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**School of Politics, Philosophy and International Studies**

**Module Handbook**

**2014/15**

**Philosophy of Love**

Module No: 27355

Level: 6

Semester: 2

Time: Monday 12:15-2:00

Venue: Wilb LR 6

Credit Value: 20

Module Leader: Dr. Daniel Came

Pre-requisites: None

Co-requisites: None

Post-requisites: None

Anti-requisites: None

Total Contact: 10 x 2 hour weekly lectures

Assessment: 1 x 2500 word essay (50%)

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Staff contact: Dr. Daniel Came

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Office hours : Semester 1: Wednesday 14:00-16.00

 Semester 2: Monday 14:00-16.00

**This handbook is available on request in alternative formats from the School Office**

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**PLEASE NOTE: this Module Handbook should be read in conjunction with the *School of Politics, Philosophy and International Studies (***hereafter ***PPIS) Assessment Guide* (**or ***Green Book*), the relevant *University Programme Regulations* and the *PPIS Student Handbook* (**or ***Blue Book*).**

The *PPIS Assessment Guide* (or *Green Book*) can be downloaded from the School eBridge site. All PPIS students will be given paper copies and alternative formats can be requested from the School Office.

For *University Programme Regulations* see:

<http://www2.hull.ac.uk/administration/policyregister/qualityhandbook/sectionb.aspx>

The *PPIS* *Student Handbook* (or *Blue Book*) is available from the School eBridge site. Alternative format copies can be requested from the School Office. The *University Student Handbook*, containing broadly similar but non-PPIS-specific information, is available online at <http://www2.hull.ac.uk/student/studenthandbook.aspx>

**It is your responsibility to ensure that you are fully acquainted with all of the requirements set out in this handbook and in the associated documentation.**

**PLEASE NOTE:** The School of PPIS operate a policy of continuous quality enhancement, reflecting on the previous year’s practice and specific feedback such as that gained through the Staff-Student Committee. This is intended to ensure that the School provides the highest quality student experience possible. The School is, on occasion, also required to amend its policies to ensure that they are fully compliant with University regulations and Faculty guidance. Students are advised to ensure that they consult that the Handbooks and Regulations they consult are the up-to-date versions.

**1. GENERAL OUTLINE AND AIMS OF THE MODULE**

For two and a half millennia questions concerning the nature of love have been central to philosophical thought: Can love be defined, or does it belong to the realm of the ineffable? Is love inherently rational or irrational? Is it reducible to the reproductive or sexual drive? Do we, in essence, love the other for his or her own sake, or is love always self-serving? Is possessiveness really the enemy of successful love? Does all love stem from need or lack? What, if anything, is the difference between love and infatuation? And is, as Plato held, erotic attachment a form of enslavement? In this module, we shall address these and other questions through the lens of some of the towering works in the Western philosophical tradition. We shall mostly consider reciprocal romantic love and investigate, among other things, its seeming capacity, despite the fragility and possibility of loss that are intrinsic to love, to confer meaning and purpose upon life. We shall also explore the Freudian view that love involves regression to a situation in childhood in which we were perfectly safe, the search for love essentially being an attempt to recover this earlier form of security or wholeness. Can this need for wholeness ever be fully and stably fulfilled, or is, as Sartre argued, the project of love impossible? In addition, we shall reflect upon the nature of sexual desire and perversion.

**2. LEARNING OUTCOMES**

By the end of the module students should be able to:

1. Examine philosophical arguments, theories central to the philosophy of love.
2. Understand a piece of philosophical exegesis supported by relevant textual evidence.
3. Engage with the relevant secondary literature in a written form commensurate with level 6 standards.
4. Identify the contribution of the disciplines of history, classics, politics, and religion to the study of the history of philosophy.

**3. METHOD OF TEACHING**

Teaching will be by way of weekly lectures and seminars which will be led by Dr. D. Came.

**Attendance at all lectures and seminars is compulsory unless otherwise advised and will be monitored accordingly. Students are also required to attend punctually.** Failure to attend classes as required may have implications for a student’s progression. Further details regarding the relevant University regulations can be found at <http://www2.hull.ac.uk/administration/leap/quality_standards/quality%20handbook/section%20k.aspx> and in the *PPIS Student Handbook* (or *Blue Book*).

Students can inform the School Office of reasons for absence at ppis-absences@hull.ac.uk Be advised that relevant documentary evidence, e.g. a letter from your GP, might be required in appropriate circumstances in support of any reasons given.

**4. ESSAY TITLES**

Essay 1

Choose ONE of the following titles:

1. Why does Plato think that erotic love stems from lack? Does it?
2. Is Aristotle right that *philia* is superior to *eros*? If so, why? If not, why not?
3. What role, if any, does illusion play in romantic love?
4. Critically discuss Freud’s views on the nature of romantic love.
5. Is the project of romantic love a necessary failure?

Essay 2

Choose ONE of the following titles:

1. “Love is a reciprocal torture” (Proust). Is it?
2. Is there any significant difference between infatuation and romantic love?
3. What, if anything, can evolutionary psychology tell us about the nature of romantic love?
4. What is sexual desire? What is its role in romantic love?
5. What constitutes sexual perversion?

**5. ESSAY DEADLINES**

12.00pm (noon) Monday 11th May 2015

**6**. **SEMINAR PRESENTATIONS**

Each student must make one un-assessed seminar presentation. Presentation topics will correspond to the topic of the preceding lecture and will be allocated during the first seminar session. Each seminar presentation should be a minimum of 15 minutes long. Students may use PowerPoint, handouts, or neither. Presentation topics and dates can be changed only with the explicit agreement of Dr D. Came. In such circumstances the student is responsible for finding another student willing to switch with them.

**7. LECTURE TOPICS AND PREPARATORY READING**

1. **Plato on love**

### Plato, *Symposium*, <https://archive.org/details/PlatosSymposium>

S. May, *Love: A History*, chapter 3

I. Singer, *Philosophy of Love: A Partial Summing-Up*, pp. 6-13

1. **Friendship in Aristotle**

Aristotle, *Nicomachean Ethics*, Bks. 8 and 9, <http://classics.mit.edu/Aristotle/nicomachaen.html>

S. May, *Love: A History*, chapter 4

## J. Urmson, *Aristotle's "Ethics"*, chapter 9

1. **Schopenhauer and Nietzsche**

S. May, *Love: A History*, chapters 13 and 14

F. Nietzsche, *The Antichrist*, section 24

A. Schopenhauer, ‘The Metaphysics of Sexual Love’, in *The World as Will and Representation*, Volume 2

I. Singer, *Philosophy of Love: A Partial Summing-Up*, pp. 59-67

I. Singer, *The Nature of Love, Vol. 3,* Part 1, chapter 3 (section on Nietzsche)

1. **Love and the unconscious**

S. Freud, *Group Psychology and the Analysis of the Ego*, Chapter VIII: “Being in Love and Hypnosis”

S. May, *Love: A History*, chapter 15.

I. Singer, *Philosophy of Love: A Partial Summing-Up,* pp. 73-81.

I. Singer, *The Nature of Love, Vol. 3,* Part 2, chapter 4

1. **Sartre on love**

J-P Sartre, *Being and Nothingness*, Part 3, section 3: “Concrete Relations with Others”

I. Singer, *Philosophy of Love: A Partial Summing-Up*, pp. 86-95.

I. Singer, *The Nature of Love*, *Vol. 3,* Part 2, chapter 8

1. **Proust**

S. May, *Love: A History*, chapter 16.

I. Singer, *The Nature of Love*, *Vol. 3,* Part 3, chapter 5

1. **Infatuation**

### R. [Brown,](http://libsearch.hull.ac.uk/catalogue?q=%22Brown%2C+Robert%2C+1920-%22&search_field=author) *Analyzing Love*, pp. 35-39

S. Gonzalez-Arnal, ‘Romantic Love and Infatuation’ (on ebridge)

1. **The science of love**

I. Singer, *The Nature of Love,* Part 3, chapter 9

R. [Scruton,](http://libsearch.hull.ac.uk/catalogue?q=%22Scruton%2C+Roger%22&search_field=author) *Sexual Desire: A Philosophical Investigation*, chapter 7

1. **Sexual desire**

### R. [Brown,](http://libsearch.hull.ac.uk/catalogue?q=%22Brown%2C+Robert%2C+1920-%22&search_field=author) *Analyzing Love*, chapter 2

R. [Scruton,](http://libsearch.hull.ac.uk/catalogue?q=%22Scruton%2C+Roger%22&search_field=author) *Sexual Desire: A Philosophical Investigation*, chapter 8.

1. **Perversion**

R. [Scruton,](http://libsearch.hull.ac.uk/catalogue?q=%22Scruton%2C+Roger%22&search_field=author) *Sexual Desire: A Philosophical Investigation*, chapter 10

T. Nagel, ‘Sexual Perversion’, in *Journal of Philosophy*, Vol. 66, No. 1, pp. 5-17(on ebridge)

**8. Reading List**

### R. [Brown,](http://libsearch.hull.ac.uk/catalogue?q=%22Brown%2C+Robert%2C+1920-%22&search_field=author) *Analyzing Love*

## S. Freud, *Group Psychology and the Analysis of the Ego*

## P. Gilbert, *Human Relationships: A Philosophical Introduction*

## R. Kraut (ed.), *The Blackwell Guide to Aristotle's* Nicomachean Ethics

## S. May, Love: a History

### T. Milligan, *Love*

## F. Nietzsche, *Twilight of the Idols*

## F. Nietzsche, *The Anti-Christ*

### M. [Nussbaum,](http://libsearch.hull.ac.uk/catalogue?q=%22Nussbaum%2C+Martha+Craven%2C+1947-%22&search_field=author) *Love's Knowledge: Essays on Philosophy and Literature*

Thomas Nagel, ‘Sexual Perversion’, in Journal of Philosophy, Vol. 66, No. 1 (Jan. 16, 1969), pp. 5-17on ebridge

## M. Pakaluk, *Aristotle's Nicomachean Ethics: An Introduction*

### Plato, *Symposium*, <https://archive.org/details/PlatosSymposium>

### J-P. Sartre, *Being and Nothingness*

## A. Schopenhauer, *The World as Will and Representation*

R. [Scruton,](http://libsearch.hull.ac.uk/catalogue?q=%22Scruton%2C+Roger%22&search_field=author) *Sexual Desire: A Philosophical Investigation*

### L. Secomb, *Philosophy and Love: From Plato to Popular Culture*

### I. Singer, *Sex: A Philosophical Primer*

I. Singer, *Philosophy of Love: A Partial Summing-Up*

I. Singer, *The Nature of Love*

A. Soble, *The Philosophy of Sex and Love*

### A. Soble, *The Philosophy of Sex and Love: An Introduction*

## A. Soble (ed.),  *Eros, Agape, and Philia: Readings in the Philosophy of Love*

## A. Soble (ed.), *Sex from Plato to Paglia: a Philosophical Encyclopedia*

## J. Urmson, *Aristotle's "Ethics"*

**Internet Resources**

Electronic versions of Nietzsche’s texts can be found here:<http://nietzsche.holtof.com/>

*Stanford Encyclopedia of Philosophy* entry on ‘Nietzsche’: <http://plato.stanford.edu/entries/nietzsche/>

*Stanford Encyclopedia of Philosophy* entry on ‘Nietzsche’s Moral and Political Philosophy’: <http://plato.stanford.edu/entries/nietzsche-moral-political/>

Daniel Came podcast on Nietzsche: <http://www.minerva-podcast.com/post/45698109021/episode-9-nietzsche-5131-this-episode>

Brian Leiter podcast on Nietzsche Myths: <http://philosophybites.com/2009/09/brian-leiter-on-nietzsche-myths.html>

**9. YOUR RIGHT OF APPEAL**

You have the right to appeal against decisions taken regarding your academic progress, including the award of a qualification. You may not, however, appeal against academic judgement. For further information see:

 <http://www2.hull.ac.uk/student/studenthandbook/academic/academicappeals.aspx> .

Impartial advice on appeals is available from the Students’ Union Advice Centre (details available at <http://www2.hull.ac.uk/student/studenthandbook/support/advicecentre.aspx> ) or from the Senior Tutor responsible for students within the School of Politics, Philosophy and International Studies, Mrs Christine Murphy, who can be contacted on C.Murphy@hull.ac.uk.

**10. MODULE EVALUATION QUESTIONNAIRES**

At the end of each module students have the opportunity to fill in a Module Evaluation Questionnaire, through which they feedback on the respective module. This provides staff with valuable information to consider when reviewing their modules. Below you will find a summary of the feedback received for this module last year, accompanied by the module coordinator’s response.

An MEQ report for this module, drawn from feedback from the last academic session in which this module was taught, is being processed and will be added to this Module Handbook by the Module Coordinator/Convenor no later than noon on Monday 10 November 2014.