

Phil-197, Spring 2013
Sex, Science, Society
Syllabus

Instructors:

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Office Hours:

Tuesday and Thursday before class by appointment

Course Description:

Man and woman, male and female. These categories are, intuitively, quite easy to identify and apply. We use them—both deliberately and without noticing—to navigate the world every day.

But when we examine these categories, they are hard to pin down: what are the necessary and sufficient conditions to qualify as a woman (or man) and how are they determined? What about being female (or male)? Are the answers to those questions just the same, or might they be different?

In the first section of this course we will examine the nature of categories of sex and gender with help from scientific views about the character of natural kinds and related notions like species. In light of our discoveries, we will reexamine the social and political roles of these categories.

This course will serve as a foundation for understanding issues related to science, technology, gender studies and social justice.

Required Texts:

Fine, Cordelia. *Delusions of Gender*. W. W. Norton & Company, ISBN 0393340244. 2010.

OPTIONAL: Dupré, John. *The Disorder of Things*. Harvard Univ. Press, ISBN 0674212614. 1995.

All other required readings will be provided through the course blackboard site.

The Honor Code and Plagiarism:

You are expected and required to uphold standards of academic honesty in this course. Plagiarism of ideas or words is unacceptable. Familiarize yourself with what counts as plagiarism:

<http://gervaseprograms.georgetown.edu/honor/system/53377.html>

The Honor Council (<http://gervaseprograms.georgetown.edu/honor/>) adjudicates cases of suspected academic dishonesty. In effort to uphold this university's high standards, we will submit any and all suspected cases of academic dishonesty to the Honor Council, who will investigate. Confirmed academic dishonesty will result in automatic failure of the course.

Policies

Preparedness: You are responsible for being prepared for class. This includes reading assigned material, thinking about it so that you can ask questions, and arriving on time.

Attendance: After one unexcused absence, missing a class will result in a point deduction from your attendance grade, unless accompanied by a note from your dean or doctor. Please contact that day's instructor if you're going to be absent for any reason.

Attitude: You are responsible for comporting yourself in an appropriate manner. This includes both actively participating in discussion as well as treating other members of the class with respect and courtesy.

Laptops: Laptop use may be prohibited at any time at the instructor's discretion, so pay attention to your teacher and to your classmates. There will be class meetings when no laptop use at all will be allowed.

Due Dates: You are responsible for turning in your work on time. Each 24 hours or portion thereof that a piece of written work is late will result in the subtraction of 1/3 letter grade. All work more than a week late will receive an F.

Under some circumstances, it is possible to get an extension for written work because of illness, injury or family emergency. If you need an extension or reassignment, email me *as soon as possible* with a brief description of your situation and how long you think it will take you to resolve the issue. We will then work out a timeframe for the extension/reassignment. Extensions must be requested at least 12 hours before the assignment is due, barring emergencies.

Grades: If you believe the work you submitted deserves a different grade than it received, you may ask *in writing* for reconsideration. Your request must be submitted *within one week*, but no sooner than *two days after* the assignment is returned. Your written request *must explain why* you believe the work deserves a different grade. Most appeals will not result in a change of grade, but if a change is made please note that the grade may be either higher or lower.

Changes: The instructors reserve the right to change any part of this syllabus at any time. Changes will be announced in class and a new version of the syllabus posted to Blackboard.

Assignments and Assessment

Attendance, including Participation (10%)

Attend class regularly for these ten free points! Lose one point for every unexcused absence after the first, for sleeping in class, and other similar preparedness violations.

Major Papers (30% each), Minor Papers (10% each)

You will write **two major (600-800 word) papers** and **two minor (350-450 word) papers** for this class. It is up to you when to write these papers and what to write them on. (We will try to point out possible topics as we move through the course and are available for consultation.) The only restriction is that each short paper must be about material discussed in the previous four class meetings.

There are two deadlines for each sort of paper in semester; you must turn in one paper *before* each of these deadlines, but you may turn them in as early as you like. The assignment and rubric for these papers can be found in this syllabus and is available online. These papers will be submitted through Blackboard.

Each major paper will count for **30%** of your final grade, each minor paper for **10%**.

Reflection (10%)

A short reflection paper will be assigned in the second half of the semester.

More details for these assignments will be distributed during the term.

Paper Assignments

Major Papers: You'll need to *introduce, motivate, explain and engage with* a view we have discussed.

Introduce the author. Who is writing, when are they writing and who are they responding to (if anyone)? This should take no more than 1/3 page.

Motivate the position. What is at issue in the argument or position you're addressing, and why do we care about it? This should take no more than two or three concise sentences.

Explain the author's position. There are two key questions here: what is the position being advanced, and how is the author advancing it? Carefully explain what it is the author wants you to believe, then carefully explain what reasons they give you to believe it. Present the best version of their argument or considerations. Note any theoretical or cultural presuppositions at work. Be sure to *cite the text frequently*. Use quotes where appropriate but always explain the quotation.

Engage with the author. In this section, you will provide some sort of response to the author. Maybe you will advance a criticism of the author's position. Maybe the author's argument doesn't work and you want to fix it. Maybe the author's argument does work, but doesn't show what he or she wants it to show or there are crucial considerations they don't attend to. Maybe you want to expand on the author's conclusion and apply it to a different area we've talked about. Maybe you just think the author is confused and you want to spell out why. The key to this section is *engagement*—it need not be criticism, but you should do new work to either further the author's position or show what might be wrong with it.

Length: 600 to 800 words (approximately 2-3 double-spaced pages)

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Minor Papers: Your chief job is to explain a view we have discussed. After *very briefly* introducing the author and the context (1 sentence maximum), **explain the author's position.** Follow the guidelines for the major paper assignment for what kind of content to give to this section. Then *mention* what kind of criticism or enhancement strikes you as the most fruitful or interesting way to engage with that position. *The minor paper is essentially the major paper with the first and last sections radically condensed.*

Length: 350 to 450 words (approximately 1.5 double-spaced pages)

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Instructions for both Assignments:

Use your GUID number (and NOT your name) on your paper

Paper must address a reading from the 4 class meetings immediately preceding the day submitted.

Submit as a .doc through Blackboard.

Pages must be numbered

First minor paper submitted no later than *05 February*, 11:59PM

First major paper submitted no later than *12 March*, 11:59PM

Second minor paper submitted no later than *02 April*, 11:59PM

Second major paper due during the registrar-scheduled final exam period, *04 May*.

Total: ___ / 100

Major Paper Rubric

	Superior	Very Good	Competent	Not Competent
Introduce & Situate / 5pts	Superior work will demonstrate systematic knowledge of the relevant historical details of the philosopher and the context surrounding the piece. (5pts)	Very good work will demonstrate knowledge of the context, but it may not be systematic or relevant in the way that Superior work is. (4pts)	Competent work will display knowledge of the context, some of which is relevant to understanding the issue in question. (3pts)	Work that is not competent will not address any relevant background information beyond simple facts such as dates lived, etc. (1-2pts)
Motivate / 10pts	Demonstrates clear and systematic understanding of the relationship of the philosopher's view to the issue being addressed. (10pts)	Shows that the author understands the role that the position to be explained is supposed to fill in the argumentative dialectic. (8-9pts)	Contains some motivation, but it will not be as clear or coherent. May also be confused about the philosopher's interlocutors or other views. (6-7pts)	Provides only the barest of motivation; does not show the connection to the larger dialectic and may contain factual errors. (1-5pts)
Explain / 30pts	Shows a sophisticated, holistic understanding of the view it addresses, and how the different parts of that view fit together to achieve the end result. Superior work will provide close reading with careful attention to philosophical issues. (28-30pts)	Accurate in its claims and provides a clear organization of its ideas. Clearly address each of the different parts of the position or argument and shows how they are interconnected. Provides close reading and demonstrates full understanding. (25-27pts)	Provides an adequate explanation of key portions of the view, but does not integrate the pieces adequately together. Additionally, there may be some confusions about the details of the author's position. Demonstrates partial understanding. (21-24pts)	Work that is not competent will fail to provide the relevant or asked for material; it may also fail to integrate the different pieces together or fail to demonstrate an understanding of the position. (1-20pts)
Engage / 25pts	Subtle and incisive engagement; explains clearly what is at issue and why it matters. (23-25pts)	Less subtle engagement; clear in scope and target. Explains what is at issue but may not do so clearly. (20-22pts)	Unclear in scope or target, or relies on a misreading of target. May not explain what is at issue or why it matters. (15-19pts)	Does not address relevant parts of the view. May be unclear how it constitutes engagement. (1-14pts)
Writing / 10pts	Writing is fluid and demonstrates varied sentence construction, achieves the proper tone, includes sign-posting, and has no grammatical errors and is formatted properly. (10pts)	Uses the right words and has well constructed sentences; may have a few errors or awkward constructions and may not have good section or paragraph transitions. (8-9pts)	Competent writing displays some errors or poorly constructed sentences; may have problems with referents; Will have few or poor paragraph or section transitions. (6-7pts)	Writing that is not competent has errors in spelling, punctuation, grammar or tense. There may be no or inadequate transitions. These problems will impede understanding. (1-5pts)
Philosophical Quality / 20pts	Shows the author has a grasp of the relevant philosophical concepts; shows original thought and careful attention to argument presentation and quality. Uses and explains citations well. (18-20pts)	Demonstrates some understanding of the philosophical concepts at work; presents arguments and reasons. May use quotes but not fully explain them. (15-17pts)	Displays familiarity with the concepts, but no subtlety in their application or confusion about closely related concepts. Arguments are muddled, citations unexplained. (11-14pts)	Does not show understanding of philosophical concepts or substitutes folk concepts. Arguments and positions are unclear or unstated. Citations may be infrequent, missing. (1-10pts)

Total: ___ / 100

Minor Paper Rubric

	Superior	Very Good	Competent	Not Competent
Introduce / 5pts	Appropriately and concisely introduces the author and issue. (5pts)	Demonstrates knowledge of the context, but it may not be concise or relevant. (4pts)	Displays knowledge of the context, some of which is relevant. (3pts)	Does not adduce any relevant background information beyond simple facts. (1-2pts)
Explain / 45pts	Shows a sophisticated, holistic understanding of the view it addresses, and how the different parts of that view fit together to achieve the end result. Superior work will provide close reading with careful attention to philosophical issues. (37-40pts)	Accurate in its claims and provides a clear organization of its ideas. Clearly address each of the different parts of the position or argument and shows how they are interconnected. Provides close reading and demonstrates full understanding. (32-36pts)	Provides an adequate explanation of key portions of the view, but does not integrate the pieces adequately together. Additionally, there may be some confusions about the details of the author's position. Demonstrates partial understanding. (24-31pts)	Work that is not competent will fail to provide the relevant or asked for material; it may also fail to integrate the different pieces together or fail to demonstrate an understanding of the position. (1-24pts)
Engage / 15pts	Points to a substantial but subtle weakness in the position. (19-20pts)	Less subtle engagement; says what is at issue but may not do so clearly. (16-18pts)	Unclear in scope or target, or relies on a misreading of target. (11-14pts)	Does not address relevant parts of the view. Unclear how it constitutes engagement. (1-10pts)
Writing / 15pts	Writing is fluid and demonstrates varied sentence construction, achieves the proper tone, includes sign-posting, and has no grammatical errors and is formatted properly. (15pts)	Uses the right words and has well constructed sentences; may have a few errors or awkward constructions and may not have good section or paragraph transitions. (12-14pts)	Competent writing displays some errors or poorly constructed sentences; may have problems with referents; Will have few or poor paragraph or section transitions. (9-11pts)	Writing that is not competent has errors in spelling, punctuation, grammar or tense. There may be no or inadequate transitions. These problems will impede understanding. (1-8pts)
Philosophical Quality / 20pts	Shows the author has a grasp of the relevant philosophical concepts; shows original thought and careful attention to argument presentation and quality. Uses and explains citations well. (18-20pts)	Demonstrates some understanding of the philosophical concepts at work; presents arguments and reasons. May use quotes but not fully explain them. (15-17pts)	Displays familiarity with the concepts, but no subtlety in their application or confusion about closely related concepts. Arguments are muddled, citations unexplained. (11-14pts)	Does not show understanding of philosophical concepts or substitutes folk concepts. Arguments and positions are unclear or unstated. Citations may be infrequent, missing (1-10pts)

Class Calendar

Tuesday		Thursday
		10 Jan - <i>Introduction</i> Arguments and Papers Read: Pryor, Horban
15 Jan - <i>Kinds</i> Induction Read: Goodman		17 Jan - <i>Kinds</i> Historical Views Read: Aristotle, Locke
22 Jan - <i>Kinds</i> Analytic Approach Read: Quine, Slater & Borghini		24 Jan - <i>Kinds</i> Pluralism Read: Dupré
29 Jan - <i>Species</i> Essentialism & Selection Read: Hull, Ereshevsky, Sober* <i>*optional background</i>		31 Jan - <i>Species</i> Essences & Individuals Read: Dupré, Buss* <i>*optional</i>
05 Feb - <i>Sex & Gender</i> What are Sex & Gender Categories? Read: Dupré <i>Minor paper 1 due</i>		07 Feb - <i>Sex & Gender</i> Intersex Read: Blackless, Sax
12 Feb - <i>Sex & Gender</i> How many sexes? Read: Fausto-Sterling, Fausto-Sterling, Dreger		14 Feb - <i>Sex & Gender</i> Relationship of Sex to Gender Read: Kessler & McKenna
19 Feb - <i>Sex & Gender</i> Gender Attributions Read: Hale, SEP		21 Feb - <i>Sex & Gender</i> Sex, Gender, and the Brain Read: Koerth-Barker, Fausto-Sterling, Fine (pt.1)
26 Feb - <i>Sex & Gender</i> Sex, Gender, and the Brain, pt.2 Read: Fine (pt.2)		28 Feb - <i>Sex & Gender</i> Sex, Gender, and the Brain, pt.3 Read: Fine (pt.3)

Class Calendar

Tuesday		Thursday
05 Mar - <i>Spring Break</i>		07 Mar - <i>Spring Break</i>
12 Mar - <i>Gender as Identity</i> Gender as Performance Read: Butler <u>Major paper 1 due</u>		14 Mar - <i>Gender as Identity</i> Entrenched Gender Status Read: Kukla
19 Mar - <i>Gender as Identity</i> Patrolling Sex & Gender Read: Spade		21 Mar - <i>Gender as Identity</i> Transgressing Sex & Gender, pt.2 Read: Hausman
26 Mar - <i>Gender as Identity</i> Queering Sex & Gender Read: Cromwell		28 Mar - <i>Easter Break</i>
02 Apr - <i>Power & Gender</i> Oppression Read: Frye, Young <u>Minor paper 2 due</u>		04 Apr - <i>Power & Gender</i> Oppression, pt.2 Read: Young (con't)
09 Apr - <i>Power & Gender</i> Sexual Violence Read: Crenshaw <i>Presentation</i>		11 Apr - <i>Power & Gender</i> Sexual Violence, pt.2 Read: Baker, Steinmetz
16 Apr - <i>Equality & Justice</i> Problems with Impartiality Read: Young		18 Apr - <i>Equality & Justice</i> Failures of Impartiality Read: Dresser, Bem
23 Apr - <i>Equality & Justice</i> Implicit Bias Read: Huebner		25 Apr - <i>Equality & Justice</i> Avoiding Stereotypes Read: Spelman <u>Reflection paper due</u> (Major paper 2 due May 4th)

Resources

Philosophical Resources

The Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu>

Internet Encyclopedia of Philosophy: <http://www.iep.utm.edu>

The Philosopher's Index: accessible at library.georgetown.edu, through "Articles and Databases."

Philpapers.org: <http://philpapers.org>

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Academic Resources

Academic Resource Center: Leavey center Suit 335

<http://ldss.georgetown.edu> and arc@georgetown.edu

The Academic Resource Center arranges accommodations for students with disabilities and provides assistance with study skills.

Writing Center: 217A Lauinger Library

<http://writingcenter.georgetown.edu> and writingcenter@georgetown.edu

The Writing Center provides one-on-one assistance with academic writing skills. Their website also has many useful links for improving your writing.

Scholarly Research and Academic Integrity

Resources are available at <http://www.library.georgetown.edu/tutorials/academic-integrity/refresher-tipsheet>

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Health and Wellness Resources

Counseling and Psychiatric Services (CAPS): Eastern Side of Darnall Hall

(202)687-6985 and <http://caps.georgetown.edu>

24-hour doctor on-call: (202) 444-PAGE

CAPS is a primary mental health resource assisting students in overcoming difficulties that interfere with the attainment of their personal and educational goals.

Health Education Services: 207 Village C West

(202)687-8949 and <http://healthed.georgetown.edu>

Health Education Services is comprised of health professionals who are available to help students deal with a range of health issues, including pregnancy, alcohol and drug issues, eating disorders, sexual assault, relationship violence, stalking, and stress management. All services are individualized, confidential, and free for students.

Student Health Center: Ground Floor, Darnall Hall

Appointments: (202)687-2200; General info: (202)687-4500

<http://shc.georgetown.edu>