

SYLLABUS: PHM 3020
PHILOSOPHY OF LOVE
3 Credit Hours

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Office:

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Spring Semester 2018
TR 12:00-1:15 pm
Location: PSY 0111

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 that 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

➤ **Class Participation**

The instructor will use various pedagogical activities (e.g., 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 acceptable excuse (which must be approved by the instructor, see above) for missing a timed writing, the missed exercise will not count against you and the points will not be included in your total points.

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 (single-spaced, use ellipses if more than 50 words) and the explanation (double-spaced, 300 to 500 words). MRAs must be submitted electronically within the webcourse by midnight of the due date. Late assignments received 1 minute to 24 hours after 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 must email the assignment to the instructor before the deadline in order for it not to be considered late.

➤ **Test Creation Assignments (TCAs)**

Students will individually create four test questions with answers 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 questions on Singer and two on Plato). The questions with answers should include one multiple choice, one true/false, one short answer, and one essay question. Students will submit the assignments electronically in the appropriate discussion group within the webcourse by midnight of the due date, so that all students will be able to view the TCAs, which will serve as a review of the material. Late assignments received within 1 minute to 24 hours after 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; answered in a phrase or couple sentences)
 - Long essay (12; answered in several paragraphs, one to two pages, i.e., 250-400 words, and should not duplicate material in an MRA)

Selected student questions will be used on the in class tests (although they may be revised modified by the instructor), so that students will have already seen some of the questions if they reviewed the TCAs submitted.

➤ **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 with the TCAs. Anything from the assigned readings and the lectures will be considered fair game for the tests, which will consist of multiple choice, true or false, short answer, and essay questions.

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 within the webcourse component. 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 “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 many minimum expectations and satisfies many 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 some minimum expectations and satisfies some 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:

- Timed Writings 40-60 points (approx.)
- MRAs 75 points (3 x 25 points)
- TCAs 75 points (3 x 25 points)

- Test 1 75 points
- Test 2 75 points
- Final Exam 100 points
- Total Points 440-460 (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 (not percentage 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 the instructor 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/. Students’ work may be submitted to 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.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation,

income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

PHM 3020: Class Schedule

Date	Readings	Tests or Other
Tuesday, January 9	Introduction, Syllabus	
Thursday, January 11	Introduction, Singer vii-xvii, 1-27	
Monday, January 15	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.	UCF Closed
Tuesday, January 16	Singer 28-72	
Thursday, January 18	Singer 73-95	
Tuesday, January 23	Singer 95-120, Review of Singer in Dialogue (recommended)	
Thursday, January 25	Plato x-xviii, xix-xxxviii, 26-56 http://www.archive.org/details/symposium_0909_librivox	
Tuesday, January 30	Plato 57-87	
Thursday, February 1	Plato 88-122	TCA 1 due by Friday, 2/2 (25 points)
Tuesday, February 6	Plato 150-153, 208-226	
Thursday, February 8	Test One on Singer & Plato	Test One (75 points); MRA 1 due by Friday, 2/9 (25 points)

Tuesday, February 13	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 begin to get a sense of Spinoza’s vision. Read also pages 67-68 and 104-113. Also recommended (but not required) is the section on “Spinoza’s Noble Love” in my article “The Ethics of Love in Spinoza and Kierkegaard and the Teleological Suspension of the Theological.”	
Thursday, February 15	Spinoza: Part III	
Tuesday, February 20	Spinoza: Part IV	
Thursday, February 22	Spinoza: Part V	
Tuesday, February 27	Kierkegaard 19-57	
Thursday, March 1	Kierkegaard 58-98	
Tuesday, March 6	Kierkegaard 199-212, 153-170	
Thursday, March 8	Kierkegaard 261-278, 344-353	TCA 2 due by Friday, 3/9 (25 points)
Tuesday, March 13	Spring Break	No Class
Thursday, March 15	Spring Break	No Class
Tuesday, March 20	Test Two on Spinoza & Kierkegaard	Test Two (75 points); MRA 2 (25 points) due by Wed., 3/21 (Withdrawal deadline)
Thursday, March 22	Marion 1-32	
Tuesday, March 27	Marion 32-66	
Thursday, March 29	Marion 67-105	
Tuesday, April 3	Marion 106-150	

Thursday, April 5	Marion 184-222	
Tuesday, April 10	hooks ix-xxix, 1-49	
Thursday, April 12	hooks 51-101	
Tuesday, April 17	hooks 103-188	
Thursday, April 19	hooks 189-237	TCA 3 due by Friday, 4/20 (25 points); MRA 3 due by Friday, 4/27 (25 points)
Thursday, April 26	Final Exam Period 10:00-12:50 pm: Cumulative Final Exam, although mostly on Marion and hooks	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.