



PHIL*1030 Sex, Love, and Friendship

Fall 2018

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - August 28, 2018

1 Course Details

1.1 Calendar Description

This course introduces students to philosophical inquiry through the careful study of the forms of interpersonal relationships. Issues central to friendship, love, and sexuality which may be addressed include pleasure, happiness, responsibility, power, and oppression, gender, marriage and morality.

1.2 Course Description

This course will be an introduction to contemporary thought on sex, love, and friendship. The goal of this course is to introduce philosophical inquiry about a few of the major topics, concepts, and arguments people have on these topics. The general topics we will critically evaluate are sex and sexuality, consent, gender, desire, romantic and platonic love, friendship, and the friend zone. The general topics and concepts will be intersected with politics, disability studies, and Indigenous (mostly Anishinaabe) thought. Sex, sexuality, and gender will comprise most of the course; however, the questions we will ask and attempt to answer will often draw from all three main topics. Most of our course material will be sourced from Indigenous, Black, trans, and disabled people.

1.3 Timetable

Lectures: Monday and Wednesday

Time: 12:30-1:20

Location: MacNaughton (MACN) 105

Timetable is subject to change. Please see WebAdvisor for the latest information and to find tutorial times and locations.

1.4 Final Exam

Final Exam: December 4, 2018

Time: 2:30-4:30

Location: TBA

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructor(s)

Patricia Pajunen

Email: ppajunen@uoguelph.ca

Office Hours: By appointment only. Please email to book a time to meet.

2.2 Teaching Assistant(s)

Teaching Assistant: Peter Copeland
Email: pcopelan@uoguelph.ca
Office: To be determined

Teaching Assistant: Brady Fullerton
Email: bfullert@uoguelph.ca
Office: MCKN 363

Teaching Assistant: Douglas Halls
Email: dhalls@uoguelph.ca
Office: MCKN 325

Teaching Assistant: April Marratto
Email: amarratt@uoguelph.ca
Office: MCKN 360

Teaching Assistant: Quinn McGlade-Ferentzy
Email: qmcglade@uoguelph.ca
Office: To be determined

3 Learning Resources

3.1 Required Resource(s)

ARES Course Materials (Website)

<https://www.lib.uoguelph.ca/find/find-type-resource/course-reserves-ares>

Most of the course materials can be accessed through ARES. Please let your instructor know if you cannot access any of the materials.

Day 1 - September 10 (Website)

Article on Jordan Peterson by Brenda Cossman

<http://sds.utoronto.ca/blog/bill-c-16-no-its-not-about-criminalizing-pronoun-misuse/>

Article on Jordan Peterson by Eric Levitz

<http://nymag.com/daily/intelligencer/2018/08/the-lefts-hatred-of-jordan-peterson-is-perfectly->

[rational.html](#)

On making a respectful classroom

<http://assignedmale.tumblr.com/post/107674707492/a-short-guide-for-the-inclusion-of-trans-intersex>

Day 2 - September 12 (Website)

Riley J. Denis on the binary identity classifications

1. <https://www.youtube.com/watch?v=eWVRzGMVXbM>
2. <https://www.youtube.com/watch?v=m2MEFj8q6rg>

Watch them in order, please.

Day 3 - September 17 (Website)

Riley J. Denis on gendered brains

<https://www.youtube.com/watch?v=ydcV-gbNsP0>

Dr. Rachel McKinnon on trans issues

<https://www.youtube.com/watch?v=cLKRwEnBGJU>

<https://www.youtube.com/watch?v=mqxQ-sloFfY>

Comic: Assigned Male

<http://assignedmale.tumblr.com/post/101757815287/assigned-male-a-webcomic-about-a-transgender>

<http://assignedmale.tumblr.com/post/112379868767/page-73s-bonus-strip>

<http://assignedmale.tumblr.com/post/113440478757/shes-too-young-to-decide-to-be-a-girl-said-no>

Day 5 - September 24 (Website)

Riley J. Dennis talking about preferences and transphobia

<https://www.youtube.com/watch?v=k5GYIZKfBml&t=0s&index=26&list=PLTdBCgZGXdHJdqeg5Soc0>

Riley J. Dennis talking about commitment and monogamy

<https://www.youtube.com/watch?v=Xw37-zKXPJM>

Day 7 - October 1 (Website)

On Incels

<https://www.newyorker.com/culture/cultural-comment/the-rage-of-the-incels>

Having sex while disabled

<https://www.youtube.com/watch?v=FW6z3Z0mkul>

Day 10 - October 10 (Website)

Dr. Rachel McKinnon on pronouns

<https://www.youtube.com/watch?v=cwXkkPZZxdA&pbjreload=10>

Comic: Assigned Male

<http://assignedmale.tumblr.com/post/118570335432>

<http://assignedmale.tumblr.com/post/119291794477>

<http://assignedmale.tumblr.com/post/126618961817/since-ive-got-so-many-followers-from-australia>

<http://assignedmale.tumblr.com/post/126857688452/according-to-amnesty-international-1017-women>

Day 22 - November 21 (Website)

Disability and the friend zone

<http://www.momentummagazineonline.com/the-friend-zone/>

Interviewing friends of disabled people

<https://www.youtube.com/watch?v=QSiFCQGLWKI>

Friend's Perspective: <https://www.youtube.com/watch?v=L2LhqwjPqFU>

Friend's Perspective: <https://www.youtube.com/watch?v=KnHYmmrY6K8>

Relationships & Disability

Part 1: <https://www.youtube.com/watch?v=nudXGIgp11I>

Part 2: <https://www.youtube.com/watch?v=XjYQJLXTBXU>

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. By the end of the semester, successful students will be able to prepare a philosophical essay in which a thesis statement is created, a clear outline is articulated and followed, an argument is built, and a clear stance on the topic is taken which is supported by course materials.
 2. By the end of the semester, successful students will be able to identify, summarize, and clarify the central assumptions and arguments informing a wide range of viewpoints, even when couched in specialized or complex vocabulary.
 3. By the end of the semester, successful students will be able to take the content of an argument, apply the Principle of Charity, critically evaluate the components (premise/conclusion), and argue successfully for one's own view.
 4. By the end of the semester, successful students will be able to explain key terms in their own words and provide examples of the key terms.
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5 Teaching and Learning Activities

5.1 Lecture

Mon, Sep 10 - Fri, Oct 12

Topic(s): **Section 1: Sex, Sexuality, and Gender**

Mon, Sep 10

Topic(s): Day 1 - September 10

Introduction to the course, syllabus, meet your TA, content warnings, and language.

Reference(s): **Required reading:** Article on Jordan Peterson by Brenda Cossman: <http://sds.utoronto.ca/blog/bill-c-16-no-its-not-about-criminalizing-pronoun-misuse/>

Required reading: Article on Jordan Peterson by Eric Levitz: <http://nymag.com/daily/intelligencer/2018/08/the-lefts-hatred-of-jordan-peterson-is-perfectly-rational.html>

Required comic: On making a respectful classroom: <http://assignedmale.tumblr.com/post/107674707492/a-short-guide-for-the-inclusion-of-trans-intersex>

Wed, Sep 12

Topic(s): Day 2 - September 12

What is Sex? Part 1: 'Biological' Identity

Reference(s):

Required reading: Chapters 2 and 3 of *Sexing the Body* by Anne Fausto-Sterling

Required video: Riley J. Dennis on the binary
<https://www.youtube.com/watch?v=m2MEFj8q6rg>

Mon, Sep 17

Topic(s):

Day 3 - September 17

What is Sex? Part 2: Beyond the Dichotomy

Reference(s):

Required reading: Chapter 4 of *Sexing the Body* by Anne Fausto-Sterling

Required videos: Dr. Rachel McKinnon on Trans issues:
<https://www.youtube.com/watch?v=cLKRwEnBGJU> and
<https://www.youtube.com/watch?v=mqxQ-sloFfY>

Required comic: Assigned Male

<http://assignedmale.tumblr.com/post/101757815287/assigned-male-a-webcomic-about-a-transgender>

<http://assignedmale.tumblr.com/post/112379868767/page-73s-bonus-strip>

<http://assignedmale.tumblr.com/post/113440478757/shes-too-young-to-decide-to-be-a-girl-said-no>

Wed, Sep 19

Topic(s):

Day 4 - September 19

What is Sex? Part 3: Beyond Biology Toward Gender

Reference(s):

Required reading: Chapter 6 of *Sexing the Body* by Anne Fausto-Sterling

Mon, Sep 24

Topic(s):

Day 5 - September 24

What is Sexuality? Part 1: An Overview of General Topics

Reference(s):

Required reading: "Philosophy of Sex" by Patricia Marino

Required reading: "Pre-Christian Inuit Sexuality" by Makka Kleist in *Me Sexy: An Exploration of Native and Sexuality*

Required reading: Chapter "Reflections on Race and Sex" in *Yearning* by bell hooks (Content Warning: rape and sexual assault)

Required videos:

Riley J. Dennis talking about preferences and transphobia:

<https://www.youtube.com/watch?v=k5GYIZKfBml&t=0s&index=26&list=P>

Riley J. Dennis talking about commitment and monogamy:

<https://www.youtube.com/watch?v=Xw37-zKXPJM>

Wed, Sep 26

Topic(s):

Day 6 - September 26

What is Sexuality? Part 2: Erotica

Reference(s):

Required reading: "Without Reservation: Erotica, Indigenous Style" by Kateri Akiwenzie-Damm

Required reading: "Talking Sex" by bell hooks in *Teaching Critical Thinking: Practical Wisdom*

Required reading: "The Bear Walker Bear Walked" by Basil Johnston in *Without Reservation: Indigenous Erotica*, edited by Kateri Akiwenzie-Damm

Guest speaker: Geraldine King

Mon, Oct 1

Topic(s):

Day 7 - October 1

What is Sexuality? Part 3: Disability and Sexuality

Reference(s):

Required reading: "Disability and Sexual Inclusion" by Tracy de

Boer

Required reading: “Love-able: Getting it on when you’ve got a disability” by Ruth Horowitz

Required reading: <https://www.newyorker.com/culture/cultural-comment/the-rage-of-the-incels>

Required video: Andrea Lausell talking about having sex while disabled:

<https://www.youtube.com/watch?v=FW6z3Z0mkul>

Wed, Oct 3

Topic(s): Day 8 - October 3

What is Gender? Part 1: Personal Identity and Politics

Reference(s): **Required reading:** Chapter 9 of *Sexing the Body* by Anne Fausto-Sterling

Mon, Oct 8

Topic(s): HOLIDAY

Reference(s): HOLIDAY

Wed, Oct 10

Topic(s): Day 10 - October 10

What is Gender? Part 2: Beyond the Dichotomy

Reference(s): **Required reading:** “Reviving Androgyny: A Modern Day Perspective on Flexibility of Gender Identity and Behavior” by Carol Lynn Martin, Rachel E. Cook, and Naomi C. Z. Andrews

Required reading: “Engendering Identity: Toward a Clearer Conceptualization of Gender as a Social Identity” by Toni Schmader and Katharina Block

Required video: Dr. Rachel McKinnon on pronouns:
<https://www.youtube.com/watch?v=cwXkkPZZxdA&pbjreload=10>

Required comic:

<http://assignedmale.tumblr.com/post/118570335432>

<http://assignedmale.tumblr.com/post/119291794477>

<http://assignedmale.tumblr.com/post/126618961817/since-ive-got-so-many-followers-from-australia>

<http://assignedmale.tumblr.com/post/126857688452/according-to-amnesty-international-1017-women>

Mon, Oct 15

Topic(s): Day 11 - October 15

What is Gender? Part 3: Indigenous Identities

Reference(s): **Required reading:** "Indian Love Call" by Drew Hayden Taylor in *Me Sexy: An Exploration of Native and Sexuality*

Required reading: "Norval Morrisseau and the Erotic" by Michelle McGeough in *Me Sexy: An Exploration of Native and Sexuality*

Guest speaker: Shawn E. Johnston

Wed, Oct 17

Topic(s): Day 12 - October 17

Mid-term prep and final thoughts on Sex, Sexuality, and Gender

ASSIGNMENT 1 DUE

Mon, Oct 22

Topic(s): Day 13 - October 22

Mid-term exam

Wed, Oct 24 - Wed, Nov 14

Topic(s): **Section 2: Love**

Wed, Oct 24

Topic(s): Day 14 - October 24

Love: Introduction

Reference(s): **Required reading:** “To Love Again” by bell hooks in *Teaching Critical Thinking: Practical Wisdom*

Required reading: “What Is This Thing Called ‘Love’?” by Frances Berenson

Mon, Oct 29

Topic(s): Day 15 - October 29

Artificial Love

Reference(s): **Required reading:** “The Dilemma of Artificial Love: The Ethics of Love and Recognition in A.I.—Artificial Intelligence” by Laura Werner

Optional movie: A.I.—Artificial Intelligence

Wed, Oct 31

Topic(s): Day 16 - October 31

Love of the Inanimate

Reference(s): **Required reading:** “Focusing on Normativity in Language and Sexuality Studies: Insights from conversations on objectophilia” by Heiko Motschenbacher

Required video: Animism: People who love objects (video can be found through Primo on the library website)

Mon, Nov 5

Topic(s): Day 17 - November 5

Love and Indigenous Women: Part 1

Reference(s): **Required reading:** "Feminism Is for Everybody: Aboriginal Women, Feminism and Diversity" by Verna St. Denis in *Making Space for Indigenous Feminism*

Wed, Nov 7

Topic(s): Day 18 - November 7

Love and Indigenous Women: Part 2

Reference(s): **Required reading:** "Being an Indigenous Woman is a 'High-Risk Lifestyle'" by Mary Eberts in *Making Space for Indigenous Feminism*

Mon, Nov 12

Topic(s): Day 19 - November 12

Love and Sexuality

Reference(s): **Required reading:** "Queer Loves: Restating Bodies, Genders, and Sexualities" by Flavia Monceri (CW: uses outdated language in a few places; ace/aro exclusionary)

Wed, Nov 14

Topic(s): Day 20 - November 14

Love and Disability

ASSIGNMENT 2 DUE

Reference(s): **Required reading:** "Black & Blue: Policing Disability & Poverty Beyond Occupy" by Leroy F. Moore Jr., Tiny aka Lisa Gray-Garcia, and Emmitt H. Thrower

Required reading: "Love's Labour Revisited" by Eva Kittay

Required reading: "Coming to Terms," Deborah Kent's review of "Slow Dance: A Story of Stroke, Love, and Disability" by Bonnie Sherr Klein and Persimmon Blackbridge

Mon, Nov 19 - Fri, Nov 30

Topic(s): **Section 3: Friendship and the Friend Zone**

Mon, Nov 19

Topic(s): Day 21 - November 19

Friendship and Social Relationships

Reference(s): **Required reading:** "Stoic Utopia: The Use of Friendship in Creating the Ideal Society" by Robin Weiss

Topic(s): Day 22 - November 21

Friendship and Disability

Reference(s): **Required reading:**
<http://www.momentummagazineonline.com/the-friend-zone/>

Required reading: "'We just stick together': how disabled teens negotiate stigma to create lasting friendship" by N. Salmon

Required reading: "Strategies for improving disability awareness and social inclusion of children and young people with cerebral palsy" by S. Lindsay and A. C. McPherson

Required video: Andrea Lausell talking about why they do a video series interviewing their friends

<https://www.youtube.com/watch?v=QSiFCQGLWKI>

Friend's Perspective:
<https://www.youtube.com/watch?v=L2LhqwjPqFU>

Friend's Perspective:
<https://www.youtube.com/watch?v=KnHYmmrY6K8>

Required video: Andrea Lausell talking with Katie Scarlett about Relationships & Disability

Part 1: <https://www.youtube.com/watch?v=nudXGlgp11I>

Part 2: <https://www.youtube.com/watch?v=XjYQJLXTBXU>

Topic(s): Day 23 - November 26

Reconciling Friendships

Reference(s): **Required reading:** "Indigenous-Canadian Relations: Treaties and Neo-Colonialism" in *Merging Fires: Grassroots Peacebuilding Between Indigenous and Non-Indigenous Peoples* by Rick Wallace

Required reading: "Grassy Narrows: Clear-Cutting and the Politics of Trust" in *Merging Fires: Grassroots Peacebuilding Between Indigenous and Non-Indigenous Peoples* by Rick Wallace

Fri, Nov 30

Topic(s): Day 24 - November 30

Final exam prep and final thoughts on Sex, Love, and Friendship

ASSIGNMENT 3 DUE

Last chance to hand in bonus assignment

6 Assessments

This course will require students to write three 2-3 page essays, write a mid-term exam, and write a final exam. In tutorials, there will be a participation mark that will be given by the TAs.

The essay topics will be uploaded to CourseLink at least two weeks before the assignment due date.

6.1 Assessment Details

Assignment 1 - Sex, Sexuality, and Gender (10%)

The assignment details will be uploaded to CourseLink.

Due Date: October 17

Midterm Exam (20%)

Date: Mon, Oct 22, In class (MACN 105)

Assignment 2 - Love (10%)

The assignment details will be uploaded to CourseLink.

Due Date: November 14

Assignment 3 - Friendship (10%)

The assignment details will be uploaded to CourseLink.

Due Date: November 30

Final Exam (30%)

Date: Tue, Dec 4, TBA

In-Tutorial Participation (20%)

The TAs will be giving this grade.

Bonus Assignment (5%)

Write a one-page essay about an unconventional friendship you have, explaining what makes it a friendship. More details about this bonus assignment in class.

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The regulations and procedures for [Academic Consideration](#) are detailed in the Undergraduate Calendar.

7.3 Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be

noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

7.6 Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

7.7 Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.
