GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course Information:
Copy and paste current course information from Class Search/Course Catalog.

| College/School       | College of Liberal Arts and Sciences | Department/School | Prefix: PHI | Number: 107 | Title: Introduction to Philosophy of Sex and Love | Units: 3 |

Course description: Examine philosophical views of the nature of sex and love, their relation to gender and sexual ethics. Focuses on the historical development of these concepts and contemporary moral and political debates over issues such as same-sex marriage, polyamory, pornography and free speech, objectification, cybersex, and consent to sex.

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? No
If so, list all academic units offering this course:

Note: For courses that are cross-listed and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No
If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Requested designation: Historical Awareness–H
Mandatory Review: Yes

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Marissa Timmerman
E-mail: Marissa.R.Timmerman@asu.edu
Phone: (480)727-0689

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Matthew Delmont
Date: 4/4/2018
Chair/Director (Signature): [Signature]

Rev. 3/2017
Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[H] CRITERIA

The Historical Awareness [H] course must meet the following criteria:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. History is a major focus of the course.</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors.</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
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<td>☒</td>
<td>☐</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
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</table>

**The following are not acceptable:**

- Courses that are merely organized chronologically.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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INTRODUCTION TO PHILOSOPHY OF SEX AND LOVE
Arizona State University
Philosophy 107

Instructor: Elizabeth Brake
Office: Coor Hall 3342
Office hours:
E-mail: Elizabeth.Brake@asu.edu

Lectures:

Texts:

1-3 are on 1-day reserve at Hayden Library.

Course description:
We will examine philosophical views of the nature of sex and love, their relation to gender, and sexual ethics. The first half of the course will focus on the historical development of the concept of erotic love, beginning with Plato through the medieval era to John Stuart Mill’s classic work examining love, marriage, and gender equality. We will see how understandings of love and institutions of marriage and family changed in relation to social, economic, and political background conditions.

The second half of the course will consider moral debates over contemporary issues such as same-sex marriage, polyamory, pornography and free speech, sexting, and consent to sex. We will see how these debates developed in contemporary legal, technological, and social contexts.

One aim of the course is to teach you the philosophical development of concepts of love, sex, and marriage, as well as deepening your understanding of the history of philosophy and the historical development of understandings of love, marriage, and sexuality. A second aim is to learn arguments for commonly held positions on contemporary issues. Just as importantly, the course will teach you how to reason, argue, and write clearly.

Student learning outcomes
Upon successful completion of this course you will
- be able to articulate key figures, issues, and arguments in philosophical discussion of sex and love and larger social debates
- be able to communicate ideas clearly and offer effective arguments in writing and in verbal communication
• be able to write an extended paper summarizing a debate and providing a well-argued, original perspective on the topic

**Course expectations**

- Be punctual.
- Read assigned reading before class.
- Be ready to ask questions.
- Do not surf the internet or check email during class.
- Turn your cell phones off.
- You can expect that I will provide you with detailed instructions for assignments well in advance and that I will return written work promptly (at most within 2 weeks) with constructive comments.
- You can also expect that I will treat you with respect and that I will try to facilitate a lively discussion!

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
<th>Dates</th>
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<tbody>
<tr>
<td>4 short writing assignments</td>
<td>20% total (5% each)</td>
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<tr>
<td>Final paper draft</td>
<td>10% total</td>
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<tr>
<td>6 reading quizzes</td>
<td>30% total (5% each)</td>
<td>Surprise!</td>
</tr>
<tr>
<td>Final paper</td>
<td>40%</td>
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</table>

**Other information:**

- There will be no Registrar-scheduled final exam.
- There are no make-ups for missed quizzes. There will be one “bonus” quiz in the last week which can replace a lower quiz grade or missed quiz. If you have excellent reasons for missing more than one quiz, please discuss this with me.
- Late work will be penalized 3 points each day, unless there is a documented excuse such as illness, family problems, religious observance, or attending university-sanctioned activities.
- Regular attendance is expected. If you miss class due to illness, family problems, or religious practices (in accord with ACD 304-04), or university-sanctioned activities (in accord with ACD 304–02), let me know and provide appropriate documentation.
- ASU academic integrity policy: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of
registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity

- Threatening or disruptive behavior will be reported to the ASU Police Department and Office of the Dean of Students.

<table>
<thead>
<tr>
<th>Letter</th>
<th>percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
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<tr>
<td>C</td>
<td>70-75</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>E</td>
<td>0-59</td>
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**Disability accommodation:**
I will accommodate students with disabilities. ASU policy requires that when requesting accommodation for a disability you must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.
<table>
<thead>
<tr>
<th>Class dates</th>
<th>Segment</th>
<th>Topic - Reading</th>
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</thead>
<tbody>
<tr>
<td>Aug. 23/25</td>
<td>History of love: Idealism</td>
<td>Plato’s <em>Symposium</em></td>
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<tr>
<td>Aug. 30/Sept. 1</td>
<td>Paper 1, 9/1</td>
<td>Plato’s <em>Symposium</em>, and Martha Nussbaum’s interpretation of it</td>
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<tr>
<td>Sept. 6/8</td>
<td>History of love: Idealism</td>
<td>Augustine, Capellanus</td>
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<tr>
<td>Sept. 13/15</td>
<td>History of love: Debunking</td>
<td>Schopenhauer, Stendhal Nietzsche</td>
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<tr>
<td>Sept. 20/22</td>
<td>Love, marriage, and gender</td>
<td>Mill’s <em>Subjection of Women</em>, excerpts</td>
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<tr>
<td>Sept. 27/29</td>
<td>History of love: Debunking</td>
<td>Freud, Sartre, de Beauvoir</td>
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<tr>
<td>Oct. 4/6</td>
<td>Conceptual analysis: sex and gender</td>
<td><em>Philosophizing about Sex</em>, Chapters 1-2</td>
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<td>Oct. 8-11</td>
<td>FALL BREAK!</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Paper 3, 10/13</td>
<td><em>Philosophizing about Sex</em>, Chapter 3</td>
</tr>
<tr>
<td>Oct. 18/20</td>
<td>Sexual Violence</td>
<td><em>Philosophizing about Sex</em>, Chapter 4, and Shulamith Firestone</td>
</tr>
<tr>
<td>Oct. 25/27</td>
<td>Sexual Perversion</td>
<td><em>Philosophizing about Sex</em>, Chapter 5, and Augustine</td>
</tr>
<tr>
<td>Nov. 1/3</td>
<td>Paper 4, 11/3</td>
<td><em>Philosophizing about Sex</em>, Chapter 6, and Emma Goldman</td>
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<tr>
<td>Nov. 8/10</td>
<td>Sex and Speech</td>
<td><em>Philosophizing about Sex</em>, Chapter 8, additional reading on Blackboard</td>
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<tr>
<td>Nov. 15/17</td>
<td>Paper 5, 11/17</td>
<td><em>Philosophizing about Sex</em>, Chapter 9, additional reading on Blackboard</td>
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<tr>
<td>Nov. 22</td>
<td>Sex and Responsibility</td>
<td><em>Philosophizing about Sex</em>, Chapter 10, additional reading by Shrage on Blackboard</td>
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<tr>
<td>Nov. 24</td>
<td>THANKSGIVING!</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Nov. 29/Dec. 1</td>
<td>Sex and the State</td>
<td><em>Philosophizing about Sex</em>, Chapter 12</td>
</tr>
</tbody>
</table>
PHI 107 - Introduction to Philosophy of Sex and Love

Course Description
Examines philosophical views of the nature of sex and love, their relation to gender and sexual ethics. Focuses on the historical development of these concepts and contemporary moral and political debates over issues such as same-sex marriage, polyamory, pornography and free speech, objectification, cybersex, and consent to sex.

Enrollment requirements
Prerequisite(s): Credit is allowed for only PHI 107 or PHI 394 (Philosophy of Sex and Love)

Offered by
College of Liberal Arts and Sciences

Additional Class Details
General Studies: No
Units: 3
Repeatable for credit: No
Component: Lecture
Instruction Mode: In-Person
Plato, from *Symposium*, 13
Sappho, Poems, 33
Theano, Letter on Marriage and Fidelity, 36
Ovid, from *The Art of Love*, 39
Augustine, from *The City of God*, 44
Heloise and Abelard, Letters, 49
Andreas Capellanus, from *On Love*, 56
William Shakespeare, Thirteen Sonnets, 72
John Milton, on Marriage and Divorce, 79
Baruch Spinoza, from *Ethics*, 85
Jean-Jacques Rousseau, from the *Second Discourse*, *Emile*, and *New Heloise*, 104
G. W. F. Hegel, a Fragment on Love, 117
Arthur Schopenhauer, from *World as Will and Idea*, 121
Stendhal (Henri Beyle), from *On Love*, 132
Friedrich Nietzsche, Selections, 140

Sigmund Freud, On the Universal Tendency to Debasement in the Sphere of Love, On Narcissism: An Introduction, and “Civilized” Sexual Morality and Modern Nervous Illness, 153
Carl Jung, Marriage as a Psychological Relationship, 177
Karen Horney, Love and Marriage, 190
Rainer Maria Rilke, Poems, 202
Emma Goldman, On the Tragedy of Women’s Emancipation, and Marriage and Love, 204
Denis de Rougemont, from Love in the Western World, 214
D. H. Lawrence, The Mess of Love, and from Women in Love, 218
Jean-Paul Sartre, from Being and Nothingness, 227
Simone de Beauvoir, from The Second Sex, 233
Philip Slater, from The Pursuit of Loneliness, 241
Shulamith Firestone, from The Dialectic of Sex, 247

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Irving Singer, from The Nature of Love, 259
Martha Nussbaum, The Speech of Alcibiades: A Reading of Plato’s Symposium, 279
Jerome Neu, Plato’s Homoerotic Symposium, 317
Louis Mackey, Eros into Logos: The Rhetoric of Courty Love, 336
Amelie Rorty, Spinoza on the Pathos of Idolatrous Love and the Hilarity of True Love, 352
Elizabeth Rapaport, On the Future of Love: Rousseau and the Radical Feminists, 372
Kathryn Pauly Morgan, Romantic Love, Altruism, and Self-Respect: An Analysis of Beauvoir, 391
Simone de Beauvoir, from *The Second Sex*, 233
Philip Slater, from *The Pursuit of Loneliness*, 241
Shulamith Firestone, from *The Dialectic of Sex*, 247

Irving Singer, from *The Nature of Love*, 259
Martha Nussbaum, *The Speech of Alcibiades: A Reading of Plato’s Symposium*, 279
Jerome Neu, *Plato’s Homoerotic Symposium*, 317
Louis Mackey, *Eros into Logos: The Rhetoric of Courtly Love*, 336
Amelie Rorty, *Spinoza on the Pathos of Idolatrous Love and the Hilarity of True Love*, 352
Robert Nozick, Love’s Bond, 417
Annette Baier, Unsafe Loves, 433
William Gass, Throw the Emptiness out of Your Arms:
Rilke’s Doctrine of Nonpossessive Love, 451
Laurence Thomas, Reasons for Loving, 467
Ronald de Sousa, Love as Theater, 477
Robert C. Solomon, The Virtue of (Erotic) Love, 492

Source Notes and Acknowledgments, 519