

**University of Waterloo**  
**Department of Philosophy**  
**Philosophy 201**  
**Philosophy of Sex and Love**  
**Winter 2014**  
**T Th 2:30-3:50, MC 4064**

**Instructor: Patricia Marino**  
**Office: HH 332**  
**Office Hours: Tuesdays and Thursdays 1:00-2:00 and by appointment**  
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### **Course Description**

This course will consider various topics in the philosophy of sex and love, with a focus on contemporary issues and research. We will discuss questions having to do with lust, objectification, consent and rape, sex work, the nature of love and its relation to autonomy, the idea of orientations and identities, race, relationships and sexual preferences, and polyamory. The course takes a philosophical approach to these topics. We'll talk more about what this means in class, obviously, but broadly speaking the philosophical method is one that uses reason and logic to figure out what is true. Clarity and precision in thought and expression are essential. This course does not endorse any particular conclusion about any of the topics listed. Rather, the point is for you to understand what others have had to say, and to develop, possibly change, and learn how to intelligently defend, your own opinions. This course covers some sensitive and potentially disturbing material; if you have questions or concerns about this please talk to me.

### **Course Requirements**

Requirements: Attendance at class meetings, participation in in-class discussions and projects, two papers, one optional rewrite, two in-class tests. There is no final exam. The first paper should be 900-1200 words and topics will be handed out. For the first paper, you have the option of handing in a rewrite based on my comments. If you choose to do this your new paper grade will be an average of the original and the rewrite; your grade will not go down if the new draft is worse, but improved grades require significant changes and not just small edits. The second paper should be 1500-1800 words. Tests will be a mix of quotation identification, quotation explanation, short answer, and short essay.

Paper assignments will ask you to write about your own ideas about a philosophical problem while engaging the texts and ideas we've encountered in class. The focus is on presenting an original argument. Of course this means the ideas in your papers must be your own; we will talk more in class about how to ensure that the ideas you present as your own really are, and how to cite any outside sources you do use appropriately. If you have any questions at any time about academic honesty and what it requires, do not hesitate to ask. Just raise your hand or approach me after class.

All readings are posted on the LEARN course page as pdfs you can download or as links to online sources. Everyone is expected to have read the reading before the date for which it is listed and to be ready to discuss it in class. I will post study questions on LEARN ahead of time for each week's reading and you should come to class having given some thought to these. **YOU MUST BRING THE TEXT WE'RE DISCUSSING TO CLASS** -- you can print it out, bring a laptop, or bring a tablet, but you must have the text with you. Course announcements and information will be on the LEARN page so please check it daily.

Attendance is required and everyone should participate in class discussion. Participation can take several forms: you may pose an informed question, or volunteer an answer to one of the study questions, or offer a response to me or to another student. If you come to class regularly without participating, your attendance and participation grade will be 70 percent (you may miss up to four classes for any reason with no penalty). If you participate regularly that will increase your participation grade; if you attend less frequently that will lower it.

There will be time in each class meeting for clarification questions and discussion questions from the students -- come to class with questions of both kinds. On days you can't make it to class you're responsible for finding out what we covered and talked about.

Philosophy texts are often dense with argumentation and you should expect to read each reading more than once. In class, I will explain some context for the ideas in the readings, raise questions, propose topics for discussion, and answer particular questions you have about the readings. But I won't be summarizing the readings or presenting the ideas in simplified form. The main reason for this is that one thing you are learning in a philosophy course is how to think for yourself about complex ideas, and this means encountering ideas in their original form, so you can form your own opinions. In a course like this, improving your reading, thinking and expression skills is more important than learning any particular set of information.

I will post slides from class on LEARN after class. Note that the slides serve as lecture outlines and not as sources of information. To know what is going on in class you have to be there. And you should take notes -- it can help keep you actively involved in what is going on and in addition to being useful for studying.

If you have questions about the syllabus, the course, the requirements, the assignments, or anything else to do with this course, please do not hesitate to ask!

## **Assessment**

Attendance and participation: 10%

Paper 1, Feb 6 (week 5) (due via LEARN before class time) 20%

Test 1, Feb 13 (week 6) 20%

Paper 2 Mar 20 (week 10) (due via LEARN before class time) 30%

Test 1 (Apr 3) (week 12) 20%

## **Late Work**

Please submit your papers to LEARN before class on the day they are due. Obviously, you should hand in your papers on time, but if you must be late, I will subtract three percentage points from your paper grade per day of lateness. If you experience unexpected difficulties like illness or personal difficulties, please let me know as soon as possible; if you expect to miss a deadline, let me know by email before the deadline rather than after.

## **Information on Plagiarism Detection**

No formal or technological plagiarism detection mechanisms will be used in this class.

## **Electronic Device Policy**

There is no formal policy against the use of laptops or tablets in class, but there are two rules: 1) you may not use any technology in ways that are distracting to me or to the other students and 2) you must be mentally present for what is going on in the classroom. Apply to class the same norms you would apply to a conversation -- so, for example, using a laptop to take notes or look up something relevant to the discussion is fine, but please no videos, social networking, email, or checking your phone during class. If you must use your phone, please leave the classroom.

## **Course Outline and Readings**

### **Week 1: Introduction and lust**

**Jan 7** Introduction

**Jan 9** Simon Blackburn, *Lust: The Seven Deadly Sins* (Oxford University Press, 2004), Chapters 3, 10, and 11. (Don't worry; these chapters are short.)

### **Week 2: Objectification**

**Jan 14** Martha Nussbaum, "Objectification," *Philosophy and Public Affairs* 24 (1995), read pp. 249-271.

**Jan 16** Martha Nussbaum, "Objectification," pp. 271-291.

### **Week 3: Objectification continued and pornography**

**Jan 21** Patricia Marino, "The Ethics of Sexual Objectification: Autonomy and Consent," *Inquiry* 51 (2008), 345-364.

**Jan 23** Nancy Bauer, "Pornutopia," n+1 5 (2007), online at <http://nancybauer1.com/doc/bauer%20pornutopia%20n+1.pdf> and Ann Garry, "Sex, Lies, and Pornography," in *Ethics in Practice: An Anthology*, 344-355.

#### **Week 4: Consent, rape, and date rape**

**Jan 28** Lois Pineau, "Date Rape: A Feminist Analysis," *Law and Philosophy* 8 (1989), 217-243.

**Jan 30** Alan Soble, "Antioch's Sexual Offense Policy: A Philosophical Exploration," *Journal of Social Philosophy* 28 (1997), 22-36.

#### **Week 5 Sex work, autonomy, and well-being**

**Feb 4** Yolanda Estes, "Moral Reflections on Prostitution," *Essays in Philosophy* 2 (2001), and Laurie Shrage, "Should Feminists Oppose Prostitution?" *Ethics* 99 (1989), 347-361.

**Feb 6** Jeffrey Gauthier, "Prostitution, Sexual Autonomy, and Sex Discrimination," *Hypatia* vol. 26, no. 1 (Winter, 2011). **FIRST PAPER DUE**

#### **Week 6 The medicalization of sex and desire**

**Feb 10** John Bancroft, "The Medicalization of Female Sexual Dysfunction: The Need for Caution," *Archives of Sexual Behavior*, 31(5) (2002), 451-455 and Leonore Tiefer, "Female Sexual Dysfunction: a Case Study of Disease Mongering and Activist Resistance," *PLoS Medicine*, 3(4), (2006), e178.

**Feb 12 TEST 1**

#### **READING WEEK**

#### **Week 7 Theories of love: the bestowal view**

**Feb 25** Harry Frankfurt, "Autonomy, Necessity, and Love" in his *Necessity, Volition, and Love*, Cambridge University Press, 1999.

**Feb 27** Class cancelled

#### **Week 8 Theories of love: the union view**

**Mar 4** Robert Nozick, "Love's Bond," in his *Examined Life*, Simon and Shuster, 1989.

**Mar 6** Noël Merino, "The Problem with 'We': Rethinking Joint Identity in Romantic Love," *Journal of Social Philosophy* 35 (2004) 123-132.

#### **Week 9 Identities and orientations**

**Mar 11** Martha Nussbaum, "Millian Liberty and Sexual Orientation: A Discussion of Edward Stein's *The Mismeasure of Desire*," *Law and Philosophy* 21 (2002), 317–334 and Edward Stein, "Reply to Martha Nussbaum and Ian Hacking," *Law and Philosophy* 21 (2002), 349–353.

**Mar 13** William Wilkerson "Is It a Choice? Sexual Orientation as Interpretation," *Journal of Social Philosophy* 40.1 (2009): 97-116.

#### **Week 10 Race, relationships, and sexual preferences**

**Mar 18** Mills, Charles W. "Do Black Men Have a Moral Duty to Marry Black Women?." *Journal of Social Philosophy* 25.s1 (1994): 131-153.

**Mar 20** Raja Halwani, "Racial Sexual Desires," unpublished manuscript. **SECOND PAPER DUE.**

**Week 11 Polyamory**

**Mar 25** Elizabeth Emens, "Monogamy's Law: Compulsory Monogamy and Polyamorous Existence," *NYU Review of Law & Social Change*, 29 (2004), sections I, II, and III (pages 277-330).

**Mar 27** Elizabeth Emens, "Monogamy's Law: Compulsory Monogamy and Polyamorous Existence," *NYU Review of Law & Social Change*, 29 (2004), sections IV, V, and VI (pages 330-376)

**Week 12 Is marriage a promise? Can you promise to love someone forever?**

**Apr 1** Elizabeth Brake, "Is Divorce Promise-Breaking?" *Ethical Theory and Moral Practice* 14 (2011), 23-39.

**Apr 3 TEST 2**

## **Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009**

### **Cross-listed course**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### **Academic Integrity**

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

Other sources of information for students

[Academic integrity \(Arts\)](#) [Academic Integrity Office \(uWaterloo\)](#)

### **Accommodation for Students with Disabilities**

Note for students with disabilities: The [AccessAbility Services office](#), located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.