



*School of Arts & Science*  
*HUMANITIES*  
**PHIL 104, SECTION 1**  
**PHILOSOPHY OF LOVE AND SEX**  
**Spring 2016**

**COURSE OUTLINE**

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*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: Tues, and Thurs, 2:30 – 3:20
- (c) Location: Young 232
- (d) Phone: 370 3389                      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 104*

#### 4. Course Content and Schedule

##### May 3: Administration and introduction

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

Q. 1: What are the main points that the following theories of love get right: love as union, love as bestowal of value and love as an emotion complex?

##### May 5: Read course pack “Moral Dumbfounding,” p. 8

Q. 2: Given what Haidt, et. al. say, how should people deal with their intuitions about sexual behaviours?

Start reading the **book**, *Symposium*

Third hour: arguments, fallacies and sociological vs evolutionary explanations

##### Platonic Love

May 10: – *Symposium* cont’d

Q. 3. Describe the ladder of love.

Third hour: videos on biology of sex and love

Q. 4: Describe the brain areas and chemicals associated with each of the following: lust, attraction and long-term love. (The answer will be discussed in class.)

##### May 12: “The Speech of Alcibiades” in the course pack, p.80

Q. 5: Why does Nussbaum think that someone might turn down Hephaestus’s proposal?

Q. 6a: Why does Nussbaum think Diotima says one is better off loving “the wide sea of the beautiful” than loving a particular beautiful person?

Q. 6b: Why does Nussbaum say that the *Symposium* shows us that “philosophy is not fully human”?

Q. 7: According to Nussbaum, what evidence is there that Alcibiades offers material for a defense of the role of literature in moral learning?

Third hour: Does cross-cultural evidence suggests that sexual relationships between children and adults are not inherently harmful to the children? (I.e., it is not the mere fact that the relationships are sexual that makes them harmful.)

##### Religious Love

May 17: Read “St. Augustine”, p. 118 and <http://www.brianghedges.com/2013/09/saint-augustine-on-rightly-ordered-love.html>

Q. 8: Describe Augustine’s views on love and sex.

Third hour: Are children are better off with opposite- sex parents rather than same-sex parents?

##### Courtly Love

May 19: Read *De Amore*, p. 170

Q. 9: Compare and contrast religious love and courtly love.

Kant, p. 189

Q. 10 Describe Kant’s moral theory.

Q. 11: What is the problem with Kant’s view on masturbation, given his view on eating and drinking for pleasure?

Third hour: If we say people can be addicted to sex, do we end up with an overly-broad definition of ‘addiction’?

##### May 24:

First hour: **MIDTERM**

Read Mappes

Q. 1: Does Mappes succeed in showing that there is a morally significant difference between threats and offers?

Third hour: Is sexual orientation is primarily biologically determined?

**May 26:** Freud: See the power point slides as well as the video

<http://oyc.yale.edu/psychology/psyc-110/lecture-3>

Q. 2: Describe Freud's theory, including the divisions of the mind, the five stages of development and the five defense mechanisms.

Q. 3: Explain why Freud's theory is unfalsifiable.

Third hour: Should some videos of adults voluntarily engaging in sexual activity should be illegal?

**May 31: Papers are due**

The Second Sex, p. 261

Q. 4: Assess DeBeauvoir's existentialist ethics in light of objections to the view that people have free will.

Third hour: Is a transgendered person who wants to undergo sex reassignment surgery simply someone with a strong desire to change his or her sex? (I.e., is there is nothing more to it, such as being one gender trapped in the wrong sex's body?)

**June 2:** Plain Sex, p. 291

Q. 6: Assess Goldman's position in light of what he says about touching babies and about masturbation.

Third hour: In the modern Western world, is the rape of a female by a male is usually sexually motivated?

**June 7:** Masturbation, p. 362

Q. 7: Defend a model of sexuality.

Third hour: Is being incestuous a sufficient condition for sexual activity to be morally wrong?

**June 9:** 3 papers on marriage: p. 302 – 306, 313-316 and 325 – 334 and the paper on adultery, p. 307

Q. 8: Adopt a conception of marriage and defend its implications for same-sex marriage, adultery and polygamy.

Third hour: Should we change Canadian law on prostitution?

**June 14:** Fatherhood, p. 455

Q.9: Does a man have a moral duty to pay child support for a child solely on the basis of his consenting to sex (during which he wears a condom) and his partially causing the child to exist?

Third hour: Abortion history and law

**June 16:** After-Birth Abortion, p. 468

Q. 10: What property does a being need to be morally considerable and what does your position imply about Giubilini and Minerva's position?

Third hour: 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. The midterm will consist of one of the study questions that will be chosen

randomly at the beginning of the exam. Your answer should be in the form of an essay. The same is true of the final, except that it will consist of two of the study questions.

### **Paper**

I will give you a list of possible topics.

You may rewrite your paper if you do not like the grade you get on it. In order to get a rewrite marked, you must submit both the original paper with the rewrite. If you radically change your paper in the process of rewriting it, some of my comments on the original paper may be redundant. Nevertheless, you must hand in the original paper with the rewrite.

No title pages. If your printer allows you to do so, you may use the blank side of used paper or print on both sides of the page. The paper should not be longer than 1500 words; it may be shorter. Use, MLA, Times New Roman, 14-point font (because my eyes are old).

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

- (a) Paper: 25%
- (b) Exams: Midterm: 30%; Final 35%
- (c) Participation 10% - attending isn't participating; talking is.

### **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](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.

**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.) 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

**Marking Notation**

3<sup>rd</sup> p = you were supposed to be writing in the 3<sup>rd</sup> 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