



ARIZONA STATE UNIVERSITY

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

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.

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). Chair/Director Initials (Required)

Course description: This course will examine philosophical views on sex and love, the relation of sex and love to gender, and sexual ethics. The first half of the course will focus on the historical development of the concept of erotic love and its relation to marriage, from Plato to the Victorian era.

One aim of the course is to teach the philosophical development of concepts of love, sex, and marriage. A second aim is to teach arguments for commonly held positions on contemporary issues.

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: No
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 2016 Effective Date: October 1, 2015 For Spring 2017 Effective Date: March 10, 2016

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.

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(s) 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 Leslie Hughes E-mail leslie.k.hughes@as Phone 480.727.0689



ARIZONA STATE UNIVERSITY
u.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Matthew J. Garcia

Date: 12-19-17

Chair/Director (Signature):

Matthew J. Garcia

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: left; margin-left: 10px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Sample previous writing assignments attached
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: left; margin-left: 10px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: left; margin-left: 10px;">C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
PHI	107	INTRODUCTION TO PHILOSOPHY OF SEX AND LOVE	

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)
1	These writing assignments develop students' skills in communicating ideas in texts they have read, explaining differing interpretations of those texts, and critically evaluating the ideas. The assignments are structured to progressively build these skills.	See the assignment table on page 2 of syllabus. Students complete 4 short writing assignments which progressively build skills, moving from summaries to critical reflection to giving an original response. These are worth 5% each. Students then write a draft outline (15%) of the final paper which requires them to pursue additional research. The assignments culminate in a term paper (35%) which asks students to address one of the contemporary ethical or legal issues we have studied, critically evaluating arguments for different positions on the topic.
2	The term paper and outline require students to gather, interpret, and evaluate evidence. This can take the form of researching empirical evidence to support a claim, consulting secondary literature to compare rival arguments for a philosophical view, and evaluating evidence. Critical thinking is one of the primary skills taught in the course.	I am attaching sample writing assignments from previous versions of the course (taught as PHI 394) which show how students are asked to construct arguments for a philosophical view. The assignments focus on producing reasons, as opposed to simply stating opinions or reactions
3	The 4 short writing assignments, outline, and term paper are each substantial writing assignments. They ask the students to go beyond merely giving a reaction to building an argument through engaging with objections. Each assignment aims to teach a different skill.	See assignment table on page 2 of syllabus.
4	As stated in the syllabus, the work is returned with feedback within two weeks; assignments are staggered so that students have time to incorporate specific feedback.	See expectations on page 2 of syllabus.

PHILOSOPHY 107

Instructor: Elizabeth Brake

Office: Coor 3342

E-mail: Elizabeth.Brake@asu.edu

Paper #1: 6% of your grade, due September 1, bring paper to class.

Length: 1-2 pages.

Presentation: Check for correct grammar, punctuation, and spelling. Make sure to cite your textbook fully if you quote it, giving the author, title, editors, publisher, and publication place and date.

Question: Is erotic love part of a good human life or is it more like an affliction or even tragedy? Obviously the answer depends on how we define erotic love. Explain what Socrates and Aristophanes *OR* Alcibiades seem to think about this. Which perspective do you think is best? Give one or more reasons for your preference! (What could you say to convince someone with a different perspective who was willing to listen and think about it?)

Draw on your readings from the *Symposium* and Nussbaum!

Objectives:

Develop expository writing skills by summarizing the important points briefly.

Develop critical thinking skills by giving reasons for one account.

Plagiarism will be reported and treated as serious academic misconduct. Plagiarism includes copying an entire paper, but also copying even a sentence or two without attribution. It also includes presenting other people's ideas as your own. While you may discuss the topic with others, your written work must be your own.

PHILOSOPHY 107

Instructor: Elizabeth Brake

Office: Coor 3342

E-mail: Elizabeth.Brake@asu.edu

Paper #2: 6% of your grade, due September 22, bring paper to class.

Length: 2 pages.

Presentation: Check for correct grammar, punctuation, and spelling. Make sure to cite your textbook fully if you quote it, giving the author, title, editors, publisher, and publication place and date.

Question:

Choose ONE of Schopenhauer, Nietzsche, or Freud. How does their writing on love “debunk” the idealist tradition of writing on love, as you may find it in Plato, Capellanus or Hegel? Draw on Singer’s distinction between realism and idealism in accounts of love, and use specific quotations from the text to support your view. Try to find at least two points of contrast between your chosen author and the idealist tradition.

Objectives:

Develop critical thinking skills by identifying and showing the contrasts between two views.

Plagiarism will be reported and treated as serious academic misconduct. Plagiarism includes copying an entire paper, but also copying even a sentence or two without attribution. It also includes presenting other people’s ideas as your own. While you may discuss the topic with others, your written work must be your own.

PHILOSOPHY 107

Instructor: Elizabeth Brake

Office: Coor 3342

E-mail: Elizabeth.Brake@asu.edu

Paper #3: 6% of your grade, due October 13, bring paper to class.

Length: 2 pages.

Presentation: Check for correct grammar, punctuation, and spelling. Make sure to cite your textbook fully if you quote it, giving the author, title, editors, publisher, and publication place and date.

Question:

Explain Mill's and de Beauvoir's views regarding the socialization of gender difference. In their view, how are men and women socialized differently? What different traits does this gender socialization produce (or aim to produce)? What effects does this have? Give specific examples. Are their views relevant today?

Objectives:

Show your critical thinking skills by selecting an interesting focus, and show your argumentative skills in arguing that this difference is – or is not – relevant today.

Plagiarism will be reported and treated as serious academic misconduct. Plagiarism includes copying an entire paper, but also copying even a sentence or two without attribution. It also includes presenting other people's ideas as your own. While you may discuss the topic with others, your written work must be your own.

PHILOSOPHY 107

Instructor: Elizabeth Brake

E-mail: Elizabeth.Brake@asu.edu

Final Paper: 40% of your grade, due December 5. Please submit the paper using the SafeAssign link on Blackboard.

Length: 6-8 pages.

Presentation: Check for correct grammar, punctuation, and spelling. Make sure to cite references fully, giving the author, title, editors, publisher, and publication place and date.

Develop the idea from your proposal. Remember to:

- describe the question which you will address.
- Explain the debate over the question.
- develop your own position in response to the debate, and consider possible objections.
- include one reading additional to the assigned reading for the course. **Give a full citation for this extra reading!**
- **Check the feedback on your proposal before proceeding.**

Here is what I am looking for:

- Argue for an interesting conclusion rather than merely summarizing material!
- **Open with a one-two sentence statement of your thesis.** This lets your reader (me) know the main idea which you will develop in the paper. Make clear in the first paragraph what the topic is and what you will argue. Do not open with a vague generality like: "Mankind has debated love since ancient times." Make every word count.
- Make sure you **define key terms and ideas.** Don't worry about explaining something I already know. Terms such as "love" are variously defined and thus you need to explain what you mean.
- Think about the structure of your paper. For instance, you might outline a question, suggest three solutions, and work through each solution, considering objections. Once you have a structure, you can add a paragraph at the beginning identifying the structure.
- You may re-use material from your proposal.
- Be sure to include a bibliography (any recognized style, such as MLA or Chicago) and cite all quotations or close paraphrases, with page numbers.

Some advice:

- Approach the material of the paper as a problem to be solved: not what you want to say but what you want to figure out.
- Write on what you are interested in.
- Use the paper to show your mastery of all the material in the class. The best papers will make links to many of the texts we have studied, where relevant.

- Focus on trying to figure out using the literature you've read, and how to add to or improve on it, but don't obsess about ending up with an original position. Your paper is bound to have some uniqueness.
- *Follow the argument where it leads.*

This course will examine philosophical views on sex and love, the relation of sex and love to gender, and sexual ethics. The first half of the course will focus on the historical development of the concept of erotic love and its relation to marriage, from Plato to the Victorian era. The second half of the course will consider contemporary moral debates over issues such as same-sex marriage, polyamory, pornography and free speech, sexting, and consent to sex.

One aim of the course is to teach the philosophical development of concepts of love, sex, and marriage. A second aim is to teach arguments for commonly held positions on contemporary issues. Just as importantly, the course will focus on skills of reasoning, argument, and writing clearly.

PHI 107: INTRODUCTION TO PHILOSOPHY OF SEX AND LOVE

Arizona State University
Philosophy ---

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. 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.

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. 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 familiar with philosophical debate over contemporary sexual ethics
- have a deep knowledge of Plato's *Symposium*, Mill's *Subjection of Women*, and other historical texts
- have improved writing and discussion skills
- have written a term paper developing your original argument on a topic discussed in class

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!

Commented [EB1]: C-4

Assignments	Weight	Dates
4 short writing assignments	20% total (5% each)	
Final paper draft	15% total	
6 reading quizzes	30% total (5% each)	Surprise!
Final paper	35%	

Commented [EB2]: C-1 – 70% of the grade depends on writing assignments.
C-3

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.
- 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	
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:

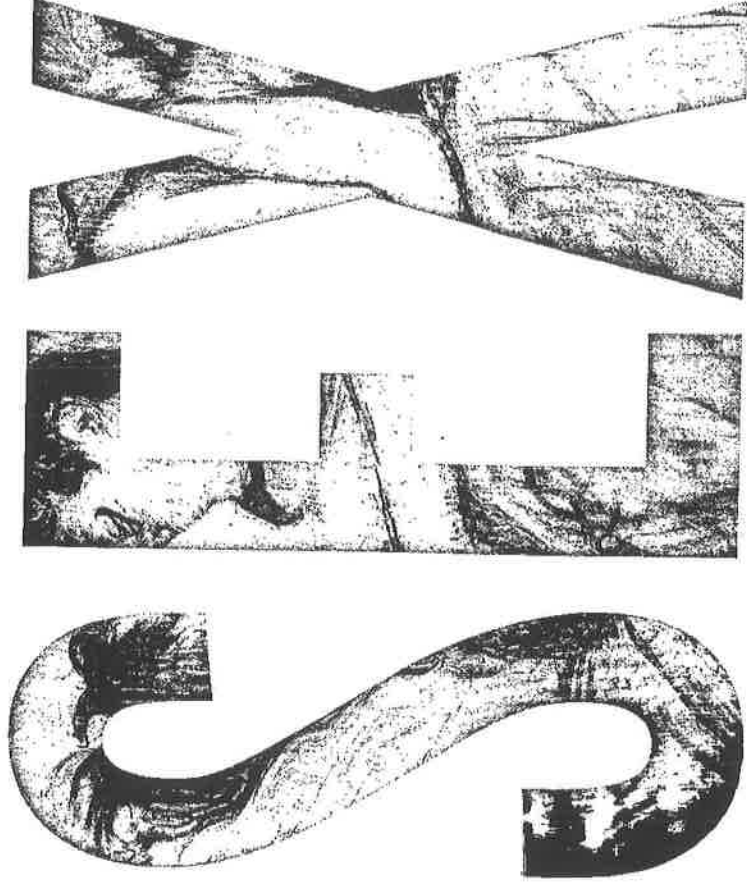
I will accommodate students with disabilities. ASU policy requires that when requesting accommodation for a disability you must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC. Their office is located on the first floor of the Matthews Center 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	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	Love, marriage, and gender	Mill's <i>Subjection of Women</i> , Chapters 1-2, 4
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	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	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	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

PHILOSOPHIZING

About



L A U R I E J . S H R A G E
and
R O B E R T S C O T T S T E W A R T



Laurie

Scott

For Barbara and the memory of Diet and Siew

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The Philosophy of (Erotic) Love



Edited by
Robert C. Solomon and
Kathleen M. Higgins

Foreword by Arthur C. Danto

University Press
of Kansas

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PHI 107: Introduction to Philosophy of Sex and Love

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. Readings from this text to include:
 - Nussbaum, “Reading of Plato’s *Symposium*”
 - Ovid, *The Art of Love*, excerpt
 - Augustine, *City of God*, excerpt
 - Capellanus, *On Love*, excerpt
 - Schopenhauer, *World as Will and Idea*, excerpt
 - Stendhal, *On Love*, excerpt
 - Nietzsche, excerpts from various writings
 - Freud, excerpts from various writings
 - Sartre, *Being and Nothingness*, excerpt
 - de Beauvoir, *The Second Sex*, excerpt
 - Goldman, excerpts from various writings
4. *Philosophizing about Sex*, Laurie Shrage and Robert Stewart, Broadview, 2015