

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: History, Philosophy and Political Science Date: 9/16/2022

Title Of Course/Degree/Concentration/Certificate: Phil 6500: Philosophy of Sex and Gender

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Jacob Segal



TO: Fall Semester Curriculum Committee

FROM: Prof. Jacob Segal, Chair, Department of History, Philosophy and Political Science

DATE: September 16, 2022

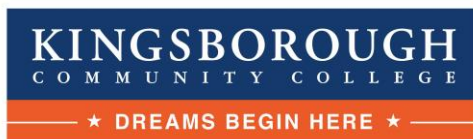
Subject: Creation of new course: **Phil 6500 Philosophy of Sex and Gender**

The History Department proposes a new course: **Phil 6500 Philosophy of Sex and Gender**

Rationale:

This course provides a new perspective for the History, Philosophy and Political Science Department, the philosophy concentration and the revised Women, Gender and Sexualities Studies. Each will profit from a course that examines feminist philosophy and its critics. In doing so, the underlying assumption of scientific objectivity and the accepted norms of family and gender undergo critique and defense. This course is similar to one at Laguardia Community College and has equivalencies to courses at Brooklyn and Lehman Colleges.

It has been included in the revised WGSS Concentration Requirements and the revised Philosophy concentration as well as the General LA requirements and will be attractive to many students outside those concentrations as well.



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	History, Philosophy and Political Science
Course Designation/Prefix:	Phil
*Course Number:	6500
Course Title:	Philosophy of Sex and Gender
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course will provide an overview of feminist perspectives of sex, gender, and sexuality. We will start with feminist philosophical perspectives for <i>methodological</i> reasons not for political or cultural reasons. In the 1970s and 1980s, feminist critiques of scientific objectivity arose in philosophy as a method of examining the frameworks of science - particularly the biological sciences - and the inherent subjectivity of both scientific research and <i>research methods</i> . This historical critique allowed philosophers to ask important questions about sex and sexuality, gender identity, gender normativity, biological essentialism, and more. Throughout the course, we will focus on key issues within feminist philosophy <i>as well as</i> on important areas of disagreement between feminist philosophy and its critics.
Prerequisite(s):	none
Corequisite(s):	none
Pre-/Co-requisite(s):	none
Open ONLY to Select students (Specify Population):	
Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	41
Indicate if a special space, such as a lab, and/or special equipment will be required:	

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input type="checkbox"/> x3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____
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3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Liberal Arts Major 2. Women, Gender and Sexualities Studies Concentration 3. Philosophy Concentration
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	If proposed as a “real” course, where will this course fit? Select from the following: Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.

- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)

30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)

20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science

(AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext.

4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Assess critically different philosophical arguments regarding feminist perspectives on sex, gender and sexuality
2. Demonstrate an understanding of feminist critiques of scientific methodology as well as criticisms of those critiques with an open-mind toward conflicting philosophical viewpoints
3. Demonstrate an understanding of the debates concerning biological essentialism, gender essentialism, gender identity, the social construction of gender, and sexuality and heteronormativity through the completion of designated assignments
4. Apply ethical judgements regarding how individuals understand gender from multiple perspectives to actual situations.

2. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Assess critically different philosophical arguments regarding feminist perspectives on sex, gender and sexuality	25%	Blackboard Discussion
2. Demonstrate an understanding of feminist critiques of scientific methodology as well as criticisms of those critiques with an open-mind toward conflicting philosophical viewpoints	40%	Attendance and Participation; Blackboard Discussions
3. Demonstrate an understanding of the debates concerning biological essentialism, gender essentialism, gender identity, the social construction of gender, and sexuality and heteronormativity through the completion of designated assignments	30%	Final Paper
4. Apply ethical judgements regarding how individuals understand gender from multiple perspectives to actual situations.	30%	Short Response Paper

3. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

This is an introductory course to philosophy and gender. We expect students in the general liberal arts concentration will take it to fulfill the philosophy requirement. It will also satisfy one of the three philosophy requirements in the philosophy concentration in liberal arts. It will also be an attractive choice in the reformed Women, Gender and Sexuality Studies in the Humanities strand.

4. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course expands our philosophy offerings to include an area of philosophy which is of growing interest to undergraduates. The philosophy discipline in the History, Philosophy and Political lacks any course that addresses feminist philosophy and/or feminist philosophy of science and its critics. The course offers students in the philosophy concentration a unique perspective for their focused, philosophical inquiry. Topical philosophical courses in the History Department, such as Ethical Problems in Business and Society, a course on Medical Ethics all enroll well. The course is a necessary addition to the creation of a comprehensive Women, Gender and Sexuality Studies concentration as it introduces students to how gender-based and sex and sexuality- based norms are created, challenged and defended. The course is likely to transfer to four colleges as most have similar feminist philosophy courses and Women and Gender programs This course fulfills the learning outcome of the revised Women, Gender and Sexualities Studies because it is a philosophical engagement with issues of gender and sexuality, It fits the learning

outcomes of liberal arts because it concerns and critically examines both the methods and the products of scientific and ethical inquiry. It is also a valid expansion of the philosophy concentration and will fit into the articulation agreements we are pursuing.

5. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

This course would fit within any new articulation agreement in the philosophy concentration. A similar course taught at LaGuardia Community College currently transfers to two senior colleges according to Transfer Explorer. LaGuardia's HUP122 Philosophy of Gender and Sex to Brooklyn College's PHIL 3720: Philosophy and Feminism and Lehman College's PHIL 225 Philosophy and Gender. In addition, this course matches other schools: Hunter College's PHILO 23000: Feminist Philosophy and City College's PHIL 34600: Feminist Philosophy.

6. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

This course augments the various courses that examine gender or sexuality, such as
ANT 3900 - Sexuality and Culture
PSY 3700 - Psychology of Gender
SOC 3800 - Sociology of Gender

This course provides a philosophical approach to these issues, therefore questions the underlying theory about the construction of gender; what is it and what arguments have been made about how people think about it. This course touches on some similar themes at Sociology of Gender, but is approaches the same themes from a different methodological approach.

7. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Alison Wylie and Lynn Hankinson Nelson, "Coming to Terms with the Value(s) of Science: Insights from Feminist Science Scholarship"
Helen Longino, "Taking Gender Seriously in Philosophy of Science"
Lorraine Code, "Is the Sex of the Knower Epistemologically Significant?"
Female Sexuality" and Nancy Tuana, "Coming to Understand: Orgasm and the Epistemology of Ignorance"
Penelope Eckert and Sally McConnell-Ginet, "Introduction to Gender," from *Language and Gender*,

Cambridge University Press

Mari Mikkola, "Feminist Perspectives on Sex and Gender," *Stanford Encyclopedia of Philosophy*

Douglas Gentile, "Just What Are Sex and Gender, Anyway?: A Call for a New Terminological Standard"

"From Sex to Gender and Back Again: Co-optation of a Feminist Language Reform"

Charlotte Witt, "What Is Gender Essentialism?"

Elizabeth V. Spelman, "Woman as Body: Ancient and Contemporary Views"

Sally Haslanger, "Social Construction: Gender and Other Categories"

Judith Butler, "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory"

Witt's *The Metaphysics of Gender*;" Lea Skewes, Cordelia Fine, and Nick Haslam, "Beyond Mars and Venus: The Role of Gender Essentialism In Support for Gender Inequality and Backlash"

Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence"

Patrick D. Hopkins, "Naturalizing Homosexuality: Biology, Sexual Orientation, and the Nature/Culture Distinction"

Erika Faith Feigenbaum, "Heterosexual Privilege: The Political and the Personal"

'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality" Jack Halberstam, "An Introduction to Female Masculinity"

Michael Kimmel, "Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity"

bell hooks, "Reconstructing Black Masculinity"

Kim Hall, "Thinking Queerly About Sex and Sexuality"

Talia Mae Bettcher - "Trans 101" and "Trans Feminism: Recent Philosophical Developments"

Robin Dembroff, "Beyond Binary: Genderqueer as Critical Gender Kind"

Alexis Shotwell, "Open Normativities"

8. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment. See attached

9. Selected Bibliography and Source materials:

Recommended Readings

Elizabeth Lloyd, "Pre-Theoretical Assumptions in Evolutionary Explanations of Female Sexuality" and Nancy Tuana, "Coming to Understand: Orgasm and the Epistemology of Ignorance"

Rhoda Unger, "Toward a Redefinition of Sex and Gender;" Mary Crawford and Annie Fox, "From Sex to Gender and Back Again: Co-optation of a Feminist Language Reform"

Mari Mikkola, "How Essential is Gender Essentialism?: Comments on Charlotte Witt's *The Metaphysics of Gender*;" Lea Skewes, Cordelia Fine, and Nick Haslam, "Beyond Mars and Venus: The Role of Gender Essentialism In Support for Gender Inequality and Backlash"

Kristen Schilt and Laurel Westbrook, "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality"

Phil Petrie, "Real Men Don't Cry.and Other 'Uncool' Myths"

Sandy Stone, "The *Empire Strikes Back: A Posttranssexual Manifesto*"

Introduction to Philosophy and Gender

Instructor: Kamili Posey

Office Hours: M334, TBA

Email: kamili.posey@kbcc.cuny.edu

Class Hours: Monday and Wednesday, 1:15-2:45 PM

Course Texts:

All course texts will be made available for you on Blackboard. It is your responsibility to download them and read them before our class session.

Course Description:

This course will provide an introduction to feminist perspectives of sex, gender, and sexuality. We will start with feminist philosophical perspectives for *methodological* reasons not for political or cultural reasons. In the 1970s and 1980s, feminist critiques of scientific objectivity arose in philosophy as a method of examining the frameworks of science - particularly the biological sciences - and the inherent subjectivity of both scientific research and *research methods*. This historical critique allowed philosophers to ask important questions about sex and sexuality, gender identity, gender normativity, biological essentialism, and more. In this class, we will examine key issues in these debates, including: a) the distinction between sex and gender, b) gender essentialism and the performance of gender, d) heteronormativity, e) gender identity, and f) the politics of sex and gender, with a focus on queer theory and transfeminism.

Throughout the course, we will focus on key issues within feminist philosophy *as well as* on important areas of disagreement between feminist philosophy and its critics. While no background knowledge in feminist philosophy - or philosophy in general - will be assumed, students should be prepared to do a fair amount of reading and to enter into potentially difficult discussions with intellectual charity and an open mind.

Learning Objectives:

1. Assess critically different philosophical arguments regarding feminist perspectives on sex, gender and sexuality
2. Demonstrate an understanding of feminist critiques of scientific methodology as well as criticisms of those critiques with an open-mind toward conflicting philosophical viewpoints
3. Demonstrate an understanding of the debates concerning biological essentialism, gender essentialism, gender identity, the social construction of gender, and sexuality and heteronormativity through the completion of designated assignments
4. Apply ethical judgements regarding how individuals understand gender from multiple perspectives to actual situations.

Course Requirements:

- Attendance and Participation - 15%
- Short Response Paper #1 - 15%
- Short Response Paper #2 - 15%
- Discussion Board Prompts - 25%
- Final Paper - 30%

Grading Breakdown:

Attendance and Participation: The class participation grade has three aspects: classroom activity, attendance, and in-class work. Participation in class activity includes asking questions, engaging thoughtfully and charitably with your classmates, and completing and discussing the assigned readings. Participation also includes in-class assignments and group work. Attendance will be monitored and maintained by the instructor. Excessive absences and consistent lateness to class will negatively impact your final grade and/or your ability to successfully complete the course.

Short Response Papers and Final Paper: For this course, you will be asked to write two short papers of 750-1000 words each and one final paper of 2000-3000 words. All papers are required to have a thesis and a bibliography:

For your two short papers, you will need to respond to **Prompt A** and **Prompt B** based on the readings.

Prompt A: Rhoda Unger's (1979) distinction between "biological precursors ('sex') and socialization experiences ('gender')" changed the way that psychologists, sociologists, and philosophers theorized issues of sex and gender. Using the course readings, critically discuss some of the theoretical benefits and drawbacks of Unger's distinction. Given your analysis, what conclusion(s) about Unger's distinction can be reached? **Prompt B:** Adrienne Rich argues that compulsory heterosexuality effects both knowledge-production and social relations by essentializing notions of gender. Using the course readings, critically assess Rich's view of compulsory heterosexuality and the claim that conceiving of lesbian existence as "deviant to abhorrent or simply invisible" reinforces the oppression of women and the project of feminism.

For your **final paper**, you will need to choose a course topic from one of the 12 weekly units, develop a thesis, and defend your thesis by providing evidence and arguments from the course reading. This will allow you to demonstrate the knowledge you have acquired in this course. [Please read Jim Pryor's "Guidelines For Writing a Philosophy Paper" before getting started with your paper.](#)

Discussion Board Prompts: Each week during the semester you will be given a writing prompt on Blackboard. These prompts will come from the readings as well as from our in-class discussions. You may have time in-class to draft your response but you will be expected to complete and post your response to the Blackboard Discussion Forum **by 11:59 p.m. each Sunday**. You may expect your Blackboard prompts to address questions and issues such as the following:

- Helen Longino asks: "Can we do philosophy of science without taking into account the gender, race, and class of scientists?" How does Longino answer this question? Explain. Do you agree with her response? Why or why not?

- Describe Lorraine Code's argument about the *untenability* of objectivity. What is the "view from nowhere"? How does this view challenge traditional methods of scientific inquiry? Explain.
- Explain Unger's distinction between sex/gender. According to Mikkola, what are some of the problems with this distinction? Do you agree with the problems? Why or why not? Explain.
- According to Fausto-Sterling, how has the "medical management" of intersexuality been influenced by sociological concerns about the body as opposed to scientific concerns? In your opinion, have these sociological concerns contributed to "ethical malpractice" against intersex bodies? Why or why not? Explain. Use the readings to make your case.
- Consider Dembroff's argument that metaphysical approaches to gender focus primarily on binary gender kinds. They argue that this binary focus creates a "conceptual lacuna that contributes to systematic misunderstanding of genderqueer persons" and this problem of knowledge can be solved by the introduction of the category, "critical gender kinds." Explain what constitutes a *critical gender kind*. How might (or might not) critical gender kinds, as a metaphysical *category* not as an individual property, help to destabilize binary categorization? Use the reading to make your case.

Academic Integrity: Confirmed violations of academic integrity including cheating and plagiarism will result in a failing grade for the assignment and/or a failing grade for the course. Flagrant violations of academic integrity will be reported to KCC's Academic Integrity Officer for additional disciplinary sanctions. Please read the [CUNY Academic Integrity Policy](#).

Information from KCC's Access-Ability Services: "It is important for students to remember that, in the post-secondary setting, it is their responsibility to self-identify as students with disabilities and to request disability services. The process starts here at AAS. College can be stressful for most individuals. For individuals with disabilities, it can be a daunting task. AAS helps students with disabilities to recognize their potential by removing potential barriers to their education. The office also provides support through counseling, tutoring and academic advisement. We are glad that you chose to visit our site and look forward to seeing you in our offices at D205."

Course Readings:

Week 1: Introduction to Feminist Epistemology and Methodology

- Alison Wylie and Lynn Hankinson Nelson, "Coming to Terms with the Value(s) of Science: Insights from Feminist Science Scholarship"
- Helen Longino, "Taking Gender Seriously in Philosophy of Science"

Week 2: Introduction to Feminist Epistemology and Methodology

- Lorraine Code, "Is the Sex of the Knower Epistemologically Significant?" and "Taking Subjectivity into Account"
- Elizabeth Lloyd, "Pre-Theoretical Assumptions in Evolutionary Explanations of Female Sexuality"
- **Recommended:** Nancy Tuana, "Coming to Understand: Orgasm and the Epistemology of Ignorance"

Week 3: The Distinction Between Sex and Gender

- Douglas Gentile, "Just What Are Sex and Gender, Anyway?: A Call for a New Terminological Standard"
- Rhoda Unger, "Toward a Redefinition of Sex and Gender"
- **Recommended:** Mary Crawford and Annie Fox, "From Sex to Gender and Back Again: Co-optation of a Feminist Language Reform"

Week 4: The Distinction Between Sex and Gender

- Penelope Eckert and Sally McConnell-Ginet, "Introduction to Gender," from *Language and Gender*, Cambridge University Press
- Mari Mikkola, "Feminist Perspectives on Sex and Gender," *Stanford Encyclopedia of Philosophy*

Week 5: Gender Essentialism and the Performance of Gender

- Charlotte Witt, "What Is Gender Essentialism?"
- Elizabeth V. Spelman, "Woman as Body: Ancient and Contemporary Views"
- Sally Haslanger, "Social Construction: Gender and Other Categories"

Week 6: Gender Essentialism and the Performance of Gender

- Judith Butler, "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory"
- Mari Mikkola, "How Essential is Gender Essentialism?: Comments on Charlotte Witt's *The Metaphysics of Gender*"
- **Recommended:** Lea Skewes, Cordelia Fine, and Nick Haslam, "Beyond Mars and Venus: The Role of Gender Essentialism In Support for Gender Inequality and Backlash"

Week 7: Heteronormativity (1)

- Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence"
- Patrick D. Hopkins, "Naturalizing Homosexuality: Biology, Sexual Orientation, and the Nature/Culture Distinction"
- Erika Faith Feigenbaum, "Heterosexual Privilege: The Political and the Personal"

Week 8: Heteronormativity (2)

- Anne Fausto-Sterling, "The Five Sexes: Why Male and Female Are Not Enough"
- Kristen Schilt and Laurel Westbrook, "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality"
- **Recommended:** Anne Fausto-Sterling, "The Five Sexes, Revisited"

Week 9: Gender Identities: Femininities and Masculinities (1)

- Jack Halberstam, "An Introduction to Female Masculinity"
- Rebecca Jordan-Young, "Masculine and Feminine Sexuality"

Week 10: Gender Identities: Femininities and Masculinities (2)

- Michael Kimmel, "Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity"
- bell hooks, "Reconstructing Black Masculinity"
- **Recommended:** Phil Petrie, "Real Men Don't Cry – and Other 'Uncool' Myths"

Week 11: The Politics of Sex and Gender, Queer Theory, Transfeminism (1)

- Kim Hall, "Thinking Queerly About Sex and Sexuality"
- Talia Mae Bettcher - "Trans 101"
- Talia Mae Bettcher - "Trans Feminism: Recent Philosophical Developments"

Week 12: The Politics of Sex and Gender, Queer Theory, Transfeminism (2)

- Robin Dembroff, "Beyond Binary: Genderqueer as Critical Gender Kind"
- Alexis Shotwell, "Open Normativities: Gender, Disability, and Collective Political Change"
- **Recommended:** Sandy Stone, "The *Empire* Strikes Back: A Posttranssexual Manifesto"

Curriculum Map

<p>Sample Learning Experiences</p> <p>I = Introduce R = Reinforce E = Emphasized A = Assessment Opportunity</p>	<p>Concentration. Learning Outcome</p> <p>Demonstrate an understanding of the debates concerning biological essentialism, gender essentialism, gender identity, the social construction of gender, and sexuality and heteronormativity through the completion of designated assignments.</p>	<p>Course Learning Outcome 1:</p> <p>Assess critically different philosophical arguments regarding feminist perspectives on sex, gender and sexuality</p>	<p>Course Learning Outcome 2</p> <p>Demonstrate an understanding of feminist critiques of scientific methodology as well as criticisms of those critiques with an open-mind toward conflicting philosophical viewpoints</p>	<p>Course Learning Outcome 3:</p> <p>Apply ethical judgements regarding how individuals understand gender from multiple perspectives to actual situations.</p>
<p>Week 1: Introduction to Feminist Epistemology and Methodology</p>	<p>I</p>	<p>I</p>		<p>I</p>
<p>Week 2: Introduction to Feminist Epistemology and Methodology</p>	<p>R</p>		<p>I</p>	
<p>Week 3: The Distinction Between Sex and Gender</p>			<p>R</p>	
<p>Week 4: The Distinction</p>	<p>R</p>			

Between Sex and Gender				
Week 5: Gender Essentialism and the Performance of Gender				R
Week 6: Gender Essentialism and the Performance of Gender				E
Week 7: Heteronormativity (1)	E	R	E	
Week 8: Heteronormativity (2)	E			
Week 9: Gender Identities: Femininities and Masculinities (1)		E		E
Week 10: Gender Identities: Femininities and Masculinities (2)			E	
Week 11: The Politics of Sex and Gender, Queer Theory, Transfeminism (1)		E		E
Week 12: The Politics of Sex and Gender, Queer Theory, Transfeminism (2)	E		E	