

PHIL 124: PHILOSOPHY OF LOVE

In Workflow

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Approval Path

1. Wed, 02 Nov 2022 18:57:46 GMT
G. Mayes (grandolphmayes): Rollback to Initiator
2. Mon, 30 Jan 2023 19:43:58 GMT
G. Mayes (grandolphmayes): Approved for PHIL Committee Chair
3. Wed, 15 Feb 2023 22:36:31 GMT
Russell DiSilvestro (rdisilv): Approved for PHIL Chair
4. Wed, 01 Mar 2023 20:12:13 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
5. Tue, 07 Mar 2023 22:35:17 GMT
G. Mayes (grandolphmayes): Rollback to Initiator
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G. Mayes (grandolphmayes): Approved for PHIL Committee Chair
7. Wed, 15 Mar 2023 18:48:36 GMT
Russell DiSilvestro (rdisilv): Approved for PHIL Chair
8. Wed, 05 Apr 2023 18:42:18 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
9. Wed, 05 Apr 2023 21:57:34 GMT
G. Mayes (grandolphmayes): Approved for PHIL Committee Chair
10. Mon, 17 Apr 2023 23:55:54 GMT
Russell DiSilvestro (rdisilv): Approved for PHIL Chair
11. Tue, 18 Apr 2023 00:47:17 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
12. Wed, 19 Apr 2023 17:57:20 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Wed, 05 Apr 2023 19:35:49 GMT

Viewing: PHIL 124 : Philosophy of Love

Last edit: Wed, 05 Apr 2023 19:35:46 GMT

Changes proposed by: Saray Ayala-Lopez (219176595)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Saray Ayala-Lopez	ayala@csus.edu	9167192243

Catalog Title:

Philosophy of Love

Class Schedule Title:

Philosophy of Love

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Philosophy

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

PHIL - Philosophy

Catalog Number: (course number)

124

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course will enrich Philosophy offerings for both majors and non majors. The nature of love is a philosophical topic originating in antiquity and one for which we anticipate very high demand. This class will also make a significant contribution to GE Area D.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Philosophical analysis of different views and concepts of love, including inquiry into the metaphysics, epistemology and morality of love. Emphasis on contemporary discussions of the ethics of love. Examples of the questions addressed are: What is the value of love? Can we love in wrong ways? Why do we love? How do we know we love someone? What do we lack when we are not in loving relationships? How are love and sex related?

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Distinguish various philosophical concepts in the philosophy of love and sex.	- Journal (semester long) - 5 Weekly written assignments - Weekly discussion prompts
2	Identify and understand different philosophical theories about love and sex.	- 5 Weekly written assignments - Weekly discussion prompts
3	Apply a critical attitude towards your loving and sex practices.	- Journal - Handout
4	Execute a philosophical analysis of different views about love and sex, independently of whether you agree with them.	- 5 Weekly written assignments - Group presentation
5	Implement serious critical discussion and inquiry about love and sex.	- Journal - Weekly discussion prompts

Attach a list of the required/recommended course readings and activities:

syllabus.docx

schedule + reading list.docx

For whom is this course being developed?

Majors in the Dept

Minors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

syllabus phil of love.pdf
schedule + reading list.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

This course will require students to distinguish and understand various philosophical concepts and theories in the philosophy of love and sex, and apply a critical attitude towards their loving and sexual practices through a diversity lens. The reading list includes many works by women and people of color, which brings to students some of the cultural diversity necessary to develop an informed and critical attitude towards love and sex. Students will be able to execute a philosophical analysis of different views about love and sex and implement serious critical discussion and inquiry about love and sex.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The Department conducts comprehensive regular course visitation reports. The Department Chair assigns these reports to different professors each semester. When someone teaches the course for the first time, it is the Department Chair's responsibility to request

a syllabus prior to the beginning of the semester. It is also their responsibility to alert the visiting professor to pay special attention to the questions on the visitation report that relate to the appropriateness of the material. This includes conformity with relevant GE area requirements. Teachers with non compliant syllabi or teaching practices must make the necessary changes if they are to teach the course in the future. Responsibility for course integrity is ultimately the responsibility of the Department Chair but they are to be aided in this by visiting professors as well as the chair of the Visitation Committee. We currently do not anticipate offering this course in multiple sections.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

The course evaluates the ethical and social values that guide our views about love and sex. The course starts with an overview of the contemporary Western notion of love as expressed in several poems (from ancient Greece Sappho to 17th century Spanish nun and philosopher Sor Juana Ines de la Cruz, to 20th century Polish poet Wisława Szymborska), and reviews and challenges different ideas about love. For example, we compare romantic love to friendship, and review ancient Greece's philosopher Aristotle's view on the value of friendship and the idea that a good life for an individual includes the happiness of others. We also discuss the value of love, discussing the work of 20th century's Irish philosopher Iris Murdoch and her view on the moral value of love, as defended in the work she published in 1970. We analyze activist and author bell hook's view of love as a political and social endeavor, which moves us away from love as an individual feeling and takes love to the social and political arena, as explained in her 1999 book *All about Love*. We also discuss more recent work on the value of unrequited love, the problems with exclusivity and possessiveness, and the relationship between love and happiness.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The course applies philosophical methods to the study of our loving and sexual relationships. It requires students to use the tools of philosophical analysis to reflect on how they/we love. It also requires students to assimilate and explore the implications of new concepts - e.g. love-crafting, which appears in Carrie Jenkins' work. Students will also engage in the phenomenological analysis of experiences like breaking up with a romantic partner or feeling sexually attracted to someone.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

The course analyzes different views and concepts of love with attention to different dimensions of identity (e.g. gender, age, sexual identity). The reading list consists of many women and people of color, intentionally avoiding a homogenous approach.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

The course analyzes loving and sexual practices, by means of questions that invite students to critically examine the way they love/are loved and engage in sexual practices. For example, the course addresses and analyzes sexual consent as it is presented in public discourse at this point in history in many Western societies.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students are required to write a journal throughout the semester. Starting the first week of class, the journal must have an entry corresponding to each week. Journal entries must contain three elements:

- Definitions: at least one term defined.
- Summary: a brief summary of one of the readings for the week (100 words).
- Comment + Question: at least one comment AND a question on the selected reading.

Detail instructions for each element:

Definitions: The assigned readings will contain terms you have not encountered before. Your journal must contain definitions for such terms. If you copy the definition from a source, write down the reference (e.g. Oxford Dictionary, Stanford Encyclopedia of Philosophy, the very reading where you found the term).

Summary of the reading: Select one of the readings for the week and write down a summary of it. Your summary must identify and explain the main idea of the reading. A good summary also explains the argument the author articulates to put forward their idea. You

can tailor your summary so that it emphasizes the part of the reading that you find most interesting, and the one that will be the focus of your Comment + Question.

Comment + Question: Your journal must contain comments and questions on assigned readings. When going over the selected assigned reading, instead of thinking whether or not you agree with the author, reflect on the question/problem the author is addressing, identify the argument the author is offering, the assumptions behind the argument, the practical consequences if any. Then inquire into the text.

Possible things you can do in your comment:

- identify a problem with the author's argument,
- describe a possible application of their conclusion that the author didn't consider,
- apply some of the concepts and theories in the text to a case that was not considered in the text,
- reflect on how the concepts and ideas in the text apply to your personal experience

Possible things you can do in your question:

- express genuine doubts you have about the text,
- relate the present text to other course material,
- inquire into possible ways the ideas and concepts in the text relate to your own personal experience.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

Reviewer Comments:

G. Mayes (grandolphmayes) (Wed, 02 Nov 2022 18:57:46 GMT): Rollback: See email sent under separate cover

Michelle Felten (mfelten) (Wed, 01 Mar 2023 19:44:21 GMT): Dear Professor Ayala-Lopez, Thank you for your proposal for PHIL 124. The Committee is rolling back your proposal for further work on the syllabus formatting including: 1. Include course # PHIL 124. 2. Put Catalogue Description at the top of syllabus just under Course/Professor Basic Information 3. Course Description (which should follow the Catalogue Description) is too long and reads more as a lecture. Please make the description more succinct and less overwhelming for student processing. 4. "Respect for Diversity" information should be included under "Other Information". 5. Remove GE AREA D(#s 6-9) information from Form Proposal Course Learning Outcomes. Then, on syllabus, keep ELO's as listed, AND add the GE Area Learning Outcomes after your weekly course break down. 6. Add Title IV information as required by the University. 7. Remove Disclaimer and include the info in a class discussion as necessary. 8. Listing of Philosophy Workshop is confusing. Is this an assignment? 9. The syllabus overall is difficult to follow. Simplify information so not to be overly wordy. Careful of combining/mixing syllabus and course information amongst information that comes from the University Syllabus Guidelines which includes student resource information. Break syllabus into sections topically so it is easier to follow by using similar fonts and bolding and or Capitalizing new areas/shifts in information. Thank you!

Jacqueline Irwin (irwin) (Wed, 01 Mar 2023 20:12:13 GMT): Rollback: Dear Saray, Please see suggestions for revision from Michelle. Thank you, Jacqueline, ALS Curriculum Chair

G. Mayes (grandolphmayes) (Tue, 07 Mar 2023 22:35:17 GMT): Rollback: Syllabus + Schedule Reading lists not found.

Rebekkah Mulholland (rebeccak.mulholland) (Wed, 05 Apr 2023 18:10:26 GMT): Thanks for your submission. On the syllabus, move the ELOs for Area D and the course under the link to Area D LO.

Jacqueline Irwin (irwin) (Wed, 05 Apr 2023 18:42:18 GMT): Rollback: Dear Saray, Please see suggestions for revision from Rebekkah. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 14839