



# **PHIL\*1030 Sex, Love, and Friendship**

Fall 2019

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - August 27, 2019

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## **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 introduces students to philosophy through focusing on issues of central importance to our lives: sex, love, and friendship. In this course, our central topics will be love and sex, while friendship will come up along the way in our discussions of its role in loving relationships. Within the domain of sex and love, philosophers do not address questions of mechanism (e.g., what happens in the brain when someone is in love?) or technique (e.g., how can I please my lover?) but rather definitional questions (what is it?) and normative questions (how should we act with regard to it?). So, our course will be focused on the questions: What is love? What is sex? (definitional questions); Are love/and sex (at least sometimes) good? Do they have an important role in a well-lived human life? Are they compatible with being a morally good person (normative questions)? In this class we will bring our philosophical exploration to bear on a recent set of issues regarding sex robots. Are we having a mutual sexual relationship when having sex with a robot? Or is it lacking something important that one can only find in human sexual relationships? Could one love a robot? Are sex robots good for us because they generate pleasure we might otherwise miss out on or might sex robots create the conditions for developing and fulfilling some of our darker desires? Students will work together in groups to develop podcast episodes addressing some of these issues. The best podcasts will be eligible for broadcast on campus radio, CFRU.

### **1.3 Timetable**

Timetable is subject to change. Please see WebAdvisor for the latest information.

## 1.4 Final Exam

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

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## 2 Instructional Support

### 2.1 Instructional Support Team

**Instructor:** John Hacker-Wright  
**Email:** jhackerw@uoguelph.ca  
**Telephone:** +1-519-824-4120 x56765  
**Office:** MCKN 330  
**Office Hours:** Wednesday 1:00-2:00 and by appointment (use email to make appointment)

### 2.2 Teaching Assistants

**Teaching Assistant:** Amber Spence  
**Email:** aspenc04@uoguelph.ca  
**Office:** MCKN 360  
**Office Hours:** TBA

**Teaching Assistant:** Leah Gray  
**Email:** lgray04@uoguelph.ca  
**Office:** MCKN 366  
**Office Hours:** TBA

**Teaching Assistant:** Jahangir Moazzenzadeh  
**Email:** jmoazzen@uoguelph.ca  
**Office:** MCKN 367

**Teaching Assistant:** Gennady McCracken  
**Email:** gmccrack@uoguelph.ca  
**Office:** MCKN 361

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## 3 Learning Resources

We will be using the following two textbooks in this class. Philosophy is very "text-driven": that means you will have to read and, yes, re-read in order to do well. Philosophy readings require thoughtful, slow engagement. Purchasing a copy of the books from the bookstore is a great idea! They will, however, be on reserve at the library as well should you chose not to purchase them.

### 3.1 Required Resources

**Text 1 (Textbook)**

Carrie Jenkins. *What Love is: and What it Could Be*, Basic Books, 2017

**Text 2 (Textbook)**

Laurie Shrage and Robert Scott Stewart. *Philosophizing about Sex*, Broadview Press, 2015

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

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

1. Use of key tools for sound justification and rational persuasion.
  2. Recognize the main subfields of philosophy, including moral philosophy, social and political philosophy, metaphysics (the theory of reality), epistemology (the theory of knowledge), and the history of philosophy.
  3. Understand, explain and assess the significance of some basic concepts in philosophy, such as the appearance-reality distinction, the fact-value distinction, validity and soundness, free-will, knowledge, nature and community, and so on.
  4. Present a philosophical position and engage with others in discussion of the merits of the position.
  5. Argue competently for one's own view and be able to identify and critically evaluate patterns of argumentative reasoning in the work of others.
  6. Compose a piece of clear philosophical writing in which basic philosophical problems are supported by arguments.
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## 5 Teaching and Learning Activities

Please see Schedule of Readings and Assignments on Courselink.

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## 6 Assessments

Please see Schedule of Readings and Assignments on Courselink for due dates.

## 6.1 Assessment Details

### Reading Quizzes (25%)

**Date:** On-line (Courselink)

The quiz questions are multiple choice and should be straightforward to answer if you have done the reading. You should complete the reading before taking the quiz and have the reading on hand when you take the quiz. The questions are designed to help you to grapple with the reading in a deeper and more systematic manner, which you need to do in order to develop philosophical views in response to them. The quizzes will be taken on Courselink and are to be completed by the dates listed on the Schedule of Readings and Assignments. The two lowest grades will be dropped. These will contribute 30% to your grade.

### Normative Analysis of Love in Popular Culture (10%)

This paper will ask you to find a cultural artefact (e.g. a song or music video) that is predominantly about love and to analyze and criticize the views presented in it from the perspective of the categories developed in Carrie Jenkins' *What Love Is*. You will be assessed on the basis of your ability to accurately describe and apply those categories to your chosen artefact.

### Experiential Learning Project: Podcast Text (10%)

You will submit the text for your podcast in advance of its production to receive some feedback from the instructional team. See further details below.

### Experiential Learning Project: Podcast Final Production (25%)

One of your main projects for this semester will be the production of a podcast discussion on the topic of sex robots. The focus will be on an assessment of whether sex robots are something that should be embraced and encouraged, discouraged, or outright banned. Are sex robots good or bad for us, and in what ways?

Completing this assignment successfully will require you to understand and critically evaluated philosophical arguments on this topic and to be able to successfully communicate them to an audience. You will be evaluated for your knowledge of course content as reflected in the podcast as well as the cogency of your arguments and your ability to communicate them clearly.

During the semester we will have staff from the Digital Media department of the Library visit the class to provide training on how to produce the podcast. Help will be available from that department throughout the semester.

High quality productions will have the opportunity to be aired on campus radio, CFRU (with consent of all group members).

### Final Exam (30%)

There will be a **comprehensive** final exam at the end of the course. This will be a combination of multiple choice question and short answer questions that will challenge you to undertake an overview of the material we have learned over the semester. We will conduct a review session at the end of the semester with sample test questions to ensure that are well prepared and that you have a good idea of the style of question that I will be

asking. This will contribute the remaining 30% of your grade.

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## 7 Course Statements

### 7.1 Late Policy

Please let me know if you will not get your work handed in on time and arrange for the delivery of your work. Note that this is your responsibility. For the **papers** only, you will have a 24 hour grace period during which there will be no deduction. After the grace period, **each 24-hour period will result in a 5% reduction on your final mark for that assignment**, unless you can demonstrate grounds for academic consideration as defined in the Undergraduate Calendar. Reading quizzes will be assessed a 10% deduction per 24 hrs late without grace period.

The **final exam must be taken at the appointed time**, unless you can demonstrate grounds for academic consideration as defined in the Undergraduate Calendar.

### 7.2 Classroom Environment

To reduce distraction from thinking about philosophy, this will be a **technology free** classroom. This means that before class begins you must turn off and put away all laptops, tablets, cell-phones, pagers, or other electronic devices. For use in class, please bring only paper, pen or pencil, and the text. Be prepared to participate, listen, and take notes.

For students registered with Student Accessibility Services (SAS) who may have been counting on using a laptop in class, I will happily arrange for a note-taker.

Hopefully you will all see the rationale for this policy and comply with it voluntarily, but I do reserve the right to remove a student from the classroom for not complying with this policy.

### 7.3 Participation and Respectful Classroom Conduct

One of the best ways of learning to do philosophy is to jump into a discussion on philosophical topics with other people. Philosophical discussions always involve disagreement, but disagreement does not imply disrespect. In fact when you say to someone "I disagree and here is why," you are implying that they can reason and understand you, whereas if you assume another person wouldn't listen or understand, there is a kind of disrespect involved. So, I encourage you to jump in and disagree with me and others in class: in doing so, try to listen carefully to others, and present reasons for your views.

We will be discussing issues that are sometimes sensitive in nature: sexuality, gender, relationships. Although I will endeavor not to be gratuitously explicit when discussing such matters, we will need to be direct at times. Everyone should feel respected, and I encourage you to let me or one of the teaching assistants know if there is content or discussion that

makes you feel uncomfortable and especially if there is disrespectful language or views (e.g., racist, sexist, or homophobic language or views). Everyone should feel respected in their identity in this classroom.

## 8 University Statements

### 8.1 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.

### 8.2 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 grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

### 8.4 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.

## 8.5 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.

For Guelph students, information can be found on the SAS website  
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website  
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## **8.7 Recording of Materials**

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

## **8.8 Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars  
<https://www.uoguelph.ca/academics/calendars>

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