

Phil 169 Feminism & Philosophy

Syllabus
Fall 2023
MWF Noon-1:00 pm
WLH 2112

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Prof. Lamey's Drop-in Hour: Mon. 11:00-11:50 am
Drop in-link: <https://ucsd.zoom.us/my/lameymeetingroom>

1. Overview

This class investigates philosophical questions related to gender. We will begin by briefly examining contemporary issues that pertain to the relationship between gender and race. We will then turn our attention to the ancient world, examining striking texts by Plato and St. Augustine, both of which are highly critical of their society's prevailing gender norms, and which raise the question whether their analysis should be classified as feminist. They are followed by two writers from the 18th and 19th centuries, Mary Wollstonecraft and John Stuart Mill, who are widely associated with the birth of the modern feminist movement. Our final weeks will be spent reading contemporary writers who address issues related to marriage, gender roles, pornography and women in international development. No background in philosophy is presumed and students who are not philosophy majors can do well if they put in the work.

2. Assessment

A 1,500-word essay due at 5:00 pm Tuesday October 24 (30%)

A 2,000-word essay due at 5:00 pm Tuesday November 21 (30%)

A 2,000-word word essay due 8:00 am Friday December 15 (30%)*

In-class Participation (10%)

* Students can be excused from writing the third essay regularly submitting 200- word discussion questions. See the final page of this syllabus for further details.

Please note that there is a strong penalty for using ChatGPT to create or partially create written work for this class. Students who are found to have done so will receive a class grade of F (fail).

3. Readings and Schedule

The course reader containing all class readings is available at the bookstore. I will also place a copy on reserve at the library.

Week One: Gender identity and Racial Identity

Mon: No reading.

Wed: Tuvel, Rebecca (2017). In Defense of Transracialism. *Hypatia* 32: 263-78.

Wed: Dembroff, Robin and Dee Payton (2020). Why We Shouldn't Compare Transracial to Transgender Identity. *Boston Review*: 1-11.

Friday: No class.

Week Two: Film

Mon: No class. Watch *The Rachel Divide* (2018) Brownson, Laura, dir. part I

Wed: No class. Watch *The Rachel Divide*, part II.

Friday: Chow, Kathy (2023). On Loving White Boys. *The Point*: 1-19. (No class but students can submit a discussing question about Chow).

Week Three: Plato I

Mon: Plato (1991 [375 BC]). Book V. *The Republic*. Allan Bloom, trans. Second Edition. New York: Basic Books, 127-62.

Wed: Vlastos, G. (1994 [1989]). Was Plato a Feminist? In *Feminist Interpretations of Plato*. Nancy Tuana, ed. University Park, Pa.: Pennsylvania State University Press: 11-23.

Wed: Annas, Julia (1976). Plato's Republic and Feminism. *Philosophy* 5/197: 307-321.

Week Four: Augustine

Mon: Augustine (1984 [426]). Book One. *City of God*. Henry Bettenson, trans. Hammondsworth: Penguin: 5-47.

Wed: Thompson, Jennifer (2004). "Accept This Twofold Consolation, You Faint-hearted Creatures": St. Augustine and Contemporary Definitions of Rape. *Studies in Media and Information Literacy*. 4/3: 1-20.

First essay due 5:00 pm Tuesday October 24.

Week Five: Wollstonecraft and Mill

Mon: Wollstonecraft, Mary. *A Vindication of the Rights of Women* (2004 [1792]). Miriam Brody, ed. London: Penguin: selections.

Wed: Mill, John Stuart (2006 [1869]). The Subjugation of Women. *On Liberty and The Subjugation of Women*. Alan Ryan, ed. London: Penguin: 3-29.

Week Six: Okin

Mon: Okin, Susan Moller (1989). Justice From Sphere to Sphere. *Justice, Gender and the Family*. New York: Basic Books: 134-169.

Wed: Okin, Conclusion: Toward a Humanist Justice. *Justice, Gender and the Family*: 170-86.

Week Seven: Responses to Okin

Mon: Nancy Rosenblum (2009). Okin's Liberal Feminism as a Radical Political Theory. *Toward a Humanist Justice: The Political Philosophy of Susan Moller Okin*. Debra Satz and Robert Reich, eds. Oxford: Oxford University Press: 15-40.

Wed: Tomasi, John (2009). Can Feminism be Liberated from Governmentalism? *Toward a Humanist Justice*: 67-92.

Week Eight: Nussbaum

Mon: Nussbaum, Martha. Judging Other Cultures: The Case of Genital Mutilation. *Sex and Social Justice* (Oxford: Oxford University Press, 1999): 118-29.

Wed: Nussbaum, Martha. Capabilities as Fundamental Entitlements: Sen and Social Justice. *Feminist Economics* 9/2-3 (2003), 33-59.

Second essay due 5:00 pm Tuesday November 21.

Week Nine: Srinivasan

Mon: Srinivasan, Amia (2022). The Conspiracy Against Men. *The Right to Sex: Feminism in the Twenty-First Century*. New York: Farrar, Straus and Giroux: 1-31.

Wed: Srinivasan, Amia (2022). Talking to My Students About Porn. *The Right to Sex*: 33-71.

Week Ten: Rethinking Marriage

Mon: Strauss, Gregg (2012). Is Polygamy Inherently Unequal? *Ethics* 122/3: 516-544.

Wed: Brake, Elizabeth (2010). Minimal Marriage: What Political Liberalism Implies for Marriage Law. *Ethics* 120/2: 302-337.

Exam-week essay due at start of scheduled exam time.

4. General Information

Student Drop-in Hours

I am happy to meet with students on Zoom during my student drop-in hour. I am also available by appointment. I am always happy to discuss any aspect of this course with you.

Email Policy

I am happy to reply to emails sent from UCSD email addresses. I do not reply to emails from non-UCSD addresses. Please note that there are two subjects I do not discuss by email, even if they are sent from a UCSD account. These are:

- a) Requests for information about an exam that arrive in the 24-hour period immediately preceding an exam (if this class has one).
- b) Requests to adjust your final class grade. If you have an issue with your grade please make an appointment to discuss it during my office hour next quarter. If you are a graduating senior let me know and we will make alternative arrangements.

One-time Discretionary Extension

I am happy to grant each student one essay extension of up to 24 hours without requiring a medical certificate or other documentation. In order to grant such an extension I need to receive your request before noon (San Diego time) on the day the essay in question is due. Email is fine, but please note that UCSD's email servers sometimes go down, and students are advised not to leave their requests to the last minute. Requests received after noon on the due date will require documentation, as will requests for extensions longer than 24 hours. Please note that if you receive an extension your paper may be returned a day after those that were completed on time.

Note that each student is entitled to only one discretionary essay extension. So if you receive one for your first essay, any extension for the second essay will require documentation.

Also please note that discretionary extensions are NOT available for assignments due during exam-week.

Late Work

For all essays handed in after the due date and without an extension, a five percent penalty applies for the first day of the missed deadline. After that, a subsequent penalty of two percent per day will be applied for the next thirteen calendar days after the due date (including Saturdays and Sundays). No assignment can be accepted after more than fourteen calendar days except in exceptional circumstances and in consultation

with your professor. Assignments that are handed in late without an extension will be graded and returned after those that were completed on time and will not receive comments.

Note that non-essay assignments (e.g. Perusall assignments or online quizzes, if this class has either) are likely to have different lateness penalties. If so these will normally be outlined in the first class.

Accommodation for Disability

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: 858.534.4382 (phone), osd@ucsd.edu (email), disabilities.ucsd.edu (web)

Academic Integrity

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. More information about UCSD's policy on academic integrity is available at <https://academicintegrity.ucsd.edu/process/policy.html>

Health and Well-being

During your time at UCSD, you may experience a range of issues that can negatively impact your learning. These may include physical illness, housing or food insecurity, strained relationships, loss of motivation, depression, anxiety, high levels of stress, alcohol and drug problems, feeling down, interpersonal or sexual violence, or grief.

These concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. If there are issues related to coursework that are a source of particular stress or challenge, please speak with me, Professor's Lamey, so that I am able to support you. UC San Diego provides a number of resources to all enrolled students, including:

Counselling and Psychological Services (858-534-3755 | caps.ucsd.edu)
Student Health Services (858-534-3300 | studenthealth.ucsd.edu)
CARE at the Sexual Assault Resource Center (858-534-5793 | care.ucsd.edu)
The Hub Basic Needs Center (858-246-2632 | basicneeds.ucsd.edu)

We care about you at UC San Diego, and there is always help available.

Discussion Questions Option

Students have the option of submitting 200-word discussion questions in lieu of writing the final essay. Students who exercise this option will be excused from having to write the third essay. The third essay grade will instead be determined according to the following formula:

12 discussion questions submitted throughout quarter: third essay grade is the *average* of your first and second essay grades.

15 discussion questions submitted throughout quarter: third essay grade will be the *higher* of your first and second essay grades

18 discussion questions: third essay grade will be an A (A+ for students who received an A on the first or second essay).

Note that a condition of exercising the discussion question option is meeting a minimum threshold of class participation, enough to merit a participation grade of C- (every student who has submitted discussion questions to date has easily met this requirement).

A discussion question should raise some topic for discussion from an assigned class reading. It should engage one of the ideas in the reading and be at least 200 words in length (it is fine if it is longer). There is no expectation that discussion questions will summarize an entire reading (which is impossible to do in 200 words).

Discussion question should show evidence of having done the assigned reading. A very general question that anyone could raise (i.e. "What is justice?") is not the right kind of question.

To be accepted, discussion questions need to be emailed to Prof. Lamey at least an hour before class. Be prepared to have a question rejected if it arrives after this time. Students can send more than one question per class session, depending on how many readings are assigned for that day.

In general, any 200-word question that is about the relevant reading that arrives on time is an acceptable discussion question, and most students should not find it difficult to write them. Students are encouraged to aim for at least 12 questions, but are not required to.