

**Philosophy 3710: Sex and Love/
Philosophy 3720: Contemporary Moral Problems
Fall 2017**

Instructor: Katie Kirkland
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Office: 25 Park Place, Room 1646
Office Hours: T 12:30-2:00 and 4:00-5:30 and
by appointment
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Course Meetings: TR 2:30-3:45
Course Location: Aderhold 302
CRN: 93186/92849

COURSE DESCRIPTION:

In this class we will critically engage with a number of topics relevant to human relationships. Over the course of the semester, we will consider ethical issues related to love, sex, marriage, and family. One of the goals of this course is to make you think more critically about concepts and institutions that are taken for granted in our daily lives. Some of the questions that I want you to consider over the course of the semester are: Can ethical and political theories (e.g. radical feminism) pass judgment on sexual preferences and sexual practices? Does the state have a legitimate interest in regulating marriage? Is the typical conception of marriage too exclusive? Is sexual objectification an inherent part of sexual activity? Is sexual objectification always wrong? Throughout the semester we will be reading articles that offer answers to some of these questions, but the goal is not for you to adopt any one of the answers given by course readings. Rather, I encourage you to formulate your own answers to these questions in light of readings, class discussions, and philosophical reflection.

COURSE OBJECTIVES:

By the end of the course, students should

- Understand and appreciate the moral challenges posed by the topics covered in the course,
- Understand and be able to think critically about the philosophical arguments covered in the course,
- Improve their argumentative writing and oral communication skills, and
- Be well-prepared to continue to think critically about these issues.

COURSE MATERIALS:

Required Readings

Book:

- Elizabeth Brake, *Minimizing Marriage: Marriage, Morality, and the Law* (Oxford University Press, 2012)

Electronic Journals:

Some of the assigned readings for the course are available through your library access to electronically available journal articles. Go here: <http://www.library.gsu.edu/>. Click on the "Journals" tab. Then enter the name of the journal in which the article you are trying

to find appears. Find the journal as an electronic resource. Select a source for accessing the journal. You can search by year and volume number to locate the article you need.

iCollege:

Some of the readings are not available through the library's electronic database. These readings are indicated on the course schedule. PDFs of these readings will be posted on iCollege.

COURSE REQUIREMENTS:

Midterm	25%	Tuesday, October 3
Final Exam	25%	Thursday, December 7, 1:30pm
Student Presentations	20%	
Reading Responses	20%	Due <i>before</i> reading is discussed
Attendance/Participation	10%	

Grading Scale:

A+	4.30	98-100	C+	2.33	76-79
A	4.00	93-97	C	2.00	73-75
A-	3.67	90-92	C-	1.67	70-72
B+	3.33	86-89	D	1.00	60-69
B	3.00	83-85	F	0.00	0-59
B-	2.67	80-82			

Midterm Exam:

Students will be asked to answer essay questions and will be given a list of possible exam questions prior to the exam. It will be an in-class essay exam. Students will have 75 minutes for the exam. Students will be allowed to make up the exam only for religious observances or extenuating circumstances (e.g. illness, family emergency) and may be asked to substantiate their reason for missing an exam with appropriate documentation. It is the student's responsibility to contact me to schedule a time to make up the exam. ***If you do not take the first exam, you are liable to be withdrawn from the class.***

Final Exam:

Students will be asked to answer essay questions on the final exam and will be given a list of possible exam questions prior to the exam. Students will be allowed to make up the exam only for religious observances or extenuating circumstances (e.g., illness, family emergency) and may be asked to substantiate their reason for missing an exam with appropriate documentation. It is the student's responsibility to contact me to schedule a time to make up the exam. The final exam is at the time set by the University Registrar.

Student Presentations:

Students will prepare presentations on topics related to the course. Students will choose an article to summarize and critically evaluate it in a fifteen minutes presentation. You must get the article

approved by me **no later than October 31**. More details on the assignment will be provided later in the semester.

Reading Responses:

Students should submit one reading response for each week of class. Reading responses should be 300 words minimum and should summarize the main thesis or a central point in the assigned reading for the class meeting. In addition to the required summary, reading responses may also (but are not required to) raise questions about the reading or critically evaluate the author's argument. The purpose of these assignments is to encourage students to read the material carefully and analytically. A good reading response should clearly demonstrate that the student has carefully read and thought about the assigned reading.

Reading responses should be submitted to the class dropbox on iCollege prior to the class meeting in which the readings is discussed (if you are doing a reading response for a reading that we discuss on a Tuesday, the response is due by 2:29pm on Tuesday and if you are doing a reading response for a Thursday reading, the response is due by 2:29pm on Thursday). Reading responses will receive one of the following designations: unsatisfactory (5/10), satisfactory (8/10), or exceptional (10/10). All reading responses turned in late will receive no higher than an unsatisfactory, but it is far better to receive an unsatisfactory than no grade at all!

Attendance and Participation:

Attendance is not only required but essential for success in this course. Attendance and participation constitute 10% of the total grade for the semester. Students are allowed three absences during the semester for any reason. More than three absences will be detrimental to a student's grade.* Attendance will be taken at the beginning of each class, and students who are not present when attendance is taken will be marked absent; students who leave class early (and miss a substantial portion of the class) may also be marked absent.

Regular participation in class is required. This includes raising questions about the course material responding to questions asked by me or other students, participation in group work, and short in-class written assignments.

* If you have an extended illness or other extenuating circumstance which requires that you miss class more than three times, you should discuss your situation with me at the earliest possible opportunity.

To receive an "A" for "attendance and participation," students must not have more than 3 absences **and** must regularly participate in class. Students who have more than 3 absences cannot receive a grade in the "A range" for "attendance and participation." Students with more than 6 absences will receive an "F" for attendance and participation.

In-class Behavior:

Students are expected to treat me and their fellow classmates with respect at all times. **Students are not allowed to use any electronic devices during class except to take notes or reference course materials.** It is not appropriate for students to leave class to make or receive a phone call. It is also not appropriate to text for any reason during class.

Students may be asked to leave class for disruptive behavior, and in some cases, may be administratively withdrawn (see disruptive student policy <http://deanofstudents.gsu.edu/files/2013/03/Disruptive-Student-Conduct-in-the-Classroom-or-Other-Learning-Environment-April-2006.pdf>)

Also, while it is perfectly appropriate for students to use electronic devices to take notes and view course related materials, it is absolutely not appropriate to surf the web, answer emails, etc. Students who misuse electronic devices will not be allowed to bring them to class. And, it is also not appropriate to do homework for any other classes during class. In addition, no electronic devices will be allowed on test days

MISCELLANEOUS ITEMS:

Academic Dishonesty:

Academic dishonesty of any kind will not be tolerated. The departmental default penalty for any form of academic dishonesty is failure of the course. If you have any questions about what constitutes academic dishonesty, please ask or consult the “Student Code of Conduct and Policies.” Available at <http://codeofconduct.gsu.edu/files/2013/03/2014-2015-Section-II-Academic-Conduct-Student-Code-of-Conduct.pdf>

Students with Disabilities:

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed accommodation plan and students are responsible for providing a copy of that plan to me.

Course Evaluations:

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

Contacting the Instructor:

If you need to contact me for any reason during the course of the semester, you should do so using only your official Georgia State email address. Emails should be sent to me at kkirkland9@gsu.edu. Also, do not hesitate to come see me during office hours!!

Flex Days:

I have set aside two days near the end of the semester as “flex days.” The purpose of setting these days aside is twofold. First, if we are unable to cover the material as scheduled, the flex days allow us time to cover things that we have not completed. Second, (and more exciting) if we do not need the flex days to catch up on other material, the flex days can be used to discuss topics of particular interest to the students. Closer to the end of the semester, I will determine whether or not we need to use the flex days to make up uncovered material and if not, I will present several possible topics to the class for a vote to determine what will be discussed in class on those days.

The syllabus provides a general plan for the course; deviations may be necessary.

COURSE READINGS

The following is a tentative reading list for the semester. It is possible that I will make some changes. All changes will be announced in class. **Daily reading assignments should be completed before class begins (i.e., no later than 2:29pm on the day the reading will be discussed).** Please bring your copy of the reading material with you to class and be prepared to discuss the material with your classmates.

I will announce in class the day prior to each reading which pages you will be required to read. This is one more reason why it is important to come to class.

Tuesday, August 22:

Class introductions and syllabus day

A Quick and Dirty Introduction to Moral Theories

Sex and Sexual Objectification

Thursday, August 24:

Excerpt from Ann E. Cudd, *Analyzing Oppression* (Oxford, 2006): 165-67 (**PDF on iCollege**)

Sally Haslanger, "On Being Objective and Being Objectified," In *Resisting Reality: Social Construction and Social Critique* (Oxford, 2012): 35-82 (**PDF on iCollege**)

Tuesday, August 29:

Martha Nussbaum, "Objectification," *Philosophy and Public Affairs* 24, no. 4 (1995): 249-91 (**PDF on iCollege**)

The Feminist "Sex War": Sexual Ethics and Sadomasochism

Thursday, August 31:

Ann Ferguson, "Sex War: The Debate between Radical and Libertarian Feminists," *Signs* 10, no. 1 (1984): 106-112 (**PDF on iCollege**)

Tuesday, September 5:

Sandra Bartky, "Feminine Masochism and the Politics of Personal Transformation," in her *Femininity and Domination: Studies in the Phenomenology of Oppression* (Routledge, 1990): 45-62 (**PDF on iCollege**)

Thursday, September 7:

Lorena Leigh Saxe, "Sadomasochism and Exclusion," *Hypatia* 7, no. 4 (1992): 59-72 (**PDF on iCollege**)

Tuesday, September 12:

CLASS CANCELLED DUE TO HURRICANE

Thursday, September 14:

Patrick D. Hopkins, "Rethinking Sadomasochism: Feminism, Interpretation, and Simulation," *Hypatia* 9, no. 1 (1994): 116-41 **(PDF on iCollege)**

Future Directions for Marriage: Polygamy, Disestablishment and Minimal Marriage

Tuesday, September 19:

Gregg Strauss, "Is Polygamy Inherently Unequal?" *Ethics* 122 (2012): 516-544 **(PDF on iCollege)**

Thursday, September 21:

Cass R. Sunstein and Richard H. Thaler, "Privatizing Marriage," *The Monist* 91 (2008): 377-387 **(PDF on iCollege)**

Tuesday, September 26:

Elizabeth Brake, *Minimizing Marriage*, Chapter 1: The Marriage Promise **(text)**

Thursday, September 28: Review for Midterm Exam

Tuesday, October 3: Midterm

Thursday, October 5:

Brake, CH 3: Marriage, Sex, and Morals

Tuesday, October 10:

Brake, CH 4: Special Treatment for Lovers

Thursday, October 12:

Brake, CH 5: Critiques of Marriage

Tuesday, October 17:

Brake, CH 7: Minimizing Marriage

Gender, Family and the State

Thursday, October 19:

Nancy Fraser, "After the Family Wage: A Postindustrial Thought Experiment," in her *Justice Interruptus: Critical Reflections on the "Postsocialist" Condition* (Routledge, 1997), 41-66. **(PDF on iCollege)**

Tuesday, October 24:

Gina Schouten, "Citizenship, Reciprocity and the Gendered Division of Labor: A Stability Argument for Gender Egalitarian Political Interventions," *Politics, Philosophy & Economics* (PDF on iCollege)

Surrogacy

Thursday, October 26:

Elizabeth Anderson, "Is Women's Labor a Commodity," *Philosophy & Public Affairs* 19 (1990): 71-92 (PDF on iCollege)

Tuesday, October 31:

Deborah Satz, "Markets in Women's Reproductive Labor," *Philosophy & Public Affairs* 21.2 (1992): 107-131 (PDF on iCollege)

Thursday, November 2: Flex Day

Tuesday, November 7: In-class work on presentations

Thursday, November 9: Flex Day

Tuesday, November 14: Student Presentations

Thursday, November 16: Student Presentations

*Tuesday, November 21: **Thanksgiving Break, No Classes***

*Thursday, November 23: **Thanksgiving Break, No Classes***

Tuesday, November 28: Student Presentations

Thursday, November 30: Student Presentations

Final Exam Thursday, December 7, 1:30-4:00 pm

Department of Philosophy
General Syllabus Statement Fall 2017

- This syllabus provides a general plan for the course. Deviations may be necessary.
- The last day to **withdraw** from a course with the possibility of receiving a W is **Tuesday, October 10.**
- Students are responsible for confirming that they are attending the course section for which they are registered. Failure to do so may result in an F for the course.
- By University policy and to respect the confidentiality of all students, **final grades** may not be posted or given out over the phone. To see your grades, use PAWS.
- The customary penalty for a violation of the academic honesty rules is an "F" in the course. See the University Policy on Academic Honesty on the reverse of this sheet. **Copying or using material from the internet without citation is a violation of the academic honesty rules.**
- A student may be awarded a grade of "W" no more than 6 times in their careers at Georgia State. After 6 Ws, a withdrawal is recorded as a WF on the student's record. A WF counts as an F in a GPA.
- Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take the time to fill out the online course evaluation.
- Students who wish to request accommodation for a disability must do so by registering with the Office of Disability Services in Suite 230 of the Student Center. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

Subscribe to one of our department listservs for current information and events:

1. Undergraduate Students: <http://philosophy.gsu.edu/undergraduate/listserv>
 2. Graduate Students: <http://philosophy.gsu.edu/graduate/listserv>
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For more information on the philosophy program visit:
<http://philosophy.gsu.edu>

Policy on Academic Honesty, from the GSU Catalog

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Handbook* and *On Campus: The Student Handbook* and is available to all members of the university community. The policy represents a core value of the university, and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community—students, faculty, and staff—are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisers, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any para-phrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, falsification of the results of experiments or computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

