

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF PHILOSOPHY
Undergraduate Course Outline 2017 – J. Epp
Philosophy 2077G: Gender and Sexuality

Winter Term 2015
Monday, 6:30 – 9:30pm
SH-3317

Instructor: Jennifer Epp
Office Hours: Mon 12:00-2:00pm
Location: STVH 4126
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COURSE DESCRIPTION

In this class we will explore the concepts of sex, gender and sexuality as they are lived and experienced as well as theorized. We will treat each category as a site of ontological, epistemic, political and moral controversy. In so doing we will attend to the complex ways in which, together, expressions of sex, gender and sexuality enable subjectivity, knowledge, collective and personal identity, autonomy, oppression, social control and moral and political demands and actions.

Topics include: biological determinism and social construction; challenges to binary models of sex/gender/sexuality; expressions of gender, including femininities and masculinities; neurosexism and sex/gender in science; gendered global economies and nationalisms; sexual orientations and practices; and sexual violence.

COURSE OBJECTIVES:

- 1) To develop students' abilities to make and critique philosophical arguments;
- 2) To familiarize students with relevant debates in feminist and queer theory, and to understand the complexity of these debates;
- 3) To enable students to articulate and revise their own position in relation to these debates;
- 4) To encourage students to recognize and critically engage with contributions to these debates in academic literature and popular media.

TEXTS

PdF's and links to articles online and via UWO libraries, available on WebCT.

REQUIREMENTS

Will be chosen by the class by voting on the following options:

10 Class Reflections	10 x 1 % = 10%
Essay – Due April 7	30%
CLASS CHOICE: Two short assignments (15% each) OR 2 nd essay	30%
(Question, Feb 15, & Question/Answer Mar. 21 OR Essay, Feb 29)	
CLASS CHOICE: 6 pop quizzes (5% each) OR a final exam (30%)	30%

The class will vote on “class choice” options listed above to choose between these course requirements.

Assignments will be uploaded to the Assignments folder in the Resources section of OWL, except instructions for the Reflections which appear below.

SUBMITTING ASSIGNMENTS:

All course work must be submitted electronically through the Assignments section of OWL. (Do not submit to DropBox.) I have set up the assignments section so that course work submitted there is automatically sent to Turnitin. Do **not** submit a paper copy.

If you have difficulty in submitting the paper to the Assignments section of OWL please e-mail a copy of your paper to the instructor by the due date to prevent your paper from being considered late.

ANONYMOUS GRADING:

To avoid bias I grade your essay, reading reviews, and exam **anonymously**.

- Use **student numbers, not names**, on assignments and the exam.
- Do not put your names in the headers of your documents
- Save documents like this: student number, assignment name, and question number for essays or author name for reading reviews.
- E.g. for the essay: “250111111, Essay, Q1”
- E.g. for the reviews: “250111111, Review, Singer”

OWL: Please check the announcements section of OWL regularly.

CLASS REFLECTIONS:

Due: Wednesdays by 11:55pm.

Reflections:

- Are organized, written out responses to our class topics.
- They allow you to respond to, comment on, process, ask questions, and more thoroughly learn about course content, *for yourself*.
- They allow me to gauge class understanding and interest.

Try this: What puzzles you? What questions do you have for the author or others, and why are they important to ask? Why did something bother you or excite you? Is the author correct? Why or why not? Is there something that is relevant to the discussion that was left out? Does the topic relate to your personal experience or to something you’ve seen in the media? If so, what did you learn? Are there connections between this discussion and things you are learning in other classes? Why is the issue complicated or important? Can you give a unique interpretation of a topic we are discussing? Do you have a suggestion, or objection, or argument that you want to work out?

Reflections must:

- Relate directly to the reading or to class discussion.
- **Engage** with course content and include reasons.

- Say something that was not said in class or in the reading.
- Be submitted **only if you were in class**.
- Be submitted by e-mail, in a **new message**, from a **UWO account**. Do not “reply” to an earlier message. I am not responsible for lost work if you do not do this.
- Or be submitted on paper to the after-hours Dropbox by the first floor elevator in Stevenson Hall.

Caution: Saying that you found something interesting/boring, good/bad or right/wrong, without trying to say why, doesn’t allow you to engage with the material. Go further than that and **explain why**. You cannot engage with the material by simply repeating what was said in class, though you may present different interpretations of what has been said and evaluate them.

There is no length requirement. This is a chance to figure out what you think about something, why you think it, and what you do and don’t understand. The length of your reflection will depend on what you need or want to work out for yourself.

I read every response but I do not comment on responses except, on rare occasions, to recommend further reading or to raise a question (even when I really want to say more!). That allows you to write freely, without feeling like you have to figure out what I want you to say. In my experience, the quality of the reflections is much higher this way. Think of them as a chance to talk to yourself about what you are learning.

Each response is **worth 1%**, and every submitted response is guaranteed the 1% as long as it **engages** with course content.

EXAM INDEX CARDS: *If* there is an exam, **before class begins** you may submit:

- One 3x5 inch index card per article that we are **discussing in class that day for the first time**.
- With notes about the reading that I give back to you at the beginning of the exam!
- To be eligible you must attend the full class.
- Write your name on your card.

PLAIGIARISM:

Work submitted to the Assignments section in OWL is automatically sent to Turnitin.com (a plagiarism checking service). Papers are not graded until they are submitted and checked there.

You may not submit assignments, or portions of assignments, that have been prepared for other courses. All instances of suspected plagiarism will be taken very seriously. Make sure to **cite all direct quotes, use quotation marks, cite all ideas that you got from somewhere else even if you are not using quotes, and include a bibliography or footnotes of any external resources that you use in anything submitted for this class.**

ACCESSIBILITY:

Your success in this course is important to me and there are many ways to learn. I encourage students to discuss their learning styles and needs with me during office hours or at another arranged time, if necessary. Every effort will be made to make this class accessible.

We usually think of disability in relation to accessibility, and that's relevant, but so are many other factors including employment and family responsibilities. Talk to me, to the Student Development Centre, or to your academic counsellor as soon as possible if you have any accessibility or accommodation concerns and we will address them together.

Disabled students are also strongly encouraged to make use of the Services for Students with Disabilities provided by the Student Development Centre including the provision of note-takers, learning strategies assistance, assignment and exam accommodation, and sign-language interpreters. The Accessibility Services Office is located on the fourth floor of the Western Student Services Building, room 4111, visit the Accessibility Services website at <http://www.sdc.uwo.ca/ssd/> for more information. In addition, you can call (519) 661-2147.

LATE POLICY:

Late papers or other work will be accepted with a penalty of 2% per day, but will not be accepted after the last day of class without accommodation from an academic counselor. If, at any time, accommodation is required for any assignment worth more than 10% you must see your academic counselor promptly.

SUPPORT SERVICES

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

ACCOMMODATION

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Reading List

	Topic	Article	Author
Jan. 11	Oppression, Intersectionality and Privilege	“Five Faces of Oppression” “Kimberle Krenshaw on Intersectionality” Recommended: “Oppression”	Iris Marion Young Bim Adewunmi Marilyn Frye;
Jan. 18	Gender Performativity	“Doing Gender” “Your Behaviour Creates Your Gender”	Candace West, Don Zimmerman, Judith Butler
Jan. 25	Gender Performativity and Privilege	“Dismantling Cissexual Privilege”	Julia Serano
Feb. 1	Social Construction, Sex, and Gender	“Delusions of Gender”	Cordelia Fine
Feb. 8	Femininity and Masculinity	“Foucault, Femininity, and the Modernization of Patriarchal Power” Excerpts from “Crossdressing: Demystifying Femininity and Rethinking ‘Male Privilege’”	Sandra Bartky Julia Serano
Feb. 15	Knowing Bodies	“Orgasm, Generation, and the Politics of Reproductive Biology”	Thomas Lacquer

Feb. 29	Knowing Bodies, Making Sex	<p>“Defining and Producing Genitals” and “Lessons for the Intersexed”</p> <p>“Whatever I Feel”</p>	<p>Suzanne Kessler</p> <p>Zachary Nataf</p>
Mar. 7	Emotion	<p>“The Uses of Anger: Women Responding to Racism”</p> <p>http://goodmenproject.com/featured-content/white-womens-tears-and-the-men-who-love-them-twlm/</p> <p>Recommended: http://files.eric.ed.gov/fulltext/EJ899418.pdf</p> <p>http://www.blackgirldangerous.org/2013/09/a-m-i-bully-one-angry-black-womans-reflection/</p> <p>http://www.blackgirldangerous.org/2015/06/they-were-so-nice-4-reasons-ive-been-nice-about-racism-and-why-i-wont-be-anymore/</p> <p>“Being Dismissed: The Politics of Emotional Expression”</p>	<p>Audre Lorde</p> <p>Robin DiAngelo</p> <p>Mamta Accapadi</p> <p>Mia McKenzie</p> <p>Maisha Johnson</p> <p>Sue Campbell</p>
Mar. 14	Femininity and Masculinity	<p>“Transsexualization”</p> <p>“Feminist Masculinity”</p> <p>“What is Rape Culture?”</p>	<p>Julia Serano</p> <p>bell hooks</p> <p>WAVAW</p>
Mar. 21	Responding to Sexual Violence	<p>“Sexual Violence as a Tool of Genocide” (Content warning: graphic depictions of genocidal sexual violence)</p> <p>“The Day I Taught How Not to Rape”</p> <p>Recommended (with positive solutions): “To Stop Gender Violence” and “Beyond Eve Ensler: What Should Organizing Against</p>	<p>Andrea Smith</p> <p>Abby Norman</p> <p>Andrea Smith</p>

		Gender Violence Look Like”	
Mar. 28	Sexuality and Liberation	“Reading Across the Grain” “Out of Line: The Sexy Femmegimp Politics of Flaunting It!”	Eli Clare Loree Erikson
Apr. 4	Sexuality, Liberation and Sexual Orientation	“Uses of the Erotic as Power” “Walking Through Walls”	Audre Lorde Matthew Kailey
Apr. 7	Essay Due (no class)		