

**University of Waterloo**  
**Department of Philosophy**  
**Phil 402/Phil 673/WS 422**  
**Seminar: Autonomy in Sex and Love**  
**Fall 2014**  
**Mondays 2:30-5:20**

**Instructor: Patricia Marino**  
**Office: HH 332**  
**Office Hours: Tuesdays and Thursdays 1:00-2:00 and by appointment**  
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### **Course Description**

This course is a seminar on autonomy in sex and love, focusing on questions such as: What is it to choose for oneself in highly social domains like sex and love? How should the ways that women are socialized to prioritize the wellbeing and concerns of others impact on our thinking about choices having to do with sex and love? What are the limits to autonomy's usefulness as a theoretical tool for thinking about sex and love? What does theoretical thinking about autonomy in sex and love tell us about applied issues related to consent, coercion, sexual submission, objectification, and the medicalization of sex and love?

### **Course Requirements**

Since this is a seminar, attendance at each meeting is essential. If you expect to miss **any** of the meetings let me know asap and we can discuss the reasons. If you miss more than three meetings for any reason you cannot pass the course.

Every two weeks, you'll have to submit a 300-600 word paper on the readings. This paper should examine critically some particular idea from one of the texts assigned for that day, and should have a thesis and argument. These will be graded out of 10 points. These must be submitted via the LEARN dropbox, in pdf format, before 5:00pm the Friday before the class for which they apply. Depending on how our discussions go, I may ask you to read your paper in class so we can discuss the ideas as a class. Participation in class discussion is also an important part of the course. If you raise questions or offer comments or responses twice at each meeting of the seminar the participation part of your grade will be a B or 75%. More frequent participation will raise your grade, less frequent participation will lower it. If you attend class without participating, your grade for participation will be D or 55. Participation is worth 10% of your grade.

There is one long paper required, which should be around 3000 words for undergraduates and around 4500-6000 words for graduate students. Everyone will do a presentation for this class, toward the end of the term, but the scheduling will depend on enrollment. Details to follow. The idea is for you to present a work-in-progress version of your final paper, which you can then revise in response to feedback and questions. When you do your presentation you must also

submit a version of your paper that represents the content of your presentation. You can present in any style you like -- slides, talking, reading, whatever -- but this paper should contain the ideas of your presentation explained in written-paper style. I will comment on this, and you should use these comments to improve the final version of the paper to be handed in during the exam period. The final version of the final draft will be due December 15th at 5:00pm, again via the LEARN dropbox.

### **Readings and Learn**

Everyone is expected to have read the assigned readings assigned before class and to be ready to discuss them. As most of you know, philosophy texts are often dense with argumentation, so if you don't get it the first time don't be discouraged! Everyone reads philosophy texts more than once and you should expect to as well. The readings will be posted on LEARN. I will also use LEARN for announcements etc. so please check it daily.

### **Assessment**

Participation: 10%

Short papers: 10%

Presentation: 10%

Presentation paper: 20%

Final paper: 50%

### **Late Work Etc.**

If you experience unexpected difficulties like illness or personal difficulties, please let me know as soon as possible. Obviously it's best to just submit everything on time. But if you must be late, I will subtract one point per day (out of ten) for the weekly papers and three percentage points (out of 100) per day for the presentation and final paper. If anything arises that gets in the way of you doing your work for this class, please do not hesitate to talk to me: I'm here to help and I'll do what I can.

### **Information on Plagiarism Detection**

No formal or technological plagiarism detection mechanisms will be used in this class.

### **Electronic Device Policy**

There is no formal policy against the use of laptops or tablets in class, but there are two rules: 1) you may not use any technology in ways that are distracting to me or to the other students and 2) you must be mentally present for what is going on in the classroom. **This means no videos, no social networking, no email, no checking your phone during class.** If you must use your phone, please leave the classroom to do so. You may return when you're done.

### **Etiquette**

Please call me "Patricia." Or you can call me "Professor Marino" or "Dr. Marino" if you prefer.

### **Sept 8: Introduction**

- Stanford Encyclopedia of Philosophy* entry on "Autonomy in Moral and Political Philosophy": <http://plato.stanford.edu/entries/autonomy-moral/>
- We'll talk about topics and examples in class. If you're not there, talk to me!

### **Sept 15: Self-abnegation and some problems of autonomy**

- Marilyn Friedman, 1985. "Moral Integrity and the Deferential Wife," *Philosophical Studies* 47(1), 141-150.
- Diana Meyers, 1987. "Personal Autonomy and the Paradox of Feminine Socialization," *Journal of Philosophy* 84, 619-628.
- Jean Hampton, 1993. "Selflessness and the Loss of Self," *Social Philosophy & Policy* 10, 135-165.

### **Sept 22: Oppression, social conditions, and autonomy**

- Mariana Oshana, 1998. "Personal Autonomy and Society," *Journal of Social Philosophy* 29, 81-102.
- Narayan, Uma., 2002. "Minds Of Their Own: Choices, Autonomy, Cultural Practices and Other Women," in *A Mind of One's Own. Feminist Essays on Reason and Objectivity*, L. Antony and C. Witt (eds.), Boulder: Westview, pp. 418-432.

### **Sept 29: Procedural relational autonomy and substantive relational autonomy**

- Natalie Stoljar, 2000. "Autonomy and the Feminist Intuition," in Mackenzie, C. and N. Stoljar (eds.), 2000, *Relational Autonomy: Feminist Perspectives on Autonomy, Agency and the Social Self* (New York: Oxford University Press), 94-111.
- Westlund, Andrea, 2009. "Rethinking Relational Autonomy," *Hypatia* 24, 26-49.

### **Oct 6: Adaptive preferences and deformed desires**

- Anita Superson, 2005. "Deformed Desires and Informed Desire Tests," *Hypatia*, 20(4), 109-126.
- Serene Khader, (2012). Must Theorising About Adaptive Preferences Deny Women's Agency? *Journal of Applied Philosophy*, 29(4), 302–317.

Oct 13: Thanksgiving NO CLASS

### **Oct 20: Seduction, rape, and coercion**

- Sarah Conly 2004. "Seduction, Rape, and Coercion," *Ethics*, 115(1), 96-121.
- Sarah Buss, 2005. "Valuing Autonomy and Respecting Persons: Manipulation, Seduction, and the Basis of Moral Constraints", *Ethics* 11(5): 195-135.

**Oct 27: Autonomy, love, and the neuro-enhancement debate**

- Andrea Westlund, 2005. "Love and the Sharing of Ends," Pre-Print, 1-36.
- Brian Earp, Anders Sandberg, A., & Julian Savulescu, (2012). "Natural Selection, Childrearing, and the Ethics of Marriage (and Divorce): Building a Case for the Neuroenhancement of Human Relationships," *Philosophy & Technology*, 25(4), 561–587.

**Nov 3: Autonomy and objectification**

- Patricia Marino, "Sexual Use, Sexual Autonomy, and Adaptive Preferences" (draft; in progress).
- Niels Teunis, 2007. "Sexual Objectification and the Construction of Whiteness in the Gay Male Community," *Culture, Health & Sexuality*, 9(3), 263–275.
- Diana Sanchez, 2006. "Sexual Submissiveness in Women: Costs for Sexual Autonomy and Arousal," *Personality and Social Psychology Bulletin*, 32(4), 512–524.

**Nov 10: Autonomy and liberalism**

- Lisa Schwartzman, "Can Liberalism Account for Women's 'Adaptive Preferences?'" *Social Philosophy Today* 23 (2007): 175-186.
- John Christman, (2001). "Liberalism, Autonomy, and Self-Transformation," *Social Theory and Practice*, 185-206.

**Nov 17: Autonomy and submission**

- Joanna Zaslow, TBA
- TBA

Nov 24:

STUDENT PRESENTATIONS

Dec 1:

STUDENT PRESENTATIONS

**Cross-listed course:**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Academic Integrity:**

***Academic Integrity:*** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

***Discipline:*** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

***Grievance:*** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4.

***Appeals:*** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

***Other sources of information for students:***

[Academic Integrity website \(Arts\)](#) [Academic Integrity Office \(uWaterloo\)](#)

**Accommodation for Students with Disabilities:**

***Note for students with disabilities:*** The [AccessAbility Services](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.