



PHIL 1107: Philosophy and Gender

Class Time: [REDACTED]

Class Location: [REDACTED]

Instructor: Chris Rahlwes

Email: chris.rahlwes@uconn.edu

How to reach me: *Please drop by my open office hours* ([REDACTED])

or email me to make an appointment (either in-person or online). Always include PHIL 1107 in the subject of your email for a quicker response. I will respond within 48 hours Monday-Friday.



Course Description:

This course is an introductory course to the philosophy of gender that meets the CA 1 and CA 4 General Education requirements. In meeting these requirements, the course highlights humanity's attempt at creating/understanding gender as well as the role gender plays in colonialization and globalization. More specifically, this course has two foci: (1) different theories of gender and (2) the interconnection of gender with race and colonialization. In engaging with these two foci, we will cover what gender means for each of us individually. This will require the correct tools and language for us to critically reflect on our own positions as well as the positions of others. In uncovering the role that gender plays, we will further examine the intersection of gender with power and race. This will lead to a direct engagement with themes of (post-)colonialism that directly shapes how we see ourselves in modern times. In short, this course is meant to provide the necessary vocabulary to explain both personal and social gender identities.

Course Goals

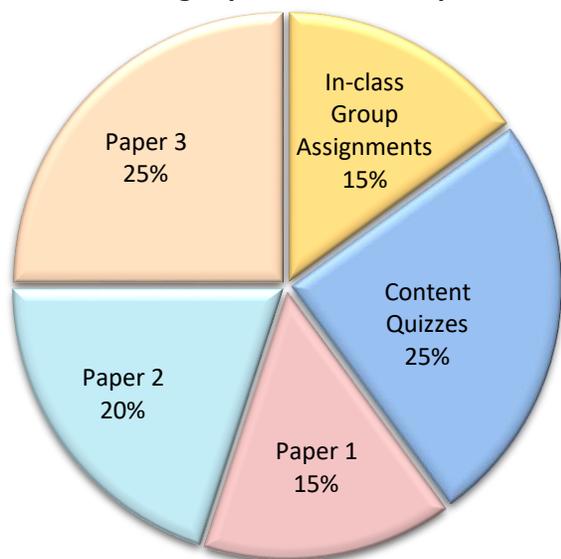
By the successful completion of this course, you will be able to:

1. Communicate (orally and in writing) the ideas and arguments presented in the readings as well as your own. This will require you to critically reflect on your own viewpoints and how they relate to others.
 2. Evaluate and distinguish different theories of gender and sex.
 3. Analyze what role gender and sex plays for individual or social identity and determine if there is a connection between the two forms of identity.
 4. Summarize the feminist critique of Cartesian dualism.
 5. Describe how the intersectionality of gender and race affects the forms of oppression that minoritized women face.
 6. Identify the tension between global feminism and colonialization regarding the role gender should play in a society.
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Means of Evaluation

- **In-Class Group Assignments (15%).** These are weekly in-class group assignments that require both a discussion element as well as a writing element. These cannot be made up under normal circumstances, but you can miss up to four in-class group assignments without it affecting your grade. Some circumstances may go outside the scope of “normal”; as such, you may make up missing group assignment through a one-on-one discussion with me (either in-person or online) with an included writing element.
- **Content Quizzes (25%).** You will have seven take home quizzes biweekly throughout the semester. You will have one week to complete each quiz, in which you may attempt the quiz five times. Extensions to the quizzes will be granted per email request, but all quizzes must be submitted before we discuss them in class. After discussing the quiz in class, you are allowed to correct your quiz for half credit. To receive this half credit, you will need to not only list the correct answers but to also explain why the answers are correct. The half credit is determined by your explanation. It should be noted that the lowest quiz grade will be dropped.
- **Paper 1 (15%) 750 Words.** This paper focuses on your ability to clearly and precisely explain one of our author’s philosophical position. Your grade is determined by your accuracy in demonstrating you understand the author’s position as well as how convincing your explanation is.
- **Paper 2 (20%) 750 Words.** This paper focuses on your ability to create a philosophical argument, in which you must convince the reader that your position is correct regarding a philosophical question or problem (e.g., what is the self?). Your grade is determined by how convincing your argument is.
- **Paper 3 (25%) 1500-2000 Words.** This paper should be a revision of Paper 1 or Paper 2, in which you further develop your explanation, ideas, and/or argument. This paper is the culmination of the course and will be graded along the lines of Paper 1 and Paper 2 both with stricter criteria.

Grade Weight per Course Component



Letter Grade Cutoffs:

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

Note: These are cut-off points: *decimals will not be rounded up.* Temporary grades: N (no basis for grade), I (incomplete grade), X (final assessment absence)

Required Materials:

- All course readings will be available on [HuskyCT](#).
- You will need to bring material to write, take notes, and access the internet during class.
- You will need a word processor (such as [Google Docs](#) or [Microsoft Word](#)), a pdf reader (such as [Adobe Acrobat Reader](#)), and a web browser.

How to Access our Course and Get Started:

- Log into [HuskyCT](#).
- Under “My Courses”, locate PHIL-1107-Philosophy and Gender–SECH71–1228, and click on it.
- This will take you to the course home page. On the left panel, click Course Orientation to get started.

Content Warning

I acknowledge that each of you arrives at this course with your own unique life experience. These experiences will affect how you interact with the material in this course, which may be intellectually or emotionally challenging. This course concerns identity and oppression based on identity. As such, we will discuss acts of sexual violence and racial violence as well as slurs based on gender, sexuality, and race. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually or emotionally challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement with the philosophy of gender and race, and I will support you throughout your learning in this course.

Course Policies:

Submission of Late Work

If you are unable to submit the assignment on [HuskyCT](#) by the schedule due date, extensions can be granted for the quizzes and the papers. If you miss in-class group assignments, these can be made up through a one-on-one meeting with me in-person or online. Quiz extensions will be granted up till the night before we discuss the quiz in class, which typically occurs the following Monday after the quiz is due. For Paper 1 and Paper 2, extensions will be granted and a due date for late work will be established based on your circumstances. If you need an extension for Paper 3, you will have to request an incomplete for the course and we will have to work out a new personalized due date. **Extensions need to be requested via [email](#) before the assignment is due.**

Cheating & Plagiarism

This course expects you will act in accordance with [the Guidelines for Academic Integrity](#) at the University of Connecticut. Reach out to me if you have doubts about what counts as plagiarism or complete the UConn Library's [Understanding Plagiarism](#). In cases of cheating, I will follow [the Academic Misconduct Procedures](#) per the University of Connecticut's standards.

Accessibility and Equity

If you have difficulty accessing the course or its materials based on a disability or pregnancy, please contact [the Center for Students with Disability](#). They will confidentially provide me a letter describing accommodations that will help make the course more accessible. If there are other issues that make the course inaccessible, please reach out to me via [email](#).

Mutual Respect

Differing opinions and arguments are encouraged in this course but must be engaged in a respectful manner. Do not mock someone for their opinion or use slurs. You should never feel embarrassed or ashamed about your opinion, concern, or question. We all come to this class in different ways, and we should feel comfortable in sharing our thoughts, ideas, and opinions. Remember that we all (including me) are working towards improving our communication skills in presenting our arguments as well as the arguments from the readings.

Recording & 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 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.

Attendance & Participation

Per University of Connecticut's policies, attendance is not graded. Attending class is important as it enables you to work on your skills of oral communication with the in-class group work, which is fundamental for this course. Further, since our class meets only once a week for thirteen weeks, missing any class will be equivalent to missing a week of a "regular" class. Please reach out to me if you find yourself in a situation that requires prolonged absences.

COVID & Illness

The University of Connecticut [policy regarding masking](#) encourages wearing masks in indoor settings. As such, please consider wearing masks in the classroom. If you do become sick (COVID or otherwise), please do not come to class. Contact me via [email](#) and I will work with you to catch you up on the material and assignments.

Tentative Schedule (Subject to Change)

	Date	Topic/Readings	Assignments
Module 1: Sex & Gender			
Week 1	8/29 & 8/31	Introduction to the Course Intersex <u>Required Readings</u> <ul style="list-style-type: none">• Fausto-Sterling (2000a) Should There Be Only Two Sexes?• Fausto-Sterling (1993) The Five Sexes.• Fausto-Sterling (2000b) The five sexes revisited.	Week 1 In-class Group Assignment
Week 2	9/5	NO CLASS: LABOR DAY	
Week 2	9/7	Biological Sex <u>Required Readings</u> <ul style="list-style-type: none">• Finish Fausto-Sterling• Byrne (2018). Is Sex Binary?	Week 2 In-class Group Assignment

Week 3	9/12 & 9/14	Gender as a Social Construction <u>Required Readings</u> <ul style="list-style-type: none"> Butler (1999) <i>Gender Trouble</i> (pp. 163–180; recommended: Ch 1) Haslanger (2017) “Gender and Social Construction” 	Quiz 1 Due 9/14 Week 3 In-class Group Assignment.
Week 4	9/19 & 9/21	Critiques of Gender as a Social Construction <u>Required Readings</u> <ul style="list-style-type: none"> Wendell (1993). <i>Feminism, Disability, and Transcendence of the Body</i>. Byrne (2019). <i>What is Gender Identity?</i> 	Week 4 In-class Group Assignment
Module 2: Gender & Identity			
Week 5	9/26 & 9/28	Femineity <u>Required Readings</u> <ul style="list-style-type: none"> Beauvoir (1956), <i>The Second Sex</i> (pp. 13–28 & 327–365). Young (2005). <i>Throwing Like a Girl</i>. 	Quiz 2 Due 9/28 Week 5 In-class Group Assignment
Week 6	10/3 & 10/5	Femineity <u>Required Readings</u> <ul style="list-style-type: none"> Spelman (1982), <i>Woman as Body</i>. Riley (1999). <i>Bodies, Identities, Feminisms</i>. 	Week 6 In-class Group Assignment
Week 7	10/10 & 10/12	Masculinity <u>Required Readings</u> <ul style="list-style-type: none"> Hopkins (1998). <i>Gender Treachery: Homophobia, Masculinity, and Threatened Identities</i>. Seidler (1998). <i>Masculinity and Violence</i>. 	Quiz 3 Due 10/12 Week 7 In-class Group Assignment
Week 8	10/17 & 10/19	Masculinity <u>Required Readings</u> <ul style="list-style-type: none"> Banet-Weiser & Miltner (2017). “#MasculinitySoFragile: culture, structure, and networked misogyny.” Harris (1998). <i>Honor, Emasculation, and Empowerment</i>. 	Paper 1 Due 10/19 Week 8 In-class Group Assignment

Week 9	10/24 & 10/26	Queer, Trans, Non-Binary <u>Required Readings</u> <ul style="list-style-type: none"> • Serano (2007). <i>Whipping Girl</i> (pp. 21–29, 41–44, & 54–62). • Warnke (2009). <i>Transsexuality and Contextual Identities</i> (esp. pp. 33–41). 	Quiz 4 Due 10/26 Week 9 In-class Group Assignment
Week 10	10/31 & 11/2	Queer, Trans, Non-Binary <u>Required Readings</u> <ul style="list-style-type: none"> • Darwin (2020). <i>Challenging the Cisgender/transgender Binary: Nonbinary People and the Transgender Label</i>. • Bey (2021). <i>Trouble Genders: “LGBT” Collapse and Trans Fundamentality</i>. 	Week 10 In-class Group Assignment
Module 3: Gender & Race			
Week 11	11/7 & 11/9	Gender & Race 1 <u>Required Readings</u> <ul style="list-style-type: none"> • Haslanger (2000). <i>Gender and Race: (What) Are They? (What) Do We Want Them To Be?</i> (esp. pp. 37–45). • Crenshaw (1991) <i>Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color</i> (esp. 1245–1262 & 1282–1295). 	Quiz 5 Due 11/9 Week 11 In-class Group Assignment
Week 12	11/14 & 11/16	Gender & Race 2 <u>Required Readings</u> <ul style="list-style-type: none"> • Cooper (1892) <i>The Status of Woman in America</i> • hooks (2014). <i>Talking Back</i> (pp. 69–100). • hooks (1999). <i>Yearning</i> (pp. 41–64). 	Week 12 In-class Group Assignment
Week 13	11/21 & 11/23	NO CLASS: THANKSGIVING RECESS	

Module 4: Gender & Colonialization			
Week 14	11/28 & 11/30	Gender & Colonialization <u>Required Readings</u> <ul style="list-style-type: none"> • Oyěwùmi (1997). <i>The Invention of Women</i> (esp. pp. 80–100) • Anzuldúa (1987). <i>Borderlands / La Frontera: The New Mestiza</i> (pp. 1–13 & 77–91), 	Quiz 6 Due 11/30 Week 14 In-class Group Assignment
Week 15	12/5 & 12/6	Gender, Globalism, & Decolonialization <u>Required Readings</u> <ul style="list-style-type: none"> • Mohanty (2003). <i>Feminism Without Borders</i> (pp. 1–13 & 221–251). • Maitra (2013). <i>The Questions of Identity and Agency in Feminism without Borders</i>. 	Week 15 In-class Group Assignment
Week 16	12/12 & 12/14	FINALS WEEK	Quiz 7 Due TBD Paper 3 Due TBD

Resources Available to All Students:

[College is a challenging time in your life.](#)

Here is a list of resources that can help you navigate your experience as a student at the University of Connecticut, Hartford Campus. It is important to remember that you are not alone, and these resources are there for you when you need help to achieve your academic goals.

[The Writing Center](#)

[Academic Achievement Center](#)

[Academic Advising](#)

[Center for Students with Disabilities](#)

[Food Assistance at Uconn](#)

[Dean of Students \(email\)](#)

[Information Technology Services](#)

[Mental Health – Student Health and Wellness](#)

[Title IX Office](#) – if you are experiencing gender-based violence or discrimination.

[ADA Coordinator and the Office of Institutional Equity](#)

[Student Health and Wellness](#) – if you are sick or injured and need medical care.

[Student Care Team](#)

[African American Cultural Center](#)

[Asian American Cultural Center](#)

[Native American Cultural Programs](#)

[Puerto Rican/Latin American Cultural Center](#)

[Rainbow Center](#)

[Women's Center](#)