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<tr>
<td>3.) COURSE PROPOSED: Prefix: PHI Number: 218 Title: Philosophy of Sexuality Credits: 3</td>
<td></td>
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<tr>
<td>CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
<td></td>
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<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR: Debra J. Campbell PHONE: 480-461-7615</td>
<td></td>
</tr>
<tr>
<td>FAX: 480-461-7044</td>
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</table>

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

Core Areas: Literacy and Critical Inquiry (L) Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

☑ Course Description
☑ Course Syllabus
☑ Criteria Checklist for the area
☑ Table of Contents from the textbook required and/or list or required readings/books
☑ Description of how course meets criteria as stated in Item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☑ DECPHI prefix and IAS
☑ Elective

Current General Studies designation(s): HU

Effective date: 2012 Spring Course Equivalency Guide

Is this a multi-section course? ☑ yes ☐ no

Is it governed by a common syllabus? ☑ yes ☐ no

Chair/Director: DEBRA J. CAMPBELL

AGSC Action: Date action taken: ☑ Approved ☐ Disapproved

Effective Date: [Signature]

Chair/Director Signature: [Signature]
**ASU - [L] CRITERIA**

To qualify for [L] designation, the course design must place a major emphasis on completing critical discourse—as evidenced by the following criteria:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
<th>Please see page 4 of checklist.</th>
</tr>
</thead>
</table>

**CRITERION 1:**
At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

**CRITERION 2:**
The composition tasks involve the gathering, interpretation, and evaluation of evidence

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

**CRITERION 3:**
The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
### ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>CRITERION 4:</th>
<th>Identify Documentation Submitted</th>
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<tr>
<td>✗</td>
<td></td>
<td>These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed.</em></td>
<td>Please see page 4 checklist.</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".

C-4
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
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<tbody>
<tr>
<td>PHI</td>
<td>218</td>
<td>Philosophy of Sexuality</td>
<td>L</td>
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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.</td>
<td>More than 75% of the grade comes from written assignments intended to critically evaluate topics in the philosophy of sexuality, including three 4-5 page papers and numerous one-paragraph essays.</td>
<td>Please see section V of the syllabus for detailed explanation of the papers, grading, and participation assignments. Also, please see the Official Course Description and Official Course Competencies attached.</td>
</tr>
<tr>
<td>2: The composition tasks involve the gathering, interpretation, and evaluation of evidence</td>
<td>The three 4-5 page papers involve research and critical evaluation of their chosen topic in the philosophy of sexuality</td>
<td>Please see the instructions for the three writing assignments attached entitled: First Paper Topic, Second Paper Topic, and Third Paper Topic</td>
</tr>
<tr>
<td>3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</td>
<td>The three 4-5 page papers are listed in the syllabus along with the numerous one paragraph essays that correspond to each of the readings for the class</td>
<td>Please see section V of the syllabus for the detailed explanation of the papers, essays, and grading.</td>
</tr>
<tr>
<td>4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</td>
<td>The syllabus states that students will receive feedback on each writing assignment, usually within one week from the time the paper is turned in for grading.</td>
<td>Please see section V of the syllabus regarding the feedback on papers.</td>
</tr>
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</table>
JUSTIFICATION FOR  
(L) LITERACY AND CRITICAL INQUIRY  
FOR  
PHILOSOPHY OF SEXUALITY – PHI218

PHI218- Philosophy of Sexuality does seem to satisfy the criteria for the (L) general studies designation. Writing and critical thinking have been fully integrated into this course as the primary means of learning the content, that is, the historical and philosophical development of current views about human sexuality and the role that sexuality plays in a good life. The writing in this course demonstrates that the students have learned the content of the course. Students are asked to write three papers over the course of which they develop a topic in human sexuality from the historical background through a conceptual analysis and finally to a fully developed prospective/normative view. The instructor for this course, by means of the three papers and discussions in class, assesses the students’ comprehension of the philosophical theories as well as of the various authors’ positions and arguments. Critical inquiry is essential for this course. In addition to gathering, interpreting, and evaluating evidence in the readings of the text, we will be discussing and debating issues during class time, and also using the Internet to obtain updates and current arguments. Therefore, there will be a demonstration by competent students not only of written, but also of oral skills.
Official Course Description: MCCCD Approval: 5-24-2011

PHI218 2012 Spring - 9999

Philosophy of Sexuality


Prerequisites: ENG101, or ENG107, or permission of Instructor.

Course Attribute(s):

General Education Designation: Humanities and Fine Arts - [HU]

Go to Competencies  Go to Outline

MCCCD Official Course Competencies:

PHI218 2012 Spring - Philosophy of Sexuality 9999

1. Identify and evaluate key philosophers and theologians who have treated the subject of sexuality. (I)
2. Describe the views of key philosophers and theologians through written or oral work designed to emphasize the historical development of topics in the philosophy of sexuality. (II)
3. Contrast and criticize reductionist and expansionist theories related to sexuality through written or oral work designed to build on the research gleaned from the historical section and the feedback provided from the earlier written or oral work. (III)
4. Apply principles of philosophy and ethics to contemporary questions and issues related to human sexuality that create innovative solutions to perennial problems of sexuality. (III)

Go to Description  Go to top of Competencies

MCCCD Official Course Outline:
I. Historical Background: Philosophers on Sexuality

A. Ancient Greek Philosophers
   1. Socrates
   2. Plato
   3. Aristotle
   4. Epicurus

B. Christian theologians
   1. St. Paul
   2. Augustine
   3. Aquinas
   4. Luther
   5. Calvin

C. Modern philosophers
   1. Hume
   2. Kant
   3. Schopenhauer
   4. Russell

II. The Metaphysics of Sexuality

A. Reductionist theories
   1. Goldman
   2. Taylor
B. Expansionist theories
   1. Nagel
   2. Sartre
   3. Solomon

III. The Morality of Sexuality
   A. Feminism
      1. Gender differences
      2. Gender based speech
   B. Sexual orientation
   C. Monogamy and marriage
   D. Pornography
   E. Prostitution
   F. Autoeroticism
   G. Reproductive ethics
      1. Surrogacy
      2. Abortion
      3. In vitro fertilization
   H. Sexuality transmitted diseases
   I. Cybersex and sexting
COURSE SYLLABUS

I. PHI 218. PHILOSOPHY OF SEXUALITY. MWF 11:00-11:50. BP1N.

This course explores philosophical dimensions of sexuality in western culture. Some examples of the philosophical questions surrounding sexuality are: “What is sex?” “Is sex outside of marriage immoral?” and “Can a member of one gender ever know what it is like for a member of another gender to experience sex?” We will examine many of the perennial questions of human sexuality by critically evaluating readings about sexuality from the ancient Greeks to the current day. We will trace the changing mores surrounding sex by comparing and contrasting the most influential cultural forces, that is, ancient Greek culture, ancient Roman culture, and the rise of Christianity, and by analyzing the changing gender roles from the ancient Greeks to contemporary culture.

The purpose of this course is to help you think more effectively about the philosophical dimensions of sexuality. The course emphasizes effective thinking. It is not a purpose of this course to provide you with answers. The professor may, from time to time, argue for certain positions, based on logical consistency. However, the intention would not be to attempt to persuade you of these positions. The intention would be to stimulate thought, to encourage you to view questions from a new perspective, to approach them carefully and logically. In human experience, sexuality is important and controversial -- perhaps it is controversial because it is important. Sexual topics, questions, and words often elicit strong feelings and emotions. Our feelings and emotions can sometimes begin to point the way toward truth, but can also short-circuit our rational processes. Any philosophy course attempts to help students think carefully and logically about questions that arouse strong feelings and emotions. Such is the case in a philosophy of sexuality course. While we will sometimes begin the examination of a question by attending to our feelings, our intuitions, we will always seek to go beyond our intuitions to a rational analysis of the question, a relatively dispassionate analysis of the question.

II. CLASS DISCUSSION/ACADEMIC FREEDOM

Class sessions will conform to the principles of decency and courtesy that are generally observed by the academic community and our larger society, e.g., deference toward others when they are speaking, tolerance of viewpoints that differ from our own, respect for the questions under discussion, the assumption of academic freedom, and the use of language that is as direct and precise as possible. The last two points require elaboration.

In general, the ideal of academic freedom entails that essentially any belief or question about any aspect of human experience that bears on the discipline in question may serve as the topic of examination. The discipline of this course is the philosophy of sexuality. Thus, any aspect of sexuality--any question, any topic, any claim or idea, any thought
experiment, any language used or mentioned—that is relevant to sexuality is possible material for our reading, discussion, and writing.

Our language—what we read, what we write, what we say in class—must reflect the principle of academic freedom. It would be impossible for us to conduct this course without language that refers to sexual experiences, processes, and organs. Nevertheless, a distinction must be drawn between the "use" and the "mention" of words. We use words when they refer to the world; we mention words when they refer to themselves, that is, when we are talking about the words. There are certain words that a sensitive person might never use that she will mention for the purpose of analyzing their meaning or significance. For example, we may mention that the word, "gay" has multiple meanings in our culture, but we will not use the word "gay" as a derogatory term in our discourse. This course requires that we all be free to use and mention language directly, precisely, but also as decorously and sensitively as possible within the constraints of precision and clarity.

III. INSTRUCTOR

Debra Campbell
Office: BP014 Office hours: MWF 8:00 – 8:50 a.m.
Phone: 461-7615 TR 11:00 – 11:50 a.m.
E-mail: dcampbell@mesacc.edu

IV. TEXT AND MATERIALS

The required book in this course is The Philosophy of Sex: Contemporary Readings, (Fifth Edition) edited by Alan Soble. In addition to this text, the readings for the historical section of the course will be provided as handouts assembled in a 3 ring binder. Students are responsible for returning the complete binder at the end of the historical section. The student’s final grade will not be received until their binder has been turned in.

V. ASSIGNMENTS AND GRADING

PAPERS: The instructor will maintain a continuous record of each student’s progress. Three short (4-5 pages) papers (worth 25% each) will be assigned. The three papers will reflect the three sections of the course, i.e., historical, conceptual, and ethical. Students will be asked to choose a topic in the Philosophy of Sexuality and develop that topic over the three papers—historical overview, conceptual overview, and moral considerations. Detailed instructions will be given for each paper at least two weeks before the due date and detailed feedback will be provided on each paper as it is graded.

ESSAYS: Students are also required to turn in a one-paragraph essay on EACH of the assigned readings. Each essay is due at the beginning of class on the first day that reading will be discussed. The instructor will announce at the beginning and end of each class which reading will be discussed in the next class period. If a student is absent, it is the STUDENT’S responsibility to contact either the instructor or a fellow
classmate in order to determine the reading assignment for the next class meeting. The one paragraph essay will be turned in when we have finished the discussion of each reading.

**DISCUSSION LEAD:** For each class meeting, one student will be asked to lead the discussion. This entails starting off the discussion with a short (approximately 5 minutes) introduction to the material. I will give an example of how this is done by leading the introduction to the first reading assignment. Each student must lead the discussion at least once during the semester. This is part of the required participation for the class.

**SHOW AND TELL:** At some point during the semester each student is expected to bring in one presentation item (approximately 2-3 minutes in length) to share with the class. This can be a You-Tube video, piece of music, website, artwork, literature—so long as it relates to human sexuality.

So, 75% of the grade is based on the three papers, and the remaining 25% of the grade will be reserved for the instructor to award points based on the number of essays turned in, the discussion lead, the show and tell item, and overall participation in each daily discussion. **Regular attendance and participation are crucial to the success of this course.** To recap:

**Value of exams and assignments:**

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<tr>
<th>Assignment</th>
<th>Value</th>
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<tr>
<td>1st Paper</td>
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<td>2nd Paper</td>
<td>25%</td>
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<tr>
<td>3rd Paper</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>25%</td>
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**Grading Scale (approximate)**

- 90-100: A
- 80-89: B
- 70-79: C
- 60-69: D
- Below 60: F

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**VI. CALENDAR OF ASSIGNMENTS (Approximate)**

**Weeks** | **Readings/Assignments**
---|---
(1-5) | **HISTORICAL BACKGROUND – Philosophers on Sexuality**

*PRINT OUT A COPY OF THE SYLLABUS (Worth 10 points)*

- Plato, *Symposium*, pp. 457-505
- St. Paul, "First Corinthians," Chapter 7
- Augustine, excerpt from *The Confessions*
- Martin Luther, excerpt from *The Babylonian Captivity of the Church*
- Immanuel Kant, excerpt from *The Philosophy of Law*
Bertrand Russell, excerpt from Love and Marriage
Michel Foucault, excerpts from The History of Sexuality
Michel Foucault, excerpts from Ethics
1st PAPER DUE – October 3, 2011

(6-8) CONCEPTUAL ANALYSIS – The Metaphysics and Epistemology of Sexuality
Soble, Article 2: Are We Having Sex Now or What?
Soble, Article 3: Sexual Perversion
Soble, Article 4: Sexual Behavior: Another Position
Soble, Article 5: Plain Sex
Soble, Article 6: Masturbation, Again
Soble, Article 7: Sex
Soble, Article 8: Is Cybersex Sex?
2nd PAPER DUE – November 7, 2011

(9-15) MORALS AND SEXUALITY – Selections from the following topics-TBD
Sexual Orientation
Sexual Identity
Use, Objectification, and Consent
Sex and Violence
Pornography and Prostitution
3rd PAPER DUE – December 9, 2011

VII. ADDITIONAL INFORMATION

- Due to the nature of the course, it is impossible to exactly link topics with specific dates, thus the above calendar is an approximation. The instructors will make every attempt to stick as closely as possible to the syllabus and will clarify assignments at the beginning and end of each class meeting.
- Students must attend classes regularly. The instructors reserve the right to drop a student after three unexcused absences.
- Besides academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, or plagiarism may result in disciplinary action. Please refer to the student handbook for information regarding institutional policy and due process procedures.
- The instructor is willing to make reasonable accommodations for limitations due to any disability, including learning disabilities. If you have or think you have a disability, including a learning disability, please make an appointment with an advisor at disability resources as soon as possible. They can assist you with appropriate accommodations for you in your classes.
- Please note the district policy regarding refunds and withdrawals stated on the MCC website. If you do not withdraw from the class within the stated time to receive a 100% refund, you will be expected to pay for the class.
- Philosophy deals with controversial adult material including human sexuality, the existence of God, principles of justice, etc. Students must be prepared to engage all
material as presented/assigned. Alternate assignments, readings, lectures, etc. will not be provided.

**MCC Early Alert Program (EARS)**

Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional.

Early Alert Web Page with Campus Resource Information can be located at: http://www.mesacc.edu/students/ears or locate the “Early Alert” selection at the “mymcc” link from MCC’s home page.
The first step in this assignment is to choose a topic (or issue) in the Philosophy of Sexuality that you believe will hold your interest throughout the semester. You may choose from the following topics: sexual orientation, promiscuity, pornography, prostitution, marriage, monogamy, same-sex marriage, or sexual harassment. If none of these topics appeal to you, then you may seek my permission to develop another topic, but we must agree on that alternative topic and put that in writing. You should choose a topic that you will be happy to investigate and develop through three different writing assignments over the course of the semester.

After you have selected your topic, this first writing assignment involves examining the history of your topic/issue as traced through western philosophy (if you would like to include some eastern philosophy that is fine, too), from the time of the ancient Greeks to the present day. You should draw from the readings of the first eight authors presented in this part of the course: Plato, Aristotle, St. Paul, St. Augustine, Martin Luther, Immanuel Kant, Bertrand Russell, and Michel Foucault. You may want to do some additional outside research to develop more fully an historical overview of your topic. In some cases there may be very little information about certain topics during different historical periods. In that case, you may extrapolate from the information available as best you can.

The purpose of this first writing assignment is for you to provide an uninformed reader with an historical introduction to your topic or issue. You should trace the history of your topic—from ancient philosophy through contemporary philosophy—drawing from the philosophers we read and using other resources as needed. You may make generalizations and inferences beyond what we read, but those claims should always be supported by evidence. When using the readings from your binder, you may cite in the text by putting the author’s name and the page number in parentheses after the quotation, for example, (Kant, p. 253). If you use sources outside of the binder, then you must create a “Works Cited” page at the end of your paper to list the additional readings, and then follow the same manner of citing within the text. For an acceptable format for your entries on your Works Cited page, see: http://owl.english.purdue.edu/owl/resource/747/12/ This first writing assignment will lay the foundation for your second and third writing assignments, so the more information you can find, organize, and synthesize for this assignment, the better prepared you will be for the second and third assignments.

One approach to the organization of your paper would be to organize it chronologically and make some comparisons among the different eras: ancient, medieval, modern, and contemporary. This would be written in a typical expository fashion. However, you may want to present the material in the form of a dialogue, instead. For example, you could have two characters discussing the topic, or have a character from each historical period giving their views. This type of dialogue may be written in the form of a script, for example:

**Plato:** The love expressed between two men, who are both seeking wisdom, is the highest expression of love.

**St. Paul:** How can that be? According to the Bible, a man should not lie with another man as he would with a woman.

Of course, the dialogue should present a thorough historical overview of the topic and yet be written in your own words. You may use some direct quotations in this format, but use them as sparingly as you would in a typical paper. Regardless of whether you use the expository format or create a dialogue, the paper will be graded according to how thoroughly and carefully you attend to your topic.

This paper should be a minimum of four (4) typed pages with one-inch margins on the top, bottom and both sides. No cover sheet is necessary. Due: Monday, October 3, 2011 at the beginning of class. Papers should be handed into me directly at the beginning of class. Papers are not accepted via email or on any type of digitized storage medium. Late papers will not be accepted, and this paper is worth 25% of your grade.
Spring 2011

For your second writing assignment, I want you to apply a conceptual analysis to the topic that was the subject of your first paper. **Please draw on at least one (1) of any of the eight articles (except for Great Christina’s article) in Part I of The Philosophy of Sex to conceptually analyze your topic.** Do not use Greta Christina’s article, because she doesn’t really propose a view, so much as just articulate the difficulty of defining “sex.”

You may write this in a straightforward essay format, or you may pretend to interview the author of the article that you are using to discuss your analysis of the topic. Whether you are writing this in essay format or whether you are pretending to interview the author, you should attend to the following questions and provide support for the possible answers to each question:

Question 1: How does the conceptual analysis of sex proposed by this article relate to your topic?

Question 2: Does the conceptual analysis offered by this article lead to a better understanding of your topic? Why or why not?

Question 3: Does the conceptual analysis offered by this article indicate a certain moral judgment about your topic, that is, does this view make your topic morally permissible or impermissible?

If you plan to use the interview format, please follow this model:

**Interviewer (you), Question 1:**

Author’s name, Answer 1:

And so on with questions 2 and 3.

In your paper you should answer completely each of the three enumerated questions above for the author. Also, please support your answers by citing specific examples from the author and/or creating new examples to make the point. This paper should be typed, double-spaced either as an essay or as an interview in script format (see above) with one-inch margins on the top, bottom and both sides. Due: Monday, April 11th at the beginning of class.
THIRD PAPER TOPIC
PHILOSOPHY OF SEXUALITY

Spring, 2011

Dr. Campbell

For your third and final paper you have two options.

Option #1: In essay format, please discuss the moral permissibility and the social acceptability of your topic/issue and the social implications of your view. By social implications, I mean, what are the consequences for society? Please bring to bear at least one of the articles that we have read in this last section of the course, that is, any one of the articles written by the following authors: Finnis, Corvino, Wojtyla, Mappes, West, Benatar, Estes, Mason-Grant, Tisdale, or Sobel. You may bring in any other articles from the course to use in addition to the article you are using from this section of the course. This critical discussion must include answers to the following questions:

1. What may be morally wrong about (your topic) in practice?
2. What may be socially unacceptable about (your topic) in practice?
3. What laws (if any) should be changed regarding (your topic)? Why? How?

Option #2: You may choose to do your discussion in the “dialogue” format. Please follow all of the instructions above and pose to your author (or authors) the same three questions enumerated above. You must also include your own answers to the questions, as well, because this should be a dialogue between you and the author(s) you have chosen. If you choose the dialogue format, it may be written in the form of a script, for example:

You: I think (blah, blah, blah) is what is morally wrong with (your topic) in practice. What do you think, if anything, is morally wrong about (your topic)?

Author: Blah, blah, blah

Regardless of which option you choose, you should offer a thorough discussion of the topic including the answers to each of the 3 questions. The best way to accomplish this is by creating your own examples to illustrate important points. Also, please provide support/evidence for any generalizations or conclusions that you put forth. Remember to cite your sources in the text following the guidelines from the first two paper topic instructions. The paper must be at least 4 pages in length. This paper should be typed, double-spaced with one-inch margins on the top, bottom and both sides.

Due: Friday, May 6th at 11:00 a.m. If you turn the paper in at this time, you will receive your graded paper back on Monday, May 9th at 11:00 a.m. because that is the regularly scheduled final exam time. You may choose to turn your paper in at the final exam time on Monday, but then you will not receive the graded paper back until you can find me in my office sometime after the end of the semester. It’s your choice!


## CONTENTS

**PREFACE**

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