

**Intro to Feminist Philosophy:
*Sex Discrimination and Workplace Sexual Harassment***

**Phil 2152
TR 9:30-10:50a, Anderson 906**

Course Description

This course is an introduction to feminist philosophy, and we will examine in particular the phenomena of sex discrimination and workplace sexual harassment. We will begin, in Unit 1, by asking which workplace phenomena (*e.g.*, pay gap, performing office housework, lack of maternity leave) should count as sex discrimination. In Unit 2, we will try to explain the particular patterns of discrimination that emerge in the workplace by examining how sex discrimination is related to misogyny, sexism, racism, and oppression more generally. Then, in Unit 3, we will examine theories of discrimination, and try to construct a theory of discrimination on the basis of sex. Finally, in Unit 4, we will ask what sorts of responses might be required to confront the problem of sex discrimination.

Instructor

Lee-Ann Chae, J.D., Ph.D.: lchae@temple.edu

Office Hours: TR 11a-12p, Anderson 751; and by appointment

I invite you to visit me in office hours at least once during the semester. I am happy to discuss course readings and assignments, and also any issues affecting your learning in the course.

Course Website

Use Canvas to access course information, including readings, assignments, and announcements.

Expectations for Learning

Philosophy is hard. And it takes practice to learn how to read and write philosophy well. The assignments I've put together for this class are meant to help you become a better philosopher by developing your critical reading, writing, and reasoning skills. As you're doing the readings, try to summarize each paper by answering the following questions:

- What is the conclusion?
- What are the premises in support of the conclusion?
- What objections does the author consider?
- What are the author's replies to the objections?

Once you're clear on these points, you can evaluate each paper by asking yourself:

- Are the author's replies convincing?
- Are there any strong objections the author has failed to consider?
- What assumptions is the author making? Are they reasonable?

Learning the difference between summarizing and evaluating will help you to write a successful philosophy paper. I'll use class time to go over the elements of writing a philosophy paper.

Class Participation: Making this class a successful one will be a cooperative venture. Please be prepared to participate in the following ways:

- (1) Carefully reading the materials. Please follow my suggestions for summarizing and evaluating each paper before class.
- (2) Voicing your opinion in class. Although I will take care to present course materials in an unbiased way, my choice of readings and the content of my lectures will probably express a particular point of view. But this is just my own perspective. I encourage you to disagree, and to develop your own perspective. As for the frequency of your participation, please keep in mind that the quality of your participation is more important than the quantity. Quality interventions are those that help to further class discussion by, for example, responding to questions posed either by me or by classmates, clarifying an author's argument, and providing objections or support for an argument.
- (3) Listening well. We will be discussing some difficult and controversial topics in this class, and many of them may evoke strong emotions. When listening to an opinion you disagree with, please listen charitably. That means that before you respond, try to put the argument that you disagree with in the best light possible. Please be mindful that different life experiences can influence how we interpret the world around us. Listening well also requires us to be aware of how much space we are taking up in a conversation, and so, *e.g.*, if there are two people in a discussion group, each person should be listening 50% of the time. I hope you will use this class as an opportunity to engage in thoughtful discussion with each other.

Because electronic devices tend to interfere with student engagement, I ask you, as a sign of respect for the classroom environment, to avoid using your phones and computers during class time. Thanks for your cooperation.

Finally, please take advantage of our time together to develop your own views on the issues. I hope the experience of taking this course will continue to reward you beyond the classroom, as you go forward with confidence in your ability to think for yourself, tempered by the intellectual modesty that is necessary for civility in public discourse.

Grading

3 Quizzes:	30%
Midterm Paper:	30%
Final Paper:	40%
	100%

Quizzes: The quizzes will ask general reading comprehension questions (*e.g.*, What was the author's conclusion? What was the strongest objection, and what was the author's reply?). The quizzes are meant to evaluate how well you are understanding the readings. Please let me know at least a week in advance if you cannot make it to class on the days of the quizzes, since quizzes cannot otherwise be made up.

Midterm and Final: Students will be asked to write two papers for this course, a midterm paper and final paper. I am happy to discuss drafts in office hours, or by appointment.

A midterm paper, 3 pages in length (double-spaced), will be due **online AND in class** on Tuesday, October 1. I'll distribute the prompts for the midterm in class, and we'll spend some time in class going over any questions you may have.

A final paper, 5 pages in length (double-spaced), will be due **online AND in my mailbox** on Friday, December 13 at noon. If you'd like to write a paper on a topic of your own choosing, that's great! Just be sure to discuss it with me beforehand.

Attendance: Those who have religious or cultural observances that coincide with this class, or with assignment due dates, should let me know by email by Thursday, September 5. If I don't hear from you by then, I'll look forward to seeing you at all class meetings, and I'll assume that you plan to turn in all work on time.

Academic Honesty: All written work submitted for this course must be your own work. If you're unsure whether or not something counts as plagiarism, please ask me. You can find more information about cheating, multiple submissions of assignments, and plagiarism here: <http://bulletin.temple.edu/undergraduate/academic-policies/plagiarism-academic-cheating/>. The Philosophy Department Plagiarism Policy mandates an "F" grade, and reporting to the Chair and the CLA Undergraduate Affairs Office, for plagiarized work.

Accommodations

If you need an accommodation for a disability, please let me know as soon as possible (and at least by the end of the second week of classes). If you haven't done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Resources

CLA Advising: <https://liberalarts.temple.edu/advising>

Counseling Services: <https://counseling.temple.edu>

Disability Resources and Services: <https://disabilityresources.temple.edu>

CARE Team: <https://careteam.temple.edu>

Student Success Center: <http://www.temple.edu/class>

Student and Faculty Academic Rights and Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) that can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Lecture and Reading Schedule, and Assignment Due Dates**UNIT 1: WHAT COUNTS AS SEX DISCRIMINATION?****Week 1****08/27: Feminism and Work**

- No reading

08/29: Naming the Problem

- Catharine MacKinnon, *Sexual Harassment of Working Women* (Intro and Ch. 3)

Additional Resources:

- [*The Equal Pay Act of 1963*](#)
- [*Title VII of the Civil Rights Act of 1964*](#)

Week 2**09/03: Office Housework and Emotional Labor**

- Rebecca J. Erickson, "Why Emotion Work Matters: Sex, Gender, and the Division of Household Labor"

09/05: Maternity Leave

- Joan Williams, *Unbending Gender* (excerpt)

Additional Resources:

- *Geduldig v. Aiello*, 417 U.S. 484 (1974)
- *General Electric v. Gilbert*, 429 U.S. 125 (1976)
- [*The Pregnancy Discrimination Act of 1978*](#)

Week 3**09/10: Stereotyping and Performing Femininity**

- Iris Marion Young, “Throwing like a Girl: A Phenomenology of Feminine Body Comportment, Motility and Spatiality” (pp. 137-148, 152-155)

09/12: Pay Gap

- Eva Feder Kittay, *Love’s Labor* (excerpts)

Week 4**09/17: Incivility and Implicit Bias**

- Lilia A. Cortina, “Unseen Injustice: Incivility as Modern Discrimination in Organizations”

UNIT 2: EXPLAINING THE PATTERNS**Part 1: Social****09/19: Misogyny**

- Kate Mann, “Ameliorating Misogyny,” from *Down Girl*
- Midterm topics distributed in class

Week 5**09/24: Sexism**

- Kate Manne, “Discriminating Sexism,” from *Down Girl* (pp. 78-91)

09/26: Oppression

- Iris Marion Young, “Five Faces of Oppression,” from *Justice and the Politics of Difference* (pp. 39-48)

Week 6**10/01: Oppression (continued)**

- No reading

Optional:

- Young, “Five Faces,” (pp. 48-63)

➤ DUE: Midterm paper, online and in class

10/03: The Problem of Recognizing the Problem

- Miranda Fricker, “Hermeneutical Injustice” (pp. 147-161)

Week 7**10/08: Epistemic Injustice**

- Rae Langton, "Feminism in Epistemology: Exclusion and Objectification (pp. 127-134)

10/10: Epistemic Injustice (continued)

- Langton, "Feminism in Epistemology" (pp. 135-143)

Week 8**10/15: Epistemic Injustice (continued) & Quiz 1**

- No reading

Part 2: Legal**10/17: Intersectionality**

- Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" (pp. 139-150)

Week 9**10/22: Intersectionality (continued)**

- Crenshaw, "Demarginalizing..." (pp. 150-167)

10/24: Intersectionality (continued)

- No reading

UNIT 3: SEX DISCRIMINATION**Week 10****10/29: Discrimination**

- Sophia Moreau, "What is Discrimination?" (pp.143-153, and 169-179)

10/31: Discrimination (continued)

- Deborah Hellman, "Equality and Unconstitutional Discrimination," from *Philosophical Foundations of Discrimination Law* (pp. 60-69)

Week 11**11/05: A Theory of Sexual Harassment & Quiz 2**

- No reading

Optional:

- Elizabeth Anderson, "Recent Thinking about Sexual Harassment: A Review Essay"

11/07: Social Reality

- Sally Haslanger, "Social Construction: Myth and Reality," from *Resisting Reality* (pp. 183-192)

Week 12

11/12: Trans Women

- Talia Mae Bettcher, “Trans Women and the Meaning of ‘Woman’”

11/14: Discrimination Wrap-Up

- No reading

UNIT 4: WHAT TO DO?

Week 13

11/19: Resistance

- Ann Cudd, “Resistance and Responsibility,” from *Analyzing Oppression* (pp. 187-201)

11/21: Solidarity

- bell hooks, “Sisterhood: Political Solidarity Among Women”

- Final exam topics distributed in class

FALL BREAK

Week 14

12/03: Conclusion/Review

- No reading

12/05: Quiz #3

- No reading

- Final exam due Friday, December 13 at noon online and in my mailbox.