



COURSE OUTLINE		
TERM: Spring 2023	COURSE NO: PHIL 240	
INSTRUCTOR: Michel-Antoine Xhignesse	COURSE TITLE: Philosophy and Gender Relations	
E-MAIL: michelxhignesse@capilanou.ca	SECTION NO(S): 01	CREDITS: 3.0
OFFICE HOURS: Tuesday 10h00-11h30 PST		
COURSE WEBSITE: See eLearn		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), x^wmə 1̄ 0k^wəyəm (Musqueam), shíshálh (Sechelt), Sk̓wx̓wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (T'sleil-Waututh) people on whose territories our campuses are located.

COURSE PREREQUISITES/CO-REQUISITES

None

WELCOME AND COURSE FORMAT

Welcome to PHIL 240-01! This course will be delivered **fully online** at eLearn.capu.ca for a 15-week semester, which includes two weeks for final exams/assignments. Students should expect to log in 3-4 times per week and to spend 8-10 hours per week on course readings, practice tests, weekly learning activities, teamwork and assignments. Virtual office hours are hosted on Zoom, Tuesday/Thursday 10h00-11h30 PST.

REMOTE LEARNING ENVIRONMENT

Remote teaching and learning is a new context for all of us. We will learn together and interact with empathy, care, and understanding. Your health and well-being is important to us. Please see the university website for the most updated COVID information: <https://www.capilanou.ca/about-capu/get-to-know-us/covid-19-response/campus-safety/>

CALENDAR DESCRIPTION

Founded on a wide range of philosophical readings, this course will focus on questions such as: What is the good life and its relation to intimacy and family? What is the good person? Are there different models for different genders? What constitutes a good relationship? How important are mutuality, respect, affection, sex, and interdependence to such a relationship? What counts as equality/equity? How should the answers to such questions influence our views on such social issues as affirmative action, prostitution and pornography?

REQUIRED TEXTS AND/OR RESOURCES

All readings will be posted to eLearn.

To participate in this course, you will need to have access to a device (laptop or computer) and WiFi. For

live discussion sessions, you may need speakers and a microphone, although you should feel free to rely on the chat function, too. The earphones from your mobile device may be an option. You will also need to download Zoom to your laptop or computer. Zoom is available for free [here](#). I will send you a link to join our meeting every week, as well as my virtual office hours.

The Capilano University Security Safe App may also be useful to you if you are attending campus: download the [CapU Mobile Safety App](#).

COURSE STUDENT LEARNING OUTCOMES

General:

The general objective of this course is that the students begin to gain a broad understanding of what kinds of social arrangements might be optimal for “the good life” given the challenges of the “gender gap,” sexuality, child care, and individual needs for self-actualisation. In the process, the student’s ability to think critically, articulate thoughtfully, listen empathetically, and write precisely should be enhanced. This course should be of interest to men and women equally; indeed, it is assumed that the quality of class discussions will be a function of the degree to which the perspectives of both genders are well represented.

Specific:

This course will provide the opportunity for students thoughtfully to reflect upon the following questions:

- a) What is the good life? (Career, family, sexual orientation, commitments, material goods, virtue, intimacy, social responsibility, power, etc.)
- b) What is a good person? (Assertive, intuitive, rational, emotional, independent, interdependent, etc.)
- c) What is a good relationship? Does intimacy, interdependence, co-responsibility change the answer to this question? How important is mutuality, equality, respect, affection, sex, fun, interdependence?
- d) How might we change gender relations in an effort to create a better world?

Students who complete this Self and Society course will be able to do the following:

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
3. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
4. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

Topics and required readings are listed below.

Week 1, January 4-6

Women

What is a “woman”?

- Simone de Beauvoir – The Second Sex (Introduction)

Week 2, January 9-13

Gender

What is gender?

- Judith Butler – Performative Acts and Gender Constitution
- Iris Marion Young – Throwing Like a Girl

Week 3, January 16-20

Sex and Gender

What is the difference between sex and gender?

- Anne Fausto-Sterling – Should There be Only Two Sexes?
- Sally Haslanger – Gender and Race: (What) Are They? (What) Do We Want Them to Be?

Week 4, January 23-27

Feminism

What is it, and what is it good for?

- Nancy Hartsock – The Feminist Standpoint
- David Kahane – Male Feminism as an Oxymoron

Week 5, January 30-February 3

Intersectionality

What about our other identities?

- bell hooks – Black Women: Shaping Feminist Theory
- Kimberlé Williams Crenshaw – Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color

Week 6, February 6-10

Feminism and Science

Is there room for feminism in science?

- Alison Wylie – Good science, bad science or science as usual? Feminist critiques of science
- Elisabeth Lloyd – Pre-Theoretical Assumptions in Science

Week 7, February 13-17

Sexism and Misogyny

What’s the difference?

- Ann Cudd and Leslie Jones – Sexism
- Kate Manne - Down Girl: The Logic of Misogyny, Ch. 3: Discriminating Sexism

Week 8, February 27-March 3

Oppression

What does it look like, and how does it work?

- Marilyn Frye – Oppression
- Iris Marion Young – Five Faces of Oppression

Week 9, March 6-10

Embodiment

What about our bodies?

- Alia Al-Saji – The Racialization of Muslim Veils: A Philosophical Analysis
- Sheila Lintott and Sherri Irvin – Sex Objects and Sexy Subjects: A Feminist Reclamation of Sexiness

Week 10, March 13-17

Objectification

What is it, and how can we get around it?

- A.W. Eaton – What’s Wrong With The (Female) Nude?
- Sara Kolmes and Matthew A. Hoffman – Harlequin Resistance? Romance Novels as a Model for Resisting Objectification

Week 11, March 20-24

Sexual Preferences

Are we wrong to have certain sexual preferences?

- Robin Zheng – Why Yellow Fever Isn’t Flattering: A Case Against Racial Fetishes
- Raja Halwani – Racial Sexual Desires

Week 12, March 27-31

Sexual Harassment

What is it, what does it look like, and why is it bad?

- Kathleen A. Kenealy – Sexual Harassment and the Reasonable Woman Standard
- Margaret Crouch – Sexual Harassment in Public Places

Week 13, April 3-6

Consent

What is it, and how should we obtain it?

- Quill (Rebecca) Kukla – That’s What She Said: The Language of Sexual Negotiation
- Emily Tilton and Jonathan Jenkins Ichikawa – Not What I Agreed To: Content and Consent

EVALUATION PROFILE

Participation: 10%

- 1% per discussion post on the Discussion Forum (eLearn)

Mini Essays (online, timed): 40%

- E1: February 12 (20%)
- E2: March 26 (20%)

Quizzes: 50%

- Q1: January 15 (12.5%)
- Q2: February 5 (12.5%)
- Q3: February 26 (12.5%)
- Q4: March 19 (12.5%)

TOTAL: 100%

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Not accepted except at the instructor’s discretion, under extenuating circumstances.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Participation

The participation grade is based on making at least ten posts on the discussion board (approximately one a week). There is no weekly deadline for posts, but they should aim to contribute to an ongoing conversation, e.g., by posing a question, answering a question, presenting a counterexample, thinking through a problem, etc.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class.

Online Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students’ Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other

policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including the [B.401 Sexual Violence and Misconduct Policy](#) and [B.401.1 Sexual Violence and Misconduct Procedure](#).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.