

## Term Information

Effective Term Spring 2025  
*Previous Value* Spring 2023

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Change the prerequisites. Remove the GE Foundations and add 3 credit hours in philosophy or permission of instructor.

### What is the rationale for the proposed change(s)?

To make the prerequisites more in line with our department's other 3000-level coursework that are approved for a GE Theme. To make our course more in line with pre-reqs of GE Health and Wellbeing Theme courses in other departments.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate no programmatic implications of this change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3430
Course Title	The Philosophy of Sex and Love
Transcript Abbreviation	Phil Sex and Love
Course Description	This course will explore both historical and contemporary philosophical perspectives on both sex and love, and the many ways in which sex and love are integral to human health and well-being.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Prereq: Three credit hours in Philosophy, or permission of the instructor.

### [Previous Value](#)

[Prereq: Completion of GE Foundation Writing and Information Literacy course and GE Foundation Historical and Cultural Studies course, or permission of instructor.](#)

### Exclusions

#### Electronically Enforced

Yes

### [Previous Value](#)

**No**

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

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38.0101

### Subsidy Level

Baccalaureate Course

### Intended Rank

Sophomore, Junior, Senior

## Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Students will be able to interpret, analyze, evaluate, and synthesize significant classical and contemporary philosophical works that address intimate and interpersonal relationships as an important part of living a healthy and meaningful life.

### Content Topic List

- Philosophical Analysis of Love
- Philosophical Analysis of Sex
- Moral and Political Implications of Sex
- Health and Wellbeing

### Sought Concurrence

No

## Attachments

- 3430 sample syllabus as of 9.18.2024.pdf: Sample Syllabus

*(Syllabus. Owner: Shuster, Amy Lynne)*

## Comments

**COURSE CHANGE REQUEST**  
3430 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/04/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	09/18/2024 08:19 PM	Submitted for Approval
Approved	Lin, Eden	09/18/2024 08:39 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/04/2024 11:06 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/04/2024 11:06 AM	ASCCAO Approval

**Philosophy 3430: The Philosophy of Sex and Love**  
Course Syllabus

<b>Instructor</b>	TBA
<b>Format</b>	In-person instruction
<b>E-mail</b>	TBA
<b>Location/Time</b>	XXXX
<b>Office Hours</b>	by appointment, in-person and over Zoom

**Course Description:**

*What is sex?* When we want to have sex, what is it that we want? Why do we want sex? What are the moral, social, and physical issues concerning sex? What is consent and what are the ways in which it is given? What are sexual perversions? Ought sex be related to love?

*What is love?* To answer this question requires that we think hard about definitions, historical discussions, and implications of love. Is love essential to a flourishing human life? How do parental love, sibling love, friendship love, erotic love, and romantic love differ and what do they have in common?

This course will explore both historical and contemporary philosophical perspectives on both sex and love. A central aim of this course is to provide students with the theoretical tools to explore the longstanding philosophical concept of love that is so central to human life and wellbeing. This course will strengthen students' critical thinking skills as well as their ability to read and write about moral and social/political philosophy.

**Prerequisite**

Three credit hours in Philosophy, or permission of the instructor.

**Class Climate:** Our focus is on foundational, historical, and contemporary concepts of sex and love. We should be cognizant of the possibility that some of the topics we cover or the examples we use may be difficult, potentially challenging, or trigger strong feelings for some, even if this is not intended. All of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful even when you strongly disagree. You should also feel free to contact me with any questions or concerns.

**GE Theme Category and Expected Learning Outcomes:** Philosophy 3430 satisfies the Health and Wellbeing Theme of the GE requirements.

<b>Health and Wellbeing<sup>1</sup></b>
<b>Goals:</b>
<ol style="list-style-type: none"> <li>1. Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.</li> <li>2. Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</li> <li>3. Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)</li> </ol>
<b>Expected Learning Outcomes.</b> Successful students are able to:

<sup>1</sup> From <https://oaa.osu.edu/ohio-state-ge-program>

- 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
- 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

In Philosophy 3430, students will identify how certain fundamental ideas of sex and love inform conceptions of human wellbeing and flourishing. Students will read, interpret, logically analyze, and critically evaluate significant classical and contemporary philosophical works that address intimate and interpersonal relationships as an important part of living a healthy and meaningful life. Students will analyze sex and love as they contribute to health and wellbeing from historical, theoretical, cultural, socioeconomic, intersectional, and personal perspectives. Through an active and critical engagement with the material, students will hone their skills of interpretation, evaluation, and analytical reasoning. In their papers, students will engage in an in-depth, advanced, scholarly exploration of a concept of sex or love introduced to them by the course. Our weekly on-line discussion boards facilitate student reflection and evaluation, not only of the material presented in the course, but of their own evolving concepts of sex and love and their relationship to their personal conceptions of health and wellbeing.

**Required:** Internet Access

Your access to Carmen is an integral and necessary part of this course. You must activate your OSU email account to have access to Carmen. The Carmen URL is <https://carmen.osu.edu>, and Philosophy 3430 should be listed under My Courses on your Carmen homepage. The username to log on is your OSU name.# and the password is the one you use with all OSU email and registration systems. You are expected to check our course website on a regular basis (e.g., at least several times a week). Your written work, quizzes, and discussion board responses will be submitted through Carmen.

Graded work	Percentage of Course Grade
Participation in Weekly Discussion Boards	25%
In-Class Participation	20%
Quizzes on Readings	15%
Essay	20%
Final Exam	20%

- **Missing work receives a score of zero (0).**
- **All coursework with the exception of the Final Exam must be completed by the last day of scheduled classes for the term, by 5PM.**
- **The Final Exam must be completed to earn credit for the course.**
- **A requirement on all coursework is that it is the student's own work.**

**PARTICIPATION IN DISCUSSION BOARDS:** Most weeks we will hold a discussion on our Carmen website. Use the "Discussions" tab on the course Menu to access it. Meaningful participation earns up to **10 points** each week.

Typical Discussion Format: You will be asked to review the course material for that week. After which, you will be asked to: (a) respond to questions I post on that week's material, and (b) post a thoughtful, meaningful, and respectful comment on another person's post. You are also encouraged, though not required, to post a question or comment you have about the material for others to respond to.

The window for each discussion will last at least four days. After the discussion window closes, I will post feedback, including my own responses to the questions directly about the material, and answer any questions students have asked, to help further clarify the concepts, positions, arguments, etc., about the material for that week. You are strongly encouraged to check back and read the entire thread at this time. Material from our discussions can end up on our Final Exam.

IN-PERSON PARTICIPATION: For most weeks, one class session is dedicated to live discussion. These will be announced in advance. Your participation in 75% of these is required. This is a time for you to get all of your outstanding questions answered as well as an opportunity to delve deeper into a matter of interest to the group, sparked by that week's topic. You will earn up to **10 points** when you **contribute meaningfully** to the conversation and are **present from start to finish**. Be sure you are prepared: review that week's course materials in advance. If you have a standing conflict with the designated time, please contact me in the first week of the course. To receive credit for a missed session, please see below in the "Late and Missed Work Policies"

QUIZZES: Most weeks there will be an open book quiz, which can be accessed from two tabs on Carmen: "Assignments" and "Quizzes." The quizzes range from multiple choice, fill in the blank, short answer, and reflection. They are designed to help you assess your understanding of the reading or other assigned material. Your answers must be the product of your own reading and analysis of the assigned material. You must give accurate citations for all quoted material and paraphrases included in your answers. **Each quiz is worth 10 points**. The lowest quiz grade will be dropped.

MUST-READ REGARDING QUIZZES: Once the deadline hits, the quiz can no longer be attempted. If the quiz has not been attempted prior to the deadline, it will not be available to view after the deadline, so it is strongly advised that you at least attempt the quiz.

ESSAY: The essay should philosophically analyze the arguments made in at least one of the articles or books we've read in class. You are responsible for choosing your own topic; you are highly encouraged to do this in close consultation with me. This paper should be between 5-7 pages. This paper should be typed and double-spaced, with 1-inch margins and 12-point font.

FINAL EXAM: The format of the Final Exam will either be multiple choice or essay or some combination of the two. A typical essay prompt would be comprised of several smaller questions to help guide you through what to cover in that essay. One such question in each essay will ask for your considered and reflective perspective on the given topic. You must give accurate citations for all quoted material and paraphrases included in your answers.

CITING YOUR SOURCES: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers or video title. For online sources, include a link. Your written assignments, including discussion posts and final exam, should be your own original work. In formal assignments, you should follow MLA or

APA style to cite the ideas and words of your research sources. You may find tools on the internet to help you generate your citations. (Google: “citation generator.”)

**The following is the grading scale for the course:**

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Min %	93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	≤59%

CLASS ETIQUETTE: Each course participant is expected to conduct themselves with civility and mutual respect. Our course is a space where everyone should feel welcome and safe to express their on-topic thoughts on the issues we are discussing, provided other participants will not feel disrespected or threatened by them. We will not shy away from differences of opinion, but we should always aim to disagree amicably.

COPYRIGHTED CLASS MATERIALS: The Instructor’s lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own use. You may not and 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 the instructor.

**Late and Missed Work Policies**

Missed work receives a zero (0) score. **The last day to make up any missed work** (except for the Final Exam) **is the last day of regularly scheduled classes at 5PM.** No exceptions without a documentable excuse (e.g., medical).

MAKE-UP QUIZ: In the event of a documentable excuse (e.g., medical, employment), the option of making up a missed quiz will be allowed, *once documentation has been received.*

MISSED DISCUSSION POST: In the event of a documentable excuse (e.g., medical, employment), the option of making up a missed Discussion topic will be allowed.

MISSED IN-PERSON PARTICIPATION: In case you have to miss one of our in-class discussions, but would still like to get credit for it, here's how to make it up: review that week’s course material very carefully, write a Reaction Paper (see below), and e-mail it to me. **Due one week from the missed session.**

Reaction Paper (1 page): Choose one of the assigned readings for that week and briefly summarize the thesis, and the main points offered in support of that thesis. What is your reaction to this thesis? How might it relate to your own experiences? Try to offer one objection or counterexample to either the thesis or to one of the points made in support of that thesis. Is there anything in the reading that you think some might find controversial?

LATE ESSAY: The due date of the essay will be announced in class well in advance. Essays handed in late will be marked down 1/3 of a letter grade for each day it is late, in the absence of a documentable excuse (e.g., medical, employment, legal). So, for instance, without a documentable excuse, an “A” paper will receive an “A-” grade, if it is turned in a day after the due date.

ACADEMIC MISCONDUCT IS NOT TOLERATED:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### **Some Important Campus Resources and Information**

DISABILITIES:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).



## ACCESSIBILITY OF COURSE TECHNOLOGY:

This online course requires use of Carmen and other online communication and multimedia tools. If you need additional services to use these technologies, here are some resources:

- [CarmenCanvas accessibility](https://community.canvaslms.com/docs/DOC-2061)  
(<https://community.canvaslms.com/docs/DOC-2061> )
- [CarmenZoom accessibility](https://resourcecenter.odee.osu.edu/carmenzoom/accessibility-carmenzoom)  
(<https://resourcecenter.odee.osu.edu/carmenzoom/accessibility-carmenzoom> )

## SAFETY AND HEALTH:

All students, faculty, and staff are required to comply with and stay up to date on all university safety and health guidance. To that end, be sure to check <https://safeandhealthy.osu.edu/> regularly.

### *PLEASE TAKE CARE OF YOURSELF*

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292--5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by **dialing 988 to reach the Suicide and Crisis Lifeline.**

## COUNSELING SERVICES:

Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. You may contact LCCS at 567/242-7158 (Samantha Haudenschild, [haudenschild.11@osu.edu](mailto:haudenschild.11@osu.edu)); visit: <https://lima.osu.edu/current-students/student-life/counseling/services.html>. You can reach an on-call counselor when Samantha is not available by calling 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

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DIVERSITY AND INCLUSION:

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

RELIGIOUS ACCOMMODATIONS:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable

accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

#### TOBACCO FREE CAMPUS POLICY:

Ohio State has adopted a tobacco free policy that supports a healthy environment for all members of the campus community. The use of all types of tobacco products is prohibited in all university buildings and on all university-owned properties, including parking lots and all outside areas. The full policy can be found at:

<https://hr.osu.edu/public/documents/policy/resources/720faq.pdf?t=2014724155314>

#### UNIVERSITY EXPECTATIONS REGARDING 2:1 RATIO OF STUDENT EFFORT:

In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Department of Higher Education (formerly the Ohio Board of Regents) has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. In these guidelines, one semester credit hour is awarded for a minimum of 750 minutes of formalized instruction and **“students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity.”** This is a 3-credit hour course.

#### Required Texts:

Plato, *Symposium* (any edition will be acceptable)

Alan Soble & Nicholas Power, eds., *The Philosophy of Sex: Contemporary Readings*, 5th Edition (Rowman & Littlefield, 2008)

1. Thomas Merton, “Love and Need: Is Love a Package or a Message?”
2. Jonathan Franzen, “Liking Is for Cowards. Go for What Hurts.”
3. David Foster Wallace, *This is Water*
4. Plato, *The Symposium*
5. Simone de Beauvoir, *The Second Sex*, “The Woman in Love”
6. Arthur Schopenhauer, “The Metaphysics of the Love of the Sexes”
7. Emma Goldman, “Marriage and Love”
8. Cheshire Calhoun, “In Defense of Same-Sex Marriage”
9. Claudia Card, “Against Marriage and Motherhood”
10. Bryan Weaver and Fiona Woollard, “Marriage and the Norm of Monogamy”
11. Greta Christina, “Are We Having Sex Now, or What?”
12. Louise Collins, “Is Cybersex Sex?”
13. Robert Solomon, “Sex and Perversion”
14. Alan H. Goldman, “Plain Sex”

15. Brunning and McKeefer, "Asexuality"
16. Sandra Bartky, "Feminine Masochism and the Politics of Personal Transformation"
17. Martha Nussbaum, "Objectification"
18. Martha Nussbaum, "'Whether from Reason or Prejudice': Taking Money for Bodily Services"
19. Catharine MacKinnon, "Pornography, Civil Rights, and Speech"
20. Nancy Bauer, "Pornutopia"; Ann Barnhill's comments on "Pornutopia"
21. Ashwani Tambe, "Reckoning with the Silences of #Me Too"
22. Any supplementary materials will be made available through Carmen

### Course Schedule (Tentative)\*

<b>Week 1</b>	WHAT IS LOVE? <u>Reading:</u> Merton, Franzen
<b>Week 2</b>	WHAT IS LOVE? <u>Reading:</u> Wallace, Plato
<b>Week 3</b>	WHAT IS LOVE? <u>Reading:</u> Plato
<b>Week 4</b>	WHAT IS LOVE? <u>Reading:</u> de Beauvoir, Schopenhauer
<b>Week 5</b>	MORAL AND POLITICAL IMPLICATIONS LOVE <u>Reading:</u> Goldman, Calhoun
<b>Week 6</b>	MORAL AND POLITICAL IMPLICATIONS LOVE <u>Reading:</u> Card, Weaver/Woollard
<b>Week 7</b>	WHAT IS SEX? <u>Reading:</u> Christina, Collins
<b>Week 8</b>	WHAT IS SEX? <u>Reading:</u> Solomon, Goldman
<b>Week 9</b>	WHAT IS SEX?; <i>Paper prep</i> <u>Reading:</u> Brunning and McKeever
<b>Week 10</b>	SPRING BREAK
<b>Week 11</b>	MORAL AND POLITICAL IMPLICATIONS SEX <u>Reading:</u> Bartky
<b>Week 12</b>	MORAL AND POLITICAL IMPLICATIONS SEX <u>Reading:</u> Nussbaum
<b>Week 13</b>	MORAL AND POLITICAL IMPLICATIONS SEX; <i>Paper Due</i> <u>Reading:</u> MacKinnon, Bauer, Barnhill

**Week 14** MORAL AND POLITICAL IMPLICATIONS SEX  
Reading: Tambe

**Week 15** Catch up/Review

**Final Exam** On registrar scheduled date and time

\*Note: this schedule is subject to change. All changes will be announced in class first and then posted on Carmen. All assignments, Tests, and Exams will be announced in class.