Phil 170: Philosophy of Love and Sex  
Summer 2013

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107 Esslinger                  Office: PLC 318

Office Hours: Monday 1-3p and by appt.

Course Description:
The word ‘philosophy’ is derived from the Greek words ‘philos,’ meaning love, and ‘sophia,’ meaning wisdom or knowledge. Thus, ‘philosophy’ literally means love of wisdom. Even without this etymological analysis, people tend to think of philosophy as associated with abstract conceptions of ‘wisdom’ or ‘knowledge.’ Few would claim philosophy concerns the most intimate aspects of our lives. Yet, in this course you will be asked to ponder issues of love and sex and their related topics of gender and sexuality. Far from being abstract, the issues of this course should be relevant to your life. While you will never be asked to divulge personal information to each other, self-reflection and participation in class discussion are vital to your success in this course, as well as the success of the course as a whole. Given the personal nature of the themes of this course, all participants are expected and required to agree to a code of confidentiality with regard to any personal information shared and conduct themselves in a respectful and sensitive manner so as to promote an atmosphere of openness and trust.

Required Texts: On Blackboard.

Course Requirements:

Citizenship (20%)
Two reflection papers (10%--5% each)
One 2-3 page paper on Ancient, Medieval and Modern Philosophy (15%)
One 2-3 page paper on Creeps (15%)
One group presentation on sexual education (10%)
One 5-6 page paper on Sexuality (30%)

Citizenship:
As previously stated, there will be a large amount of discussion in this course. A bare minimum (i.e., a C grade) is to come to class with the reading printed out and read. Clearly, your attendance is necessary for any discussion to happen, but it is also your responsibility to participate in class discussions and to do so respectfully. In an effort to foster such participation, you should think of yourself as a citizen of a learning community. This can take a number of forms that we will discuss.

Papers:
Reflection and learning to write and develop an argument are all central to the study of philosophy. As such, you will be required to write two reflection essays and three argumentative essays. The reflection essays will be due at the beginning and the end of the quarter. For the first essay, you should reflect on why you are taking this course. What expectations do you have? The second reflection paper will be due on the last day of class and is meant to be an opportunity for you to meditate on what you have learned in this brief term. At that time, you will receive back the original reflection papers and may be surprised to see how your views on philosophy, love, and sex have changed.
The argumentative essays are designed to both test your knowledge of the course material as well as your ability to form a coherent argument. There should be a clearly stated (or implied) thesis that has the support of reasons or warrants. Papers should be written in a reasonable font (Times New Roman 12pt, Calibri 11pt, etc) and be double-spaced. Philosophy does not have a standard format for citations, but they will be expected. We will go over this in class as the first paper approaches. Suggested essay topics will be distributed for the first two papers at least a week prior to the paper’s deadline. Topics for the final will be distributed at the end of week 9. Some students may be inspired to write on a topic other than what is suggested, which is perfectly fine so long as you discuss the paper idea with me in advance. The first two papers are due at the beginning of class, unless prior arrangements have been made. The final paper is due by 5PM on the Friday of finals week. All un-excused late papers will receive reduced grades. Except in unusual circumstances, papers more than a week late will only be accepted for credit.

**Group Presentation:**
In groups of 4-5 people, you’ll be asked to design a course curriculum for a K-12 sexual education course which you will present to the class on Friday of week seven. Groups will be assigned and detailed guidelines will be provided in week five.

**Academic Integrity:**
This is my least favorite part of any syllabus, as it assumes the worst in students. I like to assume you all are honest students. Please do not prove me wrong. Just follow the University of Oregon’s Student Conduct Code ([http://conduct.uoregon.edu](http://conduct.uoregon.edu)). Those students who fail to comply will receive a failing grade and be reported according to university policy.

**Disability:** Please see me if you require accommodations.

NO ELECTRONICS unless you have a documented disability.

**Other Resources:**
Office of Affirmative Action: 541-346-3123 and aaeo.uoregon.edu
Sexual Assault Support Services: 541-343-5ASS

**Schedule (subject to change):**

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<tr>
<th>Week 1</th>
<th>June 24</th>
<th>Introduction to the course</th>
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<td>25</td>
<td>Plato <em>The Symposium</em> (50p)</td>
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<td>Plato <em>The Symposium</em></td>
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<td>27</td>
<td>Plato <em>The Symposium</em></td>
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<td>28</td>
<td>Augustine <em>Confessions</em> excerpts (7p)</td>
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<th>Week 2</th>
<th>July 1</th>
<th>Abelard and Heloise <em>Letters</em> excerpts (16p)</th>
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<td></td>
<td>2</td>
<td>Kant “On the Beautiful and the Sublime” (21p)</td>
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<td>3</td>
<td>Wollstonecraft <em>Vindication of the Rights of Women</em> “Introduction” and “The Prevailing Opinion of a Sexual Character Discussed” (38p)</td>
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<td>Guest lecture TBA (instructor absence)</td>
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<td>4</td>
<td>No class: Independence Day</td>
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Review

Week 3

II: What is it Like: Violence, Part 1: Seducers, Creeps, and the Problem of the Eternal Feminine

Paper 1 Due

Beauvoir, *The Second Sex* “Introduction” (17p)

Bauer, “Lady-Power” (5p) and Shapiro, “Myths That Make it Hard to Stop Campus Rape” (4p)

In class: Katz, “Tough Guise”

Mann, “Creepers, Flirts, Heroes, and Allies: Four Theses On Sexual Harassment” (26p)

“Rapists Explain Themselves on Reddit, and We Should Listen” *Jezebel*

Review

Week 4

II: What is it Like: Violence, Part 2: Intersectionality and Transnational Feminism

Crenshaw “Mapping the Margins” (60p)

Narayan, “Cross-Cultural Connections, Border-Crossings, and ‘Death by Culture” (34p)

Narayan continued

Mohanty “Under Western Eyes” (20p)

Review

Week 5

III: What is it Like: Sexuality, Part 1: Women

Paper 2 Due

Aquinas “The Purpose of Sex” (5p)

Beauvoir, *The Second Sex* “Sexual Initiation” (33p)

“Innies and Outies: The Vagina, Clitoris, and More” (6p)

“Innies and Outies: The Penis, Testes, and More” (7p)


Review

Week 6

III: What is it Like: Sexuality, Part 2: Homosexuality and Queering

Vatican “Declaration” (10p)

Levin “Why Homosexuality is Abnormal” (12p)

“US researchers find evidence that homosexuality linked to genetics” (3p)

Corvino “Why Shouldn’t Tommy and Jimmy Have Sex” (13p)

August

Beauvoir, *The Second Sex* “The Lesbian” (19p)

Review

Week 7

III: What is it Like: Sexuality, Part 3: Queering and Pornography

Foucault, *History of Sexuality* “We, Other Victorians” (10p)

Warner, *The Trouble with Normal* “The Ethics of Sexual Shame” (40p)


Feministe, “Feminist Porn: Sex, Consent, and Getting Off” (5p)

Group Presentations

Week 8

IV: “What We’re Doing About What It’s Like…”

Paper 3 Due

Nussbaum, “A Right to Marry?” (30p)

Beauvoir, *The Second Sex* “Conclusion” (13p)

Reflection Paper 2 Due