

PHIL 600: Seminar in Current Philosophical Issues

Heidegger: *Being and Time* (1927)

SDSU Fall 2014
(Sched#22578)

PROFESSOR
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Office Hours (AL-431): TH 13:30–15:30
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This syllabus is intended to guide us through the semester. However, circumstances can change and so I reserve the right to change the syllabus as needed to ensure that we fulfill the objectives of the course. You will receive full and fair notification regarding any such changes.

Course Description

Being and Time, published in 1927, is now widely recognized as one of the most important philosophical works of the twentieth century. Although incomplete,* it has made major contributions to phenomenology and existential philosophy, hermeneutics, psychoanalysis, literary theory, theology, and deconstruction. Still controversial and much disputed, *Being and Time* attempts to work out a new philosophical inquiry into what Heidegger regarded as the central term of philosophy since the ancient Greeks: the concept of Being.

The course will consist of a close (line-by-line) critical reading of the difficult text itself. We will use the 1962 translation by John Macquarrie and Edward Robinson, available as a paperback reprint in the Harper Perennial Modern Thought series. (The recent 2010 Stambaugh translation, while certainly easier to read and understand, contains some tendentious translations and also lacks a scholarly apparatus.) We will confine ourselves to the stand-alone text, though the reader with some additional material and secondary literature will naturally be better prepared.

**Being and Time* was originally intended to have two parts, each consisting of three divisions. Part one was to reveal the meaning of Being using time as a transcendental horizon for any understanding whatsoever of Being; part two was to point up the crucial gaffes in the tradition (Aristotle, Descartes, and Kant) that led to the misconception of Being. However, *Being and Time* remains incomplete. Only the first two divisions of part one were published, and the remaining divisions never appeared (though they are addressed in one form or another in Heidegger's later works). Heidegger came to realize that insuperable difficulties having to do with traditional metaphysical language and the history of thought stood in the way of the completion of the project *as he had originally conceived it*, making *Being and Time* a major challenge to author and reader alike!

Required Course Text

- Martin Heidegger, *Being and Time*, trans. John Macquarrie and Edward Robinson (New York: Harper & Row, 1962; reprint edition 2008).

Recommended Course Texts

- Heidegger, M. *Basic Problems of Phenomenology*, trans. Albert Hofstadter (Bloomington, IN.: Indiana University Press, 1982).
 - This is a lecture course that Heidegger gave shortly after publishing *Being and Time*. It covers some of the same issues as *Being and Time*, and many others besides.
- Blattner, W. *Heidegger's Being and Time: A Reader's Guide* (New York: Continuum, 2006).
 - A basic introduction to the key themes and arguments of *Being and Time* aimed at first-time readers trying to get to grips with Heidegger's difficult text. It is very accessible and contains a plethora of analogies and examples that will appeal to contemporary students
- Dreyfus, H. *Being-in-the-World* (Cambridge, MA.: MIT Press, 1991).
 - A lucid commentary on the text of *Being and Time* addressing topics of interest to contemporary Anglo-American, i.e., mainstream, philosophical debate. Be warned, however, that the commentary only deals with Division I of Part I of *Being and Time*, and that the scholarly consensus is that Dreyfus's interpretation of Heidegger is problematic from the perspective of the Continental tradition of philosophy.
- Gelvin, M. *A Commentary on Heidegger's Being and Time* (Dekalb, IL.: Northern Illinois Press, 1989).
 - Commentary has clearly marked section-by-section analysis explains the structure of *Being and Time*, illuminates obscure passages, and presents examples of human experience to elucidate Heidegger's points. However, the scholarly consensus is that Gelvin's interpretation of Heidegger is problematic from the perspective of the Continental tradition of philosophy.
- Guignon, C., *Heidegger and the Problem of Knowledge* (Indianapolis, IN.: Hackett, 1983)
 - Uses the problem of knowledge as a focus for organizing a discussion of Heidegger's relation to the philosophical tradition, and especially of his criticism of Cartesianism. Plots and makes intelligible the continuous development from *Being and Time* to Heidegger's later writings.
- King, M. *A Guide to Heidegger's Being and Time (New)* (Albany, NY.: SUNY Press, 2001)
 - A clear, simple, comprehensive commentary on *Being and Time*, explaining the key notions with the help of concrete illustrations and reference to certain of the most relevant works Heidegger composed both before and after the publication of *Being and Time*.
- Mulhall, S., *Routledge Philosophy Guidebook to Heidegger and Being and Time* (London: Routledge 1996).

- Introduces *Being and Time* while aiming to illuminate the broader themes and the background of the text. Also, it takes up the quite orthodox position of reading Heidegger's philosophical project as designed not only to analyze authenticity and genuine individuality, but also to help achieve it in the sphere of philosophy.
- Polt, R. *Heidegger: An Introduction* (New York: Cornell University Press, 1999).
 - Excellent general introduction to Heidegger's thought, surveying both *Being and Time* and the later works. It also supplies interesting details on Heidegger's biography and political life.
- Safranski, R. *Martin Heidegger: Between Good and Evil*, trans. Ewald Osers (Cambridge, MA.: Harvard, 1999).
 - Currently the best intellectual biography of Heidegger to have appeared in English.
- Wrathall, M. *How to Read Heidegger* (New York: Norton Press, 2006)
 - A little book that goes a long way to introducing the first-time reader to Heidegger. About seven tenths of the material is on *Being and Time*, which though very useful is necessarily selective for such small book. It is very clearly written and will help you grasp the basics.

Email

Please use email (atterton@mail.sdsu.edu) only for scheduling and other very brief communications. Do not expect a long reply. Otherwise, come to speak with me in person in office hours or by setting up a separate meeting with me if you can't make those times. To ensure that you can receive email from Blackboard, please **make sure that your email address within the system is correct**. Some email systems block Blackboard mailings as if they are spam. Either fix this in your spam filter, or get a SDSU email account. To get a SDSU email account, go to <http://www-rohan.sdsu.edu/newstudacct.shtml>.



Note that when sending me email, you **must include your first and last name, and "PHIL 600"** in the subject line.

If an email is received during the week (Monday - Thursday), a reply will normally be given within 24 hours. If an email is received in the afternoon on Friday or over the weekend, a reply will be given the following Monday before noon. Email does sometimes go astray, so if you do not hear back from me in due time, please try again with a different heading (in case the original was recognized as spam).

Organization

- Classes will be held weekly from TH 1600 - 1840, AL-422
- There will be a reading assignment for every class.
- Please read the assigned texts before the class session for which they are assigned.
- Class time will focus on analyzing the reading for that day and developing skills vital to successful completion of the course.

Grades

1. Participation	10%
2. 5 Reports	25%
3. 2 Class Presentations	30%
4. Term Paper (Due 11:59 p.m. on December 10 to Turnitin.com)	35%

Total	100%
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Participation (10%): Attendance will be taken and you are expected to attend every class. If you have more than one unexcused absence your grade will be lowered 10%, more than two unexcused absences will result in an F grade for the course. Excused absences will only be for medical reasons, and must be cleared by the instructor within 24 hours of the absence. Participation involves asking questions of the presenter during the seminars, as well as participating in the discussion of the text. Exceptional participation can result in elevating your grade in the course and lack of participation may lower your grade.

5 Reports (25%): Each seminar participant will be required to complete five reports. These reports are intended to be brief expositions of the topic or part of the topic covered in one of the meetings. **Do not use quotations, and avoid Heideggerian jargon as far as possible.** There should be no footnotes. This is an exercise in exposition only. There should be no critical commentary. Each report should be written concisely, clearly, and grammatically; it should be typed, using Times Roman 12pt font, single spaced on 8 1/2" x 11" paper with 1 inch margins, single sided. Only your name and paper topic should appear at the top of the page. **The report must fill exactly one side.** Normally (for the exception, see below) each report is to be submitted to turnitin.com by 4 p.m. on the following Thursday, i.e., a week **after** the meeting to which it refers. No reports after this time will be accepted.

2 Class Presentations (30%): Each student will be required (from week 2 onward) to give two seminar presentations. Each presentation will be an explication of a chosen chapter or section of the assigned reading for a particular week. The student must have completed a report for that week, which is to be handed out to the whole class. **It is the student's responsibility to make enough copies to distribute to the whole class at the beginning of each session.** I do not accept reports or papers submitted via e-mail attachment. Each session will begin with everyone in the class reading the report for that day. After that, the student who wrote the report will deliver a roughly 30 minute explication of the reading. At the end of his or her presentation, the instructor will pose various questions to the student, after which the rest of the class will join in asking the student questions until the break.

Sign-up using the Wiki on Blackboard. (Click "Student Sign-Up Sheet" on the left side of the screen.) Students scheduled for a presentation on a given day must without exception be prepared to do so on that day. You are, however, at liberty to swap days (hence readings) with another student. **Make sure each of your presentations are on chapters or sections from different divisions of BT.**

Term Paper (35%): Students will also be required to submit a research paper (approx. 15 double-spaced pages of text, with scholarly apparatus) on one of the topics covered in the course, due at the end of the semester. Write your name, the title of the essay, etc. on a separate page. Each student will write an essay on a selected topic. The essay will draw on course material, demonstrating explicitly that it has been mastered (for instance by correctly deploying vocabulary terms and theoretical concepts). **It is generally NOT recommended that students use the Internet to find secondary sources to help them**

write their essays. You will summarize the central issues and arguments, and take a stand on the central debates as you have defined them. Here requirements for the essay:

- Your essay must be 15 pages in length.
- Papers must be typed, using 12 pt. Times New Roman.
- Line spacing should be double-spaced.
- Papers must have one-inch margins on all sides.
- Papers must have a cover page including name of student and title of paper. Notes should follow the text and precede the bibliography. These pages are not included in any assigned paper length. If the body of the paper does not reach the minimum specified length, or goes over that length, it will not be graded.
- Except for page 1, pages are numbered.
- All quotations must be cited correctly using whatever style of prefer (e.g., Chicago, MLA, Harvard, etc.). (You will be severely penalized if you do not take the trouble to learn how to do this properly.) If you have a question, please ask the professor or see someone at the Writing Center.
- Your essay must not contain any spelling mistakes or punctuation errors.
- Avoid lengthy quotations.
- Papers must be submitted to **Turnitin.com** (see below)

Essay questions and rubric will be posted on Blackboard at the end of week 10. To view them choose the “Essay” menu on the left-hand side of the Blackboard screen.

Criteria for Evaluation of Essay

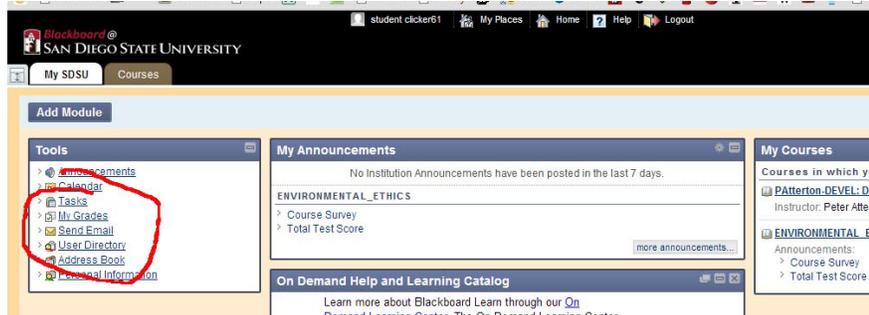
Your essays will be evaluated in light of the four criteria below. Essays that fulfill these criteria in an exceptional way will be awarded As; essays that do so in an excellent way, Bs; and essays that meet the criteria at a satisfactory level, Cs. Essays that do not fulfill the criteria at a satisfactory level will be awarded Ds and Fs, depending on the severity of the problems.

- **Organization.** The essay is well organized. It contains a clear line of thought and argument, and each paragraph logically contributes to the development of that line of thought and argument. The paper is succinct, to the point, and avoids needless words.
- **Understanding.** The paper exhibits a thorough understanding of the work being treated and accurately explicates its author’s argument where relevant to the development of its critical thesis.
- **Criticism.** The paper says something that introduces a new perspective. It must express a point of view that is your own, not simply report on the ideas of others. It offers an interpretation or evaluation or argument, which includes a critical stance toward the material under examination, clearly articulating reasons for its critical evaluation. The criticisms and novel claims are based on firm reasoning that is well supported with relevant evidence.
- **Format.** The essay is flawlessly presented, with no spelling or grammar errors. It follows the rubric.

Deadline: Turnitin.com by 11:59 p.m. Wednesday, December 10 (last day of classes).

Grade calculations: All scores in this course are converted to percentages. The table here shows how we move from a percentage to a letter grade and then a grade point figure. *This process is applied not only to the tests, projects, and accrued activity point totals but to the final grade as a whole.* Please be advised that we do not automatically round up (e.g., 79.83% = C+ while 80% = B-).

Grade posting and feedback: Grades are posted on Blackboard as soon as they are available. Students may confidentially view them by clicking on Tools (on the Home page of Blackboard), then clicking on My Grades.



Grade queries: Grades are very carefully determined and checked prior to being accepted into or entered in the Grade Book record. I take assessment of student performance very seriously and would rather we get it right the first time than rush and make errors. But if you do find an error or have a question, please feel free to ask about it. It pleases me greatly to raise grades when warranted. **On the flip side, it irritates me when students push for points when they are not warranted; this is disrespectful to me and your fellow students—so please avoid it. Reconsideration, if requested, will take your entire record into account and may result in lower as well as higher grades.**

Extra Credit

There are no opportunities for extra credit. Grades for the course are based solely on the student’s performance as judged by the instructor.

Work Habits

This class will require some challenging reading each week. Students should expect to devote at least 6-10 hours per week to reading the course material (including the supplementary materials). Do not expect to understand the text on first reading; rather, anticipate reading the same text several times over. Persevere! Heidegger’s *Being and Time* notoriously hard to understand, but you will grasp a lot of what Heidegger is saying if you put in the time required to do the reading properly. The meetings will presume familiarity with the material to be covered in them; to this end it is essential to read the assigned text or texts **prior** to the meeting. **You will need to bring the relevant course text to class each meeting.**

Turnitin.com

Students agree that by taking this course all required papers and summaries may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. **All submitted summaries and papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism.**



All papers (and all access to all Turnitin services, such as OriginalityCheck, GradeMark and PeerMark) must be submitted **from within the Blackboard environment.** (Do not submit to Turnitin directly.) Click here for information how to do this:

http://turnitin.com/static/resources/documentation/turnitin/training/Blackboard_9_Integration_Student_Manual.pdf

After the submission has been completed (i.e., after clicking the “submit” button), a digital receipt is displayed in your browser window. A copy is also sent via e-mail. **Save the receipt and the paper ID it contains, as this is proof—the only proof—of a completed submission.**

Note: You have the option of requesting, in writing, that your summaries and papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

Student with a Disability

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Religious Observances

The University Policy File includes the following statement on Absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. California Education Code 89320 states: The Trustees of the California State University shall require that each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. Please notify me by the end of the second week of classes if you plan to be absent for religious observance.

Academic Misconduct: Cheating and Plagiarism

All students are expected to follow the administrative rules and standards of conduct detailed in the San Diego State University catalog. Students are expected to submit only their own work on papers and examinations. While you may discuss the assignments with others in the class, collaboration on the preparation of a paper is not permitted

It is your responsibility to know and observe all the SDSU rules concerning academic integrity and plagiarism. You should familiarize yourself with SDSU Academic Senate Policy on Plagiarism <http://senate.sdsu.edu/policy/pfacademics.html>. Here are some highlights:

2.0 Definitions

2.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another's test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the

permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

2.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; **(c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof;** **(d) close and lengthy paraphrasing of the writings of another;** (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

The University may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion. Grade modification is left to the discretion of the instructor and may include (a) a zero or F (or reduction of points) on the assignment, or examination, (b) a reduction in one letter grade (e.g., C to D in the course), or (c) an F in the course. Punitive sanctions are concerned with the student's records and status on campus and shall be the responsibility of the University President or designated representative. The Coordinator of Judiciary Procedures shall be the President's representative in matters of student discipline.

If you have any questions about what constitutes plagiarism, how to credit the work and ideas of others properly, how to evaluate sources for quality and reliability, or any other related issues, please feel free to see me or the TA to discuss the matter.

Material Available on Blackboard

Readings for the first meeting are downloadable in pdf format from SDSU's Blackboard service. Periodically I will send course announcements to the class via Blackboard. Only officially registered students can access the Blackboard website. If you are registered, go to <http://blackboard.sdsu.edu> and log into the system for further course information.

Administrative

September 8 is the last day to add/drop classes (11:59 p.m. deadline).

Class Schedule

Week 1: Thu 8/28

Introduction

Heidegger's Life and Work

- Thomas Sheehan, "Heidegger's Early Years" (available from Blackboard)

in pdf format)

- Bernhard Welte: "Seeking and Finding: The Speech at Heidegger's Burial" (available from Blackboard in pdf format)

Heidegger's Nazism

- Heidegger, "The Self-Assertion of the German University" (1933) (available from Blackboard in pdf format)
- Heidegger, "Only a God Can Save Us": The *Spiegel* Interview (1966) (available from Blackboard in pdf format)
- Thomas Sheehan, "A Normal Nazi" (available from Blackboard in pdf format)

Heideggerian Terminology

- John Macquarrie & Edward Robinson, "Translator's Preface" (*BT*, pp. 13-16)

Secondary Literature:

- Dreyfus and Wrathall, "Martin Heidegger: His Thought, Work, and Life, from *The Cambridge Companion to Heidegger*, ed. Charles Guignon (available from Blackboard in pdf format)

Student Presentations Begin

Week 2: Thu 9/4

Introduction to *Being and Time* (1) (§§1-4) (pp. 20-35)

First Introduction:

Heidegger's Untitled First Page (p. 19)

Retrieving the Question of Being (§1)

Ontic and Ontological Inquiry (§§2-4)

Week 3: Thu 9/11

Introduction to *Being and Time* (2) (§§5-8) (pp. 36-64)

Second Introduction:

The Priority of Dasein (§5)

The Deconstruction of the History of Ontology (§6)

Phenomenology (§7)

Conclusion: Heidegger's Design (§8)

Week 4: Thu 9/18

Part 1. Division 1. Chapter 1: Existence, Everydayness, and Dasein (§§9-11) (pp. 67-77)

The Analysis of Dasein (§§9-10)

Primitive Dasein (§11)

Week 5: Thu 9/25

Chapter 2: *The Cartesian Critique* (§§12-13) (pp. 78-90)

A Preliminary Sketch of Being-in-the-World (§12)

Knowing as Founded upon Being-in-the-World (§13)

Week 6: Thu 10/2

Chapter 3: *The Worldhood of the World* (§§14-24) (pp. 91-148)

Theoretical and Practical Dealings with Things (§§14-21)

The Environment and Dasein's Spatiality (§§22-24)

Week 7: Thu 10/9

Chapter 4: *Being-with-Others and Being-Oneself* (§§25-27) (pp. 149-168)

The Basic Concept of Being-with (§§25-26)
The Everyday Self and the "They" (§27)

Week 8: Thu 10/16

Chapter 5: The Analysis of Being-in (§§28-38) (pp. 169-224)

Dasein's Existential Constitution (Mood, Understanding, Language) (§§ 28-34)
Falling and Thrownness (§§35-38)

Week 9: Thu 10/23

Chapter 6: The Basic Mood of Anxiety (Angst) and the Being of Dasein as Care (§§39-44) (pp. 225-273)

The Disclosure of Being through Anxiety (§§39-40)
Dasein's Being as Care (§§41-44)

Week 10: Thu 10/30

Division 2. Chapter 1: Being-toward-Death (§§45-53) (pp. 274-311)

Dasein's Possibility of Being-a-Whole (§§45-48)
Mortality, Everydayness, and the Authentic Way of Being-toward-Death (§§49-53)

Week 11: Thu 11/6

Chapter 2: Witness to an Authentic Existence and Resoluteness (§§54-60) (pp. 312-348)

Conscience as the Call of Care (§§54-57)
Understanding the Call and Guilt (§§58-60)

Week 12: Thu 11/13

Chapter 3: Authentic Potentiality-for-Being-a-Whole and Temporality as the Meaning of Care (§§61-66) (pp. 349-382)

Anticipatory Resoluteness (§§61-63)
Temporality as the Ontological Meaning of Care (§§64-66)

Week 13: Thu 11/20

Chapter 4: Temporality of Being-in-the-World (§§67-71) (pp. 383-423)

The Temporality of Disclosedness in General (§§67-68)
The Temporality of Being-in-the-World (§§69-71)

Week 14: Thu 11/27

THANKSGIVING (NO CLASS)

Week 15: Thu 12/4

Chapter 5: Temporality and Historicality (§§72-77) (pp. 424-455)

Existential Exposition of History and Historicality (§§72-74)
World History and Dasein's Historicality (§§74-77)

Chapter 6: Time (§§78-83) (pp. 456-488)

Dasein's Temporality and Our Ordinary Conception of Time (§§78-82)
Conclusion to Division 2: Time as the Horizon of Being and Time (§83)

All seminar papers must be submitted to Turnitin.com by 11:59 p.m. Wednesday, December 10 (last day of classes).