



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

Winter 2019

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - January 05, 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

We all have to deal with jobs, government, illness, nutrition and so many other things in our lives, and many of those things are difficult and, indeed, burdensome. Our interpersonal relationships, on the other hand, are our main source of happiness, fulfilment and pleasure, and we rely on our friendships, our sexual and our romantic relationships to make our lives meaningful. In this course, we will think philosophically about what these kinds of relationships are really about, why they matter, and how to handle them. We will begin (until Reading Week) with a focus on sexuality, especially focusing on the relationship between the powerful cultural images that shape our expectations and the personal significance that sexual relationships have for us; here we will take our primary orientation from John Berger's contemporary book *Ways of Seeing* and the ancient Greek philosopher Plato's famous dialogue *Symposium*. After Reading Week, we will begin with the ancient Greek philosopher Aristotle, and his deeply insightful writings on the nature of friendship, and then turn to the Existentialist philosopher Jean-Paul Sartre and his studies of love and sexuality in *Being and Nothingness*. Along the way, we will also read a number of shorter essays on related topics, most of which will be discussed in the weekly (mandatory) seminar sections.

#### 1.3 Timetable

All sections:

Monday and Wednesday, 10:30-11:20, ROZH 103--lecture

please check WebAdvisor for any changes.

## 1.4 Final Exam

Tuesday April 16, 2:30-4:30 pm

please check WedAdvisor for any changes.

## 2 Instructional Support

### 2.1 Instructional Support Team

<b>Instructor:</b>	John Russon
<b>Email:</b>	jrusson@uoguelph.ca
<b>Telephone:</b>	+1-519-824-4120 x53553
<b>Office:</b>	MCKN 338

### 2.2 Teaching Assistant(s)

<b>Teaching Assistant:</b>	Shannon Buckley
<b>Email:</b>	sbuckley@uoguelph.ca
Sections 01 and 02	

<b>Teaching Assistant:</b>	Thomas Campbell
<b>Email:</b>	tcampb07@uoguelph.ca
Sections 03, 04 and 09	

<b>Teaching Assistant:</b>	Kyle Johnston
<b>Email:</b>	kjohns32@uoguelph.ca
Sections 05 and 06	

<b>Teaching Assistant:</b>	Shannon Boss
<b>Email:</b>	bosss@uoguelph.ca
Sections 07 and 08	

## 3 Learning Resources

There are 4 required texts, which will be the main focus of the lectures and of the major tests. There are also a series of shorter essays, which will be the main focus of the weekly seminars and quizzes. You must get the major texts on your own; (they are available in the bookstore). The shorter essays will be available as pdfs on Courselink.

### 3.1 Required Resource(s)

**John Berger--Ways of Seeing (Textbook)**  
published by Penguin

**Plato--Symposium (Textbook)**

translated by Nehamas and Woodruff

published by Hackett

**Aristotle--Nicomachean Ethics (Textbook)**

translated by Bartlett and Collins

published by University of Chicago

**Sartre--Being and Nothingness (Textbook)**

translated by Barnes

published by Washington Square

**"Cat Person" by Kristen Roupenian (Article)**

pdf on Courselink

**"The Beauty Myth" Chapter 1, by Naomi Wolf (Article)**

pdf on Courselink

**"Uses of the Erotic--The Erotic as Power," by Audre Lorde (Article)**

pdf on Courselink

**Sigalovada Sutta, Buddhist Discourse (Article)**

pdf on Courselink

**Why Sexuality Matters, by John Russon (Article)**

pdf on Courselink

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

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

1. Employ Enhanced Insight

The single most important outcome from taking this class will be that you individually take your own life seriously, and reflect with care, subtlety and insight on how you are shaping your life and on what you can do to make for yourself a fulfilling present and future.

These writers are not presenting you with dry facts about the external world, but are calling upon you to participate in reflection on your own experience and, through that reflection, to engage actively and self-critically in shaping how you exist.

2. Demonstrate Improved Thinking In addition to offering profound and subtle reflections on how we make meaningful lives for ourselves, the writers we are studying this term are

also some of the most rigorous and sophisticated thinkers our culture has ever produced. Engaging with their thoughts should teach you to be much more discerning and articulate in your understanding of many aspects of reality, and should make you a better thinker generally.

3. Practice Improved Reading The main form of study in this course is reading and writing about difficult texts. Learning to read these texts well will help you to become a better reader and writing about them will help you to develop better skills with language in general.
4. Exercise Increased Understanding You should become familiar with the specific insights and ideas of these philosophers about the distinctive nature of human life, about sexuality, about love, about friendship, and more.
5. Enjoy Heightened Awareness Finally, these are some of the most formative thinkers in the history of human culture. Studying these figures is also helping you to become cognizant of the nature of the world you live in, and why it has the form that it has.

## 5 Teaching and Learning Activities

### 5.1 Lecture

#### Schedule of Readings

**Topic(s):**

This is the schedule of readings. You should use this schedule to guide you in your weekly class-preparation.

Notice that there are two sets of readings: Each week, there are readings that will be the basis for the class lectures, the mid-term test and the final examination. There are also 5 other articles that will be the focus of the seminar discussions and quizzes, (except Lorde's essay, which will be included on the mid-term test), and will also be included on the final examination.

Each week, you are expected to have read the assigned material in advance of the class lectures, and you should come to class **with the text**, prepared to discuss the material. These **readings** are the primary content of the class, so you should make them the focus of your attention--the **lectures** are really a kind of supplement, designed to help you appreciate the meaning and significance of what you are reading.

Don't be surprised if you sometimes find the material difficult to understand--if it were easy, you wouldn't need teachers!--but read it through anyway; the class meetings will help you to understand what you read and, if you do your readings and attend classes, you will find that your ability to understand the readings grows dramatically throughout the semester. You must also read the 5 extra essays in advance of the seminar meetings for which they are assigned. In the first seminar meeting for which the reading is assigned, the essay will be discussed and then there will be a quiz on it in the seminar meeting of the following week.

M Jan 7: Intro

W Jan 9: Intro

For Tutorial: discussion of "Cat Person"

M Jan 14: John Berger, *Ways of Seeing*, ch. 3, pp. 45-57.

W Jan 16: John Berger, *Ways of Seeing*, ch. 3, pp. 57-64.

For Tutorial: quiz/response on "Cat Person"

M Jan 21: John Berger, *Ways of Seeing*, ch. 7, pp. 129-144.

W Jan 23: John Berger, *Ways of Seeing*, ch. 7, pp. 144-155.

For Tutorial: discussion of Naomi Wolf, *The Beauty Myth*, pp 9-19

M Jan 28: Plato, *Symposium*, Introduction, Phaedrus, Pausanias, pp. 1-19.

W Jan 30: Plato, *Symposium*, Eryximachus, Aristophanes, pp. 20-31

For Tutorial: quiz/response on Wolf, "The Beauty Myth"

M Feb 4: Plato, *Symposium*, Diotima, pp. 45-60.

W Feb 6: Plato, *Symposium*, Diotima, pp. 45-60.

For Tutorial: discussion of Audre Lorde, "The Erotic as Power," pp 53-9

M Feb 11: *Symposium*, Alcibiades, pp. 61-77.

W Feb 13: In-class test on Berger and Plato, Lorde

**Week of February 18—no classes; reading week.**

M Feb 25: Aristotle: *Nicomachean Ethics* Book I Chapter 7, Book II Chapters 1.

W Feb 27: Aristotle: *Nicomachean Ethics* Book II Chapters 2, 6-7.

For Tutorial: Discussion of Aristotle, *Nicomachean Ethics*.

M Mar 4: Aristotle, *Nicomachean Ethics*, Book VIII Chapters 3, 6, 8-9, 13

W Mar 6: Aristotle, *Nicomachean Ethics*, Book VIII Chapters 3, 6, 8-9, 13

For Tutorial: The Buddha, "Sigalovada Sutta"

M Mar 11: Aristotle, *Nicomachean Ethics*, Book IX  
Chapters 1, 3-4, 7-9, 12

W Mar 13: Aristotle, *Nicomachean Ethics*, Book IX  
Chapters 1, 3-4, 7-9, 12

For Tutorial: quiz/response on Sigalovada Sutta

M Mar 18: Sartre, *Being and Nothingness*, "The  
Existence of Others," pp 301-03, 340-54

W Mar 20: Sartre, *Being and Nothingness*, "The  
Existence of Others," pp 301-03, 340-54

For Tutorial: Russon, "Why Sexuality Matters"

M Mar 25: Sartre, *Being and Nothingness*, "Concrete  
Relations with Others," pp 471 - 91

W Mar 27: Sartre, *Being and Nothingness*, "Concrete  
Relations with Others," pp 471 - 91

For Tutorial: quiz/response on "Why Sexuality  
Matters"

M Apr 1: Sartre, *Being and Nothingness*, "Concrete  
Relations with Others," pp 494 - 517

W Apr 3: Sartre, *Being and Nothingness*, "Concrete  
Relations with Others," pp 494 - 517

For Tutorial: review

## 6 Assessments

### 6.1 Marking Schemes & Distributions

There will be 4 quizzes/responses, which you will write in your weekly seminar meeting (in Weeks 3, 5, 9 and 11). Each is worth 10% of your final grade (so the total of all 4 will be 40% of your final grade).

There will be a mid-term test, written in-class on Wednesday February 13. It will be worth 20% of your final grade.

There will be a final examination, written in the final exam period. It will be worth 30% of your final grade.

There will be a participation grade, which will reflect the quality of your participation in the seminar discussions. It will be worth 10% of your final grade.

### 6.2 Assessment Details

#### Quiz/Response on "Cat Person" (10%)

**Date:** Week 3

The quiz will take place in your weekly seminar meeting.

#### Quiz/Response on "The Beauty Myth" (10%)

**Date:** Week 5

The quiz will take place in your weekly seminar meeting.

#### Quiz/Response on "Sigalovada Sutta" (10%)

**Date:** Week 9

The quiz will take place in your weekly seminar meeting.

#### Quiz/Response on "Why Sexuality Matters" (10%)

**Date:** Week 11

The quiz will take place in your weekly seminar meeting.

#### Test on Berger, Plato and Lorde (20%)

**Date:** Wed, Feb 13, 10:30 AM - 11:20 AM

#### Comprehensive Final Examination (30%)

**Date:** Tue, Apr 16, 2:30 PM - 4:30 PM

#### Participation in Seminar (10%)

**Date:** weekly

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## 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 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>

## 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 course registration are available in the Undergraduate and Graduate 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>

## 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 can be found on the SAS website  
<https://www.uoguelph.ca/sas>

## 7.6 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>

## 7.7 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.

## 7.8 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>