Office: 205 East College
Office hours: Tuesday 2-3pm, Thursday 4:30-5:30pm
Contact: engelhaj@dickinson.edu; 717.254.8301
Class meetings: Monday, Thursday, 3:00-4:15, East College 301

Texts: None. All the readings are on Moodle.

On the course: There’s a lot of good philosophical work about or related to sex. This course is something like a survey of stuff that’s written in English and relatively recent. As you’ll see, I’ve prioritized readings that fall into a few groupings. That’s so it’ll be easier to see different views as ‘in conversation’ with one other, but these groupings are somewhat artificial—I’m putting some people into conversations they didn’t intend to join—so don’t let these groupings obscure ways in which there are also conversations ‘across’ topics. Discussions of healthy relationships ought also to consider systems of oppression, the nature of orientations, and moral ecologies, for instance.

During the course, aim to be both appreciative and critical of each reading—identify what’s good or useful as well as what you think is wrong. And approach the entire course with the aim to figure out what you think about the topics we cover. But, of course, it’s normal if you’re not sure by December and you end up thinking about these things forever.

Grading
Class participation 10%
Panel Discussion 15%
Short Summary (300 words) 20%
Summary + Commentary paper (600 words) 25%
Argumentative Essay (1500 words) 30%

Grading timeline: I usually return papers with grades and comments about two weeks after they were submitted. I aim to give comments that will be helpful when writing your next paper, and it takes time.

Class Participation: The deal is: I think you’ll understand the problems, questions, readings, and arguments much better if you’re forced to talk to me and to one another about them every time we meet. Plus, it’s fun to talk about philosophy. And, you do philosophy partly by talking about it. So come to class prepared to listen and speak very carefully, to support us all in our attempts to understand, to be aware of talking too much or too little. Unless you meet with me and convince me that I should make an exception, you may not use laptops, iPads, or other internet-capable technology during class.

Class contributions will be graded on (a) one’s understanding of the discussion topic and its import and (b) the cogency of the reasoning one offers. You won’t get credit simply for attending and making noises with your mouth.
Short Summary: Choose an argument from one of the assigned readings and summarize it in no more than 400 words. I’ll expect you to (1) introduce the argument you’re summarizing, putting it into context and saying a bit about why it’s important and (2) defend each of the premises in the argument. An A paper will (i) present a deductively valid argument, (ii) be written clearly and succinctly, and (iii) accurately represent the argument summarized, which means (a) including all the claims necessary to establish the argument’s conclusion and (b) including in the argument only the claims necessary to establish the conclusion. Grades range from 0-100. Your summary may be on any reading from the course, but it must be submitted to Moodle before 11:59pm on September 27th. There are two model summary papers on Moodle.

Summary + Commentary paper: this paper has two parts. (1) Around 300 words summarizing an argument from one of the assigned readings—basically a summary paper. Use the comments I gave on the first paper to help you improve on this paper. You may not choose the same reading from your first paper. (2) Around 300 words commenting on the view you summarized in the first part. Your commentary should make use of your summary. For example, you can argue in your commentary that the argument (on the first page) has a false premise. Or argue that the author’s point would be stronger with a different argument. Etc. I’ll grade the first page like the summary papers, and I’ll be looking for valid argumentation and original perspectives in the second page. It’s due on November 8th. There’ll be a submission portal on Moodle.

Argumentative Essay (1500 words): These should be formatted and organized like the short summary, except that the argument given is your own contribution to some discussion we covered in the course. They’ll be graded on the same grounds as the short summary except that a criterion of originality replaces accuracy. It is due before 11:59pm on the class exam day (12/17). If you expect an 85 or higher, you should plan to bring a polished draft to office hours at least once before submitting for a grade. Submit it on Moodle. There is a model A paper on Moodle.

Late papers: Papers submitted any time after midnight on the due date are late. At each midnight, I’ll reduce the grade on the assignment by 5 points. So, if you submit your work at 11:55pm two days after the due date, you’ll lose 10 points. If you submit it 10 minutes later, you’ll lose 15 points. Use these rules to make rational decisions. For instance, if you think you can improve your paper by 10 points by taking an extra day to write it, it makes sense for you to take that day and hand the paper in late. What I want is for you to write good papers whether they’re late or not. However, unless there are special circumstances, no assignments will be accepted after midnight on the class exam day.

Accommodating Students with Disabilities
Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical
impairment – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ADS, email access@dickinson.edu, call (717) 245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL"). If you’ve already been granted accommodations at Dickinson, please follow the guidance at www.dickinson.edu/AccessPlan for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan. If test proctoring will be needed from ADS, remember that we will need to complete your Access Plan in time to give them at least one week’s advance notice.

Office. My office is on the 2nd floor of East College, which has an elevator, located at the building’s northwest corner. If you require the use of an elevator to access the 2nd floor, please let me know. If there is ever a malfunction with the elevator and you would like to come to my office hours, I will gladly arrange to meet you at an alternative location or by video conference.

Classroom. Our classroom is on the 3rd floor of East College, which has an elevator, located at the building’s northwest corner. If you require the use of an elevator to access the 3rd floor, please let me know. If there is ever a malfunction with the elevator on a class day, we will relocate class for that day.

Academic Violations of the Community standards
In the course, we will follow Dickinson policy for defining, investigating, and responding to academic violations of the Dickinson Community Standards. Find information about the Community Standards here: http://www.dickinson.edu/info/20273/dean_of_students/867/community_standards

Reading Philosophy
Take your time with the readings and be deliberate about how you read. Read so that when you come to class, you know the major conclusions reached and the major premises used to establish the conclusion. When you offer a critique of a view, aim to refute it, not just express a preference against it. You know a philosophical argument well when you know the conclusion exactly and all of the claims explicitly used to justify it as well as many of the claims presupposed. You know a theory well when you know what its tenets explain and you have at least an inkling of what it fails to explain.

Tentative Schedule
Consent, Rape Culture, and Healthy Relationships
M 8/30 Introductions, Thomas Millar, “Toward a Performance Model of Sex,” Kimberlé Crenshaw, “Mapping the Margins...”
**Optional:** Kristen Roupenian, “Cat person”  
**R 9/2** Sally Haslanger, “Why I don’t believe in patriarchy,” Dean Spade, “For lovers and fighters,” review slides for “Dismantling the romance myth” (and maybe watch the video too)  
**M 9/6** Luke Brunning, “The distinctiveness of polyamory”  
**Optional:** Elizabeth Emens, “Monogamy’s Law: Compulsory Monogamy…”  
**R 9/9** Luke Brunning, “Compersion: An alternative to jealousy?”  
**M 9/13** Shelley M. Park, “Polyamory is to polygamy as queer is to barbaric?”  
**R 9/16** Quill R. Kukla, “That’s What She Said: The Language of Sexual Negotiation”  
**Optional:** Quill R. Kukla, “A nonideal theory of consent”  
**M 9/20** Panel Discussion: What’s necessary and sufficient for healthy sexual relationships?  

**Sex, Race, and Racism**  
**R 9/23** Mills, Charles W. "Do Black Men Have a Moral Duty to Marry Black Women?”  
**M 9/27** Amia Srinivasan, “Does anyone have the right to sex?”  
**Summary Paper due**  
**R 9/30** Raja Halwani, "Racial Sexual Desires”  
**M 10/4** Robin Zheng, “Why yellow fever isn’t flattering: A case against racial fetishes”  
**R 10/7** Nathaniel Adam Tobias Coleman, “What? What? In the (Black) Butt”  

**Sexual Orientation**  
**M 10/11** Jane Ward, *The Tragedy of Heterosexuality*, chapter 1  
**R 10/14** Ladelle McWhorter, *Bodies and Pleasures*, excerpt from chapter 1  
**Optional:** Luke Brunning and Natasha McKeever, “Asexuality”  
**M 10/18** FALL PAUSE  
**R 10/21** William Wilkerson "Is It a Choice? Sexual Orientation as Interpretation”  
**M 10/25** Talia Mae Bettcher, “When selves have sex”  
**R 10/28** Esa Diaz-Leon, “Sexual orientation as interpretation?”  
**M 11/1** Robin A. Dembroff, “What is sexual orientation?”  
**R 11/4** Panel Discussion: What are sexual orientations?  

**Fantasies, Pornography, Harms, and Ecologies**  
**M 11/8** John Corvino, “Naughty Fantasies”  
**Paper 2 due**  
**Optional:** Hopkins, “Rethinking Sadomasochism”  
**M 11/15** Ishani Maitra, “Silencing Speech”  
**R 11/18** Jennifer Saul, “Pornography, speech acts, and context”  
**M 11/22** Quill Kukla and Cassie Herbert, “Moral ecologies and the harms of sexual violation”  
**R 11/25** Thanksgiving  
**M 11/29** Kukla, Herbert, and Ari Watson, “Sexual violation and the language of repair”  
**R 12/2** Talia Mae Bettcher, “Evil Deceivers and make believers”  
**M 12/6** Panel discussion: What’s necessary and sufficient for a healthy sexual ecology?  

**R 12/9** Open discussion, goodbyes :'(  

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