

PHIL 4 / WGSS 46.01: PHILOSOPHY AND GENDER
Dartmouth College
Fall 2021
MWF 2.10-3.15 pm

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Office: 209 Thornton Hall
Office Hours: Wednesdays 3.30-4.30 pm & by appointment
X-Hours (some weeks): Thursdays 1.20-2.10 pm
Classroom: Steele 7



A. Course Description

In our course, we'll examine the following questions: What is gender? Is there a difference between sexism and misogyny? What is oppression? What is feminism? How does gender relate to our bodies and mental lives? To what we eat? To our knowledge, testimony, and access to social and material goods? Our analyses in this course will take an intersectional focus, which means that we shall address these questions in terms of how gender intersects with race, class, ability, sexuality, and culture. In exploring these issues, we'll study how feminist theorists have rethought basic concepts

in core areas of philosophy such as moral philosophy, epistemology, metaphysics, social and political philosophy, philosophy of law, and philosophy of mind.

B. Readings

All readings for the course are available through **Canvas** or **hyperlinked in Section E** of the syllabus. Give yourself enough time to access the readings, print the texts if necessary, and to read the texts carefully before each class meeting. I encourage you to go over the readings twice: initially to become familiar with the core issues being discussed in the text, and on the second reading, to identify key areas for analysis and evaluation.

As you read course material, consider the following questions:

- 1) What is the main point the author is making?
- 2) Do I understand *how* the author is making their point—why or why not?
- 3) What questions do I have about the text or what do I need clarification on?
- 4) Do I agree with the author's claims? How do they support their argument?

C. Evaluation

Attendance and Participation: 15%

Critical Response Papers: 45%

Bread Crumb Project *or* Final Paper: 40%

Attendance: Much of the value to be gained from this course will come from your interactions with your classmates and myself. To be engaged during class time means that you are attentive, contributing to a productive and respectful class dynamic, asking or responding to questions, sharing your insights, and participating in large or small group discussion. There is empirical evidence that using social media, texting, or surfing the internet during class not only takes away from your learning but also affects the learning of those seated around you. Please be mindful of other members of the class. You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19. For the health and safety of our class community, please: **do not attend class when you are sick**, nor when you have been instructed by Student Health Services to stay home. For each class, a present student will write a summary of the class discussion in Canvas. You may participate by responding to that summary if you are unable to attend in person. You are always welcome to post your questions and comments on the discussion board. If you are unable to attend class, let me know in advance and we can also record the session to make available on Canvas.

Safety: In accordance with [current College policy](#), all members of the Dartmouth community are required to wear a suitable face covering when indoors, regardless of vaccination status. This includes our classroom and office hours. If you need to take a quick drink during class, please dip your mask briefly for each sip. Eating is never permitted in the classroom. (The only exception to the mask requirement is for students with an approved disability-related accommodation; see below.) If you do not have an accommodation and refuse to comply with masking or other safety protocols, I am obligated to assure that the Covid health and safety standards are followed, and you will be asked to leave the classroom. You remain subject to course attendance policies, and dismissal from class will result in an unexcused absence. If you refuse to comply with masking or other safety protocols, and to ensure the health and safety of our community, I am obligated to report you to the

Dean's office for disciplinary action under Dartmouth's [Standards of Conduct](#). Additional COVID-19 protocols may emerge. Pay attention to emails from the senior administrators at the College. I shall communicate any changes and their resulting implications for our class community.

Participation: You are encouraged to actively participate in class discussion by contributing thoughtful comments and questions during general discussion and during small group work. Posting to discussion forums on Canvas, attending office hours, or sending me a substantive question or comment via email is an additional way to participate in the course. ***One or two substantive questions or comments per week, whether in class, on Canvas, or sent via email, counts as satisfactory participation. Volunteering to write the summary of class discussion for students who are absent will count towards your participation mark.***

Please note that some of the issues that we shall discuss in this course may be triggering. I shall do my best to provide content warnings in advance, but given the organic nature of class discussion this may not always be possible. If you need to take a break from a discussion please do so or if you have a concern please raise it with me. I am here to support your learning. Remember to respect the view points and feelings of others. Be critical of arguments, not of each other. My goal is to make our class a positive learning environment for all students—and part of realizing that goal depends on the openness and generosity of all members of the class.

Student Participation is graded in the following way in large and small group discussions:

A-range = actively supports, engages, and listens to peers; arrives fully prepared to the session; plays an active role in discussions; comments advance the level and depth of the discussion and move the dialogue forward; group dynamic and level of discussion are distinctively better because of the student's presence

B-range = makes a sincere effort to interact with peers; arrives mostly, if not fully, prepared; participates constructively in discussions; makes relevant comments based on the assigned material; group dynamic and level of discussion are better if not unaffected because of the student's presence

C-range = limited interaction with peers; not prepared but still makes an effort to constructively participate in discussions; group dynamic and level of discussion are not affected by the student's presence

D-range = has no interaction with peers; is not prepared; either does not participate or if participates their comments are generally vague or drawn from outside of the assigned material; demonstrates a noticeable lack of interest in the material; group dynamic and level of discussion are significantly frustrated by the student's presence

0 = absent

Critical Response Papers: Each student will write *three* critical response papers starting **September 20-November 15**. You will choose to respond to a reading on **three** different course topics (on three different weeks)—you will be asked to sign-up for CRP topics and dates at the second week of classes (you may change a topic or date at a later time). I shall provide guidance on how to sign-up for a CRP date via email. I'll keep an electronic record of CRP sign-up dates. You will turn in an electronic copy of your assignment by **2.10 pm on the first day that we discuss the reading in class**. Email me your CRP and make sure that your document is attached and the file is readable. You are expected to write your CRP on a reading we've not yet discussed in class. CRPs

should be about 500-600 words double-spaced. Each paper should summarize the article(s) or relevant philosophical positions sufficiently for your purposes and raise and respond to a critical question with respect to the reading. I shall provide more guidance on how to do this throughout the term. Late CRPs will not usually be accepted unless arrangements are made with me in advance. CRPs drastically exceeding the word count will be penalized. Each CRP is worth 15% of your grade for the course.

CRPs require that you explain an issue discussed in the readings and provide your own evaluation of it, and will be graded in the following way:

- A** = shows a good understanding of the reading materials, and connects the assigned readings in a reflective manner, and the evaluation shows insight;
- B** = provides a good answer to the question but there are signs of minor confusion, attempts to engage with the texts while providing an evaluation;
- C** = only provides a rough explanation of the issue, but there is no evaluation; or partially wrong answer but there is an attempt at an evaluation; either way it looks as though the student has read the material (or parts of the material) but there is lack of understanding;
- D** = provides a very confused answer, shows significant misunderstanding in such a way that it is unclear whether the student has read the material carefully
- 0** = no answer or answer does not show that the student has read the material

Some advice on CRPs:

- Write CRPs in your own words; do not simply quote some passage of the text.
- Your responses to CRPs should be concise and to the point. Don't waste words simply explaining every aspect of the readings.
- Write as clearly as possible. Avoid jargon, long words, and convoluted sentences. Don't try to sound sophisticated or 'philosophical': convey what you have to say as explicitly and unambiguously as you can. Keep sentences and paragraphs relatively short.
- Be sure to proofread your final draft: missing words, misspellings, and poor syntax all serve to undermine the reader's confidence.
- Give proper references. When you quote a sentence or a passage, or when you paraphrase an idea that you found in the text, provide the page number(s) in parenthesis (e.g., (34)). You only need our primary texts and your analytical and evaluative skills to complete this assignment. You are not required to use outside sources, but if you do (e.g., a relevant news article) you must provide appropriate references. Use parenthetical references (e.g., (Singer 1994, 34)) but also add a bibliographical note at the end of your paper if using outside sources (e.g., **Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990. Print.**)

You are welcome to use any citation style you are comfortable with, e.g., APA, MLA, or Chicago. Just be sure to use *one* style consistently. The **Purdue OWL** is a great resource for mastering citations in various styles: https://owl.purdue.edu/owl/research_and_citation/resources.html

Bread Crumb Project: You have two options for a final project in the course—the *bread crumb project* or the *final paper*. The former option will challenge you to collect “bread crumbs” (or cultural data) about gender-related norms or practices in our contemporary society from one or more of the critical approaches we have examined in class (historical perspectives may also play a part in your analysis). You are encouraged to develop a **creative project** or an **annotated bibliography** based on books, magazines, films, advertisements, art works, legal cases, social media, restaurants, cafés,

menus, recipes, grocery stores, or farmers' markets, etc. You will be asked to make observations about and interpretations of the data you collect; you may work independently, in pairs, or in small groups.

Creative projects require a written critical reflection that explains and contextualizes the project—what were the bread crumbs you collected, what were your findings, and how is/are the meaning(s) that you drew from those findings expressed in the creative project? How does your project relate to particular theories, ideas, or texts we discussed in the course?

Annotated bibliographies should include references to the texts or media examined, an explanation of the bibliographical material, and a critical examination of that material in light of what we have learned in the course.

You are welcome to be as imaginative as you wish and I encourage you to use this assignment as an opportunity to engage with the ideas in the course in a tactile, interactive, and potentially very fun way! Because this project requires a fair amount of planning on your part, I encourage you to start working on your project as soon as possible. I am happy to talk about your ideas with you. The bread crumb project will be due on **November 24 by 4 pm unless otherwise specified**. More details to follow on how to submit your project. I'll arrange an X-hour period for everyone to discuss their findings in progress.

Final Paper: If you choose to write a final paper, you are expected to develop a paper topic in consultation with me. Should you need assistance with creating a topic—I can help! Your paper should be about 8-10 pages double spaced (or around 4,000-5,000 words). Your paper will be evaluated based on the strength of its thesis statement, its engagement and understanding of the text, its argument, and its clarity and quality of writing. You are expected to provide a bibliography with complete references for works cited and consulted. Your paper will be due electronically on **November 24 by 4 pm unless otherwise specified**. More details on how to write a philosophy paper and on how to submit your paper are to follow. I'll arrange an X-hour where you can discuss your paper's topic and argument with the class.

D. Expectations, Resources, and Policies

Your success in this course is important to me. If there are aspects of the course that prevent you from learning or exclude you, please let me know as soon as possible. Together we can develop strategies to meet both your needs and the requirements of the course. If something goes seriously wrong in your life that impacts your coursework please talk to me as soon as possible—avoid cutting class or not completing assignments. The earlier you inform me of what is going on, the better I'll be able to help you.

I respond to email within **two days**. If you email me on Friday evening or at the weekend, however, I may not respond until Monday. If you have any concerns about your ability to meet the course requirements, please let me know immediately.

There are a range of resources on campus that can help you succeed in the course. Student Accessibility Services can help with determining accommodations to improve learning. If you need official accommodations, you have a right to have these met.

Other resources on campus include Counseling and Human Development and the Student Wellness Center.

Accessibility and Accommodations: Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Getting Started with SAS webpage](#); student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Mental Health: These are difficult times. The academic environment at Dartmouth is challenging even in normal times, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean <http://www.dartmouth.edu/~upperde/>, Counseling and Human Development <http://www.dartmouth.edu/~chd/>, and the Student Wellness Center <http://www.dartmouth.edu/~healthed/>.

Religious Observances: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Dartmouth's Academic Honor Principle: I take plagiarism and other violations of the honor code very seriously. Please see the following link to Judicial Affairs that explains the Academic Honor Principle: <http://www.dartmouth.edu/judicialaffairs/honor/index.html>

For a guide to the proper citation of sources, please see: <http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

E. Course Schedule

The course schedule is subject to change. I try to build flexibility into the reading schedule. If it happens that we start a reading a class late, your CRP due date will move to the new day we start that reading.

Week 1 (Sept 13-17): What is a Woman?

Sept 13: Introduction to the Course

Sept 15: Simone de Beauvoir—Introduction to *The Second Sex*

Sept 17: Audre Lorde—The Master's Tools Will Never Dismantle the Master's House
The Combahee River Collective Statement

Week 2 (Sept 20-24): Is Gender Something We *Do...* with Our *Bodies*?

Sept 20-22: Judith Butler—Performative Acts and Gender Constitution

Sept 24: Susan Bordo—Hunger as Ideology

Optional reading: Iris Marion Young—Throwing like a Girl: A Phenomenology of Feminine Body
Comportment Motility and Spatiality

Week 3 (Sept 27-Oct 1): Gender, Disciplinary Power, and Technologies of the Self

Sept 27-29 Sandra Bartky—Foucault, Femininity, and the Modernization of Patriarchal Power

Oct 1 Cressida Heyes—Foucault Goes to Weight Watchers

Week 4 (Oct 4-8): Gendered Practices, Askesis, and *Is Meat Masculine*?

Oct 4 Heyes cont.

Oct 6-8 Carol Adams—*The Sexual Politics of Meat* Chapters 1-3

Optional Readings: C. Wesley Buerkle—Metrosexuality Can Stuff It: Beef Consumption as
(Heteromascuine) Fortification

Megan Dean—You Are *How* You Eat? Femininity, Normalization, and Veganism as an Ethical
Practice of Freedom

Week 5 (Oct 11-15): Gender, Race, Settler Colonialism, and Practices of Resistance

Oct 11 A. Breeze Harper—Going Beyond the Normative White ‘Post-Racial’ Vegan Epistemology

Oct 13 María Lugones—Toward a Decolonial Feminism

Oct 15 Kristie Dotson—On the Way to Decolonization in a Settler Colony: Reintroducing Black
Feminist Identity Politics

Week 6 (Oct 18-22): Gender, Decolonial Feminisms, and Belonging

Oct 18 María Lugones & Elizabeth Spelman—Have We Got a Theory for You!

Oct 20-22 Renya Ramirez—Race, Tribal Nation, and Gender: A Native Feminist Approach to
Belonging

Week 7 (Oct 25-29): Black Feminisms, Exclusion, and Epistemic Oppression

Oct 25-27 Kimberle Crenshaw—Demarginalizing the Intersection of Race and Sex

Oct 28 X-Hour: Bread Crumb Project and Final Paper Work-In-Progress Presentations

October 29 Miranda Fricker—*Epistemic Injustice*, Introduction
Kristie Dotson—Conceptualizing Epistemic Oppression

Optional Reading: Miranda Fricker—*Epistemic Injustice*, Chapter 1: Testimonial Injustice
Aaron White—A Year Later, Breonna Taylor Still Hasn't Had Justice:
[Say Her Name](#)

Week 8 (Nov 1-5): Misogyny

Nov 1-5 Kate Manne—excerpts from *Down Girl: The Logic of Misogyny*

Nov 4 X-Hour: Discussion

Week 9 (Nov 8-12): Sexualized Gender-Based Violence, Transmisogyny, and Misogynoir

Nov 8 Film viewing: *Promising Young Woman*

Nov 10 *Promising Young Woman*

Readings for Nov 8-10 Talia Mae Bettcher—On Evil Deceivers and Make Believers
Robin Dembroff—[Trans Women are Victims of Misogyny Too](#)

Nov 11 X-Hour: Discussion

Nov 12 Trudy—[Explanation of Misogynoir](#)

Optional Readings: Moya Bailey—[On the Intersection of Racism and Sexism](#)
Rebecca Ruiz—[You Need to Know What Misogynoir Means Right Now](#)
Janace Gassan Asare—[Misogynoir the Unique Discrimination that Black Women Face](#)

Optional Viewing: Susan J. Brison—[Sexual Violence, Social Meanings, and Narrative Selves](#)

Week 10 (Nov 15): Final Discussion and Work-In-Progress Updates

No Reading

Final Projects are due by 4 pm on November 24 unless otherwise specified.