

MORAL & PHILOSOPHICAL ISSUES OF GENDER IN SOCIETY



PHIL/WGST 275 – Spring 2018

Meeting Times:

M. – W. – F. 8-8:50am

@ Bingham - Rm 0317



Instructor Contact Information

Aliosha Celeste Barranco Lopez



aliosha@live.unc.edu



12B Caldwell Hall



Mon. and Fri. 11:00 am-12:00 pm

Course Description

This course is intended as an introduction to the philosophical issues regarding gender and society. We will begin with an overview of important concepts in feminist philosophy, such as feminism, gender and sex. These concepts will serve as a framework as we move forward in the course, studying the ways power and domination manifest through our gendered relations. We will then turn to look at the ways multiple oppressions interact with, support, and undermine these gendered relations.

Who can take this course?

Any UNC undergraduate student. There are no pre-requisites to take this class

Aims of the Course

- 1) To better understand what gender is.
- 2) Challenge/open up your view of the role gender plays in our social and ethical relations.
- 3) To develop your argumentative and analytic skills.
- 4) To introduce you to philosophical writing as a tool to present and support your ideas in a clear and systematic way.

What We are going to Read?

Georgia Warnke's *Debating sex and gender*. And cool papers and book chapters on Feminism, Gender, Oppression and Sexism, Misogyny and Epistemic Injustice, Intersectionality and Sex, Love and Relationships. **For the course schedule and more details on this look at the Appendix A: Boilerplate.**

Assignments

10%	In-class exercises (5)	-In-class activities throughout the term
10%	Special preparations to participate (5)	-I will send you a personal email with your assigned dates.
30% 10% each	Summary and Analysis Papers (3)	- I will send you a personal email with your assigned readings.
20%	Short Essay	-due Friday March 9
30%	Final Exam	-Friday, May 4 For a description of each one of the assignments look at Appendix A: Boilerplate.

APPENDIX A: BOILERPLATE

Descriptions of each one of the assignments

In-class exercises (5)

Throughout the course we will have 5 in-class exercises. In order for you to get credit for those exercises it is required that you attend class.

Special preparation to participate (5)

Throughout the course you will need to read some of the materials of the course more carefully and be ready to be called on to discuss the assigned reading of that day. On January 11 I will send you an email with the 5 articles you will need to pay special attention to.

Summary and Analysis Papers (3)

You will be expected to write three summary and analysis for three different readings that I will assign to you the first week of the course, roughly 2 double-spaced pages long. The goal of this assignment is to help you improve your writing and relate the content we're reading to life outside of academia.

In these assignments you will:

1. Summarize your assigned article, explicitly stating the thesis the author is defending and including a brief reconstruction of its defense.
2. Briefly talk about how the author's argument or ideas relate to something you have experienced yourself, or recognized in your social relations; something you see in pop culture; or something in film/TV/music/news (as a whole) or a particular film/TV show/piece of music/news article.

Each summary and analysis will be **due by 11:59 pm the night before** we discuss the article. The summaries are to be emailed to me (at aliosha@live.unc.edu) with the subject line, 'Summary and analysis: [name of article]'.

Short Essay [due week 9 on Friday]

On Friday of week 8, I will upload to Sakai a number of paper prompts based on our discussion of the previous weeks' material. You must choose one of them to write your essay. The length of this paper should be 4 double-spaced pages.

This short essay is due March 9th, Friday of week 9, at 11:59 pm. Please email your paper by that time with only your PID on the document.

Final Exam

Friday, May 4 at 4:00 P.M.

Late work

Due dates for assignments are firm. For every 24-hour period that an assignment is late, the assignment will be docked one full letter grade (10%).

Required books

Debating Sex and Gender (2011)
Warnke, Gerogia.
ISBN-978-0-19-530885-3

The Politics of Reality: Essays in Feminist Theory (PR in assignment schedule)
Frye, Marilyn.
ISBN-13: 978-0895940995

Other readings will be made available on Sakai.



Course Schedule

Introductions

W JANUARY 10.

Introduction to the class

F JANUARY 12.

What do philosophers do? How do you write a philosophy reading response? How do you write a short philosophy paper?

Introduction to the Philosophy of Sex and Gender

M JANUARY 22

Georgia. Debating sex and gender. Ch. 1

W JANUARY 24

Georgia. Debating sex and gender. Ch. 1&2

F JANUARY 26

Georgia. Debating sex and gender. Ch. 2

M FEBRUARY 5

Georgia. Debating sex and gender. Ch. 5

W FEBRUARY 7

Georgia. Debating sex and gender. Ch. 5&6

F FEBRUARY 9

TBA

M FEBRUARY 19

Bettcher, Talia Mae. "Trans Women and the Meaning of 'Woman'"

W FEBRUARY 21

Hugh, LaFollette. "Real Men"

F FEBRUARY 23

TBA

M MARCH 5

Bartky, Sandra. "On Psychological Oppression"

W MARCH 7

Frye, Marilyn. "Sexism" (pp. 17-38 of PR.)

F MARCH 9

Okin, Susan. "Vulnerability by Marriage"

Misogyny & Epistemic Injustice

M MARCH 19

Manne, Kate. Down Girl: The Logic of Misogyny. Ch. TBA

W MARCH 21

Manne, Kate. Down Girl: The Logic of Misogyny. Ch. TBA

F MARCH 23

Manne, Kate. Down Girl: The Logic of Misogyny. Ch. TBA by Marriage"

Week 1

Week 3

Week 5

Week 7

Week 9

Week 11

Week 2

Week 4

Week 6

Week 8

Week 10

Week 12

Feminism

M JANUARY 15

No class

W JANUARY 17

Hooks, Bell. Feminism is for Everybody, Ch. 1

F JANUARY 19

Is Feminism dead?

M JANUARY 29

Georgia. Debating sex and gender. Ch. 3

W JANUARY 31

Georgia. Debating sex and gender. Ch. 3 & 4

F FEBRUARY 2

Georgia. Debating sex and gender. Ch. 4

M FEBRUARY 12

Haslanger, Sally.

"Gender and Race: (What) Are They? (What) Do We Want Them to Be?"

W FEBRUARY 14

Burkett, Elinor. "What makes a woman?" Responses to Burkett

F FEBRUARY 16

TBA

Oppression and Sexism

M FEBRUARY 23

Young, Iris Marion. "Five Faces of Oppression"

W FEBRUARY 28

Frye, Marilyn. "Oppression" (pp. 1-16 of PR)

F MARCH 2

TBA

12 Spring Break (SB)

14 SB

16 SB

M MARCH 26

Fricker, Miranda. Epistemic Injustice. Chapter 1, section 1.3 (pp. 16-29, available via the UNC library website)

W MARCH 28

Fricker, Miranda. Epistemic Injustice. Chapter 7, sections 7.1 and 7.2 (pp. 147-161, available via the UNC library website)

F MARCH 30

No class

Grading scale

Intersectionality

M APRIL 2

Ilorde, Audre. "Age, Race, Class, and Sex: Women Redefining Difference"

W APRIL 4

Frye, Marilyn. "On Being White" (110-127 of PR)

F APRIL 6

TBA

Week
13

Sex, Love and Relationships

M APRIL 16

Christina, Greta. "Are We Having Sex Now or What?"

W APRIL 18

Wertheimer, Alan. "Intoxicated Consent"

F APRIL 20

TBA

Week
15

Week
14

M APRIL 9

Grillo, Trina, & Wildman Stephanie. "Obscuring the Importance of Race"

W APRIL 11

Elizabeth Martínez. "La Chicana"

F APRIL 13

Junot Díaz. "The Pura Principle" (Available at: <http://www.newyorker.com/magazine/2010/03/22/the-pura-principle>)

M APRIL 23

MacKinnon, Catharine. "A Rally Against Rape"; "Sex and Violence: A Perspective". Suk, Jeannie. "The Look in His Eyes and Rape Reform"

W APRIL 25

Friedman, Marilyn. "Romantic Love and Personal Autonomy"

F APRIL 27

Frye, Marilyn. "A Note on Anger"

Week
16

A-range (90-93 = A-, 94-100 = A): Work that earns an A grade demonstrates insightful engagement with the course material and impressive mastery of central concepts. Argument reconstructions show attention to detail, are sensitive to nuance, and highlight the importance of the central dialectical moves in the piece. Criticisms are insightful, original, and particularly well developed. Writing is not only clear, but beautiful.

B-range (80-83 = B-, 84-86 = B, 87-89 = B+): Work that earns a B grade demonstrates competence and thoughtful engagement with the course material. Argument reconstructions are accurate and highlight the most important dialectical moves in the piece. Criticisms are thoughtful and well developed. Writing is clear and pithy.

C-range (70-73 = C-, 74-76 = C, 77-79 = C+): Work that earns a C grade demonstrates adequate comprehension and engagement with course material. Argument reconstructions are mostly accurate. Criticisms are relevant to the course material, but may lack development. Writing may demonstrate some problems with organization or structure, but is intelligible.

D-range (60-66 = D, 67-79 = D+): Work that earns a D grade demonstrates a lack of comprehension of and engagement with the course material. Argument reconstructions are inaccurate. Criticisms are irrelevant or fallacious. Writing is unstructured and often difficult to understand.

Honor code

Students are expected to abide by the UNC Honor Code at all times. You are responsible for understanding the terms of the Honor Code, and for understanding what constitutes plagiarism (see <http://studentconduct.unc.edu> for more information).

You may not submit work for this class that has previously been submitted for another class. If you are ever unsure whether your work complies with ethical standards of academic integrity, please come see me or visit <http://studentconduct.unc.edu> for more information.



2018