

PHIL 506: *Twentieth-Century Continental Philosophy*

**SDSU Spring 2013
Schedule # 22263**



Martin Heidegger
(1889-1976)

Emmanuel Levinas
(1905-1995)

Michel Foucault
(1926-1984)

Jacques Derrida
(1930-2004)

PROFESSOR

Dr. Peter Atterton

<http://philosophy.sdsu.edu/Atterton.htm>

atterton@mail.sdsu.edu

Office Hours (AL-431): W 14:00-16:00
(619) 954-4997

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.

General Catalogue Description

Prerequisite: Six upper division units in philosophy. Major movements, issues, or figures of twentieth century Anglo-American philosophy. Course may be repeated with new content. Maximum credit six units.

Course Description

Continental philosophy refers to a loosely connected group of ideas and texts within nineteenth- and twentieth-century European (mainly French and German) philosophy that differ from Anglo-American analytic philosophy in emphasis and style. In general, Continental philosophers agree with Hegel that philosophy is historically constituted. They also share with Marx, Nietzsche, and Freud a profound skepticism regarding traditional philosophy, notably metaphysics. Though analytic philosophers often draw similar skeptical conclusions about God, morality, freedom, and the cogito, Continental philosophers begin with the presumption that knowledge of these things is impossible due to the inherent limits of human reason. This presumption, of course, goes back to the critical philosophy of

Kant, which stands at the parting of the ways of analytic and Continental philosophy. In this course, we will acquaint ourselves with twentieth-century Continental philosophy through an examination of the ideas of four key thinkers: **Heidegger, Levinas, Foucault, and Derrida**. The texts we will be studying reflect on the themes of: being, truth, humanism, technology, the end of philosophy, subjectivity, time, the Other, the feminine, language, modernity, sex, power, art, God, death, and animals.

Learning Goals/Outcomes

Upon completion of this course, the student will be able to:

1. Describe the nature of twentieth-century Continental thinking and reasoning (i.e., show how it differs from Anglo-American philosophy and traditional systematic philosophy).
2. Understand and critically respond to the works of significant figures in Continental philosophy.
3. Analyze various philosophical texts showing familiarity with Continental questioning and thinking.
4. Use the concepts, language, and major theories of the discipline to diagnose and analyze contemporary society, subjectivity, time, the Other, the feminine, language, sex, power, art, and death.
5. Explain major perspectives of Continental philosophy.
6. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of Continental philosophy (e.g., ethics).
7. Explain different discursive and phenomenological techniques used by Continental philosophers, and identify the validity/strength and shortcomings of these by evaluating the quality of argument, including differentiating empirical evidence from speculation, philosophy from autobiography, and the probable from the improbable.
8. Understand the limits of traditional philosophical approaches when it comes to answering the question of human existence.
9. Gain an appreciation for the way in which Continental philosophical approaches contribute to human self-understanding.
10. Develop the ability to think and write critically and effectively.
11. Write and argue proficiently on philosophical matters relating to existentialism.
 - a. Demonstrate these computer skills: Use basic word processing, email, and course management programs (e.g., Blackboard)
 - b. Use proper etiquette and security safeguards when communicating through email

Required Course Texts (available at Aztec Shops)

- Heidegger, *Basic Writings*, ed. David Farrell Krell (HarperSanFrancisco) (< \$20)
- Levinas, *Time and the Other*, trans. Richard A. Cohen (Duquesne UP) (< \$20)
- Levinas, *Ethics and Infinity*, trans. Richard A. Cohen (Duquesne UP) (< \$20)
- Foucault, *The History of Sexuality: An Introduction*, trans. Robert Hurley (Vintage) (< \$20)
- Derrida, *Aporias*, trans. Thomas Dutoit (Stanford UP) (< \$20)
- Derrida, *The Animal That Therefore I Am*, trans. David Wills (Fordham UP) (< \$20)
- Course Reader (available at Cal Copy at 5131 College Avenue) (approx. \$17)

Email

All correspondence with the Instructor will be through email (atterton@mail.sdsu.edu). 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 506”** 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).

Blackboard

Periodically I may send important course announcements to the class via SDSU’s Blackboard service. 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.

Organization

- Classes will be held weekly from W 4:00-6:40 in AH-3113.
- There will be a reading assignment for every class, except those during which you have a scheduled exam.
- 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.
- Please bring the assigned text(s) to each class.

Grades

1. Participation	10%
2. Online (Blackboard) Open-Book Quizzes	20%
3. Written Assignment 1	15%
4. Written Assignment 2 (Due at the <u>Beginning of Class, Wednesday, April 17</u>)	25%
5. Final Exam (Wednesday, May 15 16:00-18:30)	30%
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Total	100%

Although every student willing to engage her- or himself should do well, this is an upper division 500-level course and so it does not offer an “easy A.” In keeping with university standards, please be aware that the university considers a C- (C minus) as a NC (no credit) or failing grade.

1. **Participation (10%):** Successful completion of this course depends directly upon student participation in classroom discussions and completion of all course requirements. You are reminded that attendance is mandatory—and that cumulative absence is the best recipe for academic disaster. However, it is understood that on occasion students may be required to be absent from a scheduled class for excusable reasons, e.g., illness. (Whenever possible, students should schedule preventive appointments at times which are minimally disruptive to their class schedule.) I will be the judge of whether your absence is excusable. A written register of attendance will be

maintained, which you are asked to sign at the beginning of each class. In all cases, any missed work must be made up. An immediate excused absence for a student is typically granted in the following circumstances.

- Personal illness or illness of a close family member when the attention of the student is required. (In the case of illness, a medical note will be required.)
- Death of an immediate family member.
- Accident or other unforeseen circumstances making it impossible for a student to attend a scheduled class.

One unexcused absence is allowed with no penalty. Thereafter, every unexcused absence will lower the student’s final grade by **2%**. **In case of 6 or more unexcused absences (6 weeks!), the student will automatically be assigned failing grade for the course (C-).**

2. **Online (Blackboard) Open-Book Quizzes (20%):** To encourage students to learn by doing all the reading carefully, **14** online open-book quizzes will be administered during the semester. **The online quiz will be available on the Phil 332 Blackboard website from noon Monday until noon Wednesday (48 hours).** Each quiz lasts approx. 15 minutes and will contain 5-10 questions. Questions will be multiple choice (including fill-in, and true/false questions), and will directly reflect (are written based on) the reading for the lecture prior to the quiz.

Quiz #	Date (available 48 hours; noon-to-noon)	
Quiz 01	1/28-30	Reading for Week 2
Quiz 02	2/4-6	Reading for Week 3
Quiz 03	2/11-13	Reading for Week 4
Quiz 04	2/18-20	Reading for Week 5
Quiz 05	2/25-27	Reading for Week 6
Quiz 06	3/4-6	Reading for Week 7
Quiz 07	3/11-13	Reading for Week 8
Quiz 08	3/18-20	Reading for Week 9
Quiz 09	3/25-27	Reading for Week 10
Quiz 10	4/8-10	Reading for Week 11
Quiz 11	4/15-17	Reading for Week 12
Quiz 12	4/22-24	Reading for Week 13
Quiz 13	4/29-5/1	Reading for Week 14
Quiz 14	5/6-8	Reading for Week 15

Note that the tests “force completion.” This only allows for a one-time entry into the exam. In other words, you must complete the test within 15 minutes after the initial launch of the exam. Also “backtracking” is prohibited. This means that users may not return to questions they have already answered. Unfortunately these precautionary measures (time constraints, “forced completion,” no “backtracking”) are absolutely necessary to combat cheating. Ultimately they are in your interests, though they may not appear to be at the time. I’m sure you understand.

Crashed Quizzes: These quizzes are “**low-stakes**” (each one is worth < 1.5 % of your final grade). Because students have a flexible 48-hour window in which to take an online quiz, and because each quiz is worth so little, **make-up quizzes will not be offered under any circumstance.** However, quizzes sometimes “crash” if the system is overloaded. If your quiz crashes, let me know right away through an email to atterton@mail.sdsu.edu. If your quiz crashes and you do not notify me you will receive zero points for that quiz.

Prize! There will be a small prize (of my choice!) for the outstanding student who gets the highest score on the quizzes overall, which I will ceremoniously present to you in front of the class during the final meeting of the semester.



Make sure that you have a secure internet connection before beginning each test. A high-speed, broadband, cable or DSL internet connection is recommended. **Wireless (Wi-Fi) connections and smartphones are NOT recommended for test taking.** If you are having any computer problems, please have a backup plan in place, such as using the computer at school, your local library, etc.

Quiz grading: Once a point score is derived, each test's point score is converted to a percentage by dividing the points earned by the total possible points available (i.e., the number that could have been earned; the perfect score). Letter grades are derived from that percentage. So, for example, a student who answers 8 out of 10 questions correctly, or 80%, earns a B- on that quiz.

3. **Assignment (1) (15%):** For your first assignment, you are required to write a summary of an essay of your choice by Heidegger assigned for a lecture from week 2-5. Your summary must be exactly 2 pages/sides in length, typed, single spaced, using Times Roman, 12pt, with 1-inch margins (including top and bottom). Write your name, the title of the essay, etc. on a separate page. **Do not use quotations, and avoid Heideggerian jargon as far as possible.** This is an exercise in exposition only. There should be no critical commentary. A rubric is posted on the Blackboard. Students will be graded on how well they manage to:

- comprehend Heidegger's essay
- translate Heidegger's thought and language into their own words
- write concisely, clearly, and grammatically
- follow the rubric

Deadline: Your summary is due at the beginning of class of the week following the lecture in which the essay was scheduled to be discussed as per the syllabus. Unexcused late assignments (which includes papers not handed in at the beginning of the lecture) will be docked 1/3 (one-third) of a letter grade for each day late (e.g. A becomes A- the first day late, B+ the second day late, etc.). There will be no opportunity to redo the assignment.

4. **Assignment (2) (25%):** 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 5-6 pages in length, if you are an **undergraduate**.
- Your essay must be 9-10 pages in length, if you are a **graduate**.
- 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.

- Papers must be stapled.
- 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.

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 response papers 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 essay exhibits a thorough understanding of the work being criticized and accurately explicates its author's response to the reading.
- **Criticism.** The essay takes a critical stance toward the material under examination, clearly articulating reasons for its critical evaluation. The criticisms 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: Beginning of Class Wednesday, April 17

Turnitin.com: Students agree that by taking this course **all** required written assignments and papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. ***All submitted written assignments and papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism.*** You have the option of requesting, in writing, that your written assignments 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 written assignments and papers are your original work and do not include any plagiarized material.

5. **Final Exam (30%):** Your final exam, which is non-cumulative, will include both an identification section in which you will be presented certain terms, phrases, characters, or references, and required briefly to explain their importance to the theme or plot of the assigned work, worth 50 points, and one long answer essay question worth fifty points. (Your will have a choice of two essay questions.)

Note: You must sit the final at the scheduled time. Make-ups will only be allowed for compelling reasons (illness, bereavement, etc.). I must be notified in advance of an intended absence, and I

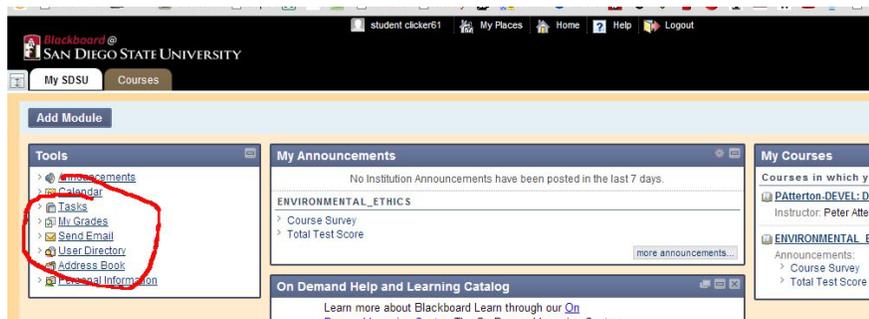
will be the judge of whether your reasons are compelling. (A student missing a scheduled examination must document a visit to Student Health or a private physician in order to qualify for an excused absence.)

SDSU Grading Guidelines

Outstanding achievement; available only for the highest accomplishment.	Praiseworthy performance; definitely above average.	Average; awarded for satisfactory performance; the most common grade.	Minimally passing; less than average achievement for undergraduate students.	Failing.
	87 – 89.9% = B+	77 – 79.9% = C+	67 – 69.9% = D+	
93 – 100% = A	83 – 86.9% = B	73 – 76.9% = C	63 – 66.9% = D	
90 – 92.9% = A-	80 – 82.9% = B-	70 – 72.9% = C-	60 – 62.9% = D-	0 – 59.9% = F

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.



Grades on quizzes that are scored and graded automatically by Blackboard are posted as soon as they are taken. However, for other types of assignments (e.g., your summaries and essay), the process can take a few weeks. (Please be patient as this is a large class and it is just not possible to have a quick turnaround of written work.) On an as-needed basis, I will send you a personal email or use the Grade Center (My Grades) comments function to highlight areas for improvement and make any necessary explanations or clarifications. We can also discuss assessed work (or any other work) during online office hours or in private consultation in my office.

With the percentage system, as opposed to the curve system, it is possible for every student who knows the material to earn an A. However, I reserve the right to alter the grading method on the off chance that the percentage system is not adequately differentiating students.

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.

Learning Disabilities

If you have special needs due to a learning disability, please avail yourself of the resources in the Student Disability Services in Calpulli Center, Suite 3101 (third floor) Hours: Monday - Friday, 8 am - 4:30. The CSU Office of the Chancellor defines a learning disability as “a generic term that refers to the heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders occur in persons of average to very superior intelligence and are presumed to be due to central nervous system dysfunction. Even though a learning disability may exist concomitantly with other handicapping conditions (e.g., sensory impairments) or environmental influences (e.g., cultural/language difficulties), it is not the direct result of these conditions or influences.” If you think something might prevent you from doing well in this course, you should discuss this with me so that proper arrangements may be made to accommodate your needs.

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.

Administrative

January 31 is the last day to drop classes (11:59 p.m. deadline); February 4 is the last day to add classes or change grading basis (11:59 p.m. deadline).

Classroom Etiquette

- ***So as not to distract other students, you are asked not to have your laptops or other electronic devices (cell phones, iPads, cameras, etc.) open during class. Students caught checking their phone or texting during class will be asked to leave. Please turn off your cell phones and pagers before class begins. Please do not use recording equipment of any kind during classroom lectures, unless you have a disability, and have cleared it with me first.***
- When you attend class, you are expected to observe the rudiments of classroom etiquette and civil behavior. Do **not** chat with friends during class. Do **not** sleep, eat, or drink in the class; each of these is an annoyance and a distraction to your peers. If you are caught chatting, the instructor will inquire as to what the "problem" is. If you are caught sleeping, the instructor will ask the person sitting next to you to wake you. If you persist in engaging in disruptive behavior the instructor will ask you to leave.
- Do **not** arrive late to class. Do **not** leave in the middle of class. If you have a legitimate reason to exit the classroom early, speak to me before class begins. In short, observe good manners and be considerate of your instructor and your peers. Please respond to the instructor and the other students in a respectful and civil manner. Please inform me about any consistently aggravating classroom disruptions.

Final Caveat

This class will require a considerable amount of difficult reading each week. Your decision to take this course constitutes a tacit agreement that you are prepared to put in the time required to do the reading properly. Students are expected to come to class having done the reading carefully for that day and should be prepared to participate in classroom discussions. The quality of their contribution will affect their final grade in borderline cases. You are required to bring the relevant course text to class each lecture.

Course Schedule

The course outline given below is divided according to topics, and roughly on the principle that each reading links up with the previous reading. It is therefore vitally important that the reading be done in the order assigned, and that it be done before arriving at the class. Note that the schedule is subject to change should we require more time on a particular topic. *BW* refers to *Basic Writings*, *TO* refers to Time and the Other, *HS* refers to History of Sexuality, *A* refers to *Aporias*, *AT* refers to *The Animal That Therefore I Am*, and *CR* refers to the Course Reader.

Week 1	
Wed 1/23	Introduction: What is Continental philosophy? No reading

Heidegger	
Jan 28-30	Online Quiz 1 on Reading for Week 2
Week 2	<u>The End of Philosophy</u>
Wed 1/30	“What Is Metaphysics?” (<i>BW</i> 93-110) “The End of Philosophy and the Task of Thinking” (<i>BW</i> 431-449)
	Sample Questions: What does Heidegger mean by “metaphysics”? What is anxiety? Why is it significant for Heidegger? What is “the nothing”? What does “unconcealment” (<i>aletheia</i>) mean? According to Heidegger, in what sense is philosophy at an “end”? What is the task of thinking at the end of philosophy?
Feb 4-6	Online Quiz 2 on Reading for Week 3
Week 3	<u>Post-Humanism</u>
Wed 2/6	“Letter on Humanism” (<i>BW</i> 217-265)
	Sample Questions: What is Heidegger’s criticism of traditional humanism and subjectivity? How does Heidegger’s thinking differ from Sartre’s? Does Heidegger’s opposition to humanism amount to nihilism? Is Heidegger right to insist that there is “an abyss of essence” separating humanity from animality? What is the meaning behind the story of Heraclitus warming his fanny by the stove?

Feb 11-13	Online Quiz 3 on Reading for Week 4
Week 4	<u>Modern Technology</u>
Wed 2/13	“The Question Concerning Technology” (BW 311-341)
Sample Questions:	<p>Why does Heidegger invoke Aristotle’s doctrine of four causes? What, according to Heidegger, is the “essence” of technology? What is “enframing”? What is “standing reserve”? Does all (modern) technology fall under Heidegger’s description? Is Heidegger a Luddite? Is he suggesting that we should dispense with (modern) technology? What is the significance of the invocation of the poet Hölderlin at the end of the essay?</p>
Feb 18-20	Online Quiz 4 on Reading for Week 5
Week 5	<u>Art</u>
Wed 2/20	“The Origin of the Work of Art” (BW 139-212)
Sample Questions:	<p>How does Heidegger relate the question of the origin of an artwork to truth as unconcealment? Do you find Heidegger’s analysis of Van Gogh’s painting of a pair of peasant shoes convincing? How do we know they are peasant shoes? How do we know they are really a pair? What are “world” and “earth”? How is the truth of the artwork produced in their creative strife? How does the essay open onto the question of language and poetry?</p>

Levinas	
Feb 25-27	Online Quiz 5 on Reading for Week 6
Week 6	<u>Solitude and Subjectivity</u>
Wed 2/27	<i>Time and the Other</i> (TO 29-66, includes “1979 Preface”) “Existence without a World” (CR)
Sample Questions:	<p>Think about what it is to be a self. Do you agree with Levinas? What is the “there is”? Is Being “evil”? In what sense? What is “hypostasis”? What is the importance of enjoyment and nourishment for Levinas?</p>

Mar 4-6	Online Quiz 6 on Reading for Week 7
Week 7	<u>Time, Death, the Other, and the Feminine</u>
Wed 3/6	<i>Time and the Other</i> (TO 67-94)
Sample Questions:	
<p>What is the role of death in Levinas's account? Do you agree with Levinas's criticisms of Heidegger's death analysis?</p> <p>Is all of philosophy a "meditation of Shakespeare"?</p> <p>Who or what is the Other?</p> <p>What is the relation between time and the Other?</p> <p>Who or what is the feminine? Is there a basis for a Simone de Beauvoir's criticism in <i>The Second Sex</i> that Levinas's description of the feminine, while meant to be objective, is in fact the assertion of a masculine privilege? How might one defend Levinas against the Beauvoir's criticisms?</p> <p>What is the importance, according to Levinas, of fecundity?</p>	
Mar 11-13	Online Quiz 7 on Reading for Week 8
Week 8	<u>Ethics and God</u>
Wed 3/13	<i>Ethics and Infinity</i> (EI 19-122)
Sample Questions:	
<p>How does Levinas's conception of ethics differ from what stereotypically passes as ethics within the tradition?</p> <p>What do we learn about the meaning of the human face in these interviews?</p> <p>Who or what is the third party? What role does Levinas assign to the third party in the face-to-face?</p> <p>What role does the Holocaust play in Levinas's philosophical thinking?</p> <p>What role, if any, does God and the Bible play in Levinas's philosophical thinking?</p>	

Foucault	
Mar 18-20	Online Quiz 8 on Reading for Week 9
Week 9	<u>History, Power, and the Law</u>
Wed 3/20	<p>"What Is Enlightenment?" (CR)</p> <p>"Truth and Power" (CR)</p> <p>"The Dangerous Individual" (CR)</p>
Recommended:	
Kant, "What Is Enlightenment?" (CR)	

Sample Questions:

What does Foucault consider is significant about Kant's essay?
How are power and knowledge related?
Who or what is "the dangerous individual"? What is the significance of this figure in the modern criminal justice system?

Mar 25-27 Online Quiz 9 on Reading for Week 10

Week 10 The Art of Telling the Truth

Wed 3/27 *History of Sexuality* Part 1-3 (HS 1-73)

Sample Questions:

What is the "repressive hypothesis"? Why does Foucault oppose it?
What is so important about sex?
Why, according to Foucault, *isn't* sex liberating?

April 1-5 Spring Recess (no class)

Apr 8-10 Online Quiz 10 on Reading for Week 11

Week 11 Power and Sex

Wed 4/10 *History of Sexuality* Part 4-5 (HS 75-159)

Sample Questions:

What is the difference between *scientia sexualis* and *ars erotica*? Which one currently dominates Western civilization?
Why does it mean to say that "we have become a singularly confessing society"?
What is Foucault's conception of power in the modern state? How does it differ from a traditional conception?
What is "the right of death" and "the power over life"?
What are the possibilities of resisting so-called biopower?

Derrida

Apr 15-17 Online Quiz 11 on Reading for Week 12

Week 12 Deconstruction

Wed 4/17 **Assignment (2) Due at the Beginning of Class**

"Interview: Deconstruction and the Other" (CR)
Watching movie: *Derrida* (2002) (in-class 85 minutes)

Sample Questions:

How does deconstruction differ from traditional philosophical critique?
 Who are Derrida's major philosophical influences—and why?
 Why does Derrida prefer the word “closure” (of metaphysics) rather than “end”?
 Why is Derrida suspicious of the term “modernity”?
 What is logocentrism?
 What is the connection between deconstruction and desire?

Apr 22-24 Online Quiz 12 on Reading for Week 13

Week 13

Wed 4/24 **Death**
Aporias Section 1 (A 1-42)

Recommended:
 Heidegger, *Being and Time*, Division 2, Chapter 1 (CR)

Sample Questions:
 Ask yourself what death is. Does it match what Derrida says about it?
 Why is my death aporetic?
 Can one speak of an “experience” of death?

Apr 29-May 1 Online Quiz 13 on Reading for Week 14

Week 14 Death (continued)

Wed 5/1 Aporias, Section 2 (A 43-81)

Sample Questions:
 Derrida agree or disagree with Heidegger on death?
 Do animals die? Why or why not?

May 6-8 Online Quiz 14 on Reading for Week 15

Week 15 Animals

Wed 5/8 *The Animal That Therefore I Am* (AT 1-51; 105-118)
 “‘Eating Well’ or the Calculation of the Subject,” 277-287 (CR)
 “Violence against Animals” (CR)

Recommended:
 Heidegger, section from *The Fundamental Concepts of Metaphysics* (CR)
 Levinas, “The Name of a Dog, or Natural Rights” (CR)
 Levinas, “The Paradox of Morality Interview” (CR)

Sample Questions:
 What is the status of animals in general in the philosophical tradition?

What is wrong with talking about “the animal”?

What point is Derrida trying to make about his feelings of embarrassment when standing naked in front of his cat?

Is Derrida right to call the philosophies of Heidegger and Levinas “profound humanisms”?

Is Derrida right to suggest an animal is more other than the (human) Other?

Discuss the prospects of including other animals (but which ones?) in the ethical community.

Levinas writes: “This dog was the last Kantian in Nazi Germany, without the brain needed to universalize maxims and drives.” What does this mean? Show how Levinas was able to see transcendence in another animal (Bobby).

Wed 5/15 Final Exam 1600-1800