



PHIL 170

Philosophy of Love & Sex

WINTER 2020

Instructor

Amie L. Zimmer

Contact

Office hours:

T/W 10:00-11:00 AM

and by appointment

Susan Campbell Hall

Room 11A

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Class Time & Location

MTWR 9:00-9:50

Straub Hall 254

Welcome to the Philosophy of Love & Sex. Love and sex are central to life, and less seemingly, to philosophy: the discipline dedicated to the love of wisdom. This course offers an introduction to a myriad of topics central to the philosophy of love & sex, thinking primarily about the tension, or perhaps, the ambiguity, that exists in the fact that our bodies create our worlds, but that equally, our world(s) create, form, and shape our bodies, and the bodies of others: determining from the outset what bodies are seen as good bodies, proper bodies, desirable bodies, bodies worth loving or not loving, etc.

EXAMS

(45%) 3 X 15% EACH

There will be three, 50-minute, exams that will consist solely of short essay questions. The tests will *not* be cumulative: the first exam will cover material from weeks 1-3, the second exam will cover material from weeks 4-6, and the third exam will cover material from weeks 7-10. All exams are open text and open note and will be done through Canvas. There is no class on the day of the exam.

WEEKLY QUIZZES

(20%) 10 X 2% EACH

These are 1-question, timed weekly quizzes designed to test your comprehension of the week's material. They will be drawn directly from the readings or from lectures. The quizzes will be available on Canvas, and you will have 10-minutes to complete it. You cannot stop and then restart the quiz once you have started it.

ASSIGNMENTS & GRADES

45% Exams (x3)

25% Critical Reflections

20% Weekly Quizzes

10% Participation

{there will be no rounding of grades}

A+ 98-100

A 94-97

A- 90-93

B+ 87-89

B 86-84

B- 83-80

C+ 79-78

C 77-74

C- 73-70

D+ 69-67

D 66-64

D- 63-60

F 59-0

CRITICAL REFLECTIONS

(25%) 5 X 5% EACH

These are short, bi-monthly responses (500 words, which translates to approximately one single-spaced page) to be turned into Canvas by 11:59 PM every other Sunday. Please turn in your response in either a .doc, .docx, or PDF, and note your word count at the top of your paper. You will have a prompt posted at the beginning of every other week, and will be expected to respond to the question by engaging the readings. You can always turn in a response early, so no late responses will be accepted. You can find a more detailed rubric outlining expectations for the weekly responses on Canvas.

PARTICIPATION

(10%) 10 WEEKS X 1% EACH

Your participation should be evaluated based on your in-class participation, attendance, preparedness with (annotated) text(s), contribution to in-class activities, debates, etc. By the end of every week, you will be asked to self-evaluate your participation for that week and to post your grade (A-F), along with a 1-2 sentence explanation of your grade, on Canvas (due by 11:59 PM each Sunday). I'll leave it up to you to honestly evaluate your participation for the week, and will only change grades as I see fit. I want you to take your attendance into consideration when evaluating yourself for the week. This doesn't mean that you won't lose points for missing class; it only means that you don't gain points from simply being there.

To have a reading annotated means to show evidence that you've been engaging in a conversation with your texts: highlighting, underlining, noting your reactions, questions, comments, noting/defining key terms/ideas, writing summaries, etc. I want to see that you *participated* with your text. You will be expected to come to every class with that session's readings annotated.

Week 1: The Role of Eros

M: Introduction to the course

T: bell hooks, “Eros, Eroticism, and the Pedagogical Process”

W: Audre Lorde, “The Uses of the Erotic”

R: Adriana Cavarero, “Eros and Narration”

⇒ **DUE: Quiz 1, Participation**

Week 2: Eros and its Paradoxes

M: Plato, *Symposium*

T: Plato, *Symposium*

W: Esther Perel, “More Intimacy, Less Sex”

R: Esther Perel, “More Intimacy, Less Sex”

⇒ **DUE: Quiz 2, Participation, Response**

Week 3: Sex as Having, Being, and Doing

M: Greta Christina, “Are We Having Sex Now or What?”

T: Greta Christina, “Are We Having Sex Now or What?”

W: Ann Fausto-Sterling, “The Five Sexes Revisited”

R: Exam Review

⇒ **DUE: Quiz 3, Participation**

Week 4: Sexual (Dis)orientation

M: *Exam (no class)*

T: Sara Ahmed, *Queer Phenomenology*, “Sexual Orientation”

W: Monique Wittig, “The Straight Mind”

R: Monique Wittig, “The Straight Mind”

⇒ **DUE: Quiz 4, Participation, Response**

Week 5: Sex and Work & Sex Work

M: Jeffrey Gauthier, “Prostitution, Sexual Autonomy, and Sex Discrimination”

T: Jeffrey Gauthier, “Prostitution, Sexual Autonomy, and Sex Discrimination”

W: Silvia Federici, “Sexuality is Work”

R: Silvia Federici, “Sexuality is Work”

⇒ **DUE: Quiz 5, Participation**

READING AND ASSIGNMENT CALENDAR

⇒ **All due dates are on
Sundays at 11:59 PM**

A course reader
is available at
The Copy Shop
on 13th
(between
Patterson and
Ferry)

Week 6: Sex, Stigmas, and Stereotypes

M: Talia Mae Bettcher, “Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion”

T: Talia Mae Bettcher, “Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion”

W: Talia Mae Bettcher, “Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion”

R: Exam Review

⇒ **DUE: Quiz 6, Participation, Response**

Week 7: Paradoxes of Masculinity & Femininity

M: *Exam (no class)*

T: Susan Bordo, “Gentleman or Beast: the Double Bind of Masculinity”

W: Lynn Phillips, “What’s a Young Woman (Not) to Think?”

R: Film discussion (Flirting with Danger)

⇒ **DUE: Quiz 7, Participation**

Week 8: Rape and Resistance

M: Angela Davis, “Rape, Racism, and the Myth of the Black Rapist”

T: Angela Davis, “Rape, Racism, and the Myth of the Black Rapist”

W: Catherine MacKinnon, “Rape: On Coercion and Consent”

R: Catherine MacKinnon, “Rape: On Coercion and Consent”

⇒ **DUE: Quiz 8, Participation, Response**

Week 9: Rethinking Consent

M: Linda Martín Alcoff, excerpts from *Rape and Resistance*

T: Linda Martín Alcoff, excerpts from *Rape and Resistance*

W: Joseph Fischel, “#MeFirst—Undemocratic Hedonism”

R: Joseph Fischel, “#MeFirst—Undemocratic Hedonism” from *Screw Consent*

⇒ **DUE: Quiz 9, Participation**

Week 10: Reflections on Philosophy, Love, and Sex

M: Jean-Luc Marion, “The Silence of Love”

T: Jean-Luc Marion, “The Silence of Love”

W: Final exam review

R: *Exam (no class)*

⇒ **DUE: Quiz 10, Participation, Response**

ACCESS AND RESOURCES

This class will deal with difficult topics and themes, including sexual violence. We will create an environment where *open discussion* and *debates* are encouraged. The best way that you can prepare for these conversations is by reading the texts and developing questions and comments relating directly to the ideas presented there. Discussion and debate are no longer possible when an individual's personal experiences are attacked and/or discounted. Therefore, you will be expected to use respectful language and maintain an attitude of openness and curiosity as we explore the issues raised in this class.

Access needs come in many different shapes and sizes. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or at uoaec@uoregon.edu.

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24h hotline, to be connected to a confidential counselor to discuss your options.

You can also visit the SAFE website at: www.safe.uoregon.edu.

I understand that much of the material in this class will feel personal. If for any reason you feel you are unable to participate in a discussion, you have options. You may *leave a classroom discussion*, no questions asked, if a discussion feels triggering to you. If you anticipate a difficulty in advance, please email me or come see me about alternate forms of participation, assignments, etc.

As a policy, there will be no technology allowed in the classroom, although I do make exceptions. Firstly, a technological exception as requested through AEC will always be permitted. If this does not apply to you, but you believe that the use of technology in the classroom will benefit your education, you must do the following:

- 1) Email or talk to me and provide your reasoning, and;
- 2) Sign an agreement that you will not use your technology in the classroom for anything other than class-related purposes.

Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.