PHIL 201 Philosophy of Sex and Love
University of Waterloo
Fall 2018
Mondays and Wednesdays, 2:30-3:50 in E2 1303A

About me, the instructor, Dr. Katy Fulfer.

- office in Hagey Hall 324
- Academic support hours: W 4-5, and by appointment
  - I have an open door policy, so if you see my door cracked, feel welcome to knock. I am usually on campus M-F, at least for a bit each day.
- kfulfer@uwaterloo.ca
  - Please include “PHIL 201” in email subject heading
  - Monday-Friday, I respond to emails within 48 hours
- (519) 888-4567 x 31675
- @katyfulfer (tweet me questions!)

As a professor at the University of Waterloo and as an immigrant to Canada, it is important for me to acknowledge that I am a guest on this land, which is the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River. You are welcome to ask me about why I include this acknowledgement on my syllabus.

What this course is about.
Romantic and sexual relationships are among the most important to many of us, and yet we typically give relatively little philosophical attention to them. We’ll look at how sexual agency is enhanced or challenged by practices (such as flirting) or institutions (such as the law), and we’ll question whether racialized sexual desires are harmful. In addition, we’ll refine philosophical conceptions of romantic love by looking at whether love can occur between two people only or even between humans only, and what the phenomenon of faking orgasms indicates about what love is. We’ll also examine how love can be a force for social change and political resistance.

What you should get out of this course (or, what the course is designed to help you learn).
The following goals will help you apply philosophical thinking in your everyday life, and prepare you to take more philosophy courses.
1. Analyze philosophical views about romantic love and sexual desire.
2. Explain philosophical challenges that arise in commonplace experiences of love, sex, and desire.
3. Contribute to a collaborative, diverse philosophical learning community.
4. Transpose philosophical arguments for a non-philosophy audience.

As a discipline, philosophy helps us understand the world and our place in it, and it helps us create meaning. I believe that philosophy helps us lead better lives and be better people. If we take this latter point seriously, then this course will also:

5. Enhance your capacities for reflective, responsible sexual agency.

I’ve created the course to meet these objectives. But what about you? What do you expect to get out of this course? What do you hope to get out of this course?

What we should expect of each other.

Because of our unique perspectives, we each have something to offer. To make space for diverse perspectives, the classroom should be respectful and accessible. Class discussion and disagreement are encouraged within the context of a respectful classroom environment. Hateful speech will not be tolerated. Be aware that some topics may trigger painful experiences for some members of class (and we cannot always predict what these topics may be). We will discuss strategies for promoting an inclusive learning space, and I welcome feedback throughout the semester about how to promote accessibility.

If you have temporary or chronic disabilities of any kind (including learning disabilities, ADHD, depression, health conditions), and you require accommodations, the AccessAbility Services office (Needles Hall extension, first floor, room 1401) collaborates with academic departments to arrange appropriate accommodations without compromising the academic integrity of the curriculum. If you require academic accommodations, please register with the AccessAbility office at the beginning of each academic term. If you have questions about whether you might need accommodations, it is worth getting in touch with AccessAbility to check in.

Disabilities may not be the only reason why someone needs flexibility. Please speak with your academic counselor, or me if appropriate, if there are any life circumstances that may affect your participation. These may be personal, health-related, family-related issues, or other concerns. Keep in mind that Waterloo has a verification of illness form that must be submitted for accommodations for illness.

Everyone needs help sometimes. Links and contact information for on- and -off campus mental health resources can be found on the last page of the syllabus and on LEARN.
What to expect in class.

Generally, we will focus on interpreting course readings and applying the philosophical content to everyday life. Most of our readings will be from academic philosophers, and you are encouraged to bring in additional material (new articles, blogs, memes) that you find relevant to the topic. Each class period will revolve around your questions, group activities, and class-wide discussions. We will use group activities as a way to get into the readings and to practice skills that will be helpful in completing assignments.

In my experience, the following strategies, expressed by the acronym PREP, support student learning and success.

Prepare for class
- I recommend reading assigned material twice. Start by reading the essay introduction and section headings. If you can, read the assignment fairly quickly to get a sense the whole piece. Then, read the article a second time, more carefully, writing down additional questions you have.
- Check LEARN and your UW email every 48 hours for announcements.

Reflect
- Review assigned material and notes after class to reinforce key points.
- Notice any emotions, positive or negative, that are elicited by readings or discussion.
- Visit our academic support hours with questions.

Engage (participate)
- Listen actively and contribute to class activities and discussion.
- Be kind towards yourself and civil towards others.

Practice self-care
- Learning involves the whole person. Practicing self-care outside of the classroom has positive benefits on your learning.

Class texts
- Available in the bookstore. A different translation has been put on reserve at the Porter Library.

All other readings will be available electronically through the library e-reserve system or as a printed course pack in the bookstore. See the full reading schedule below on pp. 5-7. Download the course bibliography through this link.
The assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
<th>Due dates</th>
<th>Learning goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good citizenship awards</td>
<td>5%</td>
<td>Eligible for 1 per class period</td>
<td>3</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>Weekly (10 total)</td>
<td>1-2</td>
</tr>
<tr>
<td>Argument analysis 1</td>
<td>20%</td>
<td>Workshop: Sept. 24 Paper: Oct. 1</td>
<td>1</td>
</tr>
<tr>
<td>Argument analysis 2</td>
<td>20%</td>
<td>Workshop: Oct. 29 Paper: Nov. 5</td>
<td>1-2</td>
</tr>
<tr>
<td>Public philosophy project</td>
<td>45%</td>
<td></td>
<td>1-4</td>
</tr>
<tr>
<td>---Proposal</td>
<td>5%</td>
<td>Nov. 14</td>
<td>1-2</td>
</tr>
<tr>
<td>---Draft or outline</td>
<td>10%</td>
<td>Nov. 28</td>
<td>1-2, 4</td>
</tr>
<tr>
<td>---Presentation</td>
<td>5%</td>
<td>Nov. 28 or Dec. 3</td>
<td>3-4</td>
</tr>
<tr>
<td>---Revised project</td>
<td>25%</td>
<td>W Dec. 12</td>
<td>1-2, 4</td>
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</tbody>
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Assignment descriptions

Good citizenship awards
Good citizenship awards recognize participation and valuable contributions to our learning community. They can be earned in a number of ways: participating in discussions about content, being a leader in group work, challenging a philosophical point raised by a peer, or visiting academic support hours. Sometimes participation produces anxiety because people are worried about being “wrong,” especially about topics as difficult or taboo as sex. However, philosophy is about coming to understanding together by working through ideas together. To do this, we need ideas to refine! Hopefully approaching class in this way lessens anxiety.

Quizzes
Quizzes help you practice identifying important parts of course readings and analyzing philosophical arguments. Each week, there will be a short (7ish) minute exercise in which you answer two multiple-choice and one short answer question about one of the previous week’s readings and/or discussions. There will be one quiz per week, and it can happen any day of the week, at any time--at the beginning, middle, or end of class. In other words, expect the unexpected! Quizzes cannot be made up if missed, but to provide flexibility, only the top 8 quizzes will count for the purposes of your course grade.

Argument analysis
These assignments will ask you to analyze and, in some instances respond to, an argument presented in one of the course readings that you found challenging.
In the first argument analysis, you will outline the author’s core argument, describe the philosophical/theoretical significance of this argument, and explain why you find the argument difficult. This assignment will be 700-750 words in length.

In the second argument analysis, you will do what you did in the first iteration for a different reading, and in addition you will articulate one objection to the argument you analyze. This assignment will be 900-1000 words in length.

Public philosophy project
The purpose of this project is to bring philosophical thinking to a topic in the philosophy of sex and love that is intended for a non-academic audience. You can choose to work individually or in groups. As to what your project will be, you can be creative! It depends on your intended audience and your goals. You might make a webpage, web comic, RPG, series of blog posts, policy analysis, or do a performative or visual arts piece. With a group, you might facilitate a public conversation about a relevant topic.

You will submit a proposal for early feedback and give a 3-minute presentation of their project to the class at the end of term. In addition, you will (as an individual) submit an argument analysis as part of this project. This argument analysis is geared for an academic philosophy audience and will be on an argument important to your project.

Course Reading Schedule
Read all assigned readings at least once prior to coming to class. Please bring a copy (electronic or print) with you to class. Where articles are available open-source, I have linked to them in the reading schedule.

**Module 1: Positioning Ourselves: The Lover as Philosopher**
M Sept. 10: Course introductions
W Sept. 12: *The Symposium*, Plato
  - Everyone reads: pp. 1-8 (172A-178A)
  - Group 1: pp. 9-19 (178B-185E)
  - Group 2: pp. 20-31 (186A-194E)
  - Group 3: pp. 32-44 (195A-201C)
M Sept. 17: *The Symposium*, Plato pp. 45-64 (201D-215A)
M Sept. 24: Workshop 1

**Module 2: Sexual Agency**
W Sept. 26: “The Power of Seduction,” Beauclair (22 pages)
M Oct. 1: “Unjust Sex vs. Rape,” Cahill (16 pages)
M Oct. 8--Thanksgiving
W Oct. 10--Fall Break
M Oct. 15--“Failed Medicalization of the Cultural Iconography of Feminine Sexuality,” Kukla (24 pages)

Module 3: Race and Sexual Desires
W Oct. 24: “Sex without All the Politics”? Sexual Ethics and Human-Canine Relations,” Taylor (15 pages)
  ● Recommended only: “Heavy Petting,” Singer (short online reading)
M Oct. 29: Workshop 2

Module 4: Conceptions of Romantic Love
W Oct. 31: “A Love Worth Un-Undying For: Neoliberalism and Queered Sexuality in Warm Bodies,” Cocarla (21 pages)
M Nov. 5 “Love and Sex and Attachment,” Fisher (52 minute audio interview. Transcript here).
W. Nov. 7 “Modal Monogamy,” Jenkins (20 pages)
M Nov. 12 “Is the Requirement of Sexual Exclusivity Consistent with Romantic Love?”
McKeever (17 pages)
W Nov. 14: “From Sex Robots to Love Robots: Is Mutual Love with a Robot Possible?” Nyholm and Frank (25 pages)
M Nov. 19: “Faking Orgasms and the Idea of Successful Sexuality,” Kalman (22 pages)

Module 5: Love and the Politics of Solidarity
W Nov. 21: "Uses of the Erotic: The Erotic as Power," Lorde (7 pages) AND excerpts from The Human Condition (pp. 28-37; 50-58), Arendt
W Nov. 28-M Dec. 3: Presentation Days

University Policies
These are institutionally-required statements for undergraduate course outlines. Some of this information is stated differently in the outline above.

Cross-listed course
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.
Academic Integrity and Discipline

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](https://www.uwaterloo.ca/academic-integrity) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the [Office of Academic Integrity](https://www.uwaterloo.ca/academic-integrity) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](https://www.uwaterloo.ca/academic-integrity). For typical penalties check [Guidelines for the Assessment of Penalties](https://www.uwaterloo.ca/academic-integrity).

Grievances and Appeals

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://www.uwaterloo.ca/academic-integrity), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](https://www.uwaterloo.ca/academic-integrity).

Accommodation for Students with Disabilities

**Note for students with disabilities:** The [AccessAbility Services](https://www.uwaterloo.ca/accessibility) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

If you are using Turnitin® in your course

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.
Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. See guidelines for instructors for more information.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**
- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website

Download UWaterloo and regional mental health resources (PDF)

Download the WatSafe app to your phone to quickly access mental health support information