



## **COURSE OUTLINE**

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The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

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### **1. Instructor Information**

- (a) Instructor: Karen Shirley
- (b) Office hours: Wednesday and Friday: 8:30 – 9:20; Tuesday: 10:30 – 11:20; Thursday: 10:30 – 12:20.
- (c) Location: Y320
- (d) Phone: 370 3518           Alternative: 383 8164
- (e) E-mail: shirleyk@camosun.bc.ca

### **2. Intended Learning Outcomes**

At the end of the course students will be able to:

1. Differentiate and contrast historical ideals and concepts of love.
2. Assess claims about the biological and/or environmental basis of transsexuality and sexual orientation.
3. Evaluate long-term monogamy.
4. Analyze the abstinence versus birth control debate.
5. Give evidence for an opinion on abortion.

### **3. Required Materials**

- (a) Texts: *Sex and Love: A Reader*

## 4. Course Content and Schedule

Jan. 8: - Administration

Jan. 10 – Plato

Seminar: Jan. 8/10 – getting into debate groups

Jan. 15 - Aristotle

Jan. 17 – Hosea and St. Paul

Seminar Jan. 15/17 – biology of sex

Jan. 22 - Augustine

Jan. 24 - Aquinas

Seminar: 22/24 - biology of love

Jan. 29 – Vannoy

Jan. 31 – de Beauvoir

Seminar Debate: 29/31 – Sexual orientation is not biologically determined.

Feb. 5 – Ruse (p. 262)

Feb. 7: - Kant

Seminar Debate Feb. 5/7 – Androgony is an ideal we should embrace.

Feb. 12 – O'Driscoll

Seminar Debate Feb. 12 – A transsexual who wants to undergo sex reassignment surgery is simply someone with a strong desire to change his or her sex.

### **Feb. 19: Midterm**

Feb. 21 - Wasserstrom

Seminar Debate Feb. 21 – A transsexual who wants to undergo sex reassignment surgery is simply someone with a strong desire to change his or her sex.

Feb. 26 – Wreen

Feb. 28 – Steinbock

Seminar Debate: Feb. 26/28 – Incestuous sex is morally acceptable under exactly the same circumstances that conventional sex is morally acceptable.

Mar. 4- Ericsson

Mar. 6 – Pateman and Shrage

Seminar Debate Mar. 4/6 – Cross-cultural evidence shows that sexual relationships between children and adults are not inherently harmful to the children.

Mar. 11 – Nagel

Mar. 13 – Levy

Seminar Debate: Mar. 11/13 – Children are better off with two parents of the opposite sex.

Mar. 18 – Slote

Mar. 20 - Feinberg

Seminar Debate: Mar. 18/20 - The Bible and the Q'aran imply that abortion is always immoral.

Ap. 1 – “The Consequences of Pornography,” (p. 303) and Dobson, (p. 307)

Ap. 3 - Tong

Seminar Debate: Ap. 1/3: Abortion is morally acceptable until the foetus is born. (Do not rely on religion in your arguments.)

Ap. 8 – Birnbaum and Palmer

Ap. 10 – Roiphe and Pollitt

Seminar: Ap. 8/10 – Review

### **Formatting Assignments and Exams**

1. Put the following information on each assignment:

- a) your student number and your seminar letter (“A” or “B”);
2. Write on both sides of the page, where more than one page is required, and double-space.

### **Exams**

*You should always bring your course outline, a dictionary and, if you need one, a style guide.. You should also familiarize yourself with the last page of this course outline for guidance on some errors in English usage that may cost you marks.*

**Debates:** You are required to participate in a debate which is worth 20% of your final grade.

During the first class, students will be divided into groups of two to four people. One or two people in each group will take either the pro or con position on a chosen topic. Each group will be given a topic and a date on which to debate.

You will be graded on the strength of your arguments, the knowledge you show on the topic and your ability to present your arguments in a way that helps other students understand the relevant issues.

**Do not read out your presentation or any other part of the debate. If you do read, you will automatically lose 5 of the 20 marks.** You may *occasionally* refer to notes.

Handouts are forbidden.

If you are at a loss as to what arguments have been made on the topic, see the *Encyclopaedia of Philosophy* (a reference book in the library) for a start. See me, if you need to do so, well in advance, for additional advice. Some of the topics require knowledge of factual information. Ensure that you know this information. Once you have an idea of what issues are at stake and of some of the arguments that have been presented on the topic, you should spend time *thinking for yourself* on the topic. What do *you* think the truth of the matter is? Why?

### **Structure of Debates**

Be concise: You don't have time to verbally meander around.

#### **First,**

- a) Pro side: *one strong* argument in favour of the claim. (Speak for up to two minutes.)
- b) Con side: objection to the above argument. (Speak for up to thirty seconds.)
- c) Pro side: response to the above objection. (Speak for up to thirty seconds.)
- d) Con side: objection to above response or a second objection to the pro side's original argument. (Speak for up to thirty seconds.)
- e) Pro side: response to the second objection. (Speak for up to thirty seconds.)

#### **Second,**

Repeat steps one through five above, beginning with the con side this time.

#### **Third,**

Pro and con sides now address points put to them by the class.

## **5. Basis of Student Assessment (Weighting)**

*(Should be linked directly to learning outcomes.)*

- (a) Debate: 20%
- (b) Exams: Midterm: 30% (20% based on lecture material and 10% based on seminar material); Final 30% (same percentages as midterm)
- (c) Participation in seminars when one is not debating: 20%

## 6. Grading System

*(If any changes are made to choice of grading system, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system)*

Standard Grading System (GPA)

A+ =	95-100%	B+ =	80-84%	C =	60-64%
A =	90-94%	B =	75-79%	D =	50-59%
A- =	85-89%	B- =	70-74%	F =	0-49%
		C+ =	65-69%		

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca)

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and on the College web site in the Policy Section.