



# PHIL\*1030 Sex, Love, and Friendship

Winter 2020

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - January 05, 2020

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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

Other people play many important roles in our lives, but it is in intimate interpersonal relationships that they affect us most directly and powerfully. In this course, we will use the works of some of the greatest philosophers in history to try to deepen our understanding of these relationships; simultaneously, we will use the themes of sex, love and friendship as a way to introduce the discipline of philosophy itself.

We will begin with two of the greatest philosophers the world has ever produced, Plato and Aristotle.

The ancient Greek philosopher Aristotle (384-322 BC) was, among other things, reputed to be the teacher of Alexander the Great. With Aristotle, we will ask what the distinctive nature of human beings is--what is it that distinguishes us from other animals? With that in mind, we will investigate what it takes for us to have a flourishing and fulfilling life and, in particular, we will investigate the nature and role of friendship in human development.

We will then turn to Plato (c. 429-347 BC)--Aristotle's own teacher--to look further at the distinctive nature of human fulfillment, focusing especially on our highest pursuits of truth, beauty and goodness. With Plato, we will then investigate the nature of our erotic life and its special role in our fulfillment.

After Reading Week, we will focus on two provocative and powerful thinkers from the twentieth century, Sigmund Freud (1856-1939) and John Berger (1926-2017).

With Freud, we will investigate the pivotal role sexuality plays in our psychological development. We will focus first on the way complex issues of psychological and interpersonal life shape the very way we experience and inhabit our bodies. We will then explore the relationship between politics and our psychological and sexual health.

With Berger, finally, we will look further at this intersection of politics and sexuality. We will look especially at the political significance of the sexualized portrayals of women in art and advertising. This will allow us to develop a critical perspective on both politics and sexuality, and point the way toward what is involved in healthy sexuality.

### 1.3 Timetable

This course has a lecture component and a seminar component.

For the lecture component, the course meets Mondays and Wednesdays, 10:30-11:20.

Check WebAdvisor for the time and location of your seminar section.

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

### 1.4 Final Exam

The final examination is scheduled for Tuesday April 7, 2:30-4:30.

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

## 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 Assistants

<b>Teaching Assistant:</b>	Leah Gray
<b>Email:</b>	lgray04@uoguelph.ca
<b>Teaching Assistant:</b>	Robert Minatel
<b>Email:</b>	rminatel@uoguelph.ca
<b>Teaching Assistant:</b>	Molly Graham

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**Teaching Assistant:** Dylan White  
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## 3 Learning Resources

There are 5 required texts for this course. They are available at the university bookstore, and they are not very expensive. The study of these books is the primary focus of the course, so it is essential that you have them, and that you bring the book with you to class when we are studying it.

There are also some shorter articles that we will study. PDFs of these articles are available on courselink. These are also essential readings that you will be tested on.

### 3.1 Required Resources

**Aristotle, Nicomachean Ethics (Textbook)**

**Plato, Plato on Love (Textbook)**

**Freud, Three Essays on the Theory of Sexuality (Textbook)**

**Freud, Civilization and Its Discontents (Textbook)**

**Berger, Ways of Seeing (Textbook)**

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

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

1. *Be introduced to* the use of key tools for sound justification and rational persuasion.
2. *Be introduced to* 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 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

This course has a lecture component and a seminar component.

The lectures will be the primary occasion for presenting and analyzing the main ideas from the texts we are studying. You should attend the lectures having read in advance the assigned readings, and you should come prepared to discuss the texts and ideas.

The seminar meetings provide you with the opportunity to discuss in more detail the issues raised in class. It is essential that you attend your seminar meetings, and a substantial portion of your grade is based on your seminar participation.

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## 6 Assessments

You will have three major assignments this term, each of which is worth 25% of your grade:

- Midterm Test on Wednesday February 12 (written in class)
- Critical Essay, due Monday March 23
- Comprehensive Final Examination on Tuesday April 7

You will also write 4 quizzes in your seminar (in weeks 2, 4, 9 and 11), and you will be graded on your ongoing seminar participation.

### 6.1 Assessment Details

**Quiz 1: Cat Person (2.5%)**

**Date:** Week 2

**Quiz 2: Sigalovada Sutta (2.5%)**

**Date:** Week 4

**In-class Test (25%)**

**Date:** Wed, Feb 12

**Quiz 3: (2.5%)**

**Date:** Week 9

**Critical Essay (25%)**

**Date:** Mon, Mar 23

**Quiz 4: Why Sexuality Matters (2.5%)**

Date: Week 11

**Comprehensive Final Examination (25%)**

Date: Tue, Apr 7, 2:30 PM - 4:30 AM

**Seminar Participation (15%)**

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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>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

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

### 7.3 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>

## 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.

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>

## 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>

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