



*School of Arts & Science*  
*HUMANITIES*  
**PHIL 104, SECTION 1**  
**PHILOSOPHY OF LOVE AND SEX**  
**Winter 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: Mon, Tues, Wed, and Thurs, 12:30 – 1:20
- (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

Jan. 11: - Administration

Jan. 13: Read course pack: "Definitions...." p. 2 and 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?

Seminar: student questions – no marks

Jan. 18: 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?

##### **Platonic Love**

Jan. 20: – Read **book** *Symposium*

Seminar: arguments, fallacies and sociological vs evolutionary explanations

Jan. 25: *Symposium* cont'd

Q. 3. Describe the ladder of love.

Jan. 27: "The Speech of Alcibiades" **in the course pack**, p.80

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 the seminar.)

Seminar: biology of sex and love

Feb. 1: Read "The Speech of Alcibiades" cont'd

Feb. 3: Read "The Speech of Alcibiades" cont'd

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?

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

##### **Religious Love**

Feb. 10: 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.

Debate: **Seminar B only**: If we say people can be addicted to sex, we end up with an overly-broad definition of 'addiction'.

Feb. 15: "St. Augustine," cont'd

##### **Courtly Love**

Feb. 17: *De Amore*, p. 170

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

Debate: Sexual orientation is primarily biologically determined.

Feb. 22: Kant, p. 189

Q. 1: What indefensible consequences follow from Kant saying that the second version of the Categorical Imperative implies that masturbation is immoral? Feb. 29: Sexual Morality p. 196

Q. 2: Does Mappes succeed in showing that there is a morally significant difference between threats and offers?

Feb. 24: **MIDTERM**

Debate: **Seminar A only**: If we say people can be addicted to sex, we end up with an overly-broad definition of 'addiction'. Seminar B: Questions, but no marks.

Feb. 29: Freud: See the power point slides as well as the video

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

Mar. 2: Freud, cont'd.

Q. 3: Describe Freud's theory, including the divisions of the mind, the five stages of development and the five defense mechanisms.

Q. 4: Explain why Freud's theory is unfalsifiable.

Debate: Being incestuous is not sufficient for sexual activity to be morally wrong.

Mar. 7: The Second Sex, p. 261

Q. 5: Assess DeBeauvoir's existentialist ethics in light of objections to the view that people have free will.

Mar. 9: Plain Sex, p. 291

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

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

Mar. 16: 3 papers on marriage: p. 302 – 306, 313-316 and 325 - 334

Mar. 14: Adultery, p. 307

Q. 7: Adopt a conception of marriage and defend its implications for adultery and polygamy. (Bear in mind what Wasserstrom says.)

Mar. 16: Adultery, continued.

Debate: A transgendered person 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 gender trapped in the wrong sex's body.)

Mar. 21: Masturbation, p. 362

Mar. 23: Masturbation, p. 362 continued

Q. 8: Defend a model of sexuality.

Debate: 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.)

Mar. 30: "Can Porn Be Art?" p 374

Debate: **Seminar B only**: If we say people can be addicted to sex, we end up with an overly-broad definition of 'addiction'.

Ap. 4: Paraphilias, p. 382 and Sexual Perversion, p. 392

Q. 9: Should the category of paraphelias be removed from the next edition of the DSM?

Ap. 6: Consensual Sadomasochism, p. 398

Q. 10: Assess this claim: Consensual sadomasochistic sexuality undermines resistance to oppression by eroticizing domination and subordination.

Debate: In the modern Western world, the rape of a female by a male is not usually sexually motivated.

Ap. 11: Fatherhood, p. 455

Q.11: 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?

Ap. 13: After-Birth Abortion, p. 468

Q. 12: What property does a being need to be morally considerable and what does your position imply about Giubilini and Minerva's position?

Debate: Permitting children to use non-discriminatory swear words is morally acceptable.

**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.

**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 10%

## 5. Basis of Student Assessment (Weighting)

- (a) Debate: 25%
- (b) Exams: Midterm: 30%; Final 35%
- (c) Participation in seminars when one is not debating: 10% divided by 7 debates.  
You can skip at least two 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](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