

HURON UNIVERSITY COLLEGE
Course Syllabus
Philosophy 2076G: Sex, Love, and Friendship

Summer Day Course Term 2 July 27 th – August 14 th	Instructor: Nicole Fice (she/her)
Online Students should reserve approximately 3 hours per day to work on course material, excluding work on assignments	Email: nfice@uwo.ca Nicole will try to respond to all emails within 24 hours
	Virtual Office Hours: Friday 1:30-2:30PM via zoom Or by appointment (email to arrange)

COURSE DESCRIPTION:

This course investigates the *nature* and *value* of sex, love, and friendship using ancient and contemporary philosophical texts. These topics have been of interest to philosophers from the ancient Greeks onward. This course examines some of the questions philosophers have asked about sex, love, and friendship.

Questions we will examine include:

- What is friendship? How does technology influence our friendships? Are there unique kinds of feminist friendships?
- What is love? Is love a feeling or a type of action? Is love a kind of union between people? What kind of care or concern is involved in love? Is love immune from ethical questions?
- What is required for virtuous sex? Is sexual objectification always wrong? Can feminists reclaim sexiness?

LEARNING OBJECTIVES:

By the end of this course, students will be able to...

1. Critically read, identify, and understand philosophical arguments.
2. Building off of the above learning objective, students will also be able to analyze and engage with philosophical arguments of others; they might disagree or agree with the arguments of others, identify and fill gaps in those arguments, etc.
3. Create and construct their own philosophical arguments in our assignments, including the mid-semester essay and the final project. Here, students will continue to analyze course content and the arguments of others.

4. Relate these central debates and topics in the philosophy of sex, love, and friendship to art, music, and pop culture; as well as to their own experiences, beliefs, and relationships.
5. Communicate with others (peers, instructor, wider communities) one's own philosophical ideas and arguments clearly, effectively, and respectfully.
6. Cultivate their curiosity in thinking about the topics of sex, love, and friendship, which will involve being able to develop their own deep philosophical questions about the topics in class; and be able to communicate these questions and their relevance clearly to others.
7. Be familiar with some central debates in the philosophy of sex, love, and friendship.

LESSON STRUCTURE:

Classes will be exclusively held online, via our course OWL site, OWL Lessons pages, and additional tools linked in OWL. All lessons will be asynchronous—meaning that students can set their own schedule as they work through course material. We will not meet “live”.

Each topic below will have its own Lesson page in our OWL page. These Lesson pages will become on a weekly basis, with the Lessons for the week being released on Mondays. Each lesson will have various required components, including participating in VoiceThreads, OWL forms, watching lesson videos, reviewing required readings, quizzes, etc. (we'll review this during our first lesson). Students will be required to complete all elements of the Lessons pages. Students are responsible for staying on track in completing the lessons.

This is an *accelerated summer course*, so while we only have 3 weeks together, we have the same amount of content as a fall or winter semester course! This class will go by quickly, so it is important that students take steps to ensure they stay on track in terms of progressing through our lessons.

Recommendations for Staying on Track:

- Students are encouraged to complete each lesson during the days they are scheduled below.
- It is recommended that students schedule approximately 3 hours per lesson to ensure they complete all elements of the lesson (this excludes time working on assignments).
- Check our course calendar on OWL and our schedule below for assignment due dates and enter them into your own calendar.
- Set goals and expectations for yourself and stick with them!
- For assignments, give yourself plenty of time and get started ahead of deadlines.
- Visit Western's Digital Student Experience webpage for helpful tips for studying online, videos for online learning strategies, and additional supports:
<https://www.uwo.ca/se/digital/>
- If you have any questions or concerns, you can reach out to Nicole via email.

READING MATERIALS:

Required readings will be made available electronically on OWL.

ASSIGNMENTS:

- **Additional assignment details will be posted on OWL.** Please browse OWL and check your email regularly for course updates, including updates on assignment details. All assignments will be submitted and returned via OWL.
- **Late policy:** The penalty for submitting assignments late is **2% per day**, including weekends. This excludes forum posts, as students have choice in when they post. If you require an accommodation for any assignment worth 10% of the course grade, please promptly see academic counselling.

2 Participation Self-Assessments (worth 5% each) _____ 10%

Discussions are an important aspect of any course, including online courses! Research shows that discussions and participation in online (as in face-to-face classes) are important for our learning and can help us better understand course material. Plus, it helps to create a sense of community in virtual courses.

Participation can look like many different things! In our class, students might participate by adding questions or comments in our OWL forums; contribute to VoiceThread discussions; submit reflections to the instructor; attending office hours; etc. I encourage students to think about all the different ways they might participate in our class.

Participation in our class will be **self-assessed and assessed by the instructor**. Students will submit two self-assessments of their participation, using forms available in the assignments tab on OWL. One self-assessment will be completed half-way through the semester, and the second at the end of the semester. Students are encouraged to monitor their own participation; will grade themselves on participation in the two self-reflections; and provide justifications for their grades.

The instructor will monitor student participation, assess student participation and adjust and approve student grades for participation for the 2 self-assessments.

Mid-Term Essay Assignment _____ 20%

Students will be provided with essay topics relating to course materials for their essays, of which they choose one topic to write on. Essays will be 5 pages long, approximately 1250 words in length. They should include a clear thesis statement, a philosophical argument that supports the thesis, and should demonstrate substantial understanding of relevant course materials. They should be double spaced, follow formal structure, and include proper citations and bibliography. These will be graded using a rubric, which will be provided to students ahead of the assignment deadline.

3 Quizzes (10% each) _____ 30%

There will be 3 quizzes in this class, one per week of class. They will cover all the course materials covered in that week. The purpose of the quizzes is to ensure that students are working through our course materials, completing required readings, and understanding those materials and readings. They will be conducted online via our OWL site's "Test and Quizzes" tab. The quizzes might include multiple choice, short answer, true/false, and/or other question formats.

Final Project Proposal	10%
Final Project	30%

In this assignment, students will be asked to produce a philosophical argument based on their thoughts on and interpretations of a course topic of their choice. This assignment must include the student's thesis on the topic they choose to work on and a philosophical argument that supports the thesis, drawing on relevant course material to support their views. Students will have a list of options in terms of the medium of the project: they could choose to write a standard argumentative essay OR choose from a list of possible alternative formats (i.e. writing a song, recording a podcast, narrating slides, etc.) plus a shorter written component that summarizes their argument. Both options will be graded using a corresponding rubric.

Students will submit a proposal for their final project so that they can receive feedback. Students will be given a form for their proposal, which will include questions to help motivate their ideas for the final project and to help them develop a plan for how they will complete the assignment.

CLASS SCHEDULE:

Unit	Dates	Topic	Required Reading	Assignments Due
Friendship	Lesson 1: Mon. July 27	Course Intro, Background & Introduction to Reading Philosophy	"How to Read Philosophy" by Hugh Wilder	
	Lesson 2: Tues. July 28	Ancient Philosophical Views: Aristotle	"Ancient Greek Views: Aristotle" by Trevas et al	
	Lesson 3: Wed. July 29	Aristotelian Friendship and Technology	"Real character-friends: Aristotelian friendship, living together, and technology" by Michael T. McFall	
	Lesson 4: Thurs. July 30	Feminist Friendships,	"Sisterhood: Political Solidarity Among Women" by bell hooks	Quiz #1

		Sisterhood, and Solidarity		
Love	<i>Mon. Aug 3 – No Class, Civic Holiday</i>			
	Lesson 5: Tues. Aug 4	Ancient Philosophical Views: Plato	“Ancient Greek Views: Plato” by Trevas et al	Mid-Term Essay Assignment
	Lesson 6: Wed. Aug 5	The Union View of Love	“Love’s Bond” by Robert Nozick	Mid-Term Participation Self-Assessment
	Lesson 7: Thurs. Aug 6	The Robust Concern View of Love	“Union, Autonomy, and Concern” by Alan Soble	<i>Friday, Aug. 7th:</i> Final Project Proposal
	Lesson 8: Mon. Aug 10	Distortion of Love	“The Dark Side of Love” by Rolf M. Johnson	Quiz #2
Sex	Lesson 9: Tues. Aug 11	Objectification and Feminist “Sex Wars”	"Public Silence, Private Terror" by Dorothy Allison	
	Lesson 10: Wed. Aug 12	Objectification, Sexiness, and Sexual Subjects	“Sex Objects and Sexy Subjects: A Feminist Reclamation of Sexiness” by Sheila Lintott and Sherri Irvin	
	Lesson 11: Thurs. Aug 13	Sex and Virtue	“Carnal Wisdom and Sexual Virtue” by Neera K. Badhwar	Quiz #3 Final Participation Self-Assessment <i>Friday, Aug. 14th:</i> Final Project Due



Appendix to Course Outlines: Academic Policies & Regulations 2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing

to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site, <https://owl.uwo.ca/portal>, and on the Huron website at <https://huronatwestern.ca/about/accessibility>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising> .

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/contact-directory> .

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here:

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;

- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University, for a detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com.

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on “Special” Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or**

midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Information for Student Illness Reporting Tool Site

Beginning March 18, 2020 at 9:00 a.m. all students are asked to use a new, online [Student Illness Reporting Tool](#) to track and monitor illnesses, whether the illness impacts the submission of course work or not. The illness must be entered each day that you are ill. When the notification is saved, an email is automatically sent to you for your records. This tool takes the place of the need to submit a medical note and the Self-Reported Absence System used by undergraduate students.

If you have self-reported and require accommodation for a deadline or an exam, please email your instructor directly with the details.

The health, safety and wellness of the university community is important to Western. During the current COVID-19 situation, it is essential for Western to track the impact of illnesses for the University. The Middlesex-London Health Unit must receive this data to be able to quickly understand the magnitude of illness affecting the university community.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds (if absence is not self-reported)

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf ,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as

quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and Western

Students who are stressed, emotionally distressed or in mental health crisis, please refer to: <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly. Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Important Dates & Directory at Huron and Western

For a current list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:**
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:**
<https://www.uwo.ca/directory.html>