

Notes for next time: Electronic course packet here:  
<https://dl.dropboxusercontent.com/u/69721106/Readings.zip>

***THIS IS A DRAFT, SUBJECT TO CHANGE UNTIL THE FIRST DAY OF CLASS!***

**Syllabus: Simone de Beauvoir  
Winter, 2016**

PHIL  
T/Th 12:00pm-1:50pm

Dr. Bonnie Mann  
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Office Hrs:  
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**Course Description**

*The Second Sex* is Beauvoir's most important philosophical work, and the book credited with being the intellectual spark of the international 2<sup>nd</sup> wave feminist movement. This course will focus on a close reading of the new translation of *The Second Sex*, rather than a broad selection of philosophical writings. Secondary readings will be assigned, especially though not exclusively for graduate students.

**Texts**

Secondary readings will be in a *Course Reader* on reserve at the copy shop on 13<sup>th</sup>.  
*The Second Sex*, translated by Constance Borde and Sheila Malovany-Chevallier, Alfred Knopf, 2010. The Parshley translation may augment but should not replace, this translation.  
Recommended: If you are competent in French, I have six two-volume sets of the original French text which I will loan out in class, or you may want to buy them, but read Moi's "While We Wait" before you decide which edition. See me for details.

**Learning Outcomes**

Students should complete this course having acquired a strong working knowledge of 1) the area of feminist philosophy called feminist phenomenology, what its central commitments and contributions are to feminist philosophy more broadly, and how it challenges some commitments in canonical western philosophy 2) this central, classic text in feminist philosophy and feminist theory more broadly. Students should complete this course having practiced and increased their competence in 1) careful, close reading of a philosophical text, 2) critical analysis, orally and in writing, of arguments in the text and from secondary readings, 3) a critical examination of the social realities of gendered power as they are examined in the text, but more broadly, in lived experience. Students should complete this course having demonstrated their competence in/through writing an extensive, in depth essay or class presentation on an assigned philosophical question or chosen topic/text, as well as in selecting and defining an appropriate topic for scholarly analysis, and then completing a major research essay on that topic.

**Course Requirements**

*Participation:* Regular attendance and participation, with evidence of careful reading and preparation, is assumed for graduate students, and required for undergraduates.

*Mid-Term Take-Home Exam:* Undergraduates will take a mid-term take-home exam at the end of week 4.

*Presentation:* Graduate students will work to prepare a formal presentation on a thematic set of secondary readings in conversation with the primary text. Assignments will be decided and guidelines will be handed out in class.

*Paper Proposal:* All students will submit a 4-page paper proposal for their final paper project on Thursday of week 8. Guidelines for the paper proposal will be handed out in class.

*Final Paper:* All students will write a final paper (7-10 pages for undergraduates; 10-15 pages for graduates), due on Wednesday of final's week by 5pm.

### **Accommodations for Disability**

*If you have a documented disability please see me at the beginning of the term so we can provide appropriate accommodations.*

### **Grading**

#### Undergraduates

- Participation 30% of final grade  
*Your participation grade will be based on a holistic assessment including your preparation for each class period as evidenced in vigorous participation in discussion, any small assignments to increase participation in class, and your attendance.*
- Mid-Term Exam 25% of final grade
- Paper proposal 20% of final grade
- Final Paper 25% of final grade

#### **Graduates**

- Presentation 20% of final grade
- Paper Proposal 20% of final grade
- Final Paper 60% of final grade

(Inadequate preparation and/or participation in class will automatically reduce your final letter grade by at least one grade, no matter what your performance on these other requirements is. See me right away if you think that may be an issue for you.)

### **Statement on Academic Honesty**

It is my practice to assign a grade of F for the course to students who engage in acts of academic dishonesty. Academic dishonesty may include the following:

***Plagiarism:*** Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. By placing one's name on work submitted for credit, one certifies the originality of all work not otherwise identified by appropriate acknowledgements. Verbatim statements by others must be enclosed by quotation marks or set off from the regular text as indented extracts.

Students will avoid being charged with plagiarism if there is acknowledgement of indebtedness. Indebtedness must be acknowledged whenever: 1) one quotes another person's actual words or replicates all or part of another's product; 2) one uses another person's ideas, opinions, work,

data, or theories, even if they are completely paraphrased in one's own words; 3) one borrows facts, statistics, or other illustrative material—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise prepared totally or in part by another person, even if that person is acting as a tutor or editor (and ends up substantially producing part of the work).

***Fabrication:*** Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to: 1) citing information not taken from the source indicated; 2) listing sources in a reference not used in the academic exercise; 3) inventing data or source information for research or other academic exercises.

***Cheating:*** Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.

Examples include but are not limited to: 1) copying from another student's work; 2) collaborating without authority or allowing another student to copy one's work in a test situation; 3) using the course textbook or other material not authorized for use during a test; 4) using unauthorized material during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5) resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6) taking a test for someone else or permitting someone else to take a test for you.

## Calendar/Dates

Note: \*means that secondary readings listed must be read/presented on the date they are listed, otherwise they may be presented on another date (to be scheduled); #means a secondary reading is required for **undergrads** and **grads**, otherwise secondary readings are only required for **graduates**—this only applies to a few essays.

### Volume I: Facts and Myths

#### Introduction/Translations

##### **Week 1**

1/6 Opening Class: Beauvoir: Significance and Translation  
1/8 “Introduction” 3-17

Significance:

#\*Bauer, “Must we Read Simone de Beauvoir?”

Method:

#\*Deutscher, “The Notorious Contradictions of Simone de Beauvoir”

Translation:

\*Moi: “While we Wait...” and “The Adulterous Wife”

\*Altman, “The Grand Rectification”

#### Men’s Point of View: Biology, Psychoanalysis, Historical Materialism

##### **Week 2**

1/13 “Biological Data” (*Les données de la biologie*) 21-48

Biology:

\*Fallaize: “A Saraband of Imagery: The Uses of Biological Science in *Le deuxième sexe*.”

The Body:

Scarth: “The ‘Body Problem’ in *The Second Sex*,”

Arp: “Beauvoir’s Concept of Bodily Alienation”

Bergoffen: “Getting the Beauvoir We Deserve”

1/15 Psychoanalysis and Historical Materialism 49-68

Historical Materialism:

\*Simons: “The Second Sex: From Marxism to Radical Feminism”

#### Men’s Point of View: History

**Week 3 [note for next time: I ended up cancelling these readings due to: 1) a need to spend much more time on the first section of the text and 2) Guest lecture by Janine Jones for Thursday]**

1/20 History: Chapters 1, 2, & 3 71-103

1/22 History: Chapters 4 & 5 104-156

**Men's Point of View: Myths**

**Week 4**

1/27	Myths: Chapter 1	159-213
1/29	Myths: Chapter 2, section IV, Chapter 3	261-274

Undergraduate Mid-term Take-Home Exam due Friday, 1/28 by 11:59 pm. Submit electronically on the course blackboard site, through "safeassign".

Beauvoir and Hegel (present on 1/20, 1/25 or 1/27):

Gothlin: "Simone de Beauvoir's Existential Phenomenology and Philosophy of History"

Bauer, "The Second Sex and the Master-Slave Dialectic"

Altman, "Beauvoir, Hegel, and War"

Mussett, "Conditions of Servitude: Woman's Peculiar role in the Master-Slave Dialectic in Beauvoir's *The Second Sex*"

***Volume II: Lived Experience***

**Women's Point of View: The Formative Years**

**Week 5**

2/3	Vol. II Introduction; Childhood,	279; 283-340
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Childhood:

\*Grosholtz, "The House We Never Leave: Childhood, Shelter and Freedom in the Writings of Beauvoir and Colette"

2/5	The Girl	341-382
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Beauvoir as Phenomenologist:

Heinämaa: "Simone de Beauvoir's Phenomenology of Sexual Difference"

Beauvoir and Heidegger

Bauer: "Beauvoir's Heideggerian Ontology,"

Gothlin, "Reading Beauvoir with Martin Heidegger"

Beauvoir *contra* Sartre on Freedom

Veltman, "The Concept of Transcendence in Beauvoir and Sartre"

Weiss, "Freedom F/Or the Other"

Kruks, "Beauvoir: The Weight of Situation"

**Week 6**

2/10	Sexual Initiation	383-416
2/12	The Lesbian	417-436

Burke, "Beauvoir's Phenomenology of Lesbian Existence"

**Women's Point of View: Situation**

**Week 7**

2/17	The Married Woman	439-523
2/19	The Married Woman (continued)	

