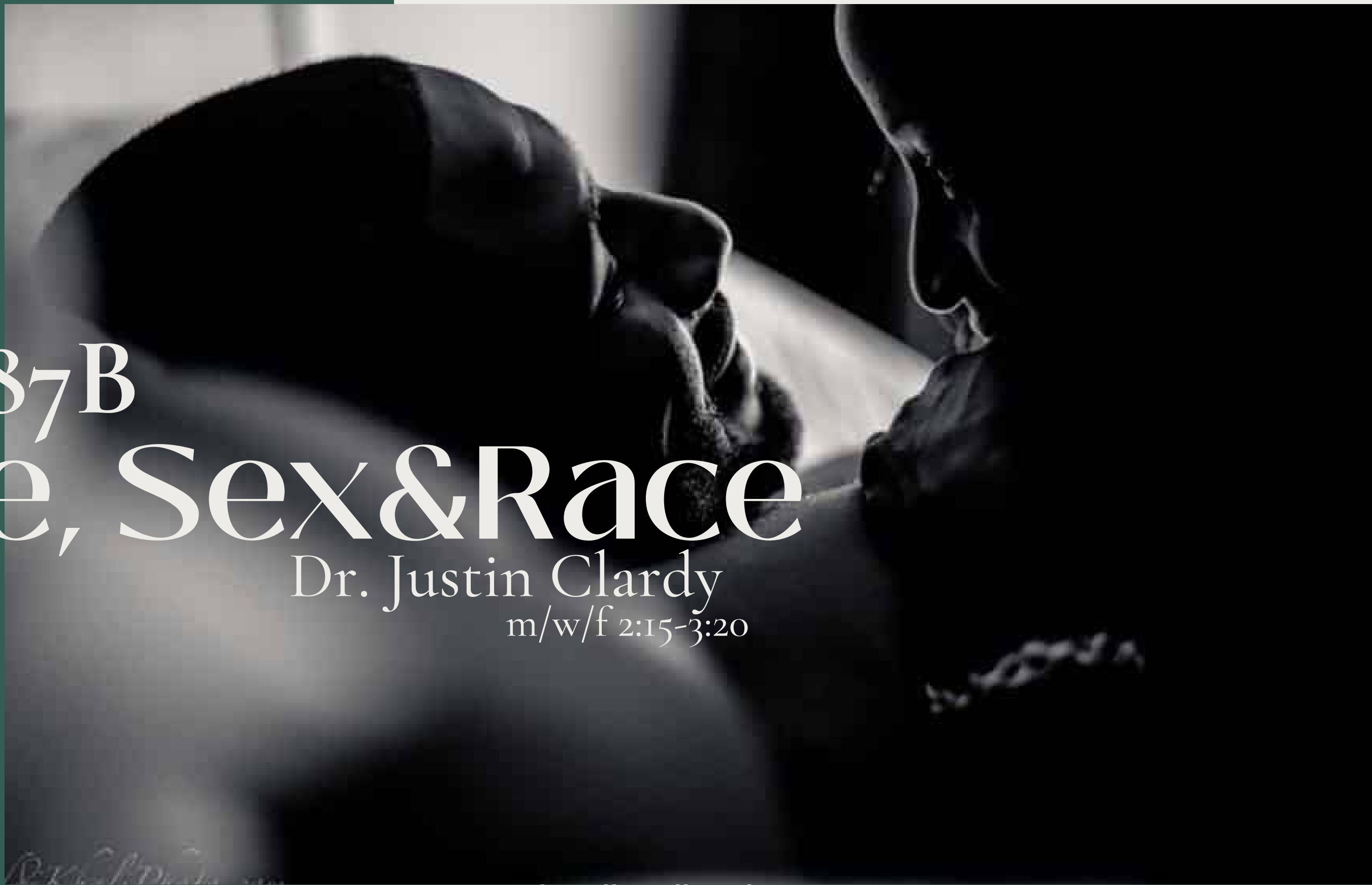


Phil 187B Love, Sex & Race

Dr. Justin Clardy
m/w/f 2:15-3:20

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All societies are full of emotions. Socially, however, there is a tendency to think about love as existing in a vacuum. “Love is love”, we say. Yet, just as humans are emotional creatures, they are also political creatures. Statements like “Love is love” mask the fact that interpersonal romantic love relationships exist in the real world and as such, are subject to the very same social and political forces that pervade our lives in other domains.

Course Description

This course situates philosophical questions about the nature of love in their social and political contexts. Students will investigate questions such as “What is love?”; “Should our understanding of love be qualified in relation to race, class, sexuality, gender, ability and their many intersections?”; “What is Black love?”; “Are love and Black love mutually exclusive concepts?” Our primary objective is to situate love in the real world in order to tackle challenging philosophical questions not only about love, but also about justice, marriage, fairness, exploitation, harm & abuse, consent, agency, and authenticity. As love is often associated with marriage, this course will also have occasion to investigate questions about rights (i.e. of adults and children), citizenship, immigration. Finally, we will also “queer” heteronormative understandings of “Black Love” in American and globally by unpacking notions of gender and authenticity: namely, we will ask what does it mean to be a “real” Black woman and man, and what defines “real” Black love.



The Professor



Dr. Clardy (he/him)

Research Interests: My research focuses on normative questions that arise within the contexts of interpersonal relationships and political theories. Within that context, I have special interests in questions about social justice and emotions such as love, sympathy, compassion, and tenderness.

Office Hours

W: 9-11 am
Kenna 203

email:
Jclardy@scu.edu



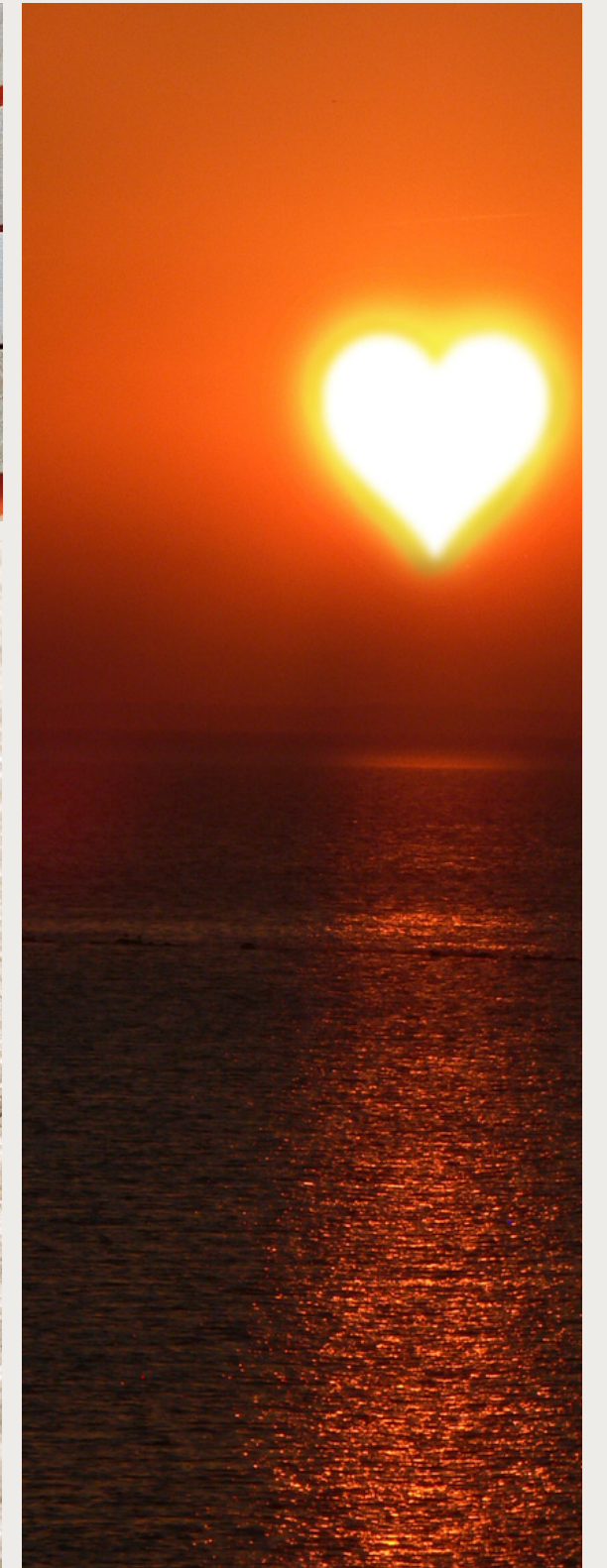
Course Objectives:

- Cultivate skills in reading and analyzing philosophical texts concerning race, gender, class, sexuality, ethics, and love
- To develop the ability to identify, evaluate, and articulate philosophical arguments orally and in writing.
- Develop a healthy hesitation when evaluating diverse perspectives
- Expand understandings of social/cultural complexities and moral stakes of racial, gendered, sexed, classed intimacies plays out in people's everyday lives
- To develop a historical, metaphysical, epistemological, and intersectional understanding of race and intimate interpersonal relationships in America
- Cultivate skills in articulating their own philosophical ideas and arguments concerning matters of race, gender, class, sexuality, ethics, and love--and their many intersections--using close and critical readings/philosophical analysis and interdisciplinary analysis



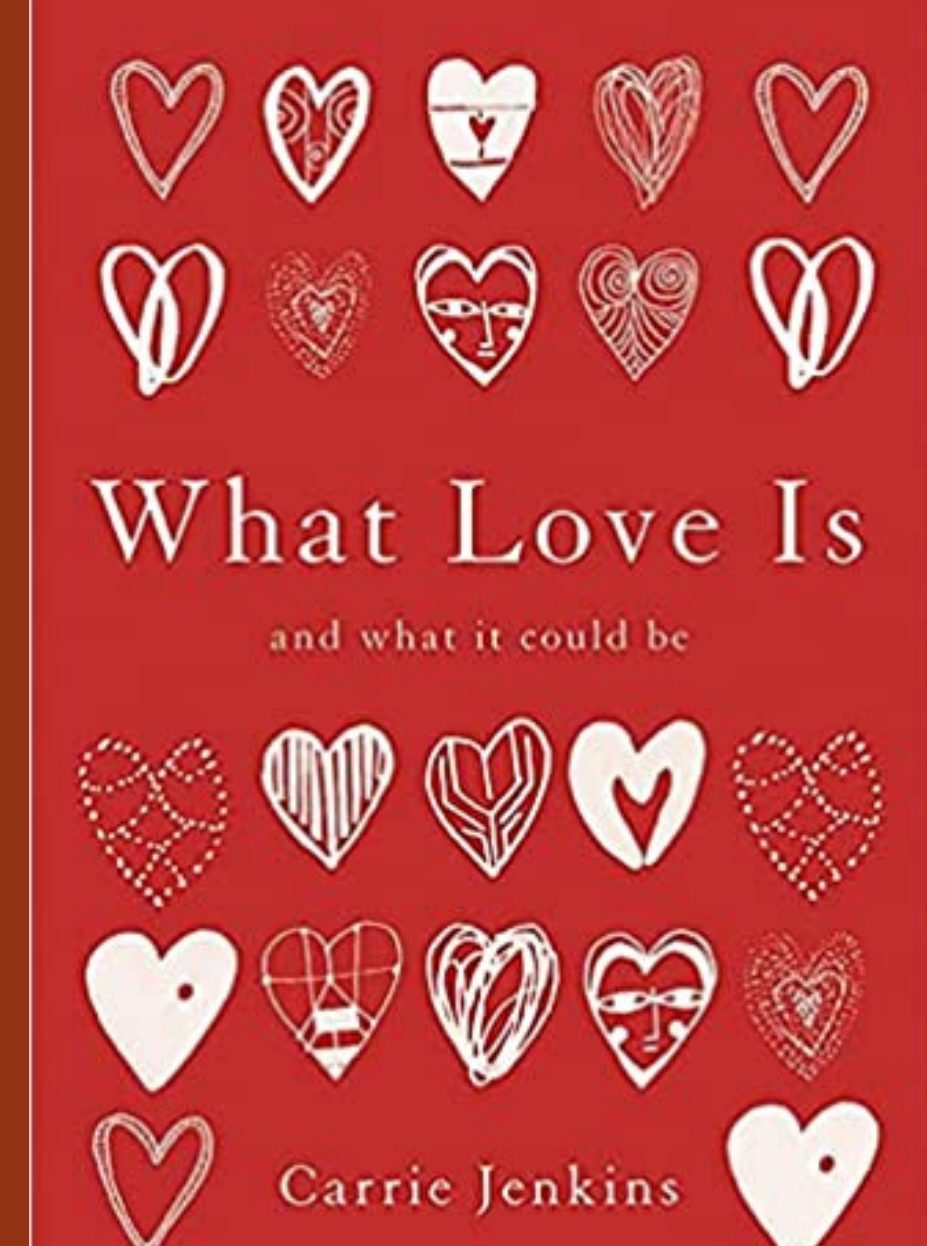
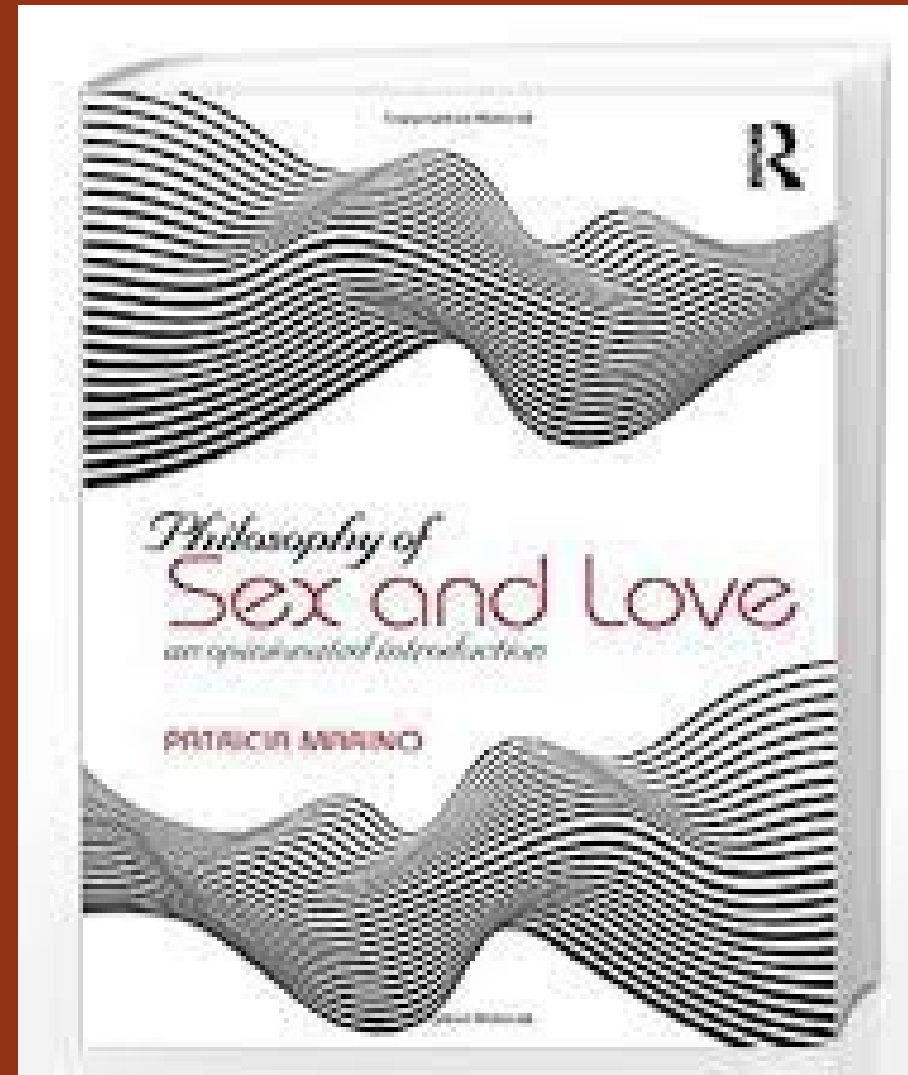
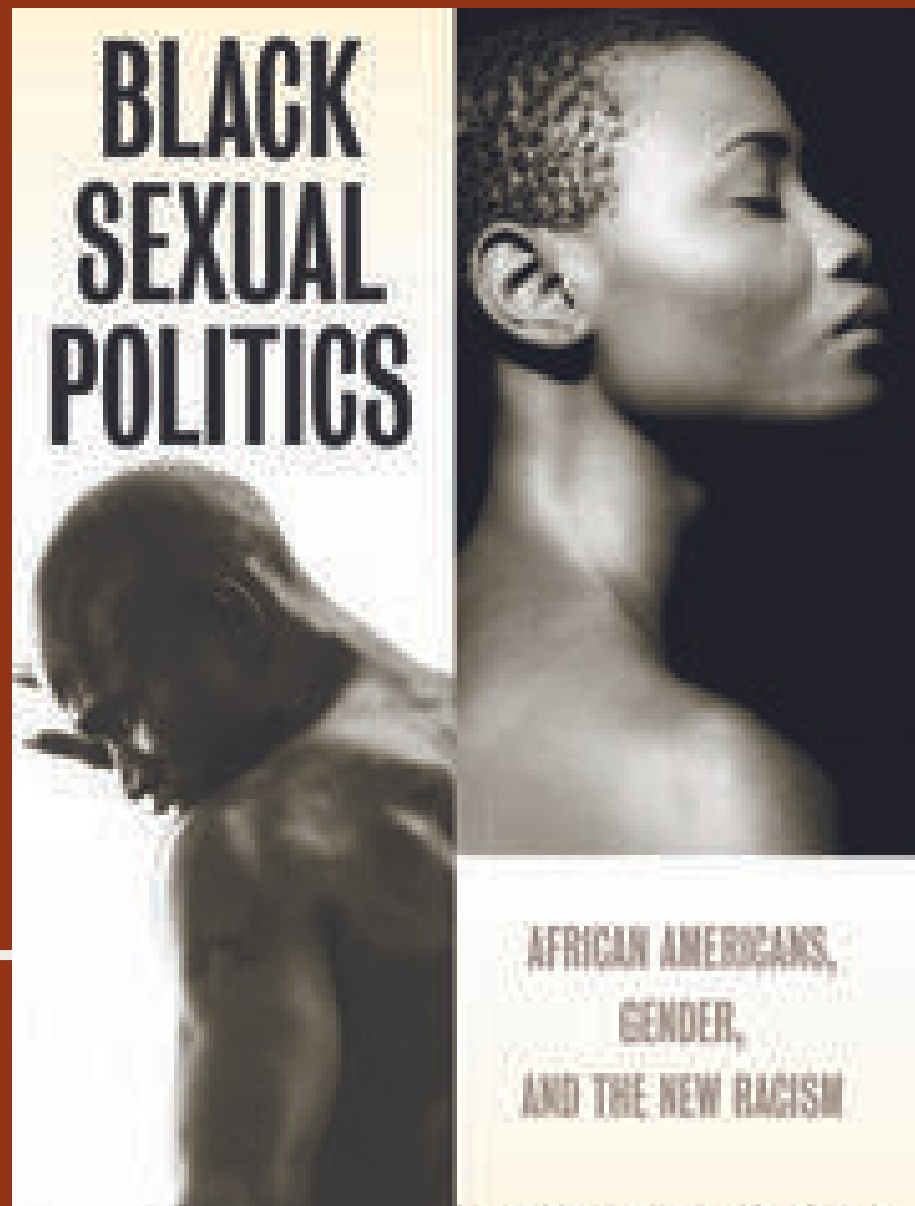
Course Expectations:

- Take **care** of yourselves.
- Check your email **twice per 24 hours** for announcements from the professor.
- Attend all class meetings with the readings **completed**.*
- **Active** participation in class discussions
- Completion of all **course assignments** before or by their deadlines.



*This course encourages vigorous intellectual exchange and the expression of various viewpoints. In order to have the best class experience, you are expected to come to each class having completed the reading assignments as laid out in the reading schedule on Camino. This is crucial. Philosophical development is cultivated through the practice of exchanging ideas and completing the reading assignments ensures that we will have meaningful discussions that contain insightful questions. Additionally, the reading will also enrich the students experience of the lectures.

Required Materials



- Patricia Marino, **Philosophy of Sex and Love: An Opinionated Introduction**, 1st Ed. (2019)
- James Baldwin, **Giovanni's Room**, (1952)
- Carrie Jenkins, **What Love Is: And What it Could Be**, (2017)
- Patricia Hill Collins, **Black Sexual Politics**, (2005).

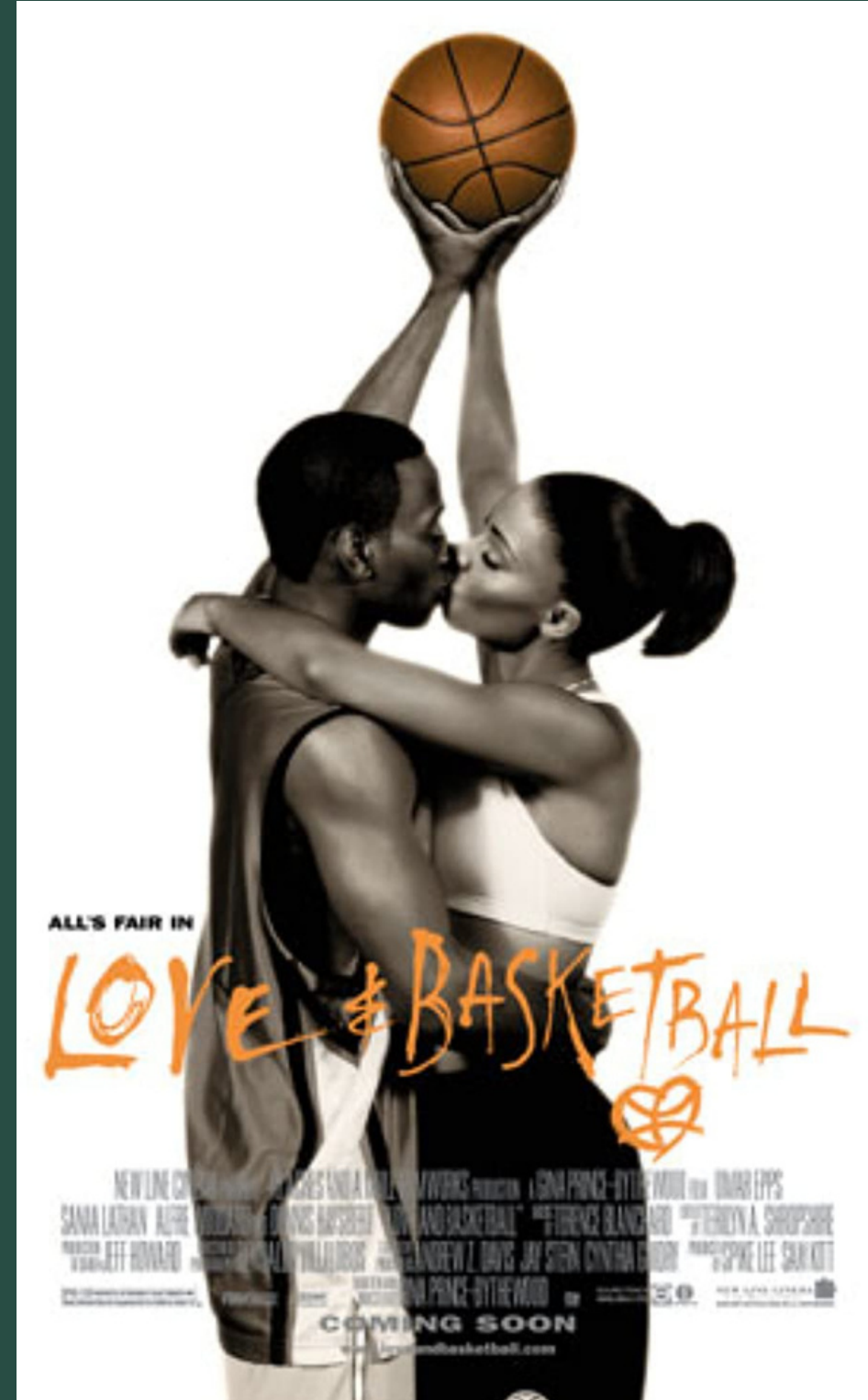


Course Media

Students will have opportunities to engage books, chapters, songs, films, poems, articles, social media, critical dialogue, and podcasts. This course will enable students to better appreciate the affective, political, and intellectual complexities of “Black Love”. All the while, students will also develop insights into the political stakes of intimate relationships.



Love Jones



Love & Basketball

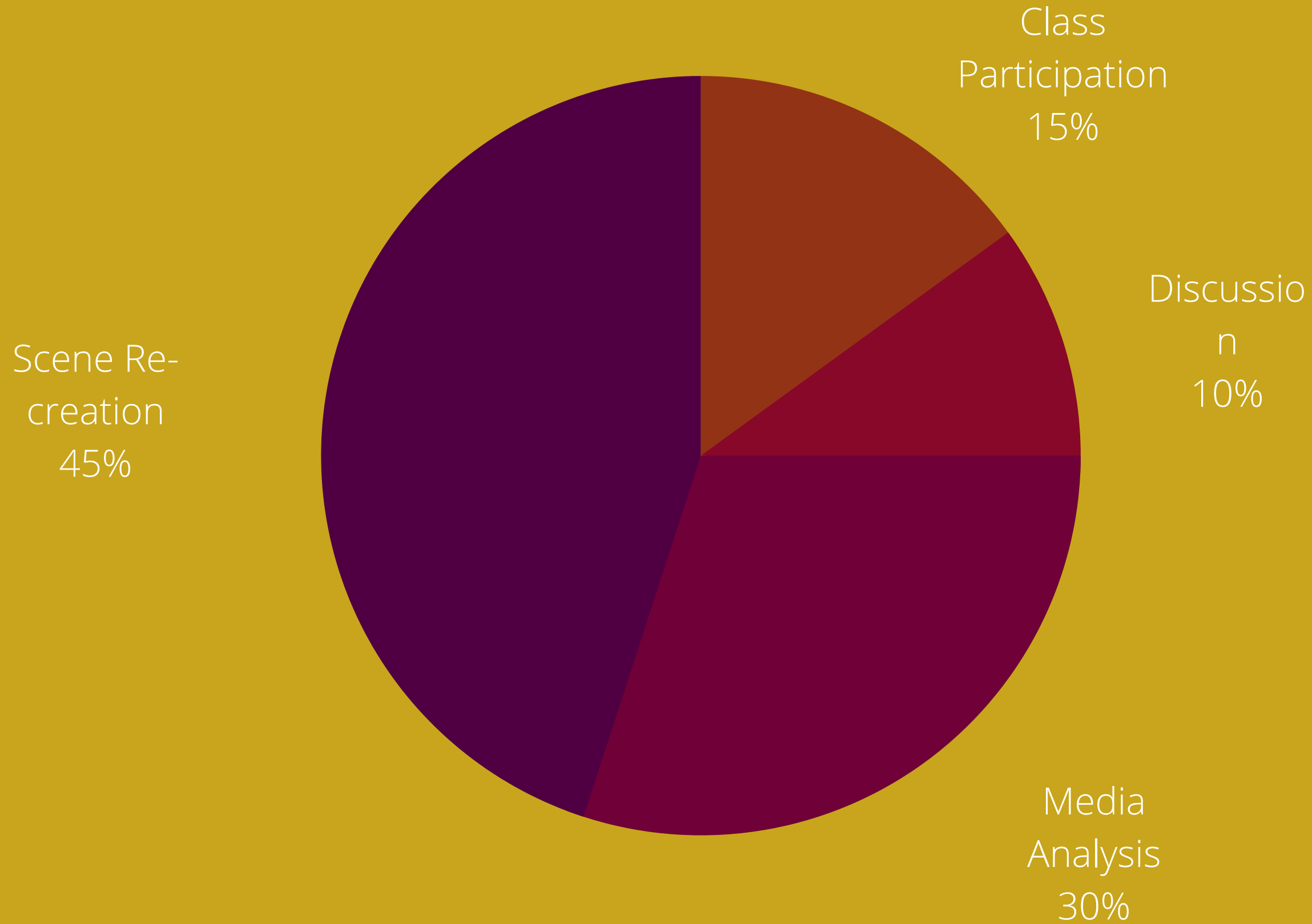


Moonlight



Students will be evaluated on a 4 point grading scale:

A. 4.0	C-.1.7
A-. 3.7	D+. 1.3
B+. 3.3	D. 1.0
B. 3.0	D-. 0.7
B-. 2.7	F. >0.7
C+. 2.3	
C. 2.0	



Grade Breakdown

Please Note that I will only discuss grades during office hours

Written Assignments



Each student will be required to complete 3 media analyses (1-2 pgs), a rationale for scene re-creation, as final paper.

Some Details*:

- The media analyses will be short 1-2 page papers that analyze a scene or song lyrics in connection with course materials. Students will draw connections between these media that do two things: 1. Students will situate intimate relationships in their social/political contexts and 2. Students will articulate the moral, social, or political stakes for the intimate relationships that are depicted in course media.
- Students will be responsible for completing Camino discussion assignments over the course of the quarter.
- Students will also work in pairs to recreate a scene from a course film. In addition to the presentation/performance of the scene, students will be required to turn in a 4-5 page paper containing their rationale for choosing the scene that they chose to recreate.

*More detailed explanations for these assignments will be distributed over the course of the quarter.



LATE ASSIGNMENTS:

Late assignments will not be accepted unless arrangements have been made with the professor at least 48 hours prior to the assignment's due date. Making arrangements with the professor **is not the same** thing as **notifying** the professor that an assignment will be late. Late papers are also subject to a deduction of one-third of a letter grade for the first day and a whole letter grade for each subsequent day unless evidence of hardship is provided.



CLIMATE AND HARASSMENT

If you see or hear an incident involving things like discrimination, serious bias, or exclusion, there are many people and resources available to help our community. Belinda Guthrie is Santa Clara's university-wide coordinator for issues like these: 408-554-3043, or bguthrie@scu.edu.

Reports may be submitted online through <https://www.scu.edu/osl/report/> or completely anonymously through EthicsPoint: <https://www.scu.edu/hr/quick-links/ethicspoint/>.

As an additional resource available to students for things like discrimination, serious bias or exclusion in your philosophy classes, department events, or office hours you can also speak with a member of the Philosophy Department's Climate Committee: Erick Jose Ramirez (ejramirez@scu.edu), Meilin Chinn (mchinn@scu.edu), Luis Cheng-Guajardo (chengguajardo@scu.edu), or Erin Bradfield (eradfield@scu.edu). Your anonymity will be respected by the Climate Committee as much as possible.

ACCOMMODATIONS for persons with DISABILITIES

If you have a documented disability for which accommodations may be required in this class, please contact the office of accessible education (Benson 1, <http://www.scu.edu/oea> , 408-554-4109)As soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first 2 weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the office of accessible education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time and a half should talk with me as soon as possible. The office of accessible education must be contacted in advance (at least two weeks notice recommended) to schedule proctored exams or to arrange other accommodations.

Reading Schedule:



**Please Consult Your Camino Modules for
the most up to date reading schedule...**

*More detailed explanations for these assignments will be distributed over the course of the quarter.



**Happy
Learning!**

