmates can contribute answers to the question). Discussion group forums will be set up on Brightspace every week.
- b) Respond (respectfully) to a question or comment made by a classmate on Brightspace. I will be reviewing the questions and/or discussion as it happens so that I can assess whether the material/ideas/concepts/arguments are being grasped and understood well.

- 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 will be reviewing 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) Contribute to discussion groups – when these are set up in some of the classes.

4) ONE short assignment on readings (one single space or two double-spaced pages) (worth 10% of the final grade). Assignment information is marked on the Class-by-Class Reading list.

This Assignment will be in Week 4 before the mid-term exam in Week 7. This early assignment allows you to get feedback on your work before the mid-term. The assignment topic will be provided on Brightspace the morning of the day the readings are covered in class. The topics will test comprehension of a particular aspect of a particular reading. You will take 15-20 minutes to write your answer to the topic at the beginning of the class in Week 4.

5) Final exam worth 30% of the final grade. There will be a final exam scheduled during the examination period in December, which will be worth 30% of the overall grade for the course. The format for the final will be similar to that for the midterm. The final exam will not be cumulative but will focus on the material covered after the midterm (Weeks 7-13).

Please note: “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.”

CLASS BY CLASS READING LIST

Week 1 – Philosophy and Gender

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®i_id=90327141§ion=whatElse&segment_id=35233&te=1&user_id=b8ad05e9d7c9874ad944b617c9a70ea8

Let me know about your preferred pronoun(s)

Week 2 – Key Concepts and History

September 15 - Readings from Susan Stryker’s *Transgender History*, Chapter 1.

September 17 - Readings from Anne Fausto-Sterling’s *Sexing the Body*, Chapter 1, “Dueling Dualisms” (1-29) (**on Brightspace**)

Week 3 – Key Concepts and History

September 22 - Readings from Mary Wollstonecraft’s *A Vindication of the Rights of Woman*, Chapters 2 and 9 (**on Brightspace**)

September 24 – Readings from Simone de Beauvoir’s *The Second Sex*, Introduction (**on Brightspace**)

Assignment topic on the readings for September 29th on Brightspace Sept 29th by 10 a.m.

Week 4 – Two or More Sexes?

September 29 - Readings from Anne Fausto-Sterling's *Sexing the Body*, Chapter 4, "Should there be Only Two Sexes?" (78-114) (**on Brightspace**).

In-class assignment at beginning of class.

October 1- Readings from Nicolas Côté-Saucier "Of Two-Spirit and Indigenous Queerness: Indigenous Queerness Today" *Atlantis Critical Studies in Gender, Culture & Social Justice* Volume 46, Number 2, 2025

Week 5 – Sex/Gender and Social Constructionism

October 6 – Readings 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**) and from Julia Serano "Trans-misogyny Primer" link <https://www.juliaserano.com/av/TransmisogynyPrimer-Serano.pdf>

October 8 – 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**).

Review questions for Midterm posted on Brightspace by October 8th or 10th (could be early the following week).

Week 6 – Trans Issues

October 13 - Readings from Rachel McKinnon "Stereotype Threat and Attributional Ambiguity for Trans Women" *Hypatia* Volume 29, Issue 4 (Fall 2014): 857-872 (**on Brightspace**).

October 15 – Readings from Talia Bettcher "Trans Identities and First-Person Authority" (pp. 98-120) in *You've Changed: Sex Reassignment and Personal Identity* edited by Laurie Shrage. Oxford, 2009. (**on Brightspace**)

Week 7 – Trans Politics

October 20 – In-class midterm exam on readings from Weeks 1-6

October 22 – Readings from Dean Spade "Mutilating Gender" Spring 2000 (**on Brightspace**) and from Judith Butler interview at:
<https://www.theguardian.com/lifeandstyle/2021/sep/07/judith-butler-interview-gender>

FALL BREAK

Week 8 – Intersectionality and Difference

November 3 – 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**).

November 5 – Lugones, Maria. (1987) “Playfulness, ‘World’-Travelling, and Loving Perception” *Hypatia*, v. 2, no. 2: 3-19

Week 9 – Intersectionality and Difference (each of these two classes will have up to 5 student presentations)

November 10 - Readings from Sara Ahmed’s *Living a Feminist Life*, Chapter 7.

November 12 – Readings from Sara Ahmed’s *Living a Feminist Life*, Chapter 8.

Week 10 – Intersectionality and Difference

November 17 – 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). **(up to 5 student presentations)**

November 19 - Readings from Susan Wendell “Feminism, Disability, and Transcendence of the Body” *Canadian Woman Studies* 1993-07, Vol. 13 (4) **(on Brightspace)**

Week 11 – Science, Objectivity, and Theories of Knowledge

November 24 – Readings from David Michael Buss and David P. Schmitt “Evolutionary Psychology and Feminism” *Sex Roles* 2011: (64): 768-787 **(on Brightspace)**

November 26 - 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)**

Week 12 – Epistemic Injustice

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

December 3 - Readings from Miranda Fricker and Katherine Jenkins “Epistemic Injustice, Ignorance, and Trans Experiences” In *Routledge Companion to Feminist Philosophy*, eds. Garry, Khader, & Stone (2017) **(on Brightspace)**

Week 13 – Epistemic Injustice

December 8 - 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)**

December 10 – Finish up material (if necessary) and review class for final exam.

Department of Philosophy and Carleton University Policies (Fall/Winter 2026-27)

Assignments:

Please follow your professor's instructions on how assignments will be handled electronically. We no longer allow hard copies to be placed in the department's essay box.

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* after 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 exam date or 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:

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Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own;
- failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

It is the responsibility of each student to understand the full 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](#))

Statement on AI:

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described in the course outline with the instructor to ensure it supports the learning goals for the course.

Mental Health:

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>.

Academic Accommodation:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://carleton.ca/accessibility/accommodations/>). Examples of special arrangements include:

- *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 [EIC](#) 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. 9	Fall term begins.
Sept. 22	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.
Oct. 12	Statutory holiday. University closed.

Oct. 26-30	Fall Break – no classes.
Nov. 15	Last day for academic withdrawal from fall term courses. Last day to request Formal Examination Accommodations for December examinations and two-term midterm examinations.
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. <i>Classes follow a Monday schedule.</i> 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	Winter term begins.
Jan. 19	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.
Feb. 15	Statutory holiday. University closed.
Feb. 15-19	Winter Break – no classes.
Mar. 15	Last day for academic withdrawal from fall/winter and winter courses. Last day to request Formal Examination Accommodations for April examinations.
Mar. 25	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.
Mar. 26	Statutory holiday. University closed.
Apr. 9	Last day of two-term and winter term classes. 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
 520-2110

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

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

Writing Services:
<https://carleton.ca/csas/support/>
 520-3822

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