



School of Arts & Science
HUMANITIES
PHIL 104, SECTION 1
PHILOSOPHY OF LOVE AND SEX
Fall 2017

COURSE OUTLINE

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: Wed and Fri, 9:30– 10:20 pm
- (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

Sept. 6: - Administration

Sept. 8: Read in the course pack: “Definitions....” p. 2 and the article, by Helm, at <https://plato.stanford.edu/entries/love/>

Q. According to Helm, each of the following three theories gets one thing right: love as union, love as bestowal of value and love as an emotional complex. What are those three points?

Seminar: student questions – no marks

Sept. 13: Read “Moral Dumbfounding,” p. 8 in the course pack

Q. In light of Haidt, et. al.’s paper, how should people deal with their intuitions about sexual morality in order to avoid or to deal with being morally dumbfounded?

Platonic Love

Sept. 15: – Read first half of the **book** entitled *Symposium*

Seminar: arguments, fallacies and sociological vs evolutionary explanations

Sept. 20 – Reread or continue reading *Symposium*

Q. Describe the ladder of love.

Sept. 22 – “The Speech of Alcibiades”, p.80 in course pack

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

Q. 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 – read D2L: “Notes for Study Question on Brain for Midterm”

Sept. 27 – Continue reading or re-read “The Speech of Alcibiades” cont’d

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

Q. What evidence is there that Alcibiades offers material for a defense of the role of literature in moral learning?

Religious Love

Sept. 29 – Read “St. Augustine”

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

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

Oct. 4 – St. Aquinas

Read “9. Aquinas’s Natural Law” at <http://www.iep.utm.edu/sexualit/#H9>

Also read “3.4.2 Adultery and other kinds of act contrary to the good of marriage” at <http://plato.stanford.edu/entries/aquinas-moral-political/#AduOthKinActConGooMar>

Q. Compare and contrast Augustine and Aquinas’s views on sex and love.

Courtly Love

Oct. 6 – *De Amore*, p. 170

Q. Compare and contrast religious love and courtly love.

Debate: Buying sex should be legalized in Canada.

Oct.11: **MIDTERM**

Oct. 13 – Kant, p. 189 and “Kant on Gluttony” on D2L

Q. In light of what he says about gluttony and drunkenness, what inconsistencies follow from Kant saying that the second version of the Categorical Imperative implies that masturbation is immoral?

Seminar: Student questions. No participation points.

Oct. 18 – Guest lecture on transgenderism by Daphne Shaed

Q. Assess the brain sex theory account of a trans person’s desire to have “bottom surgery.”

Oct. 20 – Freud: See the power point slides as well as the video

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

Debate: Sexual orientation is primarily biologically determined.

Oct. 25 – Freud, cont'd.

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

Q. Explain why Freud's theory is unfalsifiable.

Oct. 27 – The Second Sex, p. 261

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

Debate: Being incestuous is neither necessary nor sufficient for sexual activity to be morally wrong.

Nov. 1 – Plain Sex, p. 291

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

Nov. 3: – “Can Porn Be Art?” p 374

Q. Can porn be art?

Debate: Some videos depicting adults voluntarily engaging in sexual activity should be illegal. (Don't focus on the well-being of the actors.)

Nov. 8 – Consensual Sadomasochism, p. 398

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

Nov. 10 – 3 papers on marriage: p. 302 – 306, 313-316 and 325 - 334

Debate: The Olympics should not be segregated on the basis of sex. (Bear in mind trans athletes, people like Caster Semenya and the slippery slope.)

Nov. 15 – Adultery, p. 307

Q. Adopt or develop a conception of marriage and defend its implications for adultery and polygamy. (You may alternatively argue for getting rid of marriage however it is conceived.)

Nov. 17 – Masturbation, p. 362

Q. Defend a model of sexuality. (Consider the binary and/or unitary model.)

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

Nov.22 – Catch up class.

Nov. 24 – Paraphilias, p. 382 and Sexual Perversion, p. 392

Q. Should paraphilias be removed from the next edition of the DSM?

Debate: The U.N. Declaration of Human Rights is correct when it says that “any choice and decision with regard to the size of the family must inevitably rest with the family itself, and cannot be made by anyone else.”

Nov. 29 Fatherhood, p. 455

Q. 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?

Dec. 1 – Abortion – read material on d21 under 'Abortion'

Provide the strongest objection you can find against each of the following arguments against abortion: the potentiality argument, the independence argument, and the cognitive abilities argument.

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

Dec. 6: After-Birth Abortion, p. 468

Q. Is infanticide ever morally acceptable?

Dec. 8: Review

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% (1.43% x 7) debates. I say 7 so that you can skip 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.) 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

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