



School of Arts & Science
HUMANITIES
PHIL 104, SECTION 2
PHILOSOPHY OF LOVE AND SEX
Fall 2009

COURSE OUTLINE

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.

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

Sept. 8: - Administration

Sept. 10 – Plato, p. 5

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

Sept. 15 – Plato, cont'd

Sept. 17 – Aristotle, p. 14

Seminar Sept. 15/17 – biology of sex

Sept. 22 - Hosea and St. Paul, p. 22

Sept. 24 – Augustine, p. 29

Seminar: 22/24 - biology of love

Sept. 29 – Aquinas, p. 37

Oct. 1 – Vannoy, p. 72

Seminar Debate: 29/1 – Sexual orientation is not biologically determined.

Oct. 6 – de Beauvoir, p. 103

Oct. 8: - Ruse, p. 262

Seminar Debate Oct. 6/8 – A transsexual who wants to undergo sex reassignment surgery is simply someone with a strong desire to change his or her sex.

Oct. 13 – Kant, p. 125

Oct. 15: Midterm

Oct. 20 - O'Driscoll, p. 130

Oct. 22 – Wasserstrom, p. 169

Seminar Debate Oct. 20/22 –The circumcision of baby boys is morally acceptable.

Oct. 27 – Wreen, p.176

Oct. 29 – Steinbock, p. 181

Seminar Debate: Oct. 27/29 – Incestuous sex is morally acceptable under exactly the same circumstances that conventional sex is morally acceptable.

Nov. 3- Ericsson, p. 194

Nov. 5 – Pateman and Shrager, p. 213 & 218

Seminar Debate Nov. 3/5 – Cross-cultural evidence shows that sexual relationships between children and adults are not inherently harmful to the children.

Nov. 10 – Nagel, p. 232

Nov. 12 – Levy, p. 247

Seminar Debate: Nov. 10/12 – It is morally acceptable to sterilize some people.

Nov. 17 – Slote, p. 255

Nov. 19 – Feinberg, p. 286

Seminar Debate: Nov. 17/19 - Children are better off with parents of the opposite sex.

Nov. 24 – “The Consequences of Pornography,” (p. 303) and Dobson, p. 307

Nov. 26 – Tong, p. 327

Seminar Debate: Nov. 24/26: Abortion is morally acceptable until the fetus is born. (Do not rely on religion in your arguments.)

Dec. 1 – Birnbaum, p. 357

Dec. 3 – Roiphe, p.364

Seminar Debate: Dec. 1/3 – The pleasure that some people get from the violence involved in consensual sadomasochistic activity is not sexual.

Dec. 8 – Pollitt, p. 369

Dec. 10 – Review

Study Questions for Midterm

1. Describe the ladder of love. (See Plato.)
2. Are you assigning the greater good to yourself by throwing away wealth, etc.? Is the lover of self selfish? (See Aristotle.)
3. Can human beings realistically be expected to love equally (agapically/unconditionally) the Hitlers and the Mother Teresas of the world? (See Hosea and St. Paul.)
4. Assess the passage on p. 77, from the words, “Good sex is often . . .” to “divorce statistics to confirm this.” (See especially Vannoy.)
5. Do you have free will? What does your answer imply about existential ethics? (See especially De Beauvoir.)
6. Describe the naturalistic fallacy as it might be committed with respect to homosexuality. (See especially Ruse.)
7. What does Kant’s position suggest about the morality of being a server/waitress?

Study Questions for Final

1. Does O’Driscoll’s conception of marriage adequately capture the relationship between sex and marriage?
2. A couple who are in love may enjoy dining as a couple more than individually or with anyone else. However, there is no special connection between dining and romantic love. Would people be better off if sex were ‘demystified’ so that it too had no special connection with romantic love? (See especially Wreen and Steinbock.)
3. Ericsson says prostitution is the selling of a service but Pateman says it is the selling of a body. Which position comes closer to the truth?
4. Does Pateman succeed in showing that people should boycott prostitution but not the hiring of third world nannies?
5. Nagel’s reply to skepticism about sexual perversions rests on an argument from analogy involving gastronomic perversions. Assess the argument.
6. Is ‘perverted’ emotionally significant but cognitively meaningless?
7. Present and defend a definition of ‘pornography’? (See especially Feinberg.)
8. What sorts of sexually explicit material should be available to the public?
9. Is the woman in Bayles’ hypothetical case immorally coerced? (See especially Tong.)
10. What criteria must be met for a person to correctly claim that he or she has been raped? (See especially Roiphe and Pollitt.)

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)

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

6. 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 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

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.

Note that failing to follow the following rules may cost you marks.

1. Do not use the first or second person on your exams. Here are two examples of the first person: “**We** cannot pass students who cannot use the English language adequately,” and “**I** cannot pass students who cannot use the English language adequately.” Here is an example of the second person: “**You** don’t realise that it is not our fault that we were not taught how to write in high school.” The following are examples of sentences written in the third person. “**People** cannot pass the buck forever.” “**One** will find that a style guide is essential in university.”
2. Do not ask rhetorical questions.
3. Do not use a pronoun which disagrees with the noun it refers to. You should try to use gender neutral language in this course, although failure to do so will not result in a lower grade. At first, this effort may result in a number of cases of pronoun disagreement. In many cases, pronoun disagreement can be avoided through the use of plural nouns. Here is an example of a sentence in which the pronoun disagrees with the noun: “**A philosopher** should not be so picky about English; **they** are not English teachers.” Here is the corrected version: “**Philosophers** should not be so picky about English; **they** are not English teachers.”
4. Do not confuse “its” with “it’s.” Since you are not allowed to use contractions, you should never use “it’s.”
5. Do not confuse “their” with “there.”
6. Do not add “ly” to “first,” “second” and so on.
7. Do not forget possessive apostrophes and do not put them in the wrong place.
8. Do not use abbreviations or a contractions.
9. Do not use “e. g.”; use “for example.”
10. Do not use “etc.”; use “and so on.”
11. Do not use “i.e.”; use “that is.” Better yet, say it clearly the first time.
12. Do not use the upper-case where the lower case is standard. 5% will be deducted from a student’s exam if he or she makes this mistake.
13. Do not misspell the following words:
 - despite
 - argument (*one* “e”)
 - philosophy
 - Socrates