PHIL3460
PHILOSOPHY AND HUMAN RELATIONSHIPS
Course Outline

Course Co-ordinator: Dr Joe Mintoff
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Consultation hours: Tue 12-1pm, Wed 2-3pm

Semester: Semester 1 - 2008
Unit Weighting: 10
Teaching Methods: Lecture

Brief Course Description
This course involves discussion of philosophical issues raised by our relations to other people. Such issues may include: Does happiness depend on not caring only about oneself, and if so, why? What is love? Is love not love which alters when it alteration finds? How, if at all, does friendship differ from love, and is happiness possible it? What is the value, if any, of political participation, and involvement in wider society?

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Tutorial for 1 Hour per Week for 12 Weeks

Learning Materials/Texts
Students are required to have a copy of the following text, which contains the primary readings listed below (indicated thus "•"), and which is available from the University Bookshop:


Students may find all the remaining readings listed below in the journals section of Auchmuty (journal articles) or in Auchmuty Short Loans (all other material). The following books, referred to below, have also been placed in Auchmuty Short Loans:

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 4 Feb 2008

**Course Objectives**
The course aims to impart to students:
(1) knowledge and familiarity of the issues addressed and approaches taken by philosophers in dealing with our relations to other people.
(2) Critical skills to deal with these issues and employ these approaches in their thinking about their own relationships.

**Course Content**
Lectures and tutorials focus on historical and contemporary treatments of issues relating to how we should relate to others. The course is divided into a number of distinct sections, each focusing on issues which may be selected from amongst the following: self-interest and others; the nature of love; friendship; relationships with strangers; social participation.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Tutorial Presentation and Paper (30% together). Students will be required to present a 15 minute tutorial paper, and submit a 1000 word summary the week after. <strong>Submission is both hardcopy (to tutor) and electronic (via TURNITIN).</strong></th>
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<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Two Essays (30% each). Students will be required to submit two essays of 2000 words. The first essay is due on Friday in week 8; the second essay is due on Friday in week 14. <strong>Submission is both hardcopy (to lecturer, or Hub) and electronic (via TURNITIN).</strong> Essay topics will be distributed in weeks 3 and 8.</td>
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<tr>
<td>Group/tutorial participation and contribution</td>
<td>(10%). An important part of the course is discussion of the lecture material; thus students will be assessed on their tutorial and lecture participation. Attendance will be taken from weeks 3 to 13 inclusive.</td>
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**Non-Repetition of Work.** Students are required to attempt different topics for their tutorial presentation and their essay questions. For example, if your tutorial paper is on Passionate Love, then you must not do an essay on this topic.

**Assumed Knowledge**
At least 10 units of PHIL subjects at 1000 level, or 40 units of any subjects at any level.

**Callaghan Campus Timetable**

**PHIL3460**

**PHILOSOPHY AND HUMAN RELATIONSHIPS**

Enquiries: School of Humanities and Social Science

Semester 1 - 2008

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Wednesday 15:00 - 16:00</th>
<th>MC110</th>
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</table>

**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
· using another's ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:
· Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html, for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

· **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
· **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
· **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.
Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2008
For semester 2 courses: 31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/
Faculty of Health

http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology

http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

Ourimbah

Phone: 02 4348 4030

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806  Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123  Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au
As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

End of CTS Entry

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
DETAILED WEEKLY OUTLINE

Week 1. Lecture: Human Relationships and the Good Life
It is widely believed that our relationships to (other) humans is a central part of a life well lived. The aim of this first lecture is to provide an overview of the course.

Clippings, etc (Philosophy and Human Relns, ch 1)

Lecture Readings (Philosophy and Human Relns, ch 1)

An intellectually attractive way of classifying our relationships with others is in terms of the intimacy the relationship involves. This implies that relationships may be understood in terms of set of concentric circles, from more to less intimate: (ii) our lovers (EROS), (ii) our family (STERGO), (iii) our friends (PHILIA), and (iv) the rest of humanity (eg, AGAPE). The four parts of this course reflect this classificatory scheme.

FIRST ESSAY QUESTIONS DISTRIBUTED — First Essay due 5pm Friday in Week 8 (11 Apr 2008)

PART I – EROS
The intensity of emotion distinctive of sexual passion is shared by other relations we might have with other people (and, indeed, things). In this section of the course, we will examine the nature of erotic love, its possible objects, and its value.

Week 2a. Lecture: Aristophanes on the Desire for One's Other Half
According to Aristophanes in the Plato's Symposium, the way to happiness for us lies in fulfilling the behests of Love, and in each finding for himself the mate who properly belongs to him. This idea is at the core of the romantic conception of love, and this lecture will examine the story Aristophanes tells to illustrate this conception, and what truth there might be in that story.

Clippings, etc (Philosophy and Human Relns, ch 2a)
- Dowrick, S. [No Date]. "First, learn to fly solo," The Good Weekend (SMH) [No Date].

Lecture and (next week's) Tutorial Readings (Philosophy and Human Relns, ch 2a)

Week 2b. Lecture: Romantic Love
Aristophanes account of love has been very influential, and in this lecture we will examine what various contemporary authors have made of the idea and ideal of romantic love.

Clippings, etc (Philosophy and Human Relns, ch 2b)
- Bauman, Z. 2003. 'Loves me, loves me not,' Spectrum (SMH) 21 June, pp 4-5.

Lecture and (next week's) Tutorial Readings (Philosophy and Human Relns, ch 2b)

Week 3a. Tutorial:
- Aristophanes on the Desire for One's Other Half. Briefly relate Aristophanes' myth in Plato's Symposium? What do you take to be the literal claim made by the myth? How plausible do you think this claim is? Consider in relation to the relevant readings. OR
- Romantic Love. Explain in your own terms Nozick's and Delaney's accounts of romantic love. Which do you find more plausible? Consider in relation to the relevant readings.

Week 3b. Lecture: Sexual Love
One of the most intimate relationships we can have with another person are sexual relationships. The purpose of this lecture is to examine whether the value of sexual activity consists in solely in pleasure, or in something more, such as personal intimacy, communication, etc.

Clippings, etc (Philosophy and Human Relns, ch 3)

Lecture and (next week’s) Tutorial Readings (Philosophy and Human Relns, ch 3)

Week 4a. Tutorial: Sexual Love
What makes sex good? What, if anything, makes sexual activity valuable for the individual’s involved, and what does this imply about what types of sex (distinguished by motivation, form, etc) make the most contribution to our lives? Consider these questions in relation to the readings.

Week 4b. Lecture: Passionate Love – Beyond Sex and Romance
People love and are passionate about many different things: another’s body; another’s personality; physical beauty in general; social justice; mathematics. But are these all really cases of love? The view that love is the desire to procreate with beauty encompasses all of these passions, and postulates connections between love, desire, beauty, creativity, and immortality.

Clippings, etc (Philosophy and Human Relns, ch 4)

Lecture and (next week’s) Tutorial Readings (Philosophy and Human Relns, ch 4)

Week 5a. Tutorial: Passionate Love – Beyond Sex and Romance
Explain in your own terms Diotima’s claim that love is procreation in the beautiful, whether physical or mental. Explain as well why she thinks that love, so defined, is valuable. How good is this account of love and how good is her argument for it? Consider in relation to the readings.

Week 5b. Lecture: The Ascent of Love
Many think that a relationships involving a meeting of bodies is incomplete without its also involving a meeting of minds. We should ascend from sexual love to romantic love. Plato thinks that we should keep going, and transcend even romantic love of an individual, and that, if lucky, our passion will involve a meeting with Beauty Itself. We examine these historically influential views in this lecture.

Clippings, etc (Philosophy and Human Relns, ch 5)

Lecture and (next week’s) Tutorial Readings (Philosophy and Human Relns, ch 5)

Week 6a. Tutorial: The Ascent of Love
Explain in your own terms Diotima’s argument for the claim that the proper development of one’s erotic love is to progress from the love of bodies and minds to the love of Beauty Itself. How good is this argument? Are there forms of love better than the merely physical? Consider in relation to the readings.

PART II – STERGO
While the relationships between parents and children are not typically erotic in usual sense, they nevertheless involve emotions just as intense and just as deep. In this section we will focus on a brief selection of issues raised by families: from the parent’s perspective, why have children in the first pace? And from the (adult) child’s perspective, what responsibilities does on have towards one’s aging parents?
Week 6b. Lecture: Why Children?
For many throughout history there has been a close link between sexual activity and reproductive activity: the great drive to the first often brought the second in its train. Not these days. Comparatively recent advances in reproductive technology, primarily modern forms of contraception, have separated sexual activity and reproductive activity. This has rendered having children more a matter of choice than it might have been in the past, and this makes it reasonable to ask what reasons there are to have children, and how good those reasons are.

Clippings, etc (Philosophy and Human Relns, ch 6)

Lecture and (next week's) Tutorial Readings (Philosophy and Human Relns, ch 6)

Week 7a. Tutorial: Why Children?
Why have children? In your response, discuss the main reasons people give for having children, and how good you think those reasons are. Consider in relation to the readings.

Week 7b. Lecture: Children's Obligations to Parents
In this lecture we will focus on the responsibilities parents have towards their children, and those children, and in particular grown children, have towards their parents.

Clippings, etc (Philosophy and Human Relns, ch 7)

Lecture and (next week's) Tutorial Readings (Philosophy and Human Relns, ch 7)

Week 8a. Tutorial: Children's Obligations to Parents
What do adult children owe their parents? Explain in your own terms the indebtedness, gratitude and friendship models of the relationship between adult children and their parents. Which, if any, do you think is the most plausible? Consider these questions in relation to the readings

FIRST ESSAY DUE 5PM FRIDAY — Returned after the lecture in Week 9.

SECOND ESSAY QUESTIONS DISTRIBUTED — Second Essay due 5pm Friday in Week 14 (6 June 2008)

PART III – PHILIA
While the emotions it involves are not as intense of those of love, many people nevertheless feel that friendship is valuable, and that a life without it cannot be a good one. This section of the course considers the nature of friendship, its place in a life well lived, and the conflicts that may arise between it and morality.

Week 8b. Lecture: Friendship Defined
Relationships with other people are an important part of most people’s lives. Friendships in particular. But what has to be true of our relationship with someone else before we can say that we are truly friends? What sort of commitment does true friendship involve?

Clippings, etc (Philosophy and Human Relns, ch 8)

Lecture and (next week's) Tutorial Readings (Philosophy and Human Relns, ch 8)

MID-SEMESTER BREAK
Week 9a. Tutorial: Friendship Defined
Describe in your own terms the conceptions of friendship offered by Aristotle (as Cooper interprets him),
Thomas and Cocking & Kennett. What criticisms do Cocking & Kennett have of the other two views, and
who do you think is closest to the truth?

Week 9b. Lecture: Aristotle on the Value of Friendship
To be without any friends is, for most people, an unfortunate and depressing state. This emotional reaction
to friendlessness seems to indicate that most people value friendship, and think that a good life will include
friends. But is this so? Are friends really necessary for happiness? If so, can we explain why?

Clippings, etc (Philosophy and Human Relns, ch 9)
No Clippings, etc, this week.

Lecture and (next week’s) Tutorial Readings (Philosophy and Human Relns, ch 9)

Week 10a. Tutorial: Aristotle on the Value of Friendship
Describe in your own terms the explanations of the value of friendship attributed to Aristotle by Cooper,
Nussbaum and Sherman. Which, if any, is the most plausible explanation of why friends are necessary for
happiness? If you think that none of these explanations are any good, can you provide one of your own?
(Note: This is an evaluation, not an interpretation, question. You should discuss how good each of the
accounts canvassed by Cooper, Nussbaum and Sherman are in themselves, and you should not discuss how
accurate these accounts are as interpretations of Aristotle.)

Week 10b. Lecture: Moderns on the Value of Friendship
Modern accounts of the value of friendship develop some of the themes originally introduced by Aristotle's
discussion of the issue. In this lecture we examine the accounts of Branden, for whom friendship is
important for psychological visibility, and Friedman, who makes moral development the most important
value provided by friendship.

Clippings, etc (Philosophy and Human Relns, ch 10)

Lecture and (next week’s) Tutorial Readings (Philosophy and Human Relns, ch 10)

Week 11a. Tutorial: Moderns on the Value of Friendship
Describe in your own terms the explanations of the value of friendship provided by Branden and Friedman.
How plausible do you think these explanations are? If you think that this explanation is no good, can you
provide one of your own?

PART IV – AGAPE
The relationships we have considered to this point are rooted in what Soble calls the "erosic" tradition: they
are pursued, or ought to be pursued, only with those meeting various conditions (we sexually desire
someone physically attractive; we look after our own parents; we do not pursue friendship with unpleasant
people). A more radical account of the relations we should have towards others claims that we should love
them unconditionally. How plausible is this view, and can it be defended outside of its Christian context?
These are the questions we will consider in this section.

Week 11b. Lecture: Agape Defined
Theologians use God’s unconditional love of humans as a model for the sort of love we should ourselves
have to other humans. There are differences between God and humans, however, and this causes problems
of how we should understand unconditional love in humans. We consider these issues in this lecture, and
address various objections to the idea of the unconditional love.
Clippings, etc (Philosophy and Human Relns, ch 11)
• Dowrick, S. [No Date]. "What happiness is," The Good Weekend (SMH) [No Date].

Lecture and (next week's) Tutorial Readings (Philosophy and Human Relns, ch 11)
• Luke 15: 11-32 (Parable of the Prodigal Son)
• Matthew 20: 1-16 (Parable of the Workers in the Vineyard)

Week 12a. Tutorial: Agape Defined
Explain the concept of agape in your own terms. Does living well require that one exhibits agape, or neighbourly-love, towards (at least some) others? Does morality require this? Discuss these question in relation to the parables and the considerations raised in the readings.

Week 12b. Lecture: Aristotle on Generosity
A distinctive feature of agape is that is says more about the lover than the beloved. So any secular justification of agape will have to explain why we would want to be that sort of person who loves others unconditionally. One approach – suggested by Aristotle – is to point out the attractions of being a generous person. We examine why this might be so, and what it implies about unconditional love.

Clippings, etc (Philosophy and Human Relns, ch 12)
No Clippings, etc, this week.

Lecture and (next week's) Tutorial Readings (Philosophy and Human Relns, ch 12)

Week 13a. Tutorial: Aristotle on Generosity
What's is Aristotle's argument for the claim that being a benefactor is a thing to be chosen and loved? How good is this argument? Consider in relation to the readings.

Week 13b. Lecture: Singer on Doing Good
We are often thankful for people who have made some contribution to society, and their having done so seems to give extra meaning to their lives. Is it possible to turn this into a justification for the love of humanity?

Clippings, etc (Philosophy and Human Relns, ch 13)

Lecture and (next week's) Tutorial Readings (Philosophy and Human Relns, ch 13)

Week 14a. Tutorial: No Tutorial

Week 14b. Lecture: No Lecture

SECOND ESSAY DUE 5PM FRIDAY — Returned during week 3 of Exams