Course Description:
Most of us take the reality and experience of love and sex for granted. Rarely do we ask philosophical questions in relation to love and sex: What is love exactly? What is sex? How does power relate to love and sex? What is the relationship between sexual identity and sexual practices? Is force ethical in sex? Are love and marriage necessarily related? How are bodily differences, gender and race tied in with our understanding of love and sex? In this class, we turn the rarity of such questions into an ordinary venture. Given that this is a philosophy class, our discussions will be grounded in the history of western philosophical inquiry as well as contemporary western philosophical meditations in order to examine how love and sex impact each of our lives.

Required Texts: Course Packet at The Copy Shop (539 E 13th)

Assignments and Evaluations: This is a discussion and writing intensive class. You will be graded to a standard of merit, not a curve (i.e. it’s possible for everyone to get an A or a D!)

1. Citizenship (25%). This is about forming a philosophical community over the course of the term, and giving you credit for the critical, in-depth reading you are required to do. Citizenship means being present in class as well as being active and engaged. Students who earn high grades for citizenship typically miss few, if any, class periods, always come prepared with reading completed and note and questions on the day’s topics. As part of your citizenship grade, students will be required to submit 1 question each week based on a reading for the week - details about this will be discussed in class. You will also participate in in-class workshops where you will work independently and with groups to discuss, analyze, and write about the week’s readings. These workshops will also be a place for you to cultivate and practice your philosophical writing skills. If you miss two of these workshops and do not come to class with your course readings on a regular basis, your grade will be negatively impacted. In other words, attendance is necessary and come prepared! Further grading criteria for citizenship will be provided.

2. Descriptive Paper (20%) A prompt will be distributed on reading from Week 1-3. Due prior to Week 4.

3. Argumentation Paper (20%) A prompt will be distributed on reading from Week 4-6. Due prior to Week 7

4. Creative Philosophy Project (15%, 13% for project, 2% spectator): Directions will be distributed in Week 8. In-class presentations in Week 10

5. Critical Reflection Paper (20%) A prompt will be distributed on reading from Week 7-9. Due on Tuesday of Finals Week
All Paper Submissions will be Electronic to mburke@uoregon.edu They must be Microsoft Word attachments!

Grading
The following rubric reflects the general standards of the Philosophy Department at the University of Oregon, which I will follow in my evaluation for this course:

A = excellent. No mistakes, well-written, and distinctive in some way or other.
B = good. No significant mistakes, well-written, but not distinctive in any way.
C = OK. Some errors, but a basic grasp of the material.
D = poor. Several errors. A tenuous grasp of the material.
F = failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.

What counts as “excellent” depends on the nature and level of the class. Given our course, “errors” refer to fundamental misunderstandings of the text, general sloppiness, and not giving serious consideration into your work.

Course Policies:
• Classroom Community. This course will be taught in active dialogue. That is, while I will lecture to provide adequate background information and textual clarification, I expect every student to participate in thoughtful textual analysis and classroom discussion. Given the personal nature of this course, all students are expected and required to agree to a code of responsibility and confidentiality with regard to any personal information shared in this class. I expect all students to conduct themselves in a respectful manner and sensitive manner so as to promote an atmosphere of openness and trust. There is a no tolerance policy for hate or disrespect with regard to anyone’s sexuality, gender, race, ethnicity, etc.
• Attendance is mandatory. More than 2 absences will negatively impact your grade. Habitual lateness or leaving early will count as being absent.
• Computers and Cell Phones may not be used in class.
• Assignments. You must complete ALL assignments to pass the class. Late assignments are not accepted unless you have an excused absence.
• Plagiarism will not be tolerated. I closely follow the university’s policies on academic honesty, cheating, fabrication, helping others cheat, or plagiarism. Any of these offenses results in a failing grade and being reported to the University authorities.
• Disability Policy. Please let me know in the first week of class if you require academic accommodations based on a disability registered with Disability Services. If you have a barrier to learning (registered or not), I will be happy to discuss this with you.
**Class Schedule:**
Please note that I reserve the right to change the schedule as necessary. Any changes will be announced in class and posted on Blackboard. You are responsible for being aware of any changes, even if you have missed class.

**Section 1: Love and Gender**

Week 1 **Love as Union**
- **M:** Course Overview and Read in class Plato, *The Symposium* pgs 457-480
- **W:** Plato, *The Symposium* cont. pgs 480-505

Week 2 **Union as Man and Woman in the History of Philosophy**
- **M:** Heloise and Abelard “Letters”
- Kant, “On the Distinction of the Beautiful and Sublime”
- **W:** Schopenhauer, “Metaphysics of Love”
- Simone de Beauvoir, “Introduction” in *The Second Sex*

Week 3 **Love, Sex and “The Second Sex”**
- **M:** Beauvoir, “Woman in Love” in *The Second Sex*
- Emma Goldman, “Love and Marriage”
- **W:** Beauvoir, “Sexual Initiation”
- Luce Irigaray, “I Love to You” and “When Our Lips Speak Together”

Paper 1 Due on Saturday, October 18th by 11:59pm

**Section 2: Sexual Experience, Gender, Race, and Violence**

Week 4 **Sex, Gender, and Violence**
- **M:** CJ Pascoe, “Compulsive Heterosexuality: Masculinity and Dominance”
- Jackson Katz, “It Takes a Village”
- **W:** No Class. At-Home Assignment
- Bonnie Mann, “Creepers, Flirts, Heroes, and Allies: Four Theses on Sexual Harassment”
- Susan Brison, “Surviving Sexual Violence: A Philosophical Perspective”

Week 5 **Sex, Gender, Race, and Violence**
- **M:** Patricia Hill-Collins, “Regulating Black Women’s Bodies” in *Black Feminist Thought*
- Mukhopadhyay, “Trial by Media: Black Female Lasciviousness and the Question of Consent”
- **W:** Patricia Hill-Collins, “Prisons for Our Bodies, Closets for Our Minds” in *Black Sexual Politics*

Week 6 **Pornography and Violence in Sex**
- **M:** Catherine MacKinnon, “Defamation and Discrimination”
- **W:** Gayle Rubin, “Misguided, Dangerous, and Wrong”
- Stacey May Fowles, “The Fantasy of Acceptable ‘Non-Consent’: Why the Female Sexual Submissive Scares Us (And Why She Shouldn’t)”

Paper 2 Due on Saturday, November 8th by 11:59pm
Section 3: Sexual Practices and Identity

Week 7: Sexuality, Repression, Identity
M: Michel Foucault, History of Sexuality Vol. 1 pgs 1-35, 103-106
Katz, “The Invention of Heterosexuality”

Week 8: Sexual Practices
M: Christina Greta, “Are We Having Sex Now or What?”
Dan Savage, Excerpts from Savage Love
W: Rachel Kramer Bussel, “Beyond Yes or No: Consent as Sexual Process”
Dan Savage, Excerpts from Savage Love

Week 9: Sexuality and Subjectivity
M: Didier Eribon, “The Shock of Insult” and “To Tell or Not to Tell” in Insult and The Making of the Gay Self
W: Megan Burke, “Sexuality as Becoming”
Ladelle McWhorter, “Disorientation”

Closing:
Week 10: Being Creative with Thinking Love and Sex
M: Presentations
W: Presentations

Paper 3 Due on Tuesday of Finals Week by 11:59pm