

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

Summer Day Course Term 2 July 26 th – August 13 th	Instructor: Nicole Fice (she/her)
Lecture content will be delivered asynchronously on OWL Lesson pages	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)
1-hr synchronous discussion meetings held Mon-Thurs, 3:30-4:30PM EST (alternative forum assignments available for those who cannot attend live)	

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 lecture content will be delivered asynchronous via pre-recorded videos and information written in OWL Lesson pages.**

There will also be daily 1-hr synchronous (“live”) discussion period over zoom from 3:30-4:30PM EST, held over zoom. Students will be expected to have completed lessons from that day and will participate in structured discussion activities with peers on respective lesson content. I recognize that some students will be working part- or full-time or will be living abroad and unable to attend live discussions. **For these students, alternative forum-based discussions will be made available.** They will cover the same questions as the live discussion periods. **Students are expected to participate in discussion in one of these ways.**

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. 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.
- Students should 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%

Discussion is a key component of our class. Research shows that discussions and participation in online courses 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 joining discussion periods/completing alternative form post assignments for each lesson; adding questions or comments in our OWL forums; submit reflections to the instructor; attending office hours; etc. 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 short 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. 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 26	Course Intro, Background & Introduction to Reading Philosophy	“How to Read Philosophy” by Hugh Wilder	
	Live Discussion: 3:30-4:30PM EST via zoom			
	Lesson 2: Tues. July 27	Ancient Philosophical Views: Aristotle	“Ancient Greek Views: Aristotle” by Trevas et al	

	Live Discussion: 3:30-4:30PM EST via zoom			
	Lesson 3: Wed. July 28 Live Discussion: 3:30-4:30PM EST	Aristotelian Friendship and Technology	“Real character-friends: Aristotelian friendship, living together, and technology” by Michael T. McFall	
	Lesson 4: Thurs. July 29 Live Discussion: 3:30-4:30PM EST	Feminist Friendships, Sisterhood, and Solidarity	“Sisterhood: Political Solidarity Among Women” by bell hooks	Quiz #1
Love	<i>Mon. Aug 2 – No Class, Civic Holiday</i>			
	Lesson 5: Tues. Aug 3 Live Discussion: 3:30-4:30PM EST	Ancient Philosophical Views: Plato	“Ancient Greek Views: Plato” by Trevas et al	Mid-Term Essay Assignment
	Lesson 6: Wed. Aug 4 Live Discussion: 3:30-4:30PM EST	The Union View of Love	“Love’s Bond” by Robert Nozick	Mid-Term Participation Self- Assessment
	Lesson 7: Thurs. Aug 5 Live Discussion: 3:30-4:30PM EST	The Robust Concern View of Love	“Union, Autonomy, and Concern” by Alan Soble	<i>Friday, Aug. 6th: Final Project Proposal</i>
	Lesson 8: Mon. Aug 9 Live Discussion: 3:30-4:30PM EST	Distortion of Love	“The Dark Side of Love” by Rolf M. Johnson	Quiz #2
	Lesson 9: Tues. Aug 10 Live Discussion: 3:30-4:30PM EST	Objectification and Feminist “Sex Wars”	"Public Silence, Private Terror" by Dorothy Allison	
Sex	Lesson 10: Wed. Aug 11	Objectification, Sexiness, and Sexual Subjects	“Sex Objects and Sexy Subjects: A Feminist Reclamation of Sexiness”	

	Live Discussion: 3:30-4:30PM EST		by Sheila Lintott and Sherri Irvin	
	Lesson 11: Thurs. Aug 12 Live Discussion: 3:30-4:30PM EST	Sex and Virtue	“Carnal Wisdom and Sexual Virtue” by Neera K. Badhwar	Quiz #3 Final Participation Self- Assessment <i>Friday, Aug. 13th: Final Project Due</i>
*Live discussion periods are strongly recommended but not mandatory for students who cannot attend due to work commitments and/or living abroad. Students who cannot attend will participate via alternative discussions in OWL forums.				



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

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 enroll in it, you may be removed from this course and it will be deleted from your record. This decision 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.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

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 the 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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“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.

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/accommodation_illness.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. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. 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.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the

maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

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/student-life/student-services/>.

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/faculty-staff-directory/>.

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 Advising website, <https://huronatwestern.ca/student-life/student-services/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.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Learning Development and Success: <https://www.uwo.ca/sdc/learning/>
Accessible Education: <http://academicsupport.uwo.ca/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.