

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	SHPRS
Prefix:	PHI	Number:	107
Title:	Introduction to Philosophy of Sex and Love		Units: 3

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.**

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 crosslisted 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. Chair/Director Initials

Requested designation: Historical Awareness-H **Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

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): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

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:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus and table of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		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.	

Course Prefix	Number	Title	General Studies Designation

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)

<p style="text-align: center;">INTRODUCTION TO PHILOSOPHY OF SEX AND LOVE Arizona State University Philosophy 107</p>
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Instructor: Elizabeth Brake
Office: Coor Hall 3342
Office hours:
E-mail: Elizabeth.Brake@asu.edu
Lectures:

Texts:

1. Plato, *Symposium*, ed. Alexander Nehamas and Paul Woodruff, Hackett, 1989
2. John Stuart Mill, *Subjection of Women*, ed. Susan Moller Okin, Hackett, 1988
3. *The Philosophy of (Erotic) Love*, ed. Robert Solomon and Kathleen Higgins, University Press of Kansas, 1991
4. *Philosophizing about Sex*, Laurie Shrage and Robert Stewart, Broadview, 2015

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!

Assignments	Weight	Dates
4 short writing assignments	20% total (5% each)	
Final paper draft	10% total	
6 reading quizzes	30% total (5% each)	Surprise!
Final paper	40%	

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.

Letter	percentage
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	76-79
C	70-75
D	60-69
E	0-59

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.

SYLLABUS

Class dates	Segment	Topic - Reading
Aug. 23/25	History of love: Idealism	Plato's <i>Symposium</i>
Aug. 30/Sept. 1 Paper 1, 9/1	History of love: Idealism	Plato's <i>Symposium</i> , and Martha Nussbaum's interpretation of it
Sept. 6/8	History of love: Idealism	Augustine, Capellanus
Sept. 13/15	History of love: Debunking	Schopenhauer, Stendhal Nietzsche
Sept. 20/22 Paper 2, 9/22	Love, marriage, and gender	Mill's <i>Subjection of Women</i> , excerpts
Sept. 27/29	History of love: Debunking	Freud, Sartre, de Beauvoir
Oct. 4/6	Conceptual analysis: sex and gender	<i>Philosophizing about Sex</i> , Chapters 1-2
Oct. 8-11	FALL BREAK!	NO CLASS
Oct. 13 Paper 3, 10/13	Sexual Objectification	<i>Philosophizing about Sex</i> , Chapter 3
Oct. 18/20	Sexual Violence	<i>Philosophizing about Sex</i> , Chapter 4, and Shulamith Firestone
Oct. 25/27	Sexual Perversion	<i>Philosophizing about Sex</i> , Chapter 5, and Augustine
Nov. 1/3 Paper 4, 11/3	Sex and Marriage	<i>Philosophizing about Sex</i> , Chapter 6, and Emma Goldman
Nov. 8/10	Sex and Speech	<i>Philosophizing about Sex</i> , Chapter 8, additional reading on Blackboard
Nov. 15/17 Paper 5, 11/17	Sexual Privacy	<i>Philosophizing about Sex</i> , Chapter 9, additional reading on Blackboard
Nov. 22	Sex and Responsibility	<i>Philosophizing about Sex</i> , Chapter 10, additional reading by Shrage on Blackboard
Nov. 24	THANKSGIVING!	NO CLASS
Nov. 29/Dec. 1	Sex and the State	<i>Philosophizing about Sex</i> , Chapter 12

PHI 107 - Introduction to Philosophy of Sex and Love

Course Description

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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

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- 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

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- 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



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

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

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Kathryn Pauly Morgan, Romantic Love, Altruism, and
Self-Respect: An Analysis of Beauvoir, 391

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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