

## SYLLABUS

### Phil 205: Love and Sex: Philosophical Perspectives

Instructor: Suzanne Senay

Contact: Blackboard

Office: H322 (North) - A114 (Lakeshore)

‘Love is one of the great enlargers of the person because it requires us to “take in” the stranger and to understand him, and to exercise restraint and tolerance as well as imagination to make the relationship work.’ May Sarton

‘The erotic offers a space of possibility for exploring, and positively affirming, the different ways of being human.’ Jeffrey Weeks

#### Course Materials

Course Materials are available online.

#### Required Coursework

10 Online Quizzes*	10%
Written Assignment	20%
Test 1 (Midterm)**	20%
Written Assignment	20%
Final Exam***	30%

\* The final due date for ALL quizzes is midnight, the day prior to the final exam. Quizzes are set up so that you may take them as many times as necessary to get a perfect score. Be sure to click the ‘save’ button for each question and the one for the whole quiz at the bottom before submitting or Blackboard will not record your answers. Quizzes assigned in the weeks prior to the midterm will be included in the midterm mark whether they have been completed or not.

\*\*At the discretion of the instructor, a make-up for a missed test may administered. If you will not be present for a test, you must notify the instructor via Blackboard email on or before the original test date and time. A make-up must be taken within one week of the original test date.

\*\*\*If you take the final exam in the test center due to accommodation issues, you must schedule it so that you complete it on same date and at the same time as the rest of the class.

**Note: A make-up test for a missed final is given only at the discretion of the Instructor. Students who miss the final in-class test will *not* be given a make-up test unless they can provide formal documentation that they were unavailable on the test date due to an unforeseen and unavoidable emergency AND they have taken all previous term tests on the regularly scheduled dates.** Travel plans and work schedules do **not** constitute emergencies. Program exam dates do not conflict with this final exam, so students are expected to attend this final as scheduled.

**Note: There are NO extra credit assignments. The mark is based on coursework only.**

### **Explanation of Midterm Marks**

The midterm mark serves to warn students who have not completed work. The midterm mark is not used in the calculation of the final mark and should not be used as a basis for predicting a final mark. It is based on the first test and the quizzes covering the material in the weeks prior test one whether these quizzes have been completed or not.

### **Feedback**

The purpose of feedback is to indicate the quality of your work. Feedback by itself does not improve the quality of your work; it notifies you of the level of your work so that you can take steps to improve it.

### **Grading Criteria for the Course Mark**

90-100%: Exceptional. Original ideas. Comprehensive grasp of material. Excellent critical thinking demonstrated in analysis and synthesis of material. Extensive knowledge base. Superior understanding of material. Creative engagement with course issues. Exceptional language skills. Standard English.

80-89%: Very Good. Detailed grasp of material. Demonstrates strong knowledge of material as well as independent thought about the issues. Very good language skills. Standard English.

70-79%: Competent. General grasp of material with some knowledge of detail. Strong reliance on and/or repetition of class notes. May contain some errors in fact or understanding. Competent language skills. Average English.

60-69%: Adequate. Basic knowledge of major materials and concepts. Contains some gaps and/or errors in fact or understanding. Simple or minimal responses on tests and written work. Basic English skills with errors in grammar, spelling, vocabulary choice.

50-59%: Weak pass. Familiarity with some major concepts but grasp is superficial grasp of material. Evidence of having read readings and notes, attended lectures. Significant confusion or error, but more correct than incorrect content. Language skills are weak. English is difficult to understand.

### **Plagiarism**

It is a standard requirement of all professional work to give credit to the sources of ideas. This is the purpose of citations in academic writing and presentations.

When research sources are used without citation, then plagiarism has occurred. Plagiarism is a violation of Humber's Academic Integrity policy. Details of the policy can be found at <http://fulltimestudents.humber.ca/academicregulations>.

### **Suggestions for Success**

- Identify, explain, and critically evaluate the main point of each assigned reading.
- Identify, explain, and critically evaluate the main argument(s) supporting the author's point.
- Assess what you are learning in light of your own experience, general knowledge, and the knowledge you have gained from your other studies.
- Know the author of each text, the approximate dates of the texts.
- Relate the text and its arguments to other texts and arguments in the course.

### **Weekly Schedule**

#### **Week 1: Self-love**

Plato, *Republic*, trans. GMA Grube (Indianapolis: Hackett, 1974) p. 30-32. (Republic II, 357-360e)

Aristotle, *Nicomachean Ethic*, trans. Terence Irwin (Indianapolis: Hackett, 1985) p. 253-256. (NE, Book IX:8 1168a28-1169b)

#### **Week 2: Ancient Eros**

Hesiod, *Theogony*, trans. Stanley Lombardo (Indianapolis: Hackett, 1993), excerpts.

Sappho, *If Not Winter: Fragments of Sappho*, trans. Anne Carson (New York: Vintage, 2002), pp 63, 185-7, 265, 297. Fragments 31, 94, 130, 147

#### **Week 3: Erotic Love and the Good**

Plato, "Speech of Socrates," in *Symposium*, trans. Alexander Nehamas and Paul Woodruff (Indianapolis: Hackett, 1989).

Aristotle, *Nicomachean Ethic*, trans. Terence Irwin (Indianapolis: Hackett, 1985) p. 253-256. (NE, Book IX:8 1168a28-1169b)

#### **Week 4: Romantic Love**

Abelard and Heloise, *The Love Letters of Abelard and Heloise*, trans. Anonymous, eds, Israel Gollancz and Honnor Morten, (London: J.M. Dent, 1901), Letters 3 and 4.

Available at <http://sacred-texts.com/chr/aah/aah06.htm>

Simone de Beauvoir, "The Woman in Love," in *The Second Sex*, (New York: Vintage, 1989) p. 642-669.

#### **Week 5: Erotic Love as Union**

Plato, "The Speech of Aristophanes," in *Symposium*, trans. Alexander Nehamas and Paul Woodruff (Indianapolis: Hackett, 1989).

Robert Nozick, "Love's Bond," in *The Examined Life* (New York: Simon and Schuster, 1989).

Noel Marino, "The Problem with 'We': Rethinking Joint Identity in Romantic Love," *Journal of Social Philosophy* 35 (2004) 123-132.

### **Week 6: Test 1 (Midterm)**

#### **Week 7: Sex and Nature**

Bible Genesis 1-3; Leviticus 18, 20; Letter of Paul to the Romans 1, 2:1-3

Thomas Aquinas, *Summa Theologica*, ed. Edward Batchelor (Pilgrim Press, 1980). (ST Q 153, arts. 2, 3, Q154 arts. 1, 11, 12.)

Immanuel Kant, *Crimina Carnis*, in *Lectures on Ethics*, trans. Louis Infield (London: Methuen, 1930).

Michael Ruse, "Is Homosexuality Bad Sexuality?" in *Homosexuality: A Philosophical Inquiry* (New York: Basil Blackwell, 1988).

#### **Written Assignment 1 Due**

#### **Week 8: (Oct 20-24) Sex, Gender, and Sexual Orientation**

Anne Fausto-Sterling, "Thinking About Homosexuality" in *Sex/Gender: Biology in a Social World* (New York: Routledge, 2012) 70-98.

Lisa Diamond, "How Does Fluidity Work," in *Sexual Fluidity: Understanding Women's Love and Desire* (Cambridge: Harvard University Press, 2008) p. 202-234.

#### **Week 9: Sex and Evolutionary Psychology**

Arthur Schopenhauer, "The Metaphysics of Love Between the Sexes" in *Essays of Schopenhauer*, trans. Mrs. Rudolph Dirks. Online at <http://ebooks.adelaide.edu.au/s/schopenhauer/arthur/essays/index.html>

Marlene Zuk, "Paleofantasy Love" in *Paleofantasy: What Evolution Really Tells Us About Sex, Diet, and How We Live* (New York: Norton, 2013) p. 164-193.

#### **Week 10: Sexual Objectification**

Immanuel Kant, "Duties Towards the Body in Respect of Sexual Impulse" in *Lectures on Ethics*, trans. Louis Infield, (London: Methuen, 1930).

Martha Nussbaum, "Objectification," *Philosophy and Public Affairs* 24 (1995) 249-291.

Patricia Marino, "The Ethics of Sexual Objectification: Autonomy and Consent," *Inquiry* 51 (2008), 345-364.

#### **Week 11: Sex and Love**

Roger Scruton, "Love" in *Sexual Desire: A Philosophical Investigation* (London: Phoenix Press, 1994) p. 213-252.

Frederick Elliston, "In Defense of Promiscuity," in *Philosophical Perspectives on Sex and Love*, ed. Robert Stewart (New York: Oxford University Press, 1995) 146-158.

**Week 12: Pornography**

Gail Dines, "Grooming For Gonzo" in *Pornland: How Porn Has Hijacked Our Sexuality* (Boston: Beacon Press, 2010) p. 59-78.

Clarissa Smith & Feona Attwood, "Emotional Truths and Thrilling Slide Shows: The Resurgence of Antiporn Feminism," in *The Feminist Porn Book: The Politics of Producing Pleasure*, eds. Tristan Taormino, Celine Parrenas Shimizu, Constance Penley, and Mireille Miller-Young (New York: The Feminist Press, 2013) 41-57.

**Week 13: Prostitution**

Martha Nussbaum, "Whether from Reason or Prejudice: Taking Money for Bodily Services," in *Sex and Social Justice* (Oxford University Press, 1999) 276-298.

Scott Anderson "Prostitution and Sexual Autonomy: Making Sense of the Prohibition of Prostitution," *Ethics* 112, no. 4 (July, 2002): 748 - 780; reprinted in Spector, Jessica (ed.), *Prostitution and Pornography: Philosophical Debate About the Sex Industry in the U.S.* Stanford University Press. Palo Alto, CA. 2006.

**Written Assignment 2 Due****Week 14: Final Exam**