



PHIL*1030 Sex, Love, and Friendship

Winter 2021

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - January 11, 2021

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 towards what is involved in healthy sexuality.

1.3 Timetable

The lectures for this course will be delivered asynchronously. Each week, though, you will have a synchronous meeting with your seminar section. See WebAdvisor for the details of the times for each section.

Please check WebAdvisor for any changes.

1.4 Final Exam

There will be a final, take-home assignment, scheduled during the final exam period (Monday, April 19).

2 Instructional Support

2.1 Instructional Support Team

Instructor:	John Russon
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2.2 Teaching Assistants

Teaching Assistant:	Nour Abu Husan
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Teaching Assistant:	Ashley Raspopovic
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Teaching Assistant:	Dru Graham
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3 Learning Resources

There are 5 required texts, which will be the main focus of the lectures and the assignments. There are also a series of shorter essays, which will supplement our study of these texts. You must get the major texts on your own. The shorter essays will be available as pdfs on Courselink.

3.1 Required Resources

Aristotle--Nicomachean Ethics (Textbook)

translated by Bartlett and Collins

published by University of Chicago

Plato--Plato On Love (Textbook)

edited by C.D.C. Reeve

published by Hackett

Freud--Three Essays on Sexuality (Textbook)

translated by James Strachey

published by Basic Books

Freud--Civilization and Its Discontents (Textbook)

translated by Gregory C. Richter

published by Broadview

John Berger--Ways of Seeing (Textbook)

published by Penguin

"Cat Person" by Kristen Roupenian (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

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

5.1 Lecture

Mon, Jan 11 - Mon, Apr 5

Topics: Each week, a video-lecture on the assigned readings will be available.

5.2 Seminar

Mon, Jan 11 - Mon, Apr 12

Topics: Each week, you will meet (on Teams) with your scheduled seminar section to discuss the week's readings with the teaching assistant and your classmates.

6 Assessments

6.1 Assessment Details

Assignment 1--on Aristotle (15%)

Due: Fri, Jan 29

You will have to write a short, essay-style answers to 1 question that you will be given in advance. The answer will be roughly 500 words in length.

Assignment 2--on Plato (15%)

Due: Fri, Feb 12

You will have to write a short, essay-style answers to 1 question that you will be given in advance. The answer will be roughly 500 words in length.

Assignment 3--on Freud (15%)

Due: Fri, Mar 12

You will have to write a short, essay-style answers to 1 question that you will be given in advance. The answer will be roughly 500 words in length.

Assignment 4--on Berger (15%)

Date: Fri, Apr 2

You will have to write a short, essay-style answers to 1 question that you will be given in advance. The answer will be roughly 500 words in length.

Final Take-Home Assignment (Comprehensive) (20%)

Due: Mon, Apr 19

You will have to write short, essay-style answers to 2 questions that you will be given in advance. The answers will each be roughly 500 words in length.

Seminar Participation (20%)

Date: Mon, Jan 11 - Mon, Apr 12

You are expected to attend your weekly seminar section and to participate in it actively. This requires you to be prepared (i.e., to have done the readings and listened to the lecture) and to be constructively engaged in the class discussion. Your evaluation will reflect both the regularity of your attendance the quality of your participation.

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>

7.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

7.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.
