

Revised 7/23/07

## PROPOSAL SUMMARY AND ROUTING FORM

**Proposal Title: PHIL 290: Philosophy of Sex and Love**

**Initiating Unit or Individual: John Scott Gray**

**Contact Person's Name: John Scott Gray e-mail: grayj14@ferris.edu phone: 3615**

**Date or Term of Proposal Implementation: Fall 2008**

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head	<i>Grant Smith</i>	1/10/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>Matthew J. Re...</i>	1-11-08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs	<i>Donald Hill</i>	1/14/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

**To be completed by Academic Affairs**

\_\_\_\_\_  
President (Date Approved)

\_\_\_\_\_  
Board of Trustees (Date Approved)

\_\_\_\_\_  
President's Council (Date Approved)

**1. Proposal Summary**

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

This course is designed to develop a knowledge and understanding of the issues surrounding the discussion of sex and love, as well as gender. This course also considers the various social/political and ethical issues arising from sex and love, including the status of marriage and the family, adultery, pornography, prostitution, sexual perversion, homosexual relations, and premarital sex. The philosophical analysis of these important issues enables students to come to a deeper understanding and appreciation for the central roles that sex, love, and gender play in the development and identification of self.

**2. Summary of All Course Action Required\***

**a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>PHIL</b>	<b>290</b>	<b>Philosophy of Sex and Love</b>

**b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

**NEW COURSE INFORMATION FORM***See Sample – Limit to Two Pages Please***Course Identification: PHIL 290: Philosophy of Sex and Love**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
<b>PHIL</b>	<b>290</b>	<b>Philosophy of Sex and Love</b>

**Course Description:**

This course is designed to develop a knowledge and understanding of the issues surrounding the discussion of sex and love, as well as issues related to the conception of gender. This course also considers the various social/political and ethical issues arising from sex and love, including the status of marriage and the family, adultery, pornography, prostitution, sexual perversion, homosexual relations, and premarital sex.

**Course Outcomes and Assessment Plan:**

Students will:

- A. Understand the discussion surrounding the differences between sex and gender, as well as the relationships that may exist between the two.
- B. Consider the various roles that sex and sexual intercourse are said to have for human beings, as well as discuss the relationship between sex and love.
- C. Recognize arguments both critical and accepting of the traditional family structure.
- D. Understand the role that some feminists believe the traditional family structure plays in the creation of gender roles within a larger system of social oppression.
- E. Apply our discussion of sex and love to particular current discussions, including such topics as adultery, prostitution, pornography and same-sex relations.

**Course Outline including Time Allocation:**

Weeks One, Two and Three: Historical Overview of the Philosophical Considerations of Sex/Love in the West (Plato, Aristotle, Aquinas, et. al.)

Weeks Four and Five: Discussion of Sex with Love versus Sex without Love

Weeks Six and Seven: Feminist Critiques of Sex and Love (with particular emphasis on marriage)

Weeks Eight and Nine: Relationship between Sex and Gender

Weeks Ten through Fifteen: Focus on three applied issues (two weeks each), as selected by the class, including but not limited to: Marriage and Divorce, Adultery, Prostitution, Perversion, Homosexuality, Pornography, Sexual Harassment, the Roles of Sex, Love and Gender in Religion

**CREATE NEW COURSE**  
Course Data Entry Form

**FORM F**

**Create New Course**  
Rev. 07/23/07

**I. ACTION TO BE TAKEN: CREATE A NEW COURSE**

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 200808 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

**II. PROPOSED FOR NEW COURSE: Complete all sections a through r.** See manual for clarification.

a. Course Prefix

PHIL

b. Number

290

c. Enter Contact Hours per week in boxes.

LECTure 3

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Philosophy of Sex and Love (Limit to 30 characters/spaces.)

e. College Code:  f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type:  Variable  Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x)  Yes  No

k. Levels: Check (x)  Undergraduate  Graduate  Professional

l. Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x)  Yes  No

n. Equivalent course: Prefix  Number  See instructions on Replacement courses.

**o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.**

**This course is designed to develop a knowledge and understanding of the issues surrounding the discussion of sex and love, as well as issues related to the conception of gender. This course also considers the various social/political and ethical issues arising from sex and love, including the status of marriage and the family, adultery, pornography, prostitution, sexual perversion, homosexual relations, and premarital sex.**

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 25

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date:

\_\_\_\_\_ / /

Academic Affairs Approval Signature/Date:

[Signature] / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

**Office of the Registrar use ONLY**

Date Rec'd: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SCACRSE \_\_ SCADETL \_\_ SCARRS \_\_ SCAPREQ \_\_

### GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: <http://www.ferris.edu/HTMLS/academics/gened/gened.html>

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

**Course Prefix:** PHIL **Course Number:** 290

**Course Title:** Philosophy of Sex and Love **G. E. Codes Requested:** C and R

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

**Initiator:** John Scott Gray **Date Sent:** January 7, 2008

**Proposal Contact:** John Scott Gray **Email:** grayj14@ferris.edu

**Department:** Humanities **Campus Address:** Johnson Hall 110

**Please Print**

**University General Education Committee:** \_\_\_\_\_

**Chair:** \_\_\_\_\_ **Date Returned:** \_\_\_\_\_

Based upon University General Education Committee review on \_\_\_\_\_(date), we

- Support the request to designate the course listed above as a \_\_\_\_\_(insert Gen. Ed. Designation(s).)
- Do not support the request to designate the course listed above as a \_\_\_\_\_(insert Gen. Ed. Designation(s) for reasons listed below.

**Comments:**

\_\_\_\_\_

### **Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
<b>PHIL</b>	<b>290</b>	<b>Philosophy of Sex and Love</b>

### Cultural Enrichment:

- Course attempts to develop a methodology for understanding sex, love, and gender across cultures
- Offers an understanding of the “techniques” used by philosophers and social scientists to understand sex, love, and gender
- Helps students explore new ways to perceive and understand the roles of sexual desire and love in its various manifestations both within and across cultures
- Helps students gain a better understanding of cultures from an analysis of the similarities and differences regarding conceptions of sex, love, and gender

This course seeks general education approval in the area of cultural enrichment on the grounds that, by considering the ways in which various cultures have come to institutionalize basic assumptions of sex, love, and gender, students will come to have both a deeper understanding and appreciation of the cultures themselves. In particular, this course will consider conceptions of sex, love, and gender in Japan, the Middle East, Native Americans, and in the Judeo-Christian west.

### Race, Ethnicity, and Gender Issues

- Course discusses the ways in which our conception of gender impacts both our sense of self as well as serving as a defining characteristic of our relations with others.
- Course discusses the ways in which gender roles are manifested within various social/political structures, including the family, religion, and government.
- Helps students explore arguments discussing the degree to which conceptions of gender identity are natural or conventional.
- Course considers arguments that call for the replacement of the traditional gender system, including proposals for social androgyny as well as the transcendence of all gender conceptions.

This course seeks general education approval in the area of race, ethnicity, and gender issues, on the grounds that, by considering the ways in which society impacts the development of personal identity, students will be in a better position to control their sense of self rather than merely be swept along by social pressure. That development of self, in particular, involves the shaping of sexual selves in terms of how and who we love. Furthermore, gender identity is shaped during this process in the form of social expectations that are intimately tied to our sexual identity, while also having ramifications that, for good or ill, echo throughout nearly every human endeavor. From a philosophical perspective it can be easily argued that our sexual self, impacted by our gender identity, is one of the central defining characteristics of personhood.

TEMPLATE FOR NEW COURSE PROPOSALS

A.COURSE PREFIX, NUMBER, AND TITLE: PHIL 290 Philosophy of Sex and Love  
CURRENT DATE: 12-15-07


STUDENT LEARNING OUTCOMES FOR PROPOSED COURSE	EVALUATION OF STUDENT ACHIEVEMENT
<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"><li>1. Articulate the relationships between conceptions of sex, love and gender.</li><li>2. Explain the role that sex has and does play in the development of personal identity.</li><li>3. Explicate both supporting and critical arguments regarding the concept of marriage.</li><li>4. Offer proposals for alleviating some of the more important criticisms of the institution of marriage.</li><li>5. Explain several examples of how conceptions of sex, love and gender impact various social institutions (including governmental and economic structures.)</li></ol> <p>(continue as needed)</p>	<ol style="list-style-type: none"><li>1.Quizzes.</li><li>2.Exam (essay)</li><li>3.Papers</li><li>4.Class presentation and resulting discussions</li><li>5. Reflective Journal</li></ol> <p>(please describe the project, activity, or other form of engagement that will be used to measure the respective outcomes)</p>

COURSE EVALUATION STRATEGIES (How will course successes be measured?)

1. Pre and Post tests
2. IDEA forms to measure teacher and course effectiveness from students' point of view.

According to current College of Arts and Sciences policy, the department head may be required to identify a course that will not be offered in the semester the new course is first offered.

*The Humanities area will not be providing support for SURE 331. For this semester.*



Dr. John Scott Gray  
Office: JOH 110  
Office Hours: TBA and By Appointment  
Office Phone: 3515  
Email: Grayj14@ferris.edu  
and taipan@teacher.com

**Ferris State University**  
**Course Syllabus**  
**Phil 290 –Philosophy of Sex and Love – Fall 2008**

**1. CATALOG DESCRIPTION:**

This course is designed to develop a knowledge and understanding of the issues surrounding the discussion of sex and love, as well as issues related to the conception of gender. This course also considers the various social/political and ethical issues arising from sex and love, including the status of marriage and the family, adultery, pornography, prostitution, sexual perversion, homosexual relations, and premarital sex.

**2. PRE-REQUISITES:**

NONE

**3. GENERAL EDUCATION REQUIREMENTS MET:**

Cultural Enrichment and Race, Ethnicity, and Gender Issues

**4. SPECIFIC OBJECTIVES:**

Students will:

- A. Understand the discussion surrounding the differences between sex and gender, as well as the relationships that may exist between the two.
- B. Consider the various roles that sex and sexual intercourse are said to have for human beings, as well as discuss the relationship between sex and love.
- C. Recognize arguments both critical and accepting of the traditional family structure.
- D. Understand the role that some feminists believe the traditional family structure plays in the creation of gender roles within a larger system of social oppression.
- E. Apply our discussion of sex and love to particular current discussions, including such topics as adultery, prostitution, pornography and same-sex relations.

**5. PRIMARY METHOD OF INSTRUCTION:**

Discussion / Lecture / In-Class Presentation of Position Papers

**6. TEXT:**

Trevas, Zucker and Borchert, editors. *Philosophy of Sex and Love: A Reader*, (Prentice-Hall, Inc., Upper Saddle River, NJ), 1997.

**7. SCHEDULE OF ASSIGNMENTS:**

**Week #1**

Introduction to Course  
HISTORICAL OVERVIEW

Plato, pg 5 (all readings from *Sex and Love: A Reader*, unless noted otherwise)

Group section assignments will be made on the 28th

### **Week #2**

Group 1a -- Plato continued

Group 2a -- Aristotle, pg 14 [all of group #1 writes, but only group 1a prepares to present (including early submission)]

### **Week #3**

Group 3a -- Biblical Views, Hosea (pg 22), St. Paul (pg 26) and Augustine (pg 29)

Group 4a -- Looking Beyond the Veil in Islam, Mernissi (pg 395)

### **Week #4**

Group 5a -- Modern Secular Views, Fromm (pg 46) and Comfort (pg 57)

**DEBATE BETWEEN SEX WITH LOVE VERSUS SEX WITHOUT LOVE**

Group 6a -- Introduction to Chapter 2 (pg 63) and Bertocci (pg 65)

### **Week #5**

Group 1b -- Vannoy, pg 72

Group 2b -- Rubin, pg 86

### **Week #6**

**FEMINIST CRITIQUES OF SEX AND LOVE**

Group 3b -- Introduction to Chapter 3 (pg 92) and Firestone (pg 94)

Group 4b -- de Beauvoir, pg 104

### **Week #7**

Group 5b -- Dworkin (pg 109)

Group 6b -- Jong (pg 118) and French (pg 119)

**RESEARCH PROPOSAL AND ANNOTATED BIBLIOGRAPHY DUE**

TOPIC #1, #2, and #3 (as chosen by the students)

Complete Schedule Issued in Class

**FINAL EXAM -- TBA**

## **8. METHOD OF DETERMINING STUDENT GRADE:**

A. Five Essays (2 pages each)	10% each (50% total)
B. In-Class Participation and other assignments	20%
C. Attendance	10%
D. Final Exam	10%
E. Final Research Paper (6-8 pages)	10%

In figuring your attendance grade, you will start with 100 points. Each time you are absent, 4 points are deducted. If you are late, which means you are not there by the time I take role sometime after the start of class, 2 points will be deducted. If you miss class the day your essay assignment is due without first making arrangements for turning in that essay, 8 points are deducted. The use of cell-phones is prohibited in this course, so students should make sure that their phones are turned off before entering the classroom. Students who fail to do so will lose credit from this portion of their grade.

Each of the six groups will write five papers, with one or more of those papers being presented to the entire class. When your half of your group is to present their papers, those completed papers must be emailed to me (taipan@teacher.com) in a doc or txt format, twenty-four hours before your class session is to begin. Emailed papers should also be copied and pasted into the body of your email. Copies of those papers will

be made available to the rest of your class, so keep that in mind when completing your assignments. The maximum length on these essays is two full pages, so make sure your thoughts are succinct and to the point. These papers will address pre-assigned topics/questions.

The final exam will be a cumulative, open-book, essay examination over the key themes covered during the term.

**NOTE ON PLAGIARISM: STUDENTS ARE EXPECTED TO DO THEIR OWN WORK. PLAGIARISM IS THE PRESENTATION OF OTHERS' WORK OR IDEAS AS ONE'S OWN WORK. A FAILING GRADE WILL BE ASSIGNED FOR PLAGIARIZED WORK (THIS APPLIES BOTH TO YOUR PAPER AS WELL AS INDIVIDUAL EXERCISE ASSIGNMENTS). PLEASE SEE ME IF YOU HAVE ANY QUESTIONS ABOUT PLAGIARISM.**

## College of Arts and Sciences

January 11, 2008

**TO: Thomas Oldfield, Vice President of Academic Affairs  
Meral Topcu, Chair, College Curriculum Committee**

**FR: Matthew A. Klein, Dean** *mark*

**RE: PHIL 290: Philosophy of Sex and Love**

Enclosed for your information is the proposal for PHIL 290: Philosophy of Sex and Love which I have approved to be offered Fall 2008 by the Humanities Department.

Thank you.

**Cc: Grant Snider  
Valerie Greenfield**

REC'D JAN 14 2008