



School of Arts & Science
HUMANITIES
PHIL 104, SECTION 1
PHILOSOPHY OF LOVE AND SEX
Fall 2014

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: Tues, Weds, and Fri: 9:30 – 10:20; Wed and Thurs: 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: Symposium, Course Pack called Phil 116*

Marking Notation

3rd p = you were supposed to be writing in the 3rd person

sp = incorrect spelling

pd = pronoun disagreement gr = error in grammar

punct = punctuation dm = dangling modifier ss = sentence structure is incorrect

ww = wrong word

cap = you used capital or lower case letters incorrectly rep = repetition

ab = you used an abbreviation frag = sentence fragment

rhet ? = rhetorical question cl = clarity

run on = sentence needs to be divided up

4. Course Content and Schedule

Sept. 3: - Administration

Seminar: student questions – no marks

Sept. 8 – Definitions of Phil and of Love

Read <http://plato.stanford.edu/entries/love/>

Sept. 10 – Read “Moral Dumbfounding”

at faculty.virginia.edu/.../haidt.bjorklund.working-paper.when%20intuition

Seminar: arguments, fallacies and sociological vs evolutionary explanations

Platonic Love

Sept. 15 – Symposium

Sept. 17 – Symposium cont’d

Seminar: biology of sex and love

Sept. 22 – The Speech of Alcibiades, p. 80

Sept. 24 – The Speech of Alcibiades cont’d

Debate: Children are better off with opposite-sex parents rather than same-sex parents.

Religious Love

Sept. 29 – St. Augustine, p. 118

Oct. 1 – St. Augustine, cont’d

Debate: The concept of ‘sex addiction’ is unworkable.

Courtly Love

Oct. 6: - De Amore – Capellanus, p. 170

Oct. 8 – Catch-up and/or Review

Debate: Prostitution should be legal.

Oct. 15: MIDTERM

Seminar: student questions – no marks

Oct. 20 – Kant, p. 189

Oct. 22 – Sexual Morality p. 196

Debate: Sexual orientation is primarily biologically determined.

Oct. 27 – Freud, p. 208

Oct. 29 – The Second Sex, p. 261

Debate: Incestuous sexual acts are morally acceptable under exactly the same circumstances that non-incestuous sex acts are morally acceptable.

Nov. 3 – The Institution of Sexual..., p. 271

Nov. 5 – Plain Sex, p. 291

Debate: Some depictions of adults voluntarily engaging in sexual activity should be illegal.

Nov. 10 – 3 papers: p. 302 - 317

Nov. 12 – 2 papers: p. 318-324

Debate: 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.)

Nov. 17 – 2 papers: p.342 - 361

Nov. 19 – Masturbation, p. 362

Debate: 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.)

Nov. 24 – 3 papers: p. 382 - 408

Nov. 26 – 3 papers: p. 422-454

Debate: In the modern Western world, the rape of a female by a male is usually motivated by a desire for control.

Dec. 1 – Fatherhood, p. 455

Dec. 3 – After-Birth Abortion, p. 468

Seminar: 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, if 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. The final is not cumulative and both exams will consist of one of the study questions that will be given to you at the beginning of each of the lectures that address the question. Your answer should be in the form of an essay.

Debates: You are required to participate in a debate (during the seminar) which is worth 25% 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 main argument 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.

Participation: You must verbally participate in the seminar to get the mark. Your participation should be informed, reflecting the fact that you have considered or researched relevant positions. You should have evidence with you if you want to challenge any factual claims. There are eleven full seminars and you must participate in five in order to have a chance to get the full 15%

5. Basis of Student Assessment (Weighting)

- (a) Debate: 25%
- (b) Exams: Midterm: 30%; Final 30%
- (c) Participation in seminars when one is not debating: 15% (3% X 5 debates. I say 5 so that you can skip participating in a couple of debates without losing marks.

6. Grading System

<i>Percentage</i>	<i>Grade</i>	<i>Grade Point Equivalency</i>
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	1
0-49	F	0

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. (You can use them in your debate and homework.) 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