1. **Title of the module**

PHIL6580/PHIL6590 (PL658/PL659) Philosophy of Love: From Plato to Pragmatism

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (PHIL6580) and Level 6 (PHIL6590)

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Philosophy (Single and Joint Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Demonstrate a critical understanding of love in the history of philosophy and the diversity of theories and conceptions of love;

8.2 Identify the philosophical problems of love in relation to eros, agape and philia;

8.3 Reflect critically on the nature of love as a philosophical problem across a variety of traditions;

8.4 Show enhanced critical ability in using abstract concepts in relation to the idea of love;

8.5 Demonstrate an ability to carry out additional research for essay and seminar topics.

**On successfully completing the module Level 6 students will be able to:**

8.6 Demonstrate a systematic understanding of love in the history of philosophy and the diversity of theories and conceptions of love;

8.7 Identify the philosophical problems of love in relation to eros, agape and philia, and develop an ability to compare critically the different concepts;

8.8 Reflect critically on the nature of love as a philosophical problem across a variety of traditions and evaluate the different arguments supporting these positions;

8.9 Show enhanced critical ability in using abstract concepts in relation to the idea of love and examine the ambiguity and limits of knowledge about love;

8.10 Demonstrate an ability to carry out additional research and show an ability to communicate to specialist and non-specialist audiences.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate analytical skills;

9.2 Engage in and present clear arguments in both oral and written form;

9.3 Show an ability to work alone and to take responsibility for their own learning.

9.4 Demonstrate original thinking;

9.5. Evaluate ideas in terms of their complexity and unpredictability;

**On successfully completing the module Level 6 students will be able to:**

9.6 Demonstrate analytical skills and systematic understanding of the concepts;

9.7 Engage in and present clear arguments in both oral and written form that are accessible to both specialist and non-specialist audiences;

9.8 Show an ability to work alone and to take responsibility for their own learning.

9.9 Demonstrate original thinking and the ability communicate ideas clearly;

9.10 Evaluate ideas in terms of their complexity, ambiguity and unpredictability.

1. **A synopsis of the curriculum**

This course brings together a range of theories of love from the history of philosophy and from various traditions, including analytical philosophy, feminism, pragmatism and continental thought. It will explore questions of love, beauty and friendship in Plato, religious models in Aquinas, ars erotica in ancient Indian and Chinese philosophies of love, Romantic traditions of love, the logic of love in Peirce and James, feminist politics of love and maternity, and cognitive models of love. The course will also examine a range of analytical questions of love, including debates about the different types of love (eros, agape and philia), the problems of talking about love in philosophical language, distinctions between self-love and relational love, the relation of love to literature and poetry, love as embodied instinct and mental idea, the relation between love and sex, and connections between love, compassion and caring. The aim of the course is to combine a philosophical history of love with critical analytical skills to think about love as a dynamic feature of human relationships.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Frankfurt, H. (2006) *The Reasons of Love* (Princeton, NJ: Princeton University Press)

Nussbaum, M. (1992) *Love’s Knowledge: Essays on Philosophy and Literature* (Oxford: Oxford University Press)

Howatson, M.C. & F. Sheffield, (2008) *Plato: The Symposium* (Cambridge, Cambridge University Press)

Soble, A. (1993) *Eros, Agape and Philia: Readings in the Philosophy of love* (New York: Paragon)

Singer, I. (2009) *The Nature of Love: Plato to Luther* (Cambridge, MA: MIT)

Soble, A. (1993) *Eros, Agape and Philia: Readings in the Philosophy of love* (New York: Paragon)

Secomb, L. (2007) *Philosophy and Love: From Plato to Popular Culture* (Bloomington, IN: Indiana University Press)

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (3,000 words) – 70%
* Summary Assignment (1,000 words) – 20%
* Seminar Performance – 10%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1 / 8.6* | *8.2 / 8.7* | *8.3 / 8.8* | *8.4 / 8.9* | *8.5 / 8.10* | *9.1 / 9.6* | *9.2 / 9.7* | *9.3 / 9.8* | *9.4 / 9.9* | *9.5 / 9.10* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Summary Assessment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Performance | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The course has sought to integrate aspects of ancient Greek, Indian and Chinese philosophy to examine the questions and analytical issues of love.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/03/19 | Major | September 2019 | 12 | no |
|  |  |  |  |  |