



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

**PHIL-104-001AB**  
**Philosophy of Sex and Love**  
**Fall 2019**

**COURSE OUTLINE**

---

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.

---

**1. Instructor Information**

(a) Instructor	Megan Shelstad
(b) Office hours	Tuesdays and Thursdays – 11:00 am - 12:15 pm or by appointment
(c) Location	Young 312
(d) Phone	(250) 370-3051 <b>Alternative:</b> _____
(e) E-mail	shelstad@camosun.bc.ca
(f) Website	<b>This section of Phil 104 is <u>not</u> a D2L course.</b>

**2. Intended Learning Outcomes**

Upon completion of this course a student 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 (texts):**

1. Plato. **Symposium.**
2. Higgins, Kathleen, and Solomon, Robert. 1991. **The Philosophy of (Erotic) Love.** University Press of Kansas.
3. Halwani, Raja; Soble, Alan; Hoffman, Sarah; and Held, Jacob M. 2017. **The Philosophy of Sex: Contemporary Readings, 7th Edition.** Rowman & Littlefield.

**4. Course Content and Schedule**

**Lectures: Tuesdays – 2:30 - 4:20 pm (Young 300)**

**Seminar A: Tuesdays – 2:30 - 3:20 pm (Young 300)**

**Seminar B: Thursdays – 3:30 - 4:20 pm (Young 300)**

**Basis of Student Assessment (Weighting):**

- (a) Assignments: 15% - Essay on "Erotic Love"**
- (b) Tests: 45% - 2 tests (first test is 20%, second test is 25%)**
- (c) Exams: 30% - Final exam, in the exam period**
- (d) Other: 10% - Seminar attendance and participation**

**6. Grading System**

- Standard Grading System (GPA)*
- Competency Based Grading System*

**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

**2. Competency Based Grading System (Non GPA)**

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 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	Compulsory Withdrawal: 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.

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

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: [www.camosun.ca](http://www.camosun.ca)

## 8. 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.

## SEMINAR DISCUSSIONS AND HOMEWORK (20%)

In seminar periods we will be analyzing and discussing various current issues in the philosophy of love and the philosophy of sex. These sometimes present cases which offer examples of various situations that have happened (or not, as in "thought experiments") and provide the opportunity to practice our critical thinking and decision-making skills. But they are just examples; they do not provide, by themselves, reasons for why we should or should not do any particular thing. For that we need the arguments. The authors often offer claims (conclusions) for which they provide reasons (premises) and evidence for why we should be convinced of the likely truth of their claims.

You should employ all the usual rules of grammar, spelling, sentence-structure, etc. as well as using an appropriate method of citation for the quotes you use.

The following is a template you can use when analyzing arguments. Occasionally you are required to do something else. Check the reading schedule.

1 mark for seminar attendance/participation, 1 mark for written work (completion grade)

---

### TEMPLATE FOR ARGUMENT ANALYSIS (summary and evaluation)

#### Primary points (things you must do)

1. What is the author's main point(s)? What are they claiming and trying to convince you of? Be specific. Include a quote(s) where they say this.
2. What main reasons (premises) does the author offer in support of the main point? Are these good reasons? Why? Are these reasons relevant to the author's conclusion? Be specific when answering these questions. Include quotes.
3. What evidence is offered in support of those reasons (premises)? Is the evidence good? Why? Is the evidence relevant to the author's reasons and/or conclusion? Be specific when answering these questions. In an essay, this will likely take the form of examples or illustrations although references to studies may be included.

#### Secondary points (to assist you with the primary points)

4. Does the author's argument(s) depend on specific principles? What are they (again, be specific)? Principles (including ethical principles) are general guidelines for behavior, what we should, or should not, do.
5. Does the author's argument(s) depend on any key beliefs or assumptions? Assumptions are claims or beliefs for which we do not offer reasons or evidence but they can provide a place to begin. Are these assumptions warranted or unwarranted? Explain why (again, be specific)?
6. What objections can you think of (use the coursepack) to the author's claims or arguments? Are they good objections? Are they relevant? Did the author(s) already address them in the article in a convincing way?

---

**\*\*\* At all times use the "PRINCIPLE of CHARITY."\*\*\***

## Phil 104-001 Reading Schedule (from the texts)

Readings to be done **before** class; schedule subject to change if needed.

**Seminar homework usually will be due on Thursdays at the start of class.** Late or emailed homework is **NOT** accepted, please submit while attending the relevant class. **Please type.**

---

**Remember to turn OFF your cell phone for class and put it away. Laptops, ipads, etc. may be used for note taking only. See “Classroom Technology Use.”**

**[Camosun.ca/learn/school/business/current-students/documents/ClassroomTechnologyUse.pdf](http://Camosun.ca/learn/school/business/current-students/documents/ClassroomTechnologyUse.pdf)**

**Missing classes: if you miss a class due to illness or some other reason, you do not need to notify me unless a test or assignment is missed. It is the student’s responsibility to find out from another student what was covered. Check your reading schedule.**

**Policy on missed tests: make-up tests will be permitted only in cases of illness or personal crisis. Documentation is required.**

**Disruptive behaviour, such as carrying on conversations when the instructor or others are speaking, is a sign of disrespect and is not acceptable in class.**

---

### Philosophy of Love

**Week 1** (Sept. 3, 5): **Lecture (Tuesday):** Introduction to **Plato's *Symposium***, Socratic method

**Seminar (Thursday):** *questionnaire discussion and worksheet*

---

**Week 2** (Sept. 10, 12): **Lecture:** *Symposium*, speeches of Phaedrus, Pausanias (p.13-17)

**Seminar:** *worksheets (Phaedrus and Pausanias, Sappho)*

---

**Week 3** (Sept. 17, 19): **Lecture:** *Symposium*, speeches of Aristophanes, Agathon (p.17-21)

**Seminar:** *worksheets (Aristophanes and Agathon)*

---

**Week 4** (Sept. 24, 26): **Lecture:** *Symposium*, speeches of Socrates, Diotima (p.21-27)

**Seminar:** *worksheets (Socrates and Alcibiades)*

---

**Week 5** (Oct. 1, 3): **Lecture:** *Symposium*, speech of Alcibiades, Final Dialogue (p.27-32)

**Seminar:** **\*\*\*TEST #1\*\*\* (one hour, come at either seminar time)**

---

**Week 6** (Oct. 8, 10): **Lecture:** Arthur Schopenhauer (p.121-131)

**Seminar:** *worksheets (Schopenhauer)*

---

**\*\*\*Thanksgiving Day holiday – Monday, October 14 – college closed\*\*\***

---

**Week 7** (Oct. 15, 17): **Lecture:** Friedrich Nietzsche (p.140-150)

**Seminar:** *worksheets (Nietzsche)*

---

**Week 8** (Oct. 22, 24): **Lecture:** Jean-Paul Sartre (p.227-232), Simone de Beauvoir (p.233-240)

**Seminar:** *worksheets (Sartre and Beauvoir)*

---

**Week 9** (Oct. 29, 31): **Lecture:** loose ends and review

**Seminar:** **\*\*\*TEST #2\*\*\* (one hour, come at either seminar time)**

---

### **Philosophy of Sex**

**Week 10** (Nov. 5, 7): **Lecture:** Sexual Perversion: Greta Christina "Are We Having Sex Now or What?" (p.31-39) and Alan Soble "Kant and Sexual Perversion" (online: search using title and author)

**Seminar:** *worksheets (Christina and Soble)*

---

**\*\*\*Remembrance Day holiday – Monday, November 11 – college closed\*\*\***

**\*\*\*ESSAY DUE NOV. 12\*\*\***

---

**Week 11** (Nov. 12, 14): **Lecture:** Sexual Perversion: Thomas Nagel "Sexual Perversion" (p.39-52) and Robert Gray "Sex and Sexual Perversion" (p.73-84)

**Seminar:** *worksheets (Nagel and Gray)*

---

**Week 12** (Nov. 19, 21): **Lecture:** Fidelity: John Portmann "Chatting Is Not Cheating" (p.85-102)

**Seminar:** *worksheets (Portmann)*

---

**Week 13** (Nov. 26, 28): **Lecture:** Polyamory: E. Brake "Is "Loving More" Better? The Values of Polyamory" (p. 201-220)

**Seminar:** *worksheets (Brake)*

---

**Week 14** (Dec. 3, 5): **Lecture:** Sexual Ethics: David Benatar "Two Views of Sexual Ethics" (p.437-448) and Alan Soble "Gifts and Duties" (p.449-464)

**Seminar:** *review*

---

**\*\*\*FINAL TEST EXAM PERIOD\*\*\***

**Make work schedules and travel plans accordingly; exams are part of the term.**