

**Syllabus for Summer '21, Philosophy 1107:
Philosophy and Gender
Instructor: Chris Rahlwes**

Class time: asynchronous

(Lectures will be posted on a Tuesday/ Thursday schedule)

Study session: TBA

(This is meant as a 1-2 hr. period every week in which I'll review the material and answer questions).

Office hours: by appointment

(Office hours will be through WebEx)

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(Always include 'PHIL 1107' in the subject if you send me an email)

COURSE DESCRIPTION:

This course has two main focuses: (i) to understand what gender is and (ii) to understand how race and colonialization shapes our understanding of gender. In engaging with these two focuses, we will cover what gender means for each of us individually. To do this, the course will provide the tools and skills for us to critically engage our own position(s) and the positions of others. In uncovering the role of gender, we will further examine the interplay between power, race, and gender. These interconnect within the (post-)colonial framework and shape are norms and how we see ourselves in our modern times. In short, this course is meant to provide the vocabulary necessary to explain who we are as embodied individuals.

COURSE STRUCTURE:

- Lectures will be recorded and posted on a Tuesday/Thursday schedule.
- There are three (3) modules: Sex & Gender; Gender & Identity; and Gender, Colonization, & Race.
 - Each module will have a quiz associated with it.
- You may need a PowerPoint reader, word editor, and pdf reader.
 - **Papers will only be accepted as a pdf or word document.**

COURSE GOALS:

- To communicate the ideas and arguments presented in the readings as well as your own.
- To gain an understanding of what gender is and how it is shaped by colonialization.
- To be able to engage critically with the questions that concern sex, gender, and race.
- Recognize and identify key figures in the philosophical study of the intersection of gender and colonization studies.

REQUIREMENTS:

- 4 Content Quizzes (40%)
 - There will be a quiz over each module and a final quiz that covers the entire class.
- Paper 1 (15%) 500 Words
 - The focus of this paper is a critical engagement with the readings.
- Paper 2 (15%) 500 Words
 - The focus of this paper is providing an argument.
 - **Note: Paper 1 and Paper 2 must be over different modules.**
- Paper 3 (20%) 1500 Words
 - It is strongly encouraged that this paper is a revision of Paper 1 or Paper 2.
 - The focus of this paper is providing a critical engagement and an argument.
- Participation Assignments (Discussion Boards, etc.) (10%)

Letter grade cut-offs:

A 93%	C 73%
A- 90%	C- 70%
B+ 87%	D+ 67%
B 83%	D 63%
B- 80%	D- 60%
C+ 77%	F below 60%

**These are cut-off points:
decimals will not be rounded up.**

POLICIES AND GENERAL NOTES:

- Disabilities:** *The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or <http://csd.uconn.edu/>.*
- Academic Integrity:** *This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).*
- Against Discrimination, Harassment and Related Interpersonal Violence:** *The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.*
 - Etiquette:** Differing opinions and arguments are encouraged. You should never feel embarrassed or ashamed about your opinion, concern, or question, but you must put it forth in a respectful manner. **Do not mock someone for their opinion. Do not speak when someone else is speaking. Do not use slurs.**
- Copyright:** *My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.*
- Late Policy:** Late work will be accepted but you must reach out to me before the due date asking for an extension. Extensions will not be granted after the due date and time has passed.
- Issues with Submitting Assignments: Quizzes** throughout the course should be graded instantly. If you are missing a grade after submitting a quiz, contact me immediately. **Papers** throughout the course are not graded instantly but HuskyCT does provide a submission receipt via email. If you do not receive a submission receipt via email contact me immediately. If you don't contact me immediately (within at least a 24-hour period) when you suspect that a quiz or assignment is not being uploaded correctly and if the quiz or assignment was not uploaded, **you will receive a zero for that assignment.**

READINGS:

Readings will be posted on HuskyCT.

Tentative Schedule for Lectures and Assignments (Subject to Change)

Lecture Date Posted Topic / Assigned Reading/ Assignments

Module 1: Sex & Gender

1 6/1 Sex
Fausto-Sterling, “Should There Be Only Two Sexes?” in *Sexing the Body*
Fausto-Sterling, “The five Sexes”
Byrne, “Is Sex Binary”
Fausto-Sterling, “The five sexes revisited”

2 6/3 Gender
Haslanger, “Gender and Social Construction”
Butler, “Subjects of Sex/ Gender/ Desire” in *Gender Trouble*
Wendell, “Feminism, Disability, and Transcendence of the Body”
Byrne, “What is Gender Identity?”

6/3 **Module 1 Quiz Released**

Module 2: Gender & Identity

3 6/8 Femininity
Spelman, “Woman as Body”
Riley, “Bodies, Identities, Feminisms”
Young, *On Female Body Experience*, Selections
de Beauvoir, *The Second Sex*, Selections

4 6/10 Masculinity
Seidler, “Masculinity and Violence” in *Rethinking Masculinity*
Hopkins “Gender Treachery: Homophobia, Masculinity, and Threatened Identities” in *Rethinking Masculinity*
Harris “Honor, Emasculation, and Empowerment” in *Rethinking Masculinity*
Banet-Weiser & Miltner “#MasculinitySoFragile: culture, structure, and networked misogyny.”

6/10 **Module 1 Quiz Due**

5 6/15 Queer, Trans, Nonbinary
Serano, *Whipping Girl*, Selections
Hale, “Tracing a Ghostly Memory in My Throat: Reflections on Ftm Feminist Voice and Agency.” in *Men Doing Feminism*.
Darwin, “Challenging the Cisgender/transgender Binary: Nonbinary People and the Transgender Label”
Bey, “Trouble Genders: ‘LGBT’ Collapse and Trans Fundamentality”

6/15 **Module 2 Quiz Released**

6/16 **Paper 1 Due**

Module 3: Gender, Colonization, & Race

6	6/17	<u>Gender & Race</u> Haslanger, “Gender and Race: (What) Are They? (What) Do We Want Them To Be?” Cooper, “The Status of Woman in America” in <i>Voice From the South</i> by Cooper Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”
7	6/22	<u>Gender & Race (cont.)</u> hooks, <i>Ain’t I a Woman</i> , selections hooks, <i>Talking Back</i> , selections hooks, <i>Yearning</i> , selections
	6/22	Module 2 Quiz Due
8	6/24	<u>Gender & Colonialization</u> Oyèwùmi, <i>The Invention of Women</i> , selections Fanon, “Algeria Unveiled” from <i>A Dying Colonialism</i> Maitra, “The Questions of Identity and Agency in Feminism without Borders”
	6/24	Module 3 Quiz Released
	6/24	Review Quiz Released
	6/25	Paper 2 Due
9	6/29	<u>Gender & Colonialization (cont.)</u> Anzuldúa, <i>Borderlands / La Frontera: The New Mestiza</i> , selections Beliso-De Jesús, <i>Electric Santería</i> , selections
10	7/1	<u>Review, Wrap up</u>
	7/2	Module 3 Quiz Due Review Quiz Due Paper 3 Due Revisions of Paper 1 and 2 are Due