

Philosophy of Sex, Gender, and Sexuality
50:730:227 (W) (D)

Spring 2013
Location: FA 217
TTh 9:30-10:50 am

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Office Hours: TTh 1:00-2:30 pm, or by appointment

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I. Rationale:

This course applies broad philosophical questions and arguments from metaphysics, ethics, social, and political philosophy to the specific topics of sex, gender, and sexuality. It affords students familiar with philosophy an opportunity to apply their prior philosophical knowledge to concrete cases and examples, and exposes students unfamiliar with philosophy to the underlying philosophical methods employed in the broader field. The topics considered will be presented from a range of social and cultural perspectives, providing students opportunities for appreciating and assessing the diversity of views on issues related to sex, gender, and sexuality.

II. Course Aims and Objectives:

Aims

In general, the course aims to teach students how to analyze and evaluate philosophical arguments, to promote the development of thoughtful class discussions about the reading materials, and to encourage critical reflection on our beliefs and values.

Specific Learning Objectives:

By the end of this course, students will:

- Be able to *define* key terms deployed by authors assigned in the course.
 - Key terms include principles and concepts developed by a unique author (e.g. the “greatest happiness principle” is a key term unique to J.S. Mill, and also general terms defined in a special way by different authors (e.g. “sex” or “gender” will be a key term that changes under different authors).
 - Students will be expected to recall the definitions of key terms during in class tests, and to explain key terms on take home writing assignments.
- Be able to *summarize* the main thesis of each essay assigned in the course.
 - The main thesis of an essay is the general or overarching conclusion advanced by an author. In order to summarize the thesis, students will need to be able to discriminate between different arguments advanced within an essay and evaluate which is the most general.
 - Students will be expected to propose essay thesis statements in class discussion and during tests and take home assignments.
- Be able to *reconstruct* the key arguments and reasons used by the authors in support of their thesis.

- A reconstruction of an essay is similar to an outline of an essay. In a reconstruction, students take the content of an essay and organize it in terms of a thesis statement and a series of claims or reasons offered by the author in support of the thesis.
- To reconstruct an argument, students will need to identify and discriminate among a series of different reasons offered by an author to determine which ones would be most helpful in supporting an argument.
- Students will be expected to participate orally in class collective reconstructions initially, but then will be expected to be able to reconstruct an essay in writing.
- Be able to *apply* previously learned philosophical terms and principles to concrete examples.
 - The application of philosophical concepts to real world examples is an important way to test the plausibility of an author's argument. Students will practice creating counter-examples during class discussions, and will creatively apply an author's arguments to those counter-examples. Students will also be able to apply principles from one author to examples developed by another author.
 - Students will be expected to apply key principles, terms, and concepts to examples during in class tests and on take home assignments.
- Be able to *evaluate* the appropriateness and plausibility of the conclusions reached in the assigned materials, and *compare* two competing arguments about a topic, giving reasons for their positive evaluation of one over the other.
 - The evaluation of philosophical arguments involves an appreciation for a charitably interpreted version of the argument, and the development of a critical dialogue between the proponent of the view and plausible objectors. Sometimes this requires the application of objections from the perspective of other assigned authors, but other times this requires the creative development of objections from one's own perspective.
 - Students will be expected to weigh reasons for and against arguments on essay assignments.

III. Format and Procedures:

This course will proceed as a combination of lecture and discussion. An outline of each class will be presented at the start of the class, and we will generally follow closely the content of the reading materials assigned. Students will be expected to read all assigned material before class, and to come prepared to ask and answer questions about the terms and arguments developed in the essays. Students are always encouraged to slow down lecture material for the purpose of improving comprehension and clarity.

IV. Tentative Course Schedule: ***This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

Date	Main Topic(s)	Work to do at home Readings – to be completed <u>before</u> class	Evaluation
1/22	Introduction: Meet Instructor, and your classmates/ syllabus; Introduction to sex, gender, and sexuality in historical and contemporary philosophy.		
1/24	Topic 1: The Philosophy of Sex, Metaphysical and Conceptual Questions Class presentation by guest speaker and discuss readings	<ul style="list-style-type: none"> • Alan Soble, “The Analytic Categories of the Philosophy of Sex” in <i>Philosophy of Sex</i> (PS), 1-24. 	
1/29	Discuss readings	<ul style="list-style-type: none"> • Greta Christina, “Are We Having Sex Now or What?” in PS 25-32. • Thomas Nagel, “Sexual Perversion” in PS 33-46. 	
1/31	Discuss readings	<ul style="list-style-type: none"> • Robert Solomon, “Sexual Paradigms” Handout/Online. 	
2/5	Discuss readings	<ul style="list-style-type: none"> • Janice Moulton, “Sexual Behavior: Another Position” in PS 47-56. 	
2/7	Discuss readings, first paper assignment distributed	<ul style="list-style-type: none"> • Alan Goldman, “Plain Sex” in PS 57-76. 	
2/12	Class presentation by guest speaker and discuss readings	<ul style="list-style-type: none"> • Elizabeth Lloyd, “Pre-Theoretical Assumptions in Evolutionary Explanations 	

		of Female Sexuality” Handout/Online.	
2/14	Discuss readings; <i>Another Perfect World</i> , optional.	• Seiriol Morgan, “Sex in the Head” in PS 101-122.	First short paper due, online before class on the 14 th
2/19	Discuss readings; TED talk by Helen Fisher, <i>Why we love, why we cheat</i>	• John Portmann, “Chatting Is Not Cheating” in PS 123-139.	
2/21	Topic 2: Queer Theory, Essentialism, Constructivism, and Expressivism in Gender	• Introduction to <i>Sex, Gender, and Sexuality Handout</i> • Stanley Kurtz, “Beyond Gay Marriage: The Road to Polyamory” in PS 143-160.	
2/26	Discuss readings	• Cheshire Calhoun, “In Defense of Same-Sex Marriage” in PS 161-176.	
2/28	Discuss readings, short papers returned to students	• Claudia Card, “Gay Divorce: Thoughts on the Legal Regulation of Marriage” in PS 177-193.	
3/5	Discuss readings, study guide for mid-term exam distributed	• William Wilkerson, “What Is “Sexual Orientation?”” in PS 195-214.	
3/7	Discuss readings	• Christine Overall, “Trans Persons, Cisgender Persons, and Gender Identities” in PS 251-267.	
3/12	Discuss readings; TED talk by Alice Dreger, <i>Is anatomy destiny?</i>	• Anne Fausto-Sterling, “Dueling Dualisms” Handout/Online. • Sharon Preves, “Intersex Narratives” Handout/Online	
3/14	Exam: All students are required to take the mid-term exam during our class period on March 14th.		Mid-Term Exam
3/16-3/24	<u>Spring Recess</u>		
3/26	Topic 3: Use, Objectification, and Consent: Ethical Theory and Applications	• Thomas Mappes, “Sexual Morality and the Concept of Using Another Person” in PS 271-190.	
3/28	Discuss readings Mid-term exams returned to students	• Howard Klepper, “Sexual Exploitation and the Value of Persons” in PS 291-300.	
4/2	Discuss readings	• David Benatar, “Two Views of Sexual Ethics: Promiscuity, Pedophilia, and Rape” in PS 395-406.	
4/4	Class presentation by Neeta Goel, second short paper assignment distributed	• Martha Nussbaum, “Whether From Reason or Prejudice”: Taking Money for Bodily Services” in PS 409-440.	
4/9	Discuss readings	• Joan Mason-Grant, “Pornography as Embodied Practice” in PS 521-538.	
4/11	Discuss readings; TED talk by Gary Wilson, <i>The Great Porn Experiment</i>	• Nicholas Power, “Cheap Thrills: A Call for More Pornography” in PS 539-557.	Second short paper due, online before class on the 11 th
4/16	Topic 4: Multiculturalism, Feminism, and the Law	• Susan Moller Okin, “Is Multiculturalism Bad for Women?” in <i>Is Multiculturalism Bad for Women?</i> (MW)	
4/18	Discuss readings	• Bonnie Honig, “My Culture Made Me Do It” in MW	
4/23	Discuss readings, second	• Azizah Al-Hibri, “Is Western Patriarchal	

	short papers returned; Scholar's Chair video of Azizah al-Hibri and Susan Moller Okin, Islamic Law and Muslim Women	Feminism Good for Women?" in MW	
4/25	Discuss readings, final paper assignment distributed and discussed	<ul style="list-style-type: none"> Abdullahi An-Na'Im, "Promises We Should All Keep in Common Cause" in MW Bhikhu Parekh, "A Varied Moral World" in MW 	
4/30	Discuss readings	<ul style="list-style-type: none"> Cass Sunstein, "Should Sex Equality Law Apply to Religious Institutions?" in MW 	
5/2	Discuss readings	<ul style="list-style-type: none"> Susan Moller Okin, "Reply" in MW 	
5/9			Final paper due online by midnight on the 9 th

V. Course Requirements:

1. Class attendance and participation policy:

- (a) You are expected to attend all classes on time. If you expect to miss any class please use the [University's absence reporting](#) website to indicate the date and reason for your absence, which will automatically generate an email to me.
- (b) You are expected to obtain class notes from fellow students and class handouts from me in the event that you are absent when assignments are distributed.
- (c) You are expected to provide at least fourteen days notice in the event that you must be absent for an event connected with your studies or athletics at Rutgers, or for reasons of observance of a religious holy day.
- (d) You are expected to attend and take the mid-term exam on March 14th during our regularly scheduled class. Make-up exams will only be permitted in documentable emergency cases, and must be completed before the corrected tests are handed back on March 26th.

2. Course Readings/Materials: Required

- (a) [The Philosophy of Sex: Contemporary Readings](#), 6th Edition, Edited by Nicholas Power, Raja Halwani, and Alan Soble (Rowman & Littlefield Publishers, 2013). ISBN 978-1-4422-1671-6.
- (b) [Is Multiculturalism Bad for Women?](#) Edited by Susan Moller Okin, (Princeton University Press, 1999). ISBN-10: 0691004323.

3. Assignments, Assessment, and Evaluation

- (a) The final grade will be determined by performance on two short papers, a mid-term exam, and a final paper. The in-class exam will be closed-note and closed-book, and the dates of all deadlines and in class tests are firm.

15%	First Short Paper
	The first paper will be due on Thursday, February 14 th and must be submitted online through our class Sakai site, under "Assignments". It will cover the course assignments under Topic 1: The Philosophy of Sex: Metaphysical and Conceptual Questions.
30%	Mid-Term Exam
	The mid-term exam will be held in class on Thursday, March 14 th . It will cover the course assignments under the first <u>and</u> second topics of the syllabus, including The Philosophy of Sex: Metaphysical and Conceptual Questions, and Queer Theory, Essentialism, Constructivism, and Expressivism in Gender.
15%	Second Short Paper

	The second paper will be due on Thursday, April 11th and must be submitted online through the Sakai site. It will cover the course assignments under Topic 3: Use, Objectification, and Consent: Ethical Theory and Applications.
40%	Final Paper/ Take-Home Exam
	The final paper deadline is Thursday, May 9 th . It will cover course assignments under Topic 4: Multiculturalism, Feminism, and the Law

- (b) **Late assignment policy:** All deadlines are listed on the course schedule and are firm. For every 24 hours an assignment is late the grade will be subject to dropping one third of a letter grade (from a B+ to a B, for instance). Students should make every effort to alert me in advance if a take-home exam will be late. Assignments will not be accepted more than six days after the deadline.
- (c) **Mid-Term attendance policy:** Students who fail to take the Mid-Term Exam on the scheduled date, March 14th, will receive a 0/F grade unless they have extenuating circumstances that make attendance impossible and have been approved for a rescheduled make-up exam at least three days prior to the exam date. Other exceptions are very rare.
- (d) **Critical dates for registration changes:** Please check with the [academic calendar](#) to view last day to drop without penalty.
- (e) **Course Grades and Symbols:** Please see the [Rutgers registrar's website](#) for an explanation of the grade codes and their numerical equivalents in terms of GPA.

4. Use of *Sakai* in class

In this class I use *Sakai*—a Web-based course management system with password-protected access at <https://sakai.rutgers.edu/portal> -- to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. You can find [support](#) in using Sakai at the Help Desk at 848-445-8721, Monday through Friday, 8 a.m. to 5 p.m., or sakai@rutgers.edu.

VI. Tutoring and Resources

Rutgers Learning Center

Free academic tutoring is available through the Rutgers Learning Center. For more information regarding subjects being tutored and scheduling appointments please see the [RLC website](#).

Rutgers Student Affairs

The Division of Student Affairs works to improve the quality of student life on and off campus, and is a very good resource if you are struggling with concerns that are wider than comprehension of the material in this class. This resource can help students find help for issues concerning new, transfer, or international student questions or problems, academic advising, health concerns, and can help you address stress management. For more information regarding their resources see the [Division of Student Affairs website](#), or contact them at (856) 225-6050.

VII. Academic Integrity

Rutgers University Student Code of Conduct

Students are required to properly cite all materials, to only submit their own, individually produced work, and to adhere to the requirements of each assignment regarding the use of internet or print resources. Take home assignments must be submitted through the course Sakai site, which will check all assignments against the Turnitin.com database, an electronic plagiarism detection software program. The penalties for academic dishonesty are severe and strictly enforced, and can be extended to include failure of the course and University disciplinary action. Please review the University's [academic honesty policy and disciplinary procedures](#), or speak with me if you have any questions.

VIII. Other University Notices and Policies

Use of E-mail for Official Correspondence to Students

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are [available here](#).

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact the [Office of Disability Services](#) for Students at (848) 445-6800 (voice) or dsoffice@rci.rutgers.edu. Faculty are not required to provide accommodations without an official accommodation letter from ODS. Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, handouts are not readable for proper alternative text conversion, etc.).

Audio-Visual Recording, Transmission, or Distribution

Students in this class are prohibited from recording and/or transmitting classroom lectures and discussions unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording. The recording may not be reproduced or uploaded to publicly accessible web environments.

Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

The policy aims to prohibit or limit recording of classroom lectures or re-distribution of classroom materials in order to:

- respect the integrity and effectiveness of the classroom experience;
- protect students and faculty dignity and privacy;
- respect faculty and University rights in instructional materials; and
- comply with copyright law.