

**SYLLABUS: PHM 3020**  
**PHILOSOPHY OF LOVE**  
**3 Credit Hours**

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Office:

Spring Semester 2013  
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## **Course Description**

In this course students will be introduced to classical and contemporary issues in the philosophy of love through a careful reading of essential texts that range from Plato to Marion and hooks. These texts will raise critical questions and present insightful analyses in the philosophy of love, an area which is itself—to borrow the words of Kierkegaard—“essentially indescribable and inexhaustible.” Through a penetrating discussion of these rich primary sources, students will broaden their horizons in this often neglected area of philosophy, and they will be encouraged to develop their own response to the central over-arching question: “How does one enact the highest task of loving another?” Classes will be a mixture of lecture and discussion, and students will be expected to participate actively in class.

## **Course Goals**

- Students will acquire detailed and sophisticated knowledge about the writings by the central figures in the philosophy of love.
- Students will discover, identify, and explain the central problems in the philosophy of love.
- Students will begin to develop their own responses to these problems and take responsibility for and ownership of their own personal philosophical development.
- Students will actively engage in philosophical dialogue by critically discussing and evaluating the philosophical texts.
- Students will respect the multiple perspectives that are presented and developed throughout the course.
- Students will become wiser regarding the nature of love.

## **Required Texts** (listed in the order we shall read them in class)

Singer, Irving. *Philosophy of Love: A Partial Summing-Up*. Cambridge, MA: The MIT Press, 2009.

Plato. *Plato on Love*. Edited by C.D.C. Reeve. Indianapolis: Hackett Publishing Company, 2006.

Spinoza, Baruch. *Ethics, Treatise on the Emendation of the Intellect, and Selected Letters*. Edited by Seymour Feldman. Translated by Samuel Shirley. Indianapolis: Hackett Publishing Company, 1992.

Kierkegaard, Søren. *Works of Love [Kjerlighedens Gjerninger]*. Translated by Howard and Edna Hong. Harper Perennial, 2009.

Marion, Jean-Luc. *The Erotic Phenomenon*. Translated by Stephen E. Lewis. Chicago: Chicago UP, 2007.

hooks, bell. *All about Love: New Visions*. Harper Perennial, 2000.

## **Course Requirements**

### ➤ **eCommunity**

In order to receive electronic communication from the instructor, you are required to make sure that your e-mail address is accurate at [www.ecommunity.ucf.edu](http://www.ecommunity.ucf.edu). Please note that only you can change your e-mail address at this site. You are also required to add a brief biography consisting of a minimum of four grammatically correct sentences. This assignment is worth five points and is due by midnight on Monday, January 14<sup>th</sup>.

Please note that if you e-mail the instructor you should include your full name at the end of your message, as the instructor may not respond to messages from unidentified students. Also, it is against university policy for instructors to include grades in e-mail messages, so please do not ask about your grades in an e-mail. Come to see me in my office instead or go to MyGrades at <https://my.ucf.edu/>.

### ➤ **Class Participation**

The instructor will use various pedagogical activities (e.g., people hunts, timed writing tasks, small group discussion, etc.) to enhance and facilitate student learning. Consequently, class attendance and participation are essential. Students will not have the opportunity to make up missed classroom exercises, which will affect one's grade adversely in the case of unexcused absences. Students who miss class work because of official excused absences including

religious holidays—which require appropriate documentation—will not be penalized, as the points from those exercises will not be included in the student's final points. However, in the event of sudden illness or emergency when it is not possible to see a doctor, students may be excused and/or able to make up missed work when they are better. However, it is necessary that students notify the instructor as soon as possible (an email message is fine) regarding a possible absence to determine whether the absence will be excused. If you cannot notify the instructor before a missed class, then you must notify the instructor within two days after the missed class to have him consider whether the absence will be excused. After two days without any notification the absence will be marked as unexcused. If a student is excused on a day that a graded assignment is due, then after communication between the student and the instructor, the instructor will determine when the student will be expected to submit the assignment.

### ➤ **Reading Assignments**

Readings of approximately 20-50 pages are assigned for each class (see the reading schedule below), and ideally classes should be a mixture of lecture and discussion. The reading assignments will help students to follow the lectures and participate in the classroom discussions. Students should read the assigned texts carefully and come to class mindful of the content of the readings. Students are not expected to understand all the details of the material but should have an understanding of the major points or issues discussed in the readings. Students should feel free to ask questions about the material; however, it is important that all students are respected and that questions that are not directly relevant are asked after class.

### ➤ **Timed Writings (TWs)**

In order to facilitate student learning there will be approximately ten to fifteen unannounced timed writing assignments (approx. three to five minutes) throughout the course on material that has been assigned or previously covered. These assignments may occur at the beginning, middle, or end of class, and they may also occur in groups. Consequently, it is essential to be well-prepared and mindful of the course content. Each timed writing assignment will be worth four points. Generally, timed writings cannot be made up, but if you have an illness or otherwise reasonable excuse (which must be approved by the instructor) for missing a timed writing, the missed exercise will not count against you and the points will not be included in your total points. Timed writing assignments can only be made up if you have an official excused absence due to a university activity.

The timed writing assignments will be assessed as follows.

- 4 points = completely satisfactory attempt to answer question

- 3 points = limited, but generally satisfactory attempt; or completely satisfactory attempt to answer question, but student missed part of class
- 2 point = marginal attempt made with some accurate content, but not fully satisfactory or lacking in detail
- 1 point = no attempt, but student present for entire class period
- 0 points = student absent

➤ **Mindful Reading Assignments (MRAs)**

Throughout the course students will be required to submit three MRAs in which they (1) *identify a passage* from an assigned reading that has affected (deepened, changed, confirmed, qualified, raised new questions, etc.) the way they think and (2) *explain the significance of the passage* (e.g., its difficulty, originality, insight, truthfulness, etc.) and how their thinking has been affected (deepened, changed, confirmed, qualified, raised new questions, etc.). The assignments (see class schedule below for deadlines) should include the passage and reference (singled-spaced, use ellipses if more than 50 words) and the explanation (double-spaced, 300 to 500 words). MRAs must be submitted electronically at [www.turnitin.com](http://www.turnitin.com) by midnight of the due date. Late assignments received within 24 hours of the deadline will lose five points. Late assignments received after 24 hours of the deadline will not earn any points. Note that if a problem with the website may lead to a submission being late, then the student should be sure to email the assignment to the instructor before the deadline.

If, instead of completing the MRAs, students would prefer to write a short research paper on a problem within the philosophy of love, then they should speak to the instructor about this possibility.

➤ **Student Teaching Presentation (STP)**

During the semester each student is required to give a “student teaching presentation” on an approved topic or text(s) relevant to the philosophy of love that is not part of the required reading material. In conjunction with the instructor students will decide which text to present and when to present it during the semester. Students are expected to focus on the philosophical argument(s) regarding love found within the text(s) or characterize the nature of love found in the text(s) in a philosophical manner. Students must consult with the instructor at least one week prior to the presentation, and presentations will be scheduled when they will be most relevant in the class schedule. Student teaching presentations should be from 10 to 15 minutes in length (not including questions and discussion) and should have some visual aid (e.g., handout, powerpoint, outline on board). Students will be marked on clarity, completeness (including having completed the presentation requirements), effectiveness and preparation. Students may refer to notes, but they should not read their presentations.

Presentation topics/texts will be approved on a first come first served basis from Tuesday, January 8<sup>th</sup>. The last date to schedule an STP is April 8<sup>th</sup>. Here is a list of some possibilities (not in any particular order): Harry Frankfurt's *The Reasons of Love*, "The Song of Songs," Leone Ebreo's *Dialogues of Love*, Tullia d'Aragona's *Dialogue on the Infinity of Love*, love in another of Kierkegaard's writings (e.g., *Either/Or*), love in another philosopher's writings (e.g., Augustine, Aquinas, Descartes, Kant, Hegel, etc.), psychological or phenomenological studies of love, a philosophical journal article on love, Max Scheler's "Ordo Amoris," Dietrich von Hildebrand's *The Nature of Love*, Martin Luther King, Jr., on love, Paul Zak's *The Moral Molecule: The Source of Love and Prosperity*, etc.

### ➤ Test Creation Assignments (TCAs)

Students will individually create four test questions that they would like to see on the test. Two questions should be on each text, so all questions should not be on the same text (e.g., for the first test, two question on Singer and two on Plato). The questions should include one multiple choice, one true/false, one short answer (answered in a phrase or couple sentences), and one essay question (answered in several paragraphs, one to two pages, i.e., 250-400 words). (However, if the student gives an STP during the relevant section of the course, then the multiple choice or true/false question can be on the STP.) Students should submit the assignments electronically at [www.turnitin.com](http://www.turnitin.com) by the due date. Late assignments received within 24 hours of the deadline will lose five points. Late assignments received after 24 hours of the deadline will not earn any points.

Although not all questions need to meet the following criteria, at least one question should cover each of the following learning objectives (if not more):

- A. Would your question allow students to demonstrate understanding of the course material?
- B. Would your question allow students to analyze central concepts and arguments?
- C. Would your question allow students to evaluate multiple perspectives of an issue?
- D. Would your question allow students to synthesize perspectives into an answer, argument, or position that one can live with?

Using the letters for the criteria A, B, C, and D, students must indicate after each question which objective it addresses. Students must also provide answers for all of the questions they create.

Students will be graded according to the following general rubric:

1. Content of questions and answers. For example, considerations of whether the question is well written and contains appropriate options (in

- the case of multiple choice) and the depth of answers provided as well as length and whether all learning objectives have been covered.
2. Quality of questions and answers. For example, considerations of whether your questions exhibit appropriate familiarity with the topics under consideration and the significance of the material, lack of typographical and other errors, creativity, accuracy, and thoughtfulness of answers provided.
  3. Timeliness. See above on late assignments.
  4. Each question and answer is assigned the following points:
    - Multiple Choice (5; note that brief explanation or reference must be given for the answer)
    - True/False (4; note that brief explanation or reference must be given for the answer)
    - Short answer (4)
    - Long essay (12)

Be Contemplative and Creative!

A Possible Bonus: Selected student questions will be used on the in class tests, so if your questions are selected you should already know the answers to those questions!

### ➤ Tests

See the class schedule below for tests and approximate point totals. Throughout the semester there will be two non-cumulative tests and one partly cumulative final examination that students will help to create. Part of the test score will also be a take-home component (see Appendix for more information on the “Test Creation Assignment” or TCA). Anything from the assigned readings and the lectures will be considered fair game for the tests, which may consist of multiple choice, true or false, short answer, and essay questions. Reviews will be given in class, but it is the student’s responsibility to compile a study guide for each exam.

Students are required to bring both raspberry scantrons and notebook paper to each exam. Students must also have their PIDs to include on the scantron and will lose points if they do not follow these requirements. Also, only blank paper and a pen and/or pencil can be brought to the desk when taking a test.

Additional explanations of tests and grading criteria will be presented in class. Students should note that grades are earned based on standards (excellent, good, average, poor) and not simply “given.”

**Missed exams cannot be made up**—except for official university activities (requiring prior permission) or serious illnesses (requiring a formal doctor’s excuse) or serious emergencies (requiring consultation with the instructor and his

consent within 48 hours after missing a test). If a student does not take a test, then he or she will receive a “0”.

## Grading

Students will be able to follow their progress in the course by the record of their grades found at MyGrades at <https://my.ucf.edu/>. The student’s final grade will be determined by dividing the total points received by the total possible points. The percentage will be judged according to the following scale. Note that the instructor uses the following “standard-plus” grading scale:

A = Excellent, far exceeds average understanding as evidenced in course work and goes significantly beyond the basics.	90-100%	C = Average, meets minimum expectations and satisfies course requirements	70-76.x%
B+ = Far above average, meets or exceeds average understanding as evidenced in course work and fully understands the basics and goes somewhat beyond that level.	87-89.x%	D+ = Below average, meets most minimum expectations and satisfies all or most course requirements.	67-69.x%
B = Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.	80-86.x%	D = Below average, meets many minimum expectations and satisfies all or most course requirements.	60-66.x%
C+ = Slightly above average, fully meets expectations for basic understanding as evidenced in coursework and understands the basics.	77-79.x%	F = Fails to meet minimum expectations in understanding and coursework as evidenced by performance and submission of graded elements.	0-59.x%

Students’ grades will be based on the following points:

- eCommunity 5 points
- Timed Writings 40-60 points (approx.)
- MRAs 75 points (3 x 25 points)
- TCAs 75 points (3 x 25 points)
- STP 25 points
- Test 1 75 points
- Test 2 75 points
- Final Exam 100 points

Total Points 470-490 (This is a projection and may be modified.)

At the close of the course the instructor may award borderline individual students a few (generally 1 to 3) bonus points for observable effort and philosophical endeavor, which would include things like active participation in discussions, completing all timed writings, and showing improvement.

Incompletes will be given only if a student could not complete the course requirements because of something over which he or she had little or no control, e.g., an illness or death in the family. To receive an “I” for the course a student must have done at least some of the work for the course, and he or she must speak to me before the final examination.

## Academic Policy

Students are expected to follow UCF’s Golden Rule for academic excellence and integrity. Regarding excellence, this means, at the very least, that when in the classroom, students should be attending *completely* (i.e., 100% or wholeheartedly) to the intellectual work of the day. Thus, for example, there should be no abstractions from electronic devices, and computers may only be used for note-taking in class.

Any inappropriate behavior, academic or otherwise, will not be tolerated and may be reported to the Office of Student Conduct. For further guidance, please see [www.goldenrule.sdes.ucf.edu/](http://www.goldenrule.sdes.ucf.edu/). Students’ work will be submitted to [www.turnitin.com](http://www.turnitin.com) for authentication. Students found guilty of academic dishonesty or plagiarism will receive at minimum an F for their work and be referred to UCF’s Office of Student Conduct. They may also receive an F for the course and a “Z” grade designation.

## PHM 3020: Class Schedule

Date	Readings	Tests or Other
Monday, January 7	Introduction, Syllabus	
Wednesday, January 9	Introduction, Singer vii-xvii, 1-16	
Friday, January 11	Singer 16-38	
Monday, January 14	Singer 38-72	eCommunity exercise due (5 points)
Wednesday, January 16	Singer 73-95	
Friday, January 18	Singer 95-120, Review of Singer in <a href="#">Dialogue</a>	

Monday, January 21	Martin Luther King, Jr. Day “Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.” MLK , Jr.	No Class
Wednesday, January 23	Plato x-xviii, xix-xxxviii, 26-39 <a href="http://www.archive.org/details/symposium_0909_librivox">http://www.archive.org/details/symposium_0909_librivox</a>	
Friday, January 25	Plato 40-56	
Monday, January 28	Plato 57-87	
Wednesday, January 30	Plato 88-122	
Friday, February 1	Plato 123-153	TCA 1 due (25 points)
Monday, February 4	Plato 208-226	
Wednesday, February 6	Review	MRA 1 due (25 points)
Friday, February 8	Test One on Singer, Plato, and STPs	Test One (75 points)
Monday, February 11	Spinoza: Read the definitions, axioms, and propositions of Parts I, II, & III (not the proofs and scholia—unless you want to). This will help you to get a sense of Spinoza’s vision. Read also pages 100-101 and 141-151. Also recommended (but not required) are the Introduction and Translator’s Preface on pages 1-29, and the section on “Spinoza’s Noble Love” in my article <a href="#">“The Ethics of Love in Spinoza and Kierkegaard and the Teleological Suspension of the Theological.”</a>	
Wednesday, February 13	Spinoza: Part III	
Friday, February 15	Spinoza: Part III	
Monday, February 18	Spinoza: Part IV	
Wednesday, February 20	Spinoza: Part IV	
Friday, February 22	Spinoza: Part V	
Monday, February 25	Kierkegaard 19-57	

Wednesday, February 27	Kierkegaard 58-88	
Friday, March 1	Kierkegaard 88-98, 199-212	
Monday, March 4	Spring Break	No Class
Wednesday, March 6	Spring Break	No Class
Friday, March 8	Spring Break	No Class
Monday, March 11	Kierkegaard 153-170	
Wednesday, March 13	Kierkegaard 247-278	TCA 2 due (25 points)
Friday, March 15	Kierkegaard 344-353	
Monday, March 18	Review	MRA 2 due (25 points)
Wednesday, March 20	Test Two on Spinoza, Kierkegaard, and STPs	Test Two (75 points)
Friday, March 22	Marion 1-32	
Monday, March 25	Marion 32-66	
Wednesday, March 27	Marion 67-97	
Friday, March 29	Marion 97-127	
Monday, April 1	Marion 127-150	
Wednesday, April 3	Marion 184-222	
Friday, April 5	Instructor at <a href="#">Conference Celebrating Søren Kierkegaard at 200</a>	No Class
Monday, April 8	hooks ix-xxix, 1-30	
Wednesday, April 10	hooks 31-68	
Friday, April 12	hooks 69-125	
Monday, April 15	hooks 126-165	
Wednesday, April 17	hooks 166-206	
Friday, April 19	hooks 207-237	TCA 3 due (25 points)

Monday, April 22	Review: Last Day of Class	MRA 3 due (25 points)
Monday, April 29	Final Exam Period 1:00-3:50 pm: Cumulative Final Exam, although mostly on Marion, hooks, and STPs	Final Exam (100 points)

**N.B.**

The instructor welcomes comments and suggestions about the course and encourages feedback throughout the course. He also reserves the right to amend this syllabus at his discretion.