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## Course Syllabus

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Instructor: Timothy Harfield (tharfie@emory.edu)  
Office Hours: Mon/Tues 1:00 – 2:00  
Office Location: Institute for Vico Studies  
(Bowden Hall)

### A. Course Description

The course is an introduction to the major problems in the history of philosophy through the themes of love and friendship. The first part of the course will provide a historical overview of philosophies of love in general, from Plato and Aristotle, through the Medieval, Renaissance, and Modern periods, and into the 19<sup>th</sup> Century. The second half of the course will be more topical, looking at the particular theories and problems that have emerged since the beginning of the 20<sup>th</sup> century. We will place particular and ongoing emphasis on the lived experience of events typically associated with erotic love, including loneliness, seduction, ‘falling in love,’ sex, and breaking up (it’s hard to do). In this spirit, students will be actively encouraged to critically relate course material to personal life experiences, as well as to contemporary media representations in literature, television, and film.

### B. Purpose of the Course

Upon completion of the course, the student should be able to:

1. Identify the major theories of love and friendship and situate them in terms of the history of western philosophy.
2. Achieve an preliminary understanding of philosophy as a discipline, and garner a basic ability to read and communicate philosophically
3. Critically compare arguments across philosophers, paradigms, and periods with a close attention to the importance of definitions.
4. Apply philosophical arguments to lived experience and media representations as a mode of critical engagement

### C. Required Textbooks

Plato, *Plato on Love: Lysis, Symposium, Phaedrus, Alcibiades, with Selections from Republic and Laws* [POL]  
ISBN: 0872207889 (Hackett, 2006)

Solomon and Higgins, eds., *The Philosophy of Erotic Love* [PEL]  
ISBN: 0700604804 (UP Kansas, 1991)

Pakaluk, ed., *Other Selves: Philosophers on Friendship* [OS]  
ISBN: 0872201139 (Hackett, 1991)

William Shakespeare, *A Midsummer’s Night Dream*  
ISBN: 0451526961 (Signet Classics, 1998)

Lewis, Amini, and Lannon, *A General Theory of Love*  
ISBN: 0375709223 (Vintage, 2001)

\* Other selections assigned will be made available on e-reserve

## D. Class Schedule

The course employs a mixture of traditional and non-traditional pedagogical styles. Classes will mostly run as lectures, for which attendance is required. Lectures will seek to critically elaborate the assigned readings, drawing on additional texts and media sources as deemed important, interesting, or otherwise appropriate by the instructor. Success in this course will depend on both careful reading and class attendance.

Day	Required Readings	Assignments
<b>Introduction to the Philosophy of Love and Friendship</b>		
Week 1:		
W 25 August	Introduction to the course	
F 27 August		Sappho, <i>Poems</i> [PEL 33 – 35]
<b>Love and Friendship in the History of Philosophy</b>		
Week 2:		
M 30 August		Plato, <i>Lysis</i> [POL 1 - 25]
W 1 September		Plato, <i>Symposium</i> [POL 26 - 56]
F 3 September		Plato, <i>Symposium</i> [POL 56 - 87]
Week 3:		
M 6 September		Plato, <i>Phaedrus</i> [POL 88 - 108]
W 8 September		Plato, <i>Phaedrus</i> [POL 108 - 122]
F 10 September		Plato, <i>Phaedrus</i> [POL 122 - 153]
Week 4:		
M 13 September		Aristotle, <i>Nicomachean Ethics</i> [OS 28 – 50]
W 15 September		Aristotle, <i>Nicomachean Ethics</i> [OS 50 – 76]
F 17 September	<b>MODEL SEMINAR #1 – Love at a Distance</b>	Barthes, <i>A Lover's Discourse</i> (selections) [e-reserve] Puka, "Relations at a Distance" [e-reserve]
Week 5:		
M 20 September		Seneca, "On Philosophy and Friendship," "On Grief for Lost Friends," [OS 117 - 128]
W 22 September		Epicurus (selections) [e-reserve]
F 24 September	Lucretius, <i>On the Nature of the Universe</i> (selections) [e-reserve] Cicero, "On Friendship" [OS 77 - 116]	
Week 6:		
M 27 September		Augustine, <i>Confessions</i> (from Book IV) [e-reserve] Augustine, <i>City of God</i> [PEL 44 – 48]
W 29 September	Thomas Aquinas, "Questions on Love and Charity" [OS 146 - 184]	
F 1 October	<b>MODEL SEMINAR #2 – Love and Sexual Ethics</b>	Stephens, "What's Love Got to do with it?" [e-reserve] Soble, "Sexual Use and what to do about it" [e-reserve]
Week 7:		
M 4 October		Shakespeare, <i>A Midsummer's Night Dream</i> [Acts 1 – 2]
W 6 October		Shakespeare, <i>A Midsummer's Night Dream</i> [Acts 3 – 4]
F 8 October		Shakespeare, <i>A Midsummer's Night Dream</i> [Act 5] Mimetic Desire – A Conversation with René Girard (podcast) [e-reserve]



## Course Requirements

### 1. Class Attendance and Participation (10%)

#### *Attendance and Class Participation*

10%

Full attendance at all classes is expected, and formal attendance will be taken at the beginning of each class. Students who are not present at the time that attendance is taken will be marked absent even if they arrive late. Students who miss 4 classes will receive a 1/3 deduction from their final grade. Students who miss 6 classes will receive another 1/3 grade deduction. If you are counted absent for more than 8 classes during the course of the semester, you will not pass the class.

Participation (for which class attendance is also clearly requisite) is expected and vital to creating a vibrant and productive classroom environment. Careful advance reading of assigned readings, responding to questions, asking questions, and listening attentively to others (instructor and students alike) are key and necessary to success in this class. Many of the topics discussed in class will be both personal and controversial, and it will be our aim to produce a safe and open environment in which ideas and relevant personal experiences can be freely shared. The most essential principle governing class participation, therefore, is mutual respect.

#### *Student Interest Questionnaire*

Each student is required to complete a brief questionnaire addressing individual student interests and course objectives (see final page of syllabus). Responses to questions will be used by the instructor in an effort to address the particular interests and concerns of the class, and also as the basis for selecting model seminar topics and readings (see below). Completed questionnaires are ***due at the beginning of class on Friday 27 September.***

### 2. Mid-Term Exam (20%)

**29 October 2010**

The in-class mid-term exam is designed to test the student's retention of key concepts and arguments that have been identified in assigned reading and in-class instruction. As such, the exam will consist of two sections: (1) definitions, and (2) short-answer questions.

### 3. Model Seminar (20%)

**As Assigned (See Class Schedule)**

Four classes during the semester will be run as model seminars, which means that 4 - 5 students will volunteer (or be volunteered) to sit at the front of the class with the instructor and perform a seminar-style discussion of a specific topic and in terms of the texts assigned for that class. Until the last 10 minutes of class, discussion will be limited to the seminar participants, after which time the 'audience' will be invited to participate. Topics and readings will be chosen by the professor based on class interests, and announced during the second week of classes.

During the seminar, students will be responsible for guiding discussion through their own questions and comments. These should be clearly informed by the seminar reading, with attempts to draw connections with previous readings, lectures, and discussions. In addition to contributing insights developed through personal reflection on the topic, students are required to demonstrate research using at least one outside source (i.e. a book, article, film, etc.). Seminar participants will be graded based on (1) Quality of Reading and Preparation; (2) Insight of Contributions and Questions; and (3) Respectful Engagement with Others.

Everyone will be guaranteed a chance to contribute. "More" participation is not necessarily better; over-dominance of the discussion that unfairly impairs the ability of others to participate will result in a lower grade. Exceptionally good questions or comments from the "audience," while not graded directly will be taken into consideration when it comes to final grade evaluation.

If you miss your seminar, you will be assigned a zero grade. Sickness and other excuses will be considered on a case-by-case basis.

#### 4. Seminar Reflection Paper (20%)

Following the model seminar in which they take part, the student will be required to write a 5 - 7 page (double spaced, 12 point font, University of Chicago Style) reflection paper. The paper may address any theme raised during the model seminar, or any idea stimulated as a result of seminar discussion. While the paper topic is open, and personal narrative encouraged, the paper should still be clear, well organized (with a thesis and a strong supporting argument), and technically competent. This is not a research paper, and so no reading outside of the assigned texts is required; the emphasis here is on promoting a personal and critical engagement with issues addressed in the course material.

Reflection papers will be graded based on (1) Quality of Reading, (2) Strength of Argument, (3) Originality, (4) Eloquence, and (5) Technical Competence.

The paper will be completed in two phases:

First draft (3 – 5 pages) 5%  
**Due 1 week after the model seminar in which you participate.**

This draft should be treated as if it was your final product. Clean grammar and proper citation is expected. Arguments should be clear and the paper should demonstrate stylistic competence. This is intended as a first interpretive attempt with an emphasis on close attention to reading and critical argumentation.

Final draft (5 – 7 pages) 15%  
**Due 1 week after submission of the First Draft**

The Final draft must reflect active engagement and incorporation of comments and suggestions from the instructor, as well as development in your own thinking as a result to ongoing consideration of the problem you choose to engage

#### 5. Final Exam (30%) **15 December 2010 (8:30 – 11:00 am)**

The Final Exam is cumulative, but with an emphasis on material delivered since the mid-term exam. The Final Exam will consist of three sections: (1) definitions, (2) short-answer questions, and (3) a longer essay question that will ask you to summarize concepts, evaluate perspectives, and explain your personal preferences. This will be a three hour exam to take place during the standard Emory University exam period.

#### 6. Bonus Assignment **15 December 2010 (8:30)**

Write a 3-5 page reflection paper (1 inch margins, 12 pt Time New Roman, double spaced) in response to the question: What is the relationship between love and philosophy? It is possible to address this question from a wide variety of angles, and by asking a number of more specific questions like:

- Can philosophy adequately address the experience of love? What are the limits of philosophical inquiry in this regard?
- What are the similarities between love and philosophy? Since both pertain to love (philosophy, remember, means live of wisdom), might we say that true love is a way of doing philosophy? Or that true philosophy is a way of doing love?
- What is the best way to philosophize about love? Is it better to adopt a more literary or poetic style? Or is it more helpful to be more analytic with a close attention to clarifying our language and beliefs?
- How can philosophy prepare us for entering into healthy friendships / romantic relationships?
- etc.

Each paper should be written according to the following formula

1. Introduction
  - a. Identify the broader context for your discussion (i.e. to what question do you propose to provide an answer?)
  - b. Present a clear and concise thesis statement (what is the answer to your question?)
  - c. Briefly outline the claims that you plan to use to support your position.
2. Body: Identify and discuss three of the texts assigned in the course, each of which provides evidence in support of your thesis
  - a. Use two texts in support of your thesis statement
  - b. Use one text to identify a potential criticism of your position, and offer a response
3. Conclusion
  - a. Restate your original thesis statement.
  - b. Summarize your argument in support of your thesis.

Although I want you to clearly identify the sources of your evidence (Author's name, book/article title), I do not want you to include any direct citations, and so do not require you to provide me with a formal bibliography or page numbers. I want you to **only use texts that we have read in class**, and I want you to **summarize their relevant claims in your own words**.

This bonus assignment will be graded out of 10, with each point counting as an additional 1% toward your final grade. For example, if your final grade is 75%, and you get 6/10 on the bonus assignment, your final grade will become 81%.

## E. Course Policies

### 1. Class Attendance

As stated above, full attendance at all classes is expected, with a grade assigned for participation accordingly. While the instructor is committed to making the classes as interesting and informative as possible, it is neither his role nor his gift to be an entertainer. Students who find themselves struggling with course material are welcome to seek additional individual assistance from the instructor outside the classes, but only if they have demonstrated the self-discipline to attend all the classes they possibly can.

## 2. Academic Misconduct (from the *Emory University Honor Code*)

Academic misconduct is an offense generally defined as any action or inaction which is offensive to the integrity and honesty of the members of the academic community. This offense includes, but is not limited to, the following:

- (a) Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized;
- (b) Plagiarizing -- defined as stealing from the ideas or writings of another person and passing them off as one's own. This occurs when someone copies or closely paraphrases the intellectual work of someone else without giving proper recognition of the source of the material copied or paraphrased (e.g. in an endnote or text reference).
- (c) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination;
- (d) Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage;
- (e) Breach of any duties prescribed by this Code;
- (f) Intentionally giving false evidence in any Honor Council hearing or refusing to give evidence when requested by the Honor Council.

All cases of suspected plagiarism will be submitted to the Emory University Honor Council for assessment and punishment.

## 3. Late Assignments

Late assignments will be accepted up to one week after their due date, but their grades will be reduced by one letter grade. Late papers will **not** be accepted more than one week after their due date, and students who do not submit a paper by at most one week after the due date will receive a grade of zero for that component of the course. Extensions will be granted only in the cases of personal or medical emergencies. Computer problems, conflicts with co-curricular activities, competition for library resources, and/or long weekends before or after due dates do not constitute such emergencies. Failure to plan ahead, or to maintain a margin of time for unforeseen events prior to the due date, do not warrant extensions either.

## 4. Grading Scale

Final course letter grades will be calculated using the following scale:

<i>Percent</i>	<i>Letter</i>	<i>Quality</i>	<i>Percent</i>	<i>Letter</i>	<i>Quality</i>
93 - 100	A	Excellent	77 - 79	C+	Satisfactory
90 - 92	A-	Superior	73 - 76	C	
87 - 89	B+		70 - 72	C-	Marginal
83 - 86	B	Good	67 - 69	D+	Poor
80 - 82	B-		60 - 66	D	
			< 60	F	Failure

## 5. Disability Statement

If you may need any form of accommodation for a special need, please contact me privately so that we can make arrangements. You can reach Disability Services and Compliance at 404-727-6016 (V) or 404-727-1065 (TDD).

\* The instructor reserves the right to alter the details of this syllabus at any time during the course.

## Student Interest Questionnaire

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Student Name: \_\_\_\_\_

Year / Major: \_\_\_\_\_ / \_\_\_\_\_

1. Is this the first time you have taken a course in philosophy? (circle one)      YES                      NO

1a. If NO, please list other philosophy courses you have taken.

\_\_\_\_\_

\_\_\_\_\_

2. Why are you interested in the theme(s) of Love and Friendship?

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\_\_\_\_\_

\_\_\_\_\_

2a. What courses (if any) have you taken previously that might be relevant to material covered in this course? (any discipline)

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3. What do you hope to achieve as a result of taking this course?

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\_\_\_\_\_

4. What topic/s would you like to see addressed in the model seminars? Possible topics of interest might include (but are certainly not limited to):

The language of love  
Marriage  
Jealousy  
Forms of dependency

Gender roles  
Loneliness  
Inter-species love  
Pornography

Infidelity  
College dating  
Love of God  
Self-love

Breaking up  
Sex  
Lying / truthfulness  
Familial love

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