

**Philosophy 12:
Philosophy of the Person
Fall 2015**

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Office and Office Hours:	FO 208, TuTh 12:15-1:15PM
Class Days/Time:	Tuesday Thursday 9-10:15 AM
Location:	DMH 149B

Course Overview:

In this course we shall explore one of the great themes that have seduced the imagination of humanity for millennia- Love. We shall approach the theme of Love from various different angles, sectioned off into three different units.

First we will look at Love from the standpoint of the ancient Greeks; from exploring the origin of our (Western) conception of love we can see how its influence permeates our modern conceptions of love.

Next we will look at Love through the lustful eyes of a seducer and the eyes of a hopeless romantic. We shall explore both “Authentic” love and “Inauthentic” love and the roles they play in our lives.

The third unit shall focus on the love that truly saturates our contemporary experience with love, material love. We shall explore the role Capitalism has in shaping how we view both love and sex.

Throughout these three units we shall look at the politics behind love, tackling both questions of gender and the issues it elicits as well as our role in combating those issues. So as you can see this course will deal with both Eros (Romantic Love) as well as the Politics of Sex and Love.

In this class we will study a wide variety of thinkers who have very different ways of viewing and tackling their chosen issues of the world. The selected thinkers are ones that can be easily connected back to the real world, and there will be various opportunities in class that will help illustrate that philosophy is truly all around us (this will be done with in-class projects, discussions, and movies) and can be utilized to better our own lives and the world.

GE/SJSU Studies Learning Outcomes:

Students will understand themselves as integrated physiological, social, and psychological entities that are able to formulate strategies for lifelong personal development. Courses shall address

challenges confronting students who are entering the complex social system of the university so that students can employ available university resources to support academic and personal development.

GE/SJSU Studies Learning Outcomes:

Students shall:

1. Recognize the physiological, social/cultural, and psychological influences on their well---being;
2. Recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan;
3. Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals; and
4. Recognize themselves as individuals undergoing a particular stage of human development, how their well---being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment.

Course outline and Required Readings:

Unit 1 – The (Western) Origin of Love

Plato – *Symposium*

Anne Carson – *Eros the Bittersweet*

Unit 2 – Love and Existentialism

Kierkegaard – *Diary of a Seducer*

Fitzgerald – *This Side of Paradise*

De Beauvoir – *The Second Sex* “The Woman in Love” *

Kierkegaard – “Works of Love” *

Midterm: Thompson – *Blankets*

Movie: *The Last Kiss*

Unit 3 – The Love of Consumption

Marx – *Communist Manifesto* (Ch 1 and 2) *

Marcuse – *An Essay on Liberation* (Ch 1) *

Latham – “Introduction to the Cybernetic Vampire of Consumer Youth Culture” *

Fromm – *The Art of Loving* (suggested reading)

➔ The Readings with the * I will provide (via email and D2L ... the rest are available in the campus bookstore)

Classroom Protocol:

A good philosophy class is centered not on a lecture and student regurgitation of information, but rather on dialog and debate in conjunction with a guided discussion designed to break down the readings into something more manageable. With this in mind,

the class will have a strong emphasis on in-class discussion, and therefore attendance, preparation (having actually read the assigned reading), and participation will all be essential to your experience in this course and will make up a considerable portion of your final grade. We will work frequently in small groups, and it will be imperative that we all work together to foster a trusting and comfortable environment for everyone.

With that in mind, respect for one another is absolutely *essential* for this class. Feel free to disagree and debate with each other, but do so in a respectful manner. For example, try to refrain from interrupting others while they are talking, and remember to critique the *idea*—and not the *person*—you are debating. Coming to class and maintaining an open mind is also vital for good dialog to flourish.

Any disrespectful conduct will not be tolerated. Please feel free to email or speak to me if at any time you feel uncomfortable with the classroom environment. Similarly, I will speak to you if I perceive any problematic assumptions, biases, or prejudices that are making others uncomfortable.

Assignments and Grading Policy:

Reading Responses: The class is broken down into three units. During the semester you will sign up for one class period *per unit* (so that's 3 responses in all) for which you will prepare an in depth 2-3 page paper of the arguments in the reading.

This should not solely be a summary of the argument presented but an analytical engagement with your chosen reading. Ask and work through questions that came up while you were reading. If you disagreed with the author this is your time to voice cultivate opinion while you engage with his/her argument.

The paper is *due in class on the day of the assigned readings*.

Also remember that you are going to be looked at as experts the day your assigned reading is discussed in class, so you will be called upon to help spark the conversation on the day we discuss the reading.

Blankets Paper: This is where our discussion of Eros (Romantic Love) comes to a close, so to cap it off there will be a *four* page (minimum) paper on an analysis of Craig Thompsons graphic novel using at least ONE of the previous thinkers (from Unit 1 or 2).

This will serve as the *midterm*.

Participation: is a key component in your overall experience in the classroom, which is why it is being weighed so heavily. Participation is not merely showing up and sitting quietly (though a low attendance tends to correlate with a low participation grade); it is making your presence known by participating in class and small group discussions and in class writing assignments. The frequency of participation and quality of comments will be taken into consideration when assigning a grade (this does not mean you will be marked down for asking questions, on the contrary I encourage you to ask questions about anything you

don't understand); what this deals with namely goes back to being respectful of others and staying on a *relevant* topic during class discussions.

Essay: A research essay shall serve as the final. The project is to expand upon a question on the theme of love that has aroused your interest throughout the semester. This can be from one of your three Reading Responses, a topic that was brought up in class, or something from outside the class that relates to the theme of love that has sparked your curiosity and you would like to explore further. What matters is that it is something that interests you (as it makes for a better paper to write and a better paper to read).

The requirements are that: it is due the final day of class, it must be at least 5 pages long, it must also have at least 3 sources (with at least one being a source¹ we did not read in class), and finally it must be in MLA format (Double-Spaced, 12 point font, times new roman, and so on).

The Project should identify one specific concept of love, assess its philosophical significance for any broader theme, and tie it back to the real world (we don't want to float in the completely theoretical here). The main point is essentially to identify why it is valuable to study love in a philosophical context.

Grade Breakdown:

In Class Participation – 20%
Reading Responses – 13% each (39% total)
Blankets Paper – 20%
Essay – 21%

Grading Scale:

A (93-100)	A- (90-92)
B+ (87-89)	B (83-86)
B- (80-82)	C+ (77-79)
C (73-76)	C- (70-72)
D (64-69)	F (0-69)

A: Superior achievement; far exceeds demands of assignment.

B: Goes beyond adequate achievement; exceeds demands of assignment.

C: Achieves assignment purpose adequately; fulfills assignment.

D: Problems outweigh strengths, does not quite fulfill assignment.

F: Problems overpower strengths, clearly does not fulfill assignment.

Late Work: There will be a -1 late penalty for everyday the assignment is late. I will not accept any work that is turned in a week after the original due dates. You **MUST** provide a hardcopy; I will not accept emailed papers (save for qualifying circumstances, and even then you **MUST** give me a hardcopy next time you come to class).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at

¹ Must be legitimate. No Wikipedia or other untrustworthy websites

http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](#) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](#), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](#), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as

well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

The schedule is subject to change (with fair notice). If any changes are made I will notify you in class and post a revised Schedule on the Class Website

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	- Introduction and Syllabus
2	8/25 8/27	- Plato – <i>Symposium</i> - <i>Symposium (continued)</i>
3	9/1 9/3	- <i>Symposium (continued)</i> - Carson – <i>Eros the Bittersweet</i>
4	9/8 9/10	- <i>Eros the Bittersweet (continued)</i> - <i>Eros the Bittersweet (continued)</i>
5	9/15 9/17	- Kierkegaard “Modes of Existence” Lecture - Kierkegaard – <i>Diary of a Seducer</i>
6	9/22 9/24	- <i>Diary of a Seducer (continued)</i> - Fitzgerald - <i>This Side of Paradise</i>
7	9/29 10/1	- <i>This Side of Paradise (continued)</i> - Kierkegaard – “Works of Love”

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/6 10/8	- "Works of Love" (continued) - De Beauvoir – <i>The Second Sex</i> "The Woman in Love"
9	10/13 10/15	- "The Woman in Love" (continued) Blankets Paper Assigned - "The Woman in Love" (continued)
10	10/20 10/22	- Movie - Movie (continued)
11	10/27 10/29	- Movie Discussion - Blankets (discussion) Blankets Paper Due
12	11/3 11/5	- Marx – <i>Communist Manifesto</i> Ch 1 - Marx – <i>Communist Manifesto</i> Ch 2
13	11/10 11/12	- Marcuse – <i>Essay on Liberation</i> - <i>Essay on Liberation (continued)</i>
14	11/17 11/19	- Marcuse and Advertising - Latham- "Introduction to the Cybernetic Vampire of Consumer Youth Culture"
15	11/24 11/26	- Latham (continued) - Thanksgiving Break
16	12/1 12/3	- Fromm – <i>Art of Loving</i> - <i>Art of Loving (continued)</i>
17	12/8	- Class Symposium Final Paper Due