



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**PHIL-104-001**  
**Philosophy of Sex and Love**  
**W18**

**COURSE OUTLINE**

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

(a) Instructor	Karen Shirley		
(b) Office hours	Wednesdays and Fridays from 9:30 – 10:20 am		
(c) Location	Y232		
(d) Phone	250 370 3389	Cell:	: 250 383 8164
(e) E-mail	shirleyk@camosun.bc.ca		
(f) Website			

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**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. 10: - Administration

Jan. 12: Read in the course pack: “Definitions....” p. 2 in course pack 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

Jan. 17: 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**

Jan. 19: – Read first half of the **book** entitled *Symposium*

**Seminar:** arguments, fallacies and sociological vs evolutionary explanations

Jan. 24 – Reread or continue reading *Symposium*

Q. Describe the ladder of love.

Jan. 26 – “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”

Jan. 31 – 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**

Feb. 2 – 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.

Feb. 7 – 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**

Feb. 9 – *De Amore*, p. 170

Q. Compare and contrast religious love and courtly love.

**Debate:** Buying sex should be legalized in Canada.

Feb. 21: Kant, p. 189 and “Kant on Gluttony” on D2L

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

Feb. 23 – **MIDTERM**

**Seminar:** Student questions. No participation points.

Feb. 28 – 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. 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.

**Debate:** Sexual orientation is primarily biologically determined.

Mar. 7 – *The Second Sex*, p. 261

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

Mar. 9 – *Plain Sex*, p. 291

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

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

Mar. 14: – – Guest lecture on transgenderism by Daphne Shaed

Q. Assess the brain sex theory account of a trans person's desire to have gender-affirming surgery.

Mar. 16 – Consensual Sadomasochism, p. 398

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

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

Mar. 21 – 3 papers on marriage: p. 302 – 306, 313-316 and 325 - 334

Mar. 23 – 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.)

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.)

Mar. 28– 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'.

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

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

Ap. 6 – 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?

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."

Ap. 11 Abortion – read material on d2l 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.

Ap. 13 – After-Birth Abortion, p. 468

Q. Is infanticide ever morally acceptable?

## 5. Basis of Student Assessment (Weighting)

Debate: 25%

(a) Exams: Midterm: 30%; Final 35%

(b) Participation in seminars when one is not debating: 10%. Each instance of a possible five participations is worth up to 2%, depending how good it is. So one needs to participate (well) five times to get the full 10%.

### Further Details

1. Put the following information on each assignment:

a) your student number

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%

## 6. Recommended Materials to Assist Students to Succeed Throughout the Course

[Stanford Encyclopedia of Philosophy](#) for an indepth look at issues.

[Internet Encyclopedia of Philosophy | An encyclopedia of philosophy ...](#) for a less indepth look at issues.

See the Content page on the d2l page for the course.

## 7. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. 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		1
0-49	F	Minimum level has not been achieved.	0

#### B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<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.