GENERAL STUDIES COURSE PROPOSAL COVER FORM

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

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department/School</th>
<th>Historical, Philosophical and Religious Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>PHI</td>
<td>Number: 107</td>
<td>Title: Introduction to Philosophy of Sex and Love</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Units: 3</td>
</tr>
</tbody>
</table>

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.

Requested designation: Humanities, Arts and Design–HU

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 2019 Effective Date: October 5, 2018
For Spring 2020 Effective Date: March 8, 2019

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)727-4029

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Tracy Fessenden Date: 10/4/18

Chair/Director (Signature):
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 and Romantic period.

The second half of the course will consider debates over contemporary issues such as same-sex marriage, polyamory, sexual orientation and identity, 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 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>
</tr>
</thead>
<tbody>
<tr>
<td>4 short writing assignments</td>
<td>20% total (5% each)</td>
<td></td>
</tr>
<tr>
<td>Final paper</td>
<td>20% total</td>
<td></td>
</tr>
<tr>
<td>6 reading quizzes</td>
<td>30% total (5% each)</td>
<td>Surprise!</td>
</tr>
<tr>
<td>Final test</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

Other information:

○ 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.
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

<table>
<thead>
<tr>
<th>Class dates</th>
<th>Segment</th>
<th>Topic - Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 23/25</td>
<td>History of love: Idealism</td>
<td>Plato’s <em>Symposium</em></td>
</tr>
<tr>
<td>Aug. 30/Sept. 1</td>
<td>History of love: Idealism</td>
<td>Plato’s <em>Symposium</em>, and Martha Nussbaum’s interpretation of it</td>
</tr>
<tr>
<td>Paper 1, 9/1</td>
<td>History of love: Idealism</td>
<td>Augustine, Capellanus</td>
</tr>
<tr>
<td>Sept. 6/8</td>
<td>History of love: Idealism</td>
<td>Schopenhauer, Stendhal, Nietzsche</td>
</tr>
<tr>
<td>Sept. 13/15</td>
<td>Love, marriage, and gender</td>
<td>Mill’s <em>Subjection of Women</em>, Chapters 1-2</td>
</tr>
<tr>
<td>Sept. 20/22</td>
<td>Conceptual analysis: sex and gender</td>
<td><em>Philosophizing about Sex</em>, Chapters 1-2</td>
</tr>
<tr>
<td>Paper 2, 9/22</td>
<td>FALL BREAK!</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Oct. 13 Paper 3</td>
<td>Sexual Objectification</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 Paper 4</td>
<td>Sex and Marriage</td>
<td><em>Philosophizing about Sex</em>, Chapter 6, and Emma Goldman</td>
</tr>
<tr>
<td>Nov. 8/10</td>
<td>Sex and Speech</td>
<td><em>Philosophizing about Sex</em>, Chapter 8, additional reading on Blackboard</td>
</tr>
<tr>
<td>Nov. 15/17 Paper 5</td>
<td>Sexual Privacy</td>
<td><em>Philosophizing about Sex</em>, Chapter 9, additional reading on Blackboard</td>
</tr>
<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>
</tr>
<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>
<tr>
<td>Final paper due first day of exam period</td>
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Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

HUMANITIES, ARTS AND DESIGN [HU] courses must meet *either 1, 2 or 3 and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.  
   - Syllabus, photos of textbook contents

2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.

3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.

4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:
   a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.
   b. Concerns aesthetic systems and values, especially in literature, arts, and design.
   c. Emphasizes aesthetic experience and creative process in literature, arts, and design.
   d. Concerns the analysis of literature and the development of literary traditions.

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
<table>
<thead>
<tr>
<th>Criteria (from checklist)</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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This course concerns both values and the development of philosophy. Throughout the course, we study philosophical views on the nature of love and its value in human life, beginning with Plato. The first half of the course studies the philosophical development of ideas of love and its connection to sex and marriage. We also study historical views about sexual ethics. In the second half of the course, we focus on ethical questions regarding sex, such as philosophical views on the morality of sexual activity, sexual assault, sex and new technologies, marriage law, and so on.</td>
<td>Syllabus - see course description (p. 1), readings (p. 3) See also table of contents for textbooks, which show material in history of philosophy and contemporary issues in sexual ethics.</td>
</tr>
<tr>
<td>4a</td>
<td>This course concerns the development of human thought. It traces the development of the philosophy of love with readings from Plato, Ovid, Augustine, Capellanus, Heloise, Abelard, Schopenhauer, Stendhal, Nietzsche, Mill, Freud, Sartre and de Beauvoir. We also discuss philosophers who are not assigned such as Aquinas, Hegel, and Kant. It also includes readings by contemporary philosophers interpreting this work and putting it into context, such as essays by Martha Nussbaum and Irving Singer.</td>
<td>Syllabus - see course description (p. 1), readings (p. 3) See also table of contents for textbooks, which show material in history of philosophy and contemporary issues in sexual ethics.</td>
</tr>
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