

PHM 3123 Feminist Philosophy Fall 2023

Instructor: Dr. Arina Pismenny

Pronouns: She/her and they/them

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Office: Griffin-Floyd Hall, room 306

Office Hours: **T** 2-3 PM in person and on [Zoom](#); **W** 10:30 AM – 12 PM via [Zoom only](#)

Class meets **T** 10:40 AM - 11:30 AM, **R** 10:40 AM - 12:35 PM Matherly Hall, room 116

Communication: please contact us by email. It is best to send an email to us via Canvas because it tells us which section you are in. In your email, please indicate your name, course and section. Please allow 24 hours for an answer.

Proper ways to address me: Please address me as Dr. Pismenny only.

I. COURSE DESCRIPTION AND OBJECTIVES

Course Description:

This course will explore some of the influential theories and texts in the field of Feminist Philosophy. Feminist Philosophy encompasses a broad range of inquiry, from familiar political issues to foundational metaphysical and epistemological problems (e.g. what is a woman, and does one's sex and/or gender provide special access to certain kinds of knowledge?). We will discuss the relationships between gender and power, analyze the ways in which race and sexual orientation further complicate that relationship. We will examine what it means for knowledge to be situated, and who counts as a knower. We will also approach concrete ethical issues such as the ethics of pornography and abortion through the lens of feminist philosophy.

This course counts towards the Humanities (H) General Education Requirement and the Diversity (D) General Education Requirement. A minimum grade of C is required for credit toward the Philosophy major or minor and for general education credit.

General Education Student learning objectives (SLOs)

Students will gain a basic understanding of philosophy and learn how to utilize this knowledge to evaluate and develop their own ideas. Students will pursue these goals across these three categories:

- *Content*: Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline. Assessment by short written assignments, essays, and in discussion.
- *Communication*: Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline. Assessment by short written assignments, essays, and in discussion.
- *Critical Thinking*: Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. Assessment by short written assignments, essays, and in discussion.

Note: A minimum grade of C is required for General Education credit.

Humanities Credit Objective

This course provides Humanities credit (H) for the purpose of general education requirements. All such courses include the following objective:

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Students will satisfy General Education—Humanities SLO's by: (i) preparing short writing assignments on central ideas and arguments in the philosophical works being read in the class that will serve as the basis for class discussion throughout the semester; (ii) participating actively in class discussions, in which students will consider the effectiveness of their fellow students' ideas and reasoning; (iii) preparing for and completing two essays on assigned topics designed to test students' critical thinking abilities, to be graded according to a rubric that specifies as criteria for assessment competent command of the relevant texts and material discussed in class, perspicuous identification of the issues raised by the assigned topics, and development of a response that cogently supports the students' claims with little or no irrelevance; (iv) creating an original poster of a research project related to the philosophy of education, and presenting that poster at a one-day, interdisciplinary mini-conference.

Diversity Credit Objective

This course provides Diversity credit (D) for the purpose of general education requirements. All such courses include the following objective:

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Students will satisfy General Education—Diversity SLO's by: (i) completing course readings that introduce and challenge different notions of gender and sexuality, as well as different cultural approaches to feminism; (ii) completing short writing assignments on these readings, which are designed to test student comprehension of readings and offer opportunity for critical reflection.

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via **GatorEvals**. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. In evaluating this course, you should refer to the **Learning Objectives** on the syllabus (pp. 1-2).

Teaching Philosophy:

My goal is not to convince you that any of the authors in our text have all the answers. It is to help you understand their thoughts so that critical reflection on those thoughts can play a meaningful role in forming your own.

II. DOING YOUR PART

It's your decision whether or not to remain in this course. If you decide to stay, think of your decision as a commitment to participate actively in your own learning, take responsibility for your education, and be an active learner in this course. Philosophy

requires a lot of reading, and it is very difficult reading. You will need to devote a significant amount of time to it. You will need to carefully follow the schedule at the end of the syllabus, regularly participate in class discussions, and seriously prepare for the assignments.

III. HOW YOU AND I WILL MEASURE YOUR PROGRESS

Measuring your progress in points will make it easy for you to determine your own grade and progress at any time. The total possible number of points for the course is 100. Final letter grades will be assigned on the standard point/percentage scale:

A: 93-100; A-: 90-92; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 74-76; C-: 70-73; D+: 67-69; D: 64-66; D-: 60-63; E: 0-59.

What do grades mean at UF?

A is for excellent work.

B is for very good work.

C is for adequate or average work.

D is for below average, inadequate work.

E is for unacceptable work, i.e., work that is not at the college level.

Components of Course Grade

Canvas Discussions (5): 6 pts/post; 30%

Group Presentations: 10%

Midterm paper: 20%

Final paper: 30%

Attendance: 5%

Participation: 5%

Total: 100%

For more information about UF's grading policies please visit [here](#).

IV. COURSE REQUIREMENTS:

Homework: You have homework due every week. It consists of reading the assigned materials and answering study questions at the end of the readings.

Canvas discussions: almost every other week, due Mondays (available until 11.59 pm the latest), you will need to post on a Canvas Discussion Board. You will need to make at least two posts. In the first post, you will answer the question posted to the whole class, and ask a question about a reading that is due next week. You will need to read the readings due next week to do that. After your first post, you will see your classmates' posts. Then you will need to make a second post, answering someone's question. There are specific instructions provided for posting, asking, and answering questions.

There are six (6) graded discussion assignments. One lowest post score will be dropped. So only 5 discussion grades out of 6 will count towards your final grade. Each quiz is worth 6 points. The discussion posts are worth 30% of the final grade.

Group presentations: Each section will be divided into roughly 5 groups, with approximately 5-6 people in each one. During a Thursday session, a given group will be asked to present a specific article they've been assigned. The group will reconstruct the main thesis, provide background information, reconstruct arguments, present potential objections, and attempt to refute them. The presentation will be followed by a 10-minute Q&A with their peers. Each student should sign up for the group presentation by a specified date. Your group presentation is worth 10% of your final grade.

Papers: You are asked to write a midterm and a final paper for this course. All papers are thesis papers. You will need to choose a topic, develop a thesis, and defend it by providing evidence and arguments. You will need to demonstrate the knowledge you have acquired in the course. The midterm paper is worth 20% each, and the final paper is worth 30% of the final grade.

WRITING ASSESSMENT RUBRIC

A	B	C	D	E
<ul style="list-style-type: none"> Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant 	<ul style="list-style-type: none"> Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material 	<ul style="list-style-type: none"> Overall, the paper provides a merely sufficient response to the topic question and reflects a less than competent command of 	<ul style="list-style-type: none"> Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and 	<ul style="list-style-type: none"> Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class.

<p>texts and material discussed in class.</p> <ul style="list-style-type: none"> • The introduction does an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are clear and convincing • All the content of the paper supports its main ideas with no irrelevant material. • The paper's claims are all well-grounded in cogent interpretations of the relevant 	<p>discussed in class.</p> <ul style="list-style-type: none"> • The introduction does a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are for the most part clear and convincing. • Almost all the content of the paper supports its main ideas with no irrelevant material. • The paper's claims are generally well-grounded in cogent interpretations of the relevant 	<p>the relevant texts and material discussed in class.</p> <ul style="list-style-type: none"> • The introduction does not adequately identify the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are only partially clear and convincing. • The content of the paper generally supports its main ideas, though there is some irrelevant material. • Only some of the paper's claims are well-grounded in 	<p>materials discussed in class.</p> <ul style="list-style-type: none"> • The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are only marginally clear and convincing. • The content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material. • None of the interpretations on 	<ul style="list-style-type: none"> • The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper. • It is unclear what the paper's main ideas are supposed to be. • How the content of the paper is supposed to support its main ideas is unclear, and there is far too much irrelevant material. • None of the paper's claims are based on interpretations of the relevant textual evidence.
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textual evidence. • The argument advances in a manner that is easy to follow.	textual evidence. • The argument advances in a manner that is for the most part easy to follow.	cogent interpretations of the relevant textual evidence. • The argument is difficult to follow in places.	which the paper's claims are based are cogent. • The argument is difficult to follow or incomplete.	• The argument is very difficult to follow.
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Grammar: The document *Basic Grammar for Writing Assignments* posted under the "Resources" tab discusses some common grammatical errors you must avoid. Grammatical errors will incur deductions as follows:

- Improper formation of plurals and possessives (- 2 points)
- Confusion of *it's* and *its* (- 2 points)
- Failure of agreement between subject and verb (- 2 points)
- Sentence fragment (*Basic Grammar* §1) (- 4 points)
- Run-on sentence (*Basic Grammar* §2) (- 4 points)
- Faulty Modification (*Basic Grammar* §3) (- 2 points)
- Unclear Pronoun Reference (*Basic Grammar* §4) (- 2 points)
- Faulty Parallelism (*Basic Grammar* §5) (- 2 points)

***Late Work** will not be accepted. There will be no make-ups for missed assignments. This policy may be overridden only by extenuating cases. In order to make up an assignment, the following conditions must be met: (i) the instructor must be notified well in advance, (ii) the student must have a formal written excuse, and (iii) the missed assignment must be made-up within one calendar week.

Participation: Participation means contributing to the class discussions by asking questions, making comments, and answering questions. This portion of your grade will depend on your engagement and contribution (quality, not quantity). Your class participation will be tracked. Participation is worth 5% of your final grade.

Attendance: Your presence in class is absolutely necessary to ensure the fullest realization of our learning objectives. More than **four** absences, for any reason, create an

academic problem, which may result in you being dropped from the course. Once you have passed the allowed number of absences, 5% will be taken off from your attendance points for each additional absence. Attendance is worth 5% of your final grade.

Latenesses will also affect your attendance record. Two latenesses will count as one absence. If you do arrive late, make sure to notify me at the end of the class that you were here. Otherwise, once marked absent, the attendance record will not be changed.

Note taking: [Research shows that note taking significantly improves students' ability to remember and understand the material they have learned](#)

< <https://tinyurl.com/h98vbgr> >. When taking notes, you should write down ideas. *You should **not** be copying the text of the slides, as the slides are available on Canvas, and you are wasting time re-writing them.* Instead, you should be summarizing the material in your own sentences. This is a very good way to learn. You should always take notes in class. Hand-written notes are superior to typed-up notes because writing notes by hand engages your mind to a much greater extent than typing does. For this reason, I recommend to all of you to write your notes by hand.

Electronic devices class policy: Cell phone and smart watch use during class is not allowed for any reason. Please be sure that they are turned off. If you use your cell phone in class, you will be asked to leave, and attendance points will be subtracted.

You may use a laptop or tablet for note-taking *only*.

If you wish to record a lecture, be sure to obtain permission from me first.

Recording lectures and discussions:

Please be advised that a recording of a class lecture is not allowed without a permission from the instructor. The lectures and other class material may not be published without the consent of the lecturer.

- **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
- A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or

discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Accommodations and other services:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 352-392-1575. The instructors of this course are committed to supporting all of our students. Please let us know about accommodations that will ensure a welcoming space for you.

Health and Wellness Resources:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Cheating and Plagiarism policy: If you are cheating on an assignment, you will receive an F on that assignment (no retakes). If you plagiarize an essay, full penalties of the university will be strictly enforced.

Here is **University of Florida's Policy on Academic Honesty**

https://flexible.dce.ufl.edu/media/flexible_dce_ufl.edu/documents/uf_policy_student_conduct.pdf

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

A. Cheating. A Student cannot use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:

1. Using any materials or resources prepared by another Student without the other Student’s express Consent or without proper attribution to the other Student.
2. Using any materials or resources, through any medium, which the Faculty has not given express permission to use and that may confer an academic benefit to the Student.
3. Using additional time, or failing to stop working when instructed, on any time-bound academic activity.
4. Failing to follow the directions of a proctor of any academic activity, when such conduct could lead to an academic advantage or benefit.
5. Collaborating with another person, through any medium, on any academic activity, when Faculty has expressly prohibited collaboration.

B. Complicity in Violating the Student Honor Code. Attempting, aiding, encouraging, facilitating, abetting, conspiring to commit, hiring someone else to commit, giving or receiving bribes to secure, or being a participant (by act or omission) in any act prohibited by the Student Honor Code.

C. False or Misleading Information.

1. A Student must not make a false or misleading statement during the Investigation or resolution of an alleged Student Honor Code violation.
2. A Student must not make a false or misleading statement for the purpose of procuring an improper academic advantage for any Student.
3. A Student must not use or present fabricated information, falsified research, or other findings if the Student knows or reasonably should be aware that the information, research, or other finding is fabricated or falsified.

D. Interference with an Academic Activity.

1. A Student must not take any action or take any material for the purpose of interfering with an academic activity, through any means over any medium.
2. A Student must not be disruptive to the testing environment or other academic activity.

E. Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

F. Submission of Academic Work Purchased or Obtained from an Outside Source. A Student must not submit as their own work any academic work in any form that the Student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.

G. Unauthorized Recordings. A Student must not, without express authorization from Faculty, make or receive any Recording, through any means over any medium, of any academic activity, including but not limited to a Recording of any class or of any meeting with Faculty. Students registered with the Disability Resource Center who are provided reasonable accommodations that include allowing such Recordings must inform Faculty before making such Recordings.

H. Unauthorized Taking or Receipt of Materials or Resources to Gain an Improper Academic Advantage. A Student, independently or with another person or other people, must not without express authorization take, give, transmit, or receive materials, information, or resources in any manner, through any medium, for the purpose of gaining or providing an improper academic advantage to any Student.

I. Unauthorized use of AI software. Uses of ChatGPT and similar software are absolutely not allowed to complete assignments.

V. COURSE SCHEDULE

Items placed on Course Reserve

I've placed multiple additional books on Course Reserve that you might find interesting and useful. Some of them are eBooks, some are hard copies. To access the Course Reserve list and eBooks, click on the 'Course Reserve' tab in Canvas. An Ares page will open.

When accessing an eBook, you might have to login again into the library website by using your GatorLink ID. It is also recommended that you use a VPN provided by UF for all the library features to work.

To download a UF GatorLink VPN, go to <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>

Books that are not available in electronic format are placed on reserve in Library West. You can go to the Reserve Desk and ask for a copy providing our course information to the librarian.

If there are books you'd like me to add to Reserve, please let me know.

I. INTRODUCTION

WEEK 1 8/24 WELCOME!

Readings: None

Recommended: ["Feminist Philosophy"](#) by Noëlle McAfee et al., *Stanford Encyclopedia of Philosophy* (2023)

Post on Discussion Board "Introduce Yourself" available until 9/3 11:59 PM

WEEK 2 8/29, 8/31 What is Feminist Philosophy?

Readings: Carol Hay, "The F-Word" from *Think Like a Feminist*, bell hooks "Feminist Politics" from *Feminism is for Everybody*; Simone de Beauvoir, Introduction from *the Second Sex*

Recommended: ["Feminist Philosophy"](#) by Noëlle McAfee et al., *Stanford Encyclopedia of Philosophy* (2023)

Post on Discussion Board "Introduce Yourself" available until 9/3 11:59 PM

II. OPPRESSION AND GENDER

WEEK 3 9/5, 9/7 What is Oppression?

Readings: Marilyn Frye, "Oppression"; Iris Marion Young "Five Faces of Oppression"

Recommended: ["Feminist Perspectives on Power"](#) by Amy Allen, *Stanford Encyclopedia of Philosophy* (2021)

Discussion Board 1 due 9/10

WEEK 4 9/12, 9/14 Gender, Masculinity, Femininity

Readings: Iris Marion Young "Throwing Like a Girl"; Jack Halberstam, "Female Masculinity"; Michael Kimmel, "Masculinity as Homophobia"

Recommended: bell hooks, "Reconstructing Black Masculinity"; Jack Halberstam, "Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum"

Group 1 Presentation 9/14

WEEK 5 9/19, 9/21 Intersectionality

Readings: Kimberle Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist theory and Antiracist Politics"; Combahee River Collective Statement; Emily Lee, "The Ambiguous Practices of the Inauthentic Asian American Woman"

Recommended: Patricia Hill Collins, "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection"; bell hooks, Introduction from *Ain't I a Woman?*; Peggy McIntoch "White Privilege: Unpacking the Invisible Knapsack"

Group 2 Presentation 9/21

Discussion Board 2 due 9/24

III. GENDER, ETHICS, AND ONTOLOGY

WEEK 6 9/26, 9/28 What is Gender?

Readings: Sally Haslanger, "Gender and Race: (What) Are They? (What) Do We Want Them to Be?", Natalie Stoljar, "Different Women: Gender and the Realism-Nominalism", Mari Mikkola, "Ontological Commitments, Sex, and Gender"

Recommended: Asa Carlson "Gender and Sex: What Are They? Sally Haslanger's Debunking Social Constructivism"

EXTRA CREDIT EVENT: 9/29 NAOMI ZACK

WEEK 7 10/3, 10/5 Transfeminism

Readings: Talia Mae Bettcher, "Trans 101"; Jan Morris, from *My Conundrum*; Talia Mae Bettcher, "Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion"; Emily Koyama "The Transfeminist Manifesto"

Recommended: Julia Serano "Reconciling Intrinsic Inclinations with Social Constructs" from *Whipping Girl* Watch: *Disclosure* (2020) documentary by Sam Feder (available on Netflix)

Discussion Board 3 due 10/8

WEEK 8 10/10, 10/12 Gender Identity

Readings: Katherine Jenkins, "Towards an Account of Gender Identity", Talia Mae Bettcher, "Trans Identities and First-Person Authority"; Burkay Ozturk, "The Negotiative Theory of Gender Identity and the Limits of First-Person Authority"

Recommended: Robin Dembroff, "Beyond Binary: Genderqueer as Critical Gender Kind"; Talia Bettcher, "[Feminist Perspectives on Trans Issues](#)" *Stanford Encyclopedia of Philosophy* (2014)

Group 3 presentation 10/12

WEEK 9 10/17, 10/19 Midterm Paper Writing Week

No new readings

In-class writing workshops – bring your laptop

Post your working thesis statement and provide peer feedback by 10/18

EXTRA CREDIT EVENT: 10/19 PAUL C. TAYLOR TALK

Midterm Paper due Sunday, 10/22

IV. SOCIAL EPISTEMOLOGY

WEEK 10 10/24, 10/26 Feminist Epistemology

Readings: Sandra Harding, "Rethinking Standpoint Epistemology: What Is "Strong Objectivity"?", Kristie Dotson, "Tracking Epistemic Violence, Tracking Practices of Silencing"

Recommended: Miranda Fricker, "Testimonial Injustice" and "Hermeneutical Injustice" from *Epistemic Injustice: Power and the Ethics of Knowing*

Discussion Board 4 due 10/29

V. APPLIED FEMINIST ETHICS

WEEK 11 10/31, 11/2 Transgender Bathroom Laws

Readings: U.S. Department of Justice, "[Dear Colleague Letter on Transgender Students](#)", Jeannie Suk, "[The Transgender Bathroom Debate and the Looming Title IX Crisis](#)", Kurt Blankschaen "Allied Identities"

Recommended: TBA

Group 4 Presentations 11/2

WEEK 12 11/7, 11/9 Abortion

Readings: Judith Jarvis Thomson, "A Defense of Abortion", Don Marquis, "Why Abortion is Immoral", Gina Schouten, "Fetuses, Orphans, and a Famous Violinist: On the Ethics and Politics of Abortion", Elizabeth Harman "What Amy Coney Barrett doesn't understand about abortion"

CANVAS QUIZ 8 due Friday, 11/3, at 11.59 pm the latest

Recommended: [Thinking Critically About Abortion](#) (2019) by Nathan Nobis & Kristina Grob, especially Ch 5 "Better Arguments: Philosopher's Arguments", Saima May Sidik, "The Effects of Overturning Roe v. Wade" *Nature*, Celia Edell, ["Witches and 'Welfare Queens': The Construction of Women as Threats in the Anti-Abortion Movement"](#)

Discussion Board 5 due 11/12

WEEK 13 11/14, 11/16 Pornography

Readings: Katherine McKinnon, "Pornography, Civil Rights and Speech", Laurie Shrage, "Exposing the fallacies of anti-porn feminism"; Amia Srinivasan, "Talking to My Students about Porn"

Recommended: ["Feminist Perspectives on Sex Markets: Pornography"](#) by Laurie Shrage *Stanford Encyclopedia of Philosophy* (2020)

Discussion Board 6 due 11/26

WEEK 14 11/21, 11/23

NO CLASSES – THANKSGIVING

WEEK 15 11/28, 11/30 The Right to Sex

Discussion Board 6 due 11/26

Readings: Kate Manne, "Threatening Women" from *Down Girl: The Logic of Misogyny*, Amia Srinivasan, "The Right to Sex"

Group 5 Presentation 11/30

WEEK 16 12/5, 12/7 – SUMMING UP

No new readings

Final paper writing workshops

FINAL PAPER DUE 12/12

VI. USEFUL LINKS

University of Florida

Canvas:

<https://ufl.instructure.com/>

Canvas help: <http://guides.instructure.com> You will also see more help options by clicking "help" in the upper right corner of the Canvas homepage. I am not qualified to

give tech help for Canvas; if you need help, contact UF's Computing Help Desk:

<http://helpdesk.ufl.edu/>

Zoom www.ufl.zoom.us

Disability Resource Center (DRC)

<https://disability.ufl.edu/>

Counseling and Wellness Center

<https://counseling.ufl.edu/>, (352)392-1575

University Police Department

<https://police.ufl.edu/> (352)392-1111 or 9-1-1 for emergencies

Sexual Harassment/Misconduct Resources

<https://titleix.ufl.edu/full-sexual-harassment-and-misconduct-policy/>

Writing Studio

<https://writing.ufl.edu/writing-studio/>

Libraries

<https://www.ufl.edu/academics/libraries/>

LGBTQ Affairs

<https://lgbtq.multicultural.ufl.edu/>

Philosophy at UF:

Philosophy Department

<https://phil.ufl.edu/>

Philosophy Discussions – Food and Talk

<http://www.phil.ufl.edu/ugrad/ugrad-food&talk.html>

Undergraduate Philosophy Society

<https://www.facebook.com/groups/8317358197/about/>

Philosophy Major and Minor Requirements

<http://www.phil.ufl.edu/ugrad/ugrad-major.html>

Hare Essay Competition

<http://www.phil.ufl.edu/ugrad.html?page=hare>

Philosophy Research Sources

How to write a good philosophy paper:

<http://www.jimpryor.net/teaching/guidelines/writing.html>

Stanford Encyclopedia of Philosophy

<http://plato.stanford.edu/index.html>

The Internet Encyclopedia of Philosophy

<http://www.iep.utm.edu>

Philosophy Bites Podcast

<http://philosophybites.libsyn.com>

Philosophy of TED Talks

<https://www.ted.com/talks?topics%5B%5D=philosophy>