

The Chinese University of Hong Kong  
Department of Philosophy  
**UGED 2891**  
**Philosophy of Love**

**Lecture:** W 10:30-1:15

**Room:** Esther Lee Building LT1

**Office Hours:** By Appointment

**Course overview**

This course investigates various theories on the nature of love in Asian and Western culture. Topics include: evaluation of the philosophical approach to the phenomena of love in Asian and Western traditions, classical Western theories of love, Christian thought on love, traditional Asian theories on love, and philosophy of love in modern society. This course will give special attention to various kinds of love, including *eros*, *philia*, and *agape*, as well as the difference between preferential and non-preferential love in both the Western and Asian traditions. The course will also investigate various articulations of love and other closely related phenomena, such as sympathy, empathy, and compassion, as well as the role of love in the family, society, and the politics.

**Learning outcomes**

1. Be able to reconstruct and evaluate theories on the philosophy of love.
2. Be able to compare and contrast Western and Asian perspectives on love.
3. Develop familiarity with various concepts of love and conceptually related phenomena.
4. Acquire analytic skills and a critical disposition.
5. Identify, classify, and assess arguments in various contexts.
6. Develop the capacity to reconstruct arguments from philosophical texts, critique arguments, and develop one's own philosophical arguments.

**Topics**

1. The Relationship between Philosophy and Love
2. Typology of Love
3. Love, Ethics, and Ethical Motivation
4. Religious Approaches to Love
5. Attachment, Suffering, and Vulnerability
6. The Ontology of Love
7. Love in Phenomenology and Philosophy of Mind
8. Psychology of Love
9. Love and the Emotions
10. Theories of Friendship, Familial Love, Romantic Love, and Agape
11. Historical and Intercultural Perspectives on the Phenomenon of Love

12. Love, Aesthetics, Beauty
13. Love and War
14. Love and the Family, the Economy, and the State

**Learning activities and workload**

In-class:

1. Attend lectures and participate in class discussions. Each lecture is approximately 2 hours.

Out-of-class:

1. Reading: 2 hours each week on lecture material. Read each reading assignment before lecture.
2. Writing: Regarding writing, begin your argument critiques at least two weeks before they are due in order to give yourself time to edit, re-write, and integrate feedback from the Professor.
3. The Mid Term exam will be conducted on Blackboard.
4. Group projects will require you to meet with other students outside of scheduled class times.

**Assessment scheme**

<b>Task Nature</b>	<b>Weight</b>
Argument Critique	25% (100 pts)
Two exams: Mid-term and Final	50% (25% each) (100 pts each)
Class participation	5% (20 pts)
Reading Assignments	15% (80 Points)

**Grade Criterion for Argument Critique:**

A:

The student knows the authors positions, and proves this knowledge by knowing the argument(s) supporting the theses in the text. Student evidences self-initiated thinking and understanding of the arguments through his/her ability to present her own counter-arguments and possible replies to counter-arguments. The student exhibits thorough understanding of the relations of the themes presented in the various texts.

B:

The student knows the authors positions, and generally understands the arguments supporting them. Student has difficulty developing her own criticisms and rebuttals to criticism. The student exhibits relatively complete understanding of the relations of the themes presented in the various texts.

C:

The student shows the ability to properly relay information about the text and the positions contained therein, but has difficulty re-constructing the arguments, presenting counter-arguments, and criticism. Student has a difficulty understanding arguments. The student shows an incomplete understanding of the relations of the themes presented in the various texts.

D:

The student cannot explicate the positions or the arguments for such positions in the text. The student exhibits seriously incomplete understanding.

F:

The student exhibits all the failures mentioned under 'D'. The student earns an F by failing to complete the assignment.

### **Remarks:**

#### **Class Participation:**

- Attendance is mandatory and *absence will damage your grades*. Two unexcused absences are permitted. For each unexcused absence beyond two, one-half a letter grade will be deducted from your final grade. In case of emergencies, either notify me of your absence ahead of time, or plan to bring some formal documentation of your absence. Without documentation, I will not accept absences as excused.
- Each day students will sign the attendance log as either prepared or unprepared. If students sign in "prepared" the student is signalling that they have read the material assigned for that class and are prepared to participate in the class discussion. I will freely call on students who have signed in as prepared. For those who have not read the assigned materials, and are not prepared to participate in class, students will sign in as "unprepared". The class participation grade will follow this schema, and will evaluate the student's *overall preparation* for participation in class during the course.

#### **Argument Critiques:**

The Argument Critiques consist of three parts. In respect to the papers, I shall provide you with passages from the texts which we are reading, and I will ask you to choose one passage to work on. You will formulate the argument contained in that passage, and formulate a critique of that passage. The last stage consists in formulating a reply to the criticism that you raise. I encourage you to utilize the texts that we are reading in formulating the criticisms; you are encouraged to employ the philosophers against each other. Argument Critiques should be 3-6 double spaced pages in length.

#### **Exams:**

The Exams contain three sections. The first section will require you to reconstruct an argument from a philosophical text by putting it into standard form. The second section will require you to evaluate the validity of arguments via Venn diagrams, identify fallacies and other short answer questions. The third section will consist of one long-essay question.

#### **Reading Assignments**

At the beginning of each class, students will be required to submit **two typed** questions about the assigned reading for the upcoming class.

#### **Late Work/Make-Ups:**

Late assignments will be penalized one-half a letter grade for each day the paper is tardy. If you would like a grade changed, you must provide me with a detailed written argument for why you think it should

be changed, otherwise I will not consider it.

## Required and Recommended Texts

### Required Texts:

Required readings will be placed on blackboard. The schedule that follows is *tentative*, and will be revised. Current readings due will always be posted on Blackboard. Revisions to the schedule will be noted in the version of the syllabus available on blackboard. Several films and short videos are also required viewing for this class.

### Recommended Resources:

*Lysis*, Plato

*Symposium*, Plato

*Apology*, Plato

*Nicomachean Ethics*, Aristotle

*Dhammapada*, Buddha

*The Four Loves*, C.S. Lewis

*The New Testament*, Multiple Authors

*The Early Church on War and Killing*, Ronald J. Sider

*An Inquiry Concerning the Principles of Morals*, David Hume

*On Anger*, Seneca

*Religion and Nothingness*, Nishitani

*Leviathan*, Hobbes

*Tao Te Ching*, Lao Tzu

*Mozi*, Mo Tzu

*Analects*, Confucius

*The Great Learning*, Confucius

*Mencius*, Mencius

*The Complete Mystical Works of Meister Eckhart*, Meister Eckhart

*The Mirror of Simple Souls*, Marguerite Porete

*Works of Love*, Kierkegaard

*The Kingdom of God is Within You*, Tolstoy

*In the Arms of the Beloved*, Rumi (Translated by Jonathan Star)

Tony Milligan, "Animals and the Capacity for Love"

Harry Frankfurt, "On Love, and Its Reasons"; Harry Frankfurt, "The Dear Self"

Susan Wolf, "Love: The Basic Questions"

D. W. Hamlyn, "The Phenomena of Love and Hate"

Kamila Pacovská, "Loving Villains: Virtue in Response to Wrongdoing"

Troy Jollimore, "Miserably Ever After"

Brian D. Earp, et al. "If I Could Just Stop Loving You: Anti-Love Biotechnology and the Ethics of a Chemical Breakup"

Carrie Jenkins, "The Philosophy of Flirting"

Troy Jollimore, "Love: The Vision View"

Kate Abramson & Adam Leite, "Love as a Reactive Emotion"

Aaron Smuts, "Normative Reasons for Love"

Ronald de Sousa, *Love*

Erich Fromm, *The Art of Loving*

Dan Moller, "Love and Death"

*Civilization and Its Discontents*, Freud

*Genealogy of Morals*, Nietzsche

"Eliminative Materialism", Paul Churchland

"What is it like to be a Bat?", Nagel

## Feedback for evaluation

As with all courses in Philosophy Department, students evaluate the course through a survey and written comments at the end of the term as well as via regular feedback between teacher, tutors, and students.

## Course schedule

<b>Week</b>	<b>Topic</b>	<b>Readings</b>
1	Introductory Lecture, Typology of Love	<i>Four Loves</i>
2	Psychology, Phenomenology, and Ontology	<i>Selected Studies</i> , Churchland, Nagel
3	Erotic Love, Beauty, and Platonic Love	<i>Symposium</i> , <i>Selected Studies (Evolution and Attraction)</i>
4	Friendship	<i>Lysis</i> , <i>Nicomachean Ethics</i>
5	Confucianism: Familial Love and Society	<i>Analects</i> , <i>Mencius</i>
6	Universal Love: Mozi and Critics, Taoism	<i>Mozi</i> , <i>the Great Learning</i> , <i>Ta Te Ching</i>
7	Buddhism on <i>Compassion</i> , Stoicism, Suffering, Attachment, and Vulnerability	<i>Dhammapada</i> , <i>On Anger</i> , Ted Talk on Vulnerability
8	Christian Conceptions of Love	<i>New Testament</i> , <i>Works of Love</i> , (Film: <i>Les Miserables</i> )
9	Love in Medieval Mysticism	Meister Eckhart's <i>Sermons</i> , <i>Mirror of Simple Souls</i> (Porete), Rumi
10	Agape in Civil Society and the State	<i>The Kingdom of God is Within You</i> , <i>Early Church on War and Killing</i>
11	Against Agape: The Return of <i>Eros</i>	<i>Civilization and its Discontents</i> , <i>Genealogy of Morals</i> , (Film: <i>There Will be Blood</i> )
12	Love, Ethics, and Motivation	<i>Apology</i> , <i>Inquiry Concerning Principles of Morals</i> , <i>Leviathan</i>
13	Contemporary Debates: Evaluation and Critique	<i>Love: the Basic Questions</i> , <i>Love and its Reasons</i>
14	Concluding Lecture	N/A

**Final Exam: TBD**

## Contact details

<b>Instructor</b>	
Name:	Gregory S. Moss
Office Location:	Room 426, FKH
Telephone:	39437137
Email:	<a href="mailto:gsmoss@cuhk.edu.hk">gsmoss@cuhk.edu.hk</a>

## Details of course website

We will use Blackboard for this course. Lecture notes and information on assignments and

examinations will be posted on the website.

### **Academic honesty and plagiarism**

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.