

 <p><b>CAMOSUN</b> COLLEGE</p>	<p>School of Arts &amp; Science HUMANITIES DEPARTMENT PHIL 104 Philosophy of Sex and love F12</p>
---	---

## COURSE OUTLINE

---

The course description is online @ <http://camosun.ca/learn/calendar/current/web/phil.html>

### 1. Instructor Information

- (a) Instructor: Karen Shirley
- (b) Office hours: Tues and Thurs: 12:30 – 2:20; Wed: 11:30 – 12:20
- (c) Location: Y320
- (d) Phone: 370 3518 Home: 383 8164 Email: 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* Page 2 of 7

#### 4. Course Content and Schedule

Sept. 5: - Administration

Sept. 7 – Plato, p. 5

Seminar: seminar arguments; fallacies

Sept. 12 - Plato, cont'd

Sept. 14 – Aristotle, p. 14

Seminar: biology of sex and love

HW: fallacies 1 - 5

Sept. 19 - Hosea and St. Paul, p. 22

Sept. 21 - Augustine, p. 29

Seminar: biology of sex and love

HW: fallacies 1 - 10

Sept. 26 – Comfort, p. 57

Sept. 28 – Ruse, p. 262

Seminar: Sexual orientation is mostly biologically determined.

HW: fallacies 1 - 15

Oct. 3 – de Beauvoir, p. 103

Oct. 5: - Rubin, p. 86

Seminar: Sex addiction is a real addiction.

HW: fallacies 1 - 20

#### Oct. 10: Midterm

Oct. 12 – Kant, p. 125

Seminar: student questions – no marks

HW: none

Oct. 17 - O'Driscoll, p. 130; Taylor, p. 138

Oct. 19 – Wasserstrom, p. 169

Seminar: A transsexual who wants to undergo sex reassignment surgery is simply someone with a strong desire to change his or her sex. (I.e., there is nothing more to it, such as being one sex trapped in another sex's body.)

HW: fallacies 1 - 25

Oct. 24 – Steinbock, p. 181

Oct. 26 – Abortion – no reading

Seminar: It is morally acceptable to sterilize some people. (Do not consider sexual predators.)

HW: fallacies 1 - 30

Oct. 31- Abortion, cont'd.

Nov. 2 – Ericsson, p. 194

Seminar: One's sex should be legally determined by how one sees oneself.

HW: fallacies 1 - 35

Nov. 7 – Pateman, p. 213

Nov. 9 – Nagel, p. 232

Seminar: Incestuous sex is morally acceptable under exactly the same circumstances that conventional sex is morally acceptable.

HW: fallacies 1 - 40

Nov. 14 – Levy, p. 247

Nov. 16 – Slote, 255

Seminar: Cross-cultural evidence shows that sexual relationships between children and adults are not inherently harmful to the children. (I.e., it is not the fact that the relationships are sexual that makes them harmful.)

HW: fallacies 1 - 42

Nov. 21 – Feinberg, p. 286

Nov. 23 - “The Consequences of Pornography,” (p. 303) and Dobson, (p. 307)

Seminar: We should have one way to legally determine a person's sex: self-identification with a sex.

HW: fallacies 1 - 42

Nov. 28 – Tong, p. 327

Nov. 30 – Birnbaum, p. 357

Seminar: Children are better off with parents of both sexes. The pleasure that some people get from the violence involved in consensual sadomasochistic activity is not sexual.

HW: fallacies 1 - 42

Dec. 5 – Roiphe, p. 364

Dec. 7 – Sadomasochism – no reading

Seminar: student questions – no marks

HW: fallacies 1 - 42 Page 3 of 7

## Study Questions for Midterm

1. Describe the ladder of love. (See Plato.)
2. Is the good lover of self motivated by selfishness? (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. What reasons does Augustine have for viewing sex for pleasure as problematic?
5. Assess Comfort's conception of love.
6. Describe the naturalistic fallacy as it might be committed with respect to homosexuality. (See especially Ruse.)
7. Do people have free will? What does your answer imply about existential ethics? (See especially De Beauvoir.)
8. Which type of theory – evolutionary or psychoanalytic theory – is better at accounting for the differences between male and female approaches to sex and love. (Obviously, culture plays a role as well, but it is not in competition with the other two theories to the extent that they are with each other.) (See Rubin and de Beauvoir)
6. Does Pateman succeed in showing that people should boycott prostitution but not the hiring of third world nannies?
7. Nagel's reply to skepticism about sexual perversions rests on an argument from analogy involving gastronomic perversions. Assess the argument.
8. Is 'perverted' emotionally significant but cognitively meaningless? (See Slote.)
9. Is Feinberg's view that good literature or dramatic art is never pornography, given his definition of 'pornography'?
10. What sorts of sexually explicit material should be available to the public?
11. Is the woman in Bayles' hypothetical case immorally coerced? (See especially Tong.)
12. What criteria must be met for a person to correctly claim that he or she has been raped? (See especially Roiphe and Pollitt.)

Page 4 of 7

## Study Questions for Final

1. What does Kant's position suggest about the morality of being a server/waitress?
2. Is it true that in the West, marriage should no longer have a legal component?
3. Under what circumstances is adultery morally acceptable? Why? (See especially Wasserstrom and Steinbock.)
4. At what point in a pregnancy does abortion become immoral?
5. 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?

## 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, if more than one page is required, and double-space.

### Homework

Go to the D2L site and look at the argument for the date in question. Go to [www.nizkor.org/features/fallacies/index.html#index](http://www.nizkor.org/features/fallacies/index.html#index). Decide which fallacy the argument commits. Submit your answers on D2L.

### 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.

### Seminars:

**Debates:** You are required to participate in a debate (during the seminar) 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. Upon that date, the group will debate the topic during the seminar period.

You and your interlocutor may wish to get together to debate the topic ahead of time so that you have an opportunity to refine your objections and responses.

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.

### 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.

During the first class, students will be divided into groups of two to four people. Each group will take either the pro or con position on a chosen topic. You will submit your Page 5 of 7

arguments on D2L at least one week before they are to be discussed in class. Lateness will result in a significant deduction in marks. The rest of the class will be able to view them and to formulate feedback on those arguments, which we will discuss in the seminar on the date they are mentioned in the schedule above.

You will be graded on the strength of your argument, the knowledge you show on the topic in the seminar and your ability to defend your premises with evidence. You should bring any studies or other evidence that your premises rely upon.

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), the *Stanford Encyclopedia of Philosophy*, the *Internet Encyclopedia of Philosophy* (both of which are online). Many of the topics require knowledge of non-philosophical research which you will find in various places.

**Participation:** You must verbally participate in the seminar to get the mark. Your participation should be informed, reflecting the fact that you have studied the arguments and you should have evidence with you if you want to challenge any factual claims.

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

(a) Debate: 20%

(b) Exams: Midterm: 20%; Final 25%

(c) Homework: 1<sup>st</sup> and 2<sup>nd</sup>: 0.5%; 2<sup>nd</sup> and 3<sup>rd</sup>: 1%, etc., for a total of 15%

(d) Participation in seminars when one is not debating: 20% (2% per seminar)

✦ Please note: the College electronically stores this outline for five (5) years only.

It is **strongly recommended** you keep a copy of this outline with your academic records.

You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

#### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

#### Temporary Grades

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.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)

<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.
-----------	---

**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 the College web site in the Policy Section.

**ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED**