



COURSE MANUAL

Name of the Elective Course:

Love: Eros, Agape and Beyond

Course Code:

Name of the responsible Faculty Instructor:

Prof. (Dr) Aashita Dawer

**SPRING 2026
(AY2025-26)**

This document is prepared by the course instructor and contains basic information relevant to the execution of the course. It is the official record for all intents and purposes as far the elective course, *Love: Eros, Agape and Beyond*, is concerned.

This course manual can be used as a general guide to the subject. However, the instructor can modify, extend or supplement the course (without tampering its basic framework and objectives) for the effective and efficient delivery of the course. The instructor will provide students with reasons for such changes.

Part I

Course Title: *Love: Eros, Agape and Beyond*

Course Code:

Course Duration: **One Semester (14 Weeks)**

No. of Credit Units: 4 **Credits**

Level: **UG and PG**

Medium of Instruction: **English**

Pre-requisites (if applicable): None

Equivalent Courses: N/A

Part II

1. Acknowledgement of Course Ideators

Dr Aashita Dawer

2. Course Description

Love is a beautiful emotion, and we all want to experience it.

It transcends space and time and is a multi-layered emotion that cannot be constrained by its understanding only as *Eros i.e.* romantic love between individuals. In psychological discourse, love is private and intimate, forming a deep emotional and physical bond which motivates personal relationships and individual choices. While romantic love is undoubtedly significant, love as a concept extends beyond the personal and the private, permeating social and political spheres and influencing choices. *Agape* is a form of love that is not confined to personal relationships but extends to all humanity, fostering solidarity, empathy, and a commitment to the common good. Then, Love ends up being a social category that exceeds individual relationships to encompass a personal yet communal, sociological yet economic and even a legal and political dimension. This expanded understanding of love challenges us to consider how love operates within society at large, influencing social structures, political movements, economic decisions and collective actions.

Moreover, love as a social category invites us to explore its role in forming social bonds and communities. Sociologists have long studied how love, in its various forms, contributes to the cohesion of groups and the maintenance of social order. Whether in

the form of familial love, friendship, or civic love, these bonds are essential for the functioning of society. In this sense, love can be understood as a binding agent that holds communities together, providing the emotional foundation for cooperation, trust, and mutual support. This course aims to explore the different shades of love, moving beyond the narrow confines of *Eros* to encompass a broader understanding of love as a complex and dynamic force that operates on multiple levels. By examining love from psychological, sociological, and political perspectives, the course will investigate how love functions as a personal emotion and a collective force capable of driving social change.

3. Course Aims

Through an interdisciplinary approach, the course will seek to uncover how love can be harnessed as a tool for social transformation. This involves understanding love as both a personal and a political phenomenon, recognising its potential to inspire movements for justice, equality, and human rights. By examining love in its various forms—*Eros*, *Agape*, and beyond—this course will provide a comprehensive understanding of how love functions both as an individual emotion and as a social force. Ultimately, the course will explore how love, in its many manifestations, can be the supreme driving force behind social change, shaping how we understand and engage with the world.

4. Teaching Methodology

The lectures will be a mix of discussion-based and lecture format, including guided reading.

5. Intended Learning Outcomes

Course Learning Outcomes	Intended	Weightage in %	Teaching and Learning Activities	Assessment Tasks/ Activities
Understanding different dimensions of Love		55%	Presentation component	Photo Essay
Understanding Transformative power of Love		15%	Written component	Reflection paper
Ability to reflect on their lives with the. Given understanding of love		30%	Closed Book Exam	Closed Book Exam

6. Grading of Student Achievement

To pass this course, students shall obtain a minimum of 40% in the cumulative aspects of coursework, i.e., internal assessments (including moot court, mid-term exam, presentations, research paper) and the end term examination. Internal assessments shall carry a total of 70 marks. **End of semester exam shall carry 30 marks out of which students have to obtain a minimum of 30% marks to fulfil the requirement of passing the course.**

The details of the grades as well as the criteria for awarding such grades are provided below:

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	Outstanding – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
75 – 79	A+	7.5	Excellent - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70 – 74	A	7	Very Good - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	Good - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	Fair – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
55 – 59	B	4	Acceptable - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
50 – 54	B-	3	Marginal - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
45 – 49	P1	2	Pass 1 – Pass with basic understanding of the subject matter
40 – 44	P2	1	Pass 2 – Pass with rudimentary understanding of the subject matter
Below 40	F	0	Fail - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course
Incomplete	I	0	Incomplete - “Extenuating circumstances” preventing the student from taking the end-semester, or re-sit, examination as the case may be; the Vice Dean (Examinations) at their discretion assign the “I” grade. If an "I" grade is assigned, the student would appear for the end-semester, or re-sit examination, as the case may be, as and when the subsequent opportunity is provided by the University.

7. Criteria for Student Assessments

Assessment of the participants will be based on the following criteria.

Assessment	Weightage	Remarks
Internals - Photo Essay, to be exhibited	55 marks	Would be assessed by primary teacher and two external jury members
Internals - Reflection on Building Solidarities through Love	15 marks	Reflection Paper
End Semester Examination (Closed book)	30 Marks	There will be a compulsory end-semester examination/component for all participants of the course who have successfully met the requisite attendance as per the governing JGU policies.

Part III

Course/Class Policies

Cell Phones, Laptops and Similar Gadgets

Use of gadgets is allowed for academic purposes.

Academic Integrity and Plagiarism

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

Disability Support and Accommodation Requirements

JGU endeavours to make all its courses inclusive and accessible to students with different abilities. In accordance with the Rights of Persons with Disabilities Act (2016), the JGU Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual and hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia, dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register before the deadline for registration ends, as communicated by the DSC via email each semester. Those students who wish to continue receiving support from the previous semester, must re-register every semester prior to the deadline for re-registration as communicated by the DSC via email. Last minute registrations and support are discouraged and might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a

student's disability. With due respect for confidentiality, faculty and students are encouraged to have honest conversations about the needs of students with disabilities and to discuss how a course may be better tailored to cater to a student with disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Safe Space Pledge

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

P.S. The course instructor, as part of introducing the course manual, will discuss the scope of the Safe Space Pledge with the class.

Part IV

Keywords Syllabus

Love, Psychology of Love, Economics of Love, Crimes of Love, Philia, Agape, Solidarities of Love, Friendship, Oppression, Care

Course Design and Overview (Weekly Plan)

Week	Topics
1.	Introduction: What we understand by Love? Why do we need to engage with it? Are there many definitions of Love? What is the Basic Question of Love? What are kinds of love? Is there True Love?
2.	Can we escape the mind?: Psychology of Love - Conscious and the Unconscious Cognition
3.	Economics of Love: Markets, Autonomy, Alienation, Care
4.	Economics of Love: Markets, Autonomy, Alienation, Care
5.	What is Love?: Emotion, Disposition, Evolution, Time
6.	Why we Love?: Reason, No Reason, Something in Between
7.	Workshop on Photo Essay
8.	Darker Side of Love: Is Love Jealous? Is Love infidel? Is Love abuse? Is Love Power? Is Love Oppressive?
9.	Crimes of Love: Love in Law, Criminal Love
10.	Simone de Beauvoir and Sartre

11.	Transformative Love: Is Love Freedom? Is Love Existence? Is Love Friendship (Philia)? Is Love Knowledge
12.	Transformative Love: Is Love Freedom? Is Love Existence? Is Love Friendship (Philia)? Is Love Knowledge
13.	Solidarities across Love: Philia, Agape and Beyond
14.	REVISION WEEK

Module Descriptions:

Part V Relevant Readings / Essential Readings

Week 1:

[Selected Excerpts]

hooks, bell. "Grace: Touched by Love." In *All About Love: New Visions*, xiii-xxix. New York: William Morrow, 2000.

Fisher, Helen. "Chemistry of Love: Scanning the Brain 'in Love.'" In *Why We Love: The Nature and Chemistry of Romantic Love*, 55-96. New York: Henry Holt, 2004.

de Botton, Alain. "Romantic Fatalism." In *Essays in Love*, 1-16. London: Picador, 1993.

Earp, Brian D., Daniel Do, and Joshua Knobe. "The Ordinary Concept of True Love." In *The Oxford Handbook of the Philosophy of Love*, edited by Christopher Grau and Aaron Smuts, 71-96. Oxford: Oxford University Press, 2024. <https://doi.org/10.1093/oxfordhb/9780199395729.013.38>.

Week 2:

[Selected Excerpts]

Freud, Sigmund. "Chapter 4." In *Civilisation and Its Discontents*. Translated and edited by James Strachey. New York: W. W. Norton, 1961.

Fromm, Erich. "Is Love an Art." In *The Art of Loving*. New York: Harper & Brothers, 1956.

Fromm, Erich. "The Objects of Love." In *The Art of Loving*. New York: Harper & Brothers, 1956.

Fromm, Erich. "The Practice of Love." In *The Art of Loving*. New York: Harper & Brothers, 1956.

Additional Reading

Fisher, Helen. "Lost Love: Rejection, Despair, and Rage." In *Why We Love: The Nature and Chemistry of Romantic Love*. New York: Henry Holt, 2004.

Week 3 :

[Selected Excerpts]

Illouz, Eva. "Constructing the Romantic Utopia." In *Consuming the Romantic Utopia: Love and the Cultural Contradictions of Capitalism*, 25-47. Berkeley: University of California Press, 1997.

Illouz, Eva. "Trouble in Utopia." In *Consuming the Romantic Utopia: Love and the Cultural Contradictions of Capitalism*. Berkeley: University of California Press, 1997.

Illouz, Eva. "An All-Consuming Love." In *Consuming the Romantic Utopia: Love and the Cultural Contradictions of Capitalism*. Berkeley: University of California Press, 1997.

hooks, bell. "Justice: Childhood Love Lessons." In *All About Love: New Visions*, 15-29. New York: William Morrow, 2000.

Jaeggi, Rahel. "'A Pale, Incomplete, Strange, Artificial Man': Social Roles and the Loss of Authenticity." In *Alienation*, translated by Frederick Neuhouser and Alan E. Smith, 68-98. New York: Columbia University Press, 2014.

Week 4:

[Selected Excerpts]

Federici, Silvia. "The Accumulation of Labor and the Degradation of Women: Constructing 'Difference' in the 'Transition to Capitalism.'" In *Caliban and the Witch: Women, the Body and Primitive Accumulation*, 61-132. New York: Autonomedia, 2004.

Zelizer, Viviana A. "Encounters of Intimacy and Economy." In *The Purchase of Intimacy*, 7-46. Princeton, NJ: Princeton University Press, 2005.

Hochschild, Arlie Russell. "Between the Toe and the Heel: Jobs and Emotional Labor." In *The Managed Heart: Commercialization of Human Feeling*, updated ed., 137-61. Berkeley: University of California Press, 2012.

Hochschild, Arlie Russell. "Gender, Status, and Feeling." In *The Managed Heart: Commercialization of Human Feeling*, updated ed., 162-84. Berkeley: University of California Press, 2012.

Additional Reading

Folbre, Nancy. *The Invisible Heart: Economics and Family Values*. New York: New Press, 2001.

Week 5:

[Selected Excerpts]

Fredrickson, Barbara L. "Love, Our Supreme Emotion." In *Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do, and Become*, 3-14. New York: Hudson Street Press, 2013.

hooks, bell. "Commitment: Let Love Be Love in Me." In *All About Love: New Visions*, 51-70. New York: William Morrow, 2000.

Beauvoir, Simone de. "Woman's Situation and Character." In *The Second Sex*, translated by Constance Borde and Sheila Malovany-Chevallier. New York: Vintage Books, 2011.

Beauvoir, Simone de. "The Woman in Love." In *The Second Sex*, translated by Constance Borde and Sheila Malovany-Chevallier. New York: Vintage Books, 2011.

Ben-Ze'ev, Aaron, and Angelika Krebs. "Love and Time." In *The Oxford Handbook of the Philosophy of Love*, edited by Christopher Grau and Aaron Smuts, 222-48. Oxford: Oxford University Press, 2024.

Week 6:

[Selected Excerpts]

Abramson, Kate, and Adam Leite. "Love, Value, and Reasons." In *The Oxford Handbook of the Philosophy of Love*, edited by Christopher Grau and Aaron Smuts, 99-117. Oxford: Oxford University Press, 2024.

Smuts, Aaron. "The 'No Reasons' View." In *The Oxford Handbook of the Philosophy of Love*, edited by Christopher Grau and Aaron Smuts. Oxford: Oxford University Press, 2024.

Jollimore, Troy. "Love as 'Something in Between.'" In *The Oxford Handbook of the Philosophy of Love*, edited by Christopher Grau and Aaron Smuts. Oxford: Oxford University Press, 2024.

Week 7:

Workshop on Photo Essay by Guest Speaker

Week 8:

[Selected Excerpts]

Perel, Esther. *The State of Affairs: Rethinking Infidelity*. New York: Harper, 2017.

Carter, Angela. *The Bloody Chamber and Other Stories*. London: Gollancz, 1979.

Ilaiah, Kancha. "Marriage, Market and Social Relations." In *Why I Am Not a Hindu: A Sudra Critique of Hindutva, Philosophy, Culture and Political Economy*. Calcutta: Samya, 1996.

Rao, Anupama. "The Sexual Politics of Caste: Violence and the Ritual-Archaic." In *The Caste Question: Dalits and the Politics of Modern India*. Berkeley: University of California Press, 2009.

Rao, Anupama. "Death of a Kotwal: The Violence of Recognition." In *The Caste Question: Dalits and the Politics of Modern India*, 241-64. Berkeley: University of California Press, 2009.

Week 9:

Baxi, Pratiksha, Shirin M. Rai, and Shaheen Sardar Ali. "Legacies of Common Law: 'Crimes of Honour' in India and Pakistan." *Third World Quarterly* 27, no. 7 (2006): 1239-53. <https://doi.org/10.1080/01436590600933404>.

Menon, Nivedita. "Sexual Violence." In *Seeing Like a Feminist*. New Delhi: Zubaan and Penguin Books India, 2012.

Week 10:

[Selected Excerpts]

Sawyer, Brian. "Chapter 3: Love and Freedom." Brian Sawyer, November 20, 2003. <https://briansawyer.net/2003/11/20/chapter-3-love-and-freedom/>.

Sartre, Jean-Paul. *Conversations with Jean-Paul Sartre*. Edited by Perry Anderson, Ronald Fraser, and Quintin Hoare. London: Seagull Books, 2005.

Additional Reading

Rowley, Hazel. *Tête-à-Tête: The Tumultuous Lives and Loves of Simone de Beauvoir and Jean-Paul Sartre*. New York: HarperCollins, 2005.

Moi, Toril. *Simone de Beauvoir: The Making of an Intellectual Woman*. 2nd ed. Oxford: Oxford University Press, 2008.

Week 11:

[Selected Excerpts]

Sartre, Jean-Paul. "Concrete Relations with Others." In *Being and Nothingness: An Essay on Phenomenological Ontology*, translated by Hazel E. Barnes. New York: Philosophical Library, 1956.

Montaigne, Michel de. "Of Friendship." In *The Complete Essays*. Translated by M. A. Screech. London: Penguin Classics, 1991.

Vernon, Mark. "Friends and Lovers." In *The Meaning of Friendship*, 43-72. Basingstoke: Palgrave Macmillan, 2010.

Week 12:

[Selected Excerpts]

Arendt, Hannah. "Action." In *The Human Condition*. Chicago: University of Chicago Press, 1958.

Beauvoir, Simone de. "The Independent Woman." In *The Second Sex*. Translated by Constance Borde and Sheila Malovany-Chevallier, 812-846. New York: Vintage Books, 2011.

Beauvoir, Simone de. "Conclusion." In *The Second Sex*. Translated by Constance Borde and Sheila Malovany-Chevallier, 847–862. New York: Vintage Books, 2011.

Week 13:

[Selected Excerpts]

hooks, bell. "Values: Living by a Love Ethic." In *All About Love: New Visions*. New York: William Morrow, 2000.

King, Martin Luther, Jr. "Loving Your Enemies." In *Strength to Love*. New York: Harper & Row, 1963.

King, Martin Luther, Jr. "Where Do We Go from Here?" In *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*, edited by James M. Washington. San Francisco: Harper & Row, 1986.

Federici, Silvia. "Re-enchanting the World: Technology, the Body, and the Construction of the Commons." In *Re-enchanting the World: Feminism and the Politics of the Commons*, 188-97. Oakland, CA: PM Press, 2019.

Week 14:

Revision