**PHIL 426 Twentieth-Century Continental Philosophy**  Spring 2018

Course #49547R TuTh 12:30-1:50 p.m. VKC 155

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Office hours: Tuesdays and Thursdays11:15 a.m. to 12:30 p.m., and by appointment.

Catalogue description: Main philosophers and movements from 1900, including the major developments within phenomenology and existentialism, the emergence of structuralism and hermeneutics.

Fuller description: we will trace the development in the course of the twentieth century of the main lines of continental philosophical thought out of its basis in the phenomenology of Edmund Husserl. The overall history of philosophy in the twentieth century is, somewhat simplistically but in broad terms accurately, depicted as divided between two traditions developing almost entirely independently of one another, namely, Continental philosophy and Analytic or Anglo-American philosophy. The former is best seen as building on the work of Edmund Husserl, the latter upon the work of Husserl’s near contemporary, Gottlob Frege. Interestingly, Frege and Husserl engaged in substantive and important exchanges; but since that time the two traditions have largely disregarded, and even shunned, one another.

We will first familiarize ourselves with the main points of Husserl’s classic formulation of transcendental phenomenology in his 1913 book *Ideas: General Introduction to Pure Phenomenology*. This is a fundamental starting point for the major existentialist philosophers Martin Heidegger (*Being and Time*, 1926), Jean-Paul Sartre, (*Being and Nothingness: An Essay in Phenomenological Ontology*, 1943), and Simone de Beauvoir (*The Ethics of Ambiguity* (1947) and *The Second Sex* (1949). Tracing the development of this line of thinking, which will take up the bulk of the course, will be organized chronologically; after studying Heidegger’s *Being and Time* we will read some selections from Husserl’s *Crisis* writings, which are usefully read as a response to and partial repudiation of *Being and Time* and which attempts to chart a new course for phenomenology in so-called phenomenological psychology. Although these writings were composed in the period 1934-38 (the year of Husserl’s death), most were not published until 1954. We’ll finish by considering some of the later essays of Heidegger’s, written after the so-called ‘Turn’ (‘die Kehre’) in his thinking, in which questions of hermeneutics and poetics are highlighted.

**Course learning objectives**

1. To familiarize students with the development of twentieth century European philosophy with special attention to the phenomenological tradition beginning with Husserl and its redirection in the existentialist movement of thought as developed by Heidegger, Sartre, and Beauvoir.
2. To develop student skills in close reading and interpretation of difficult philosophical texts, and in critical analysis of philosophical positions.
3. To approach philosophical questions of meaning, justification, and method through the prism of phenomenological/existentialist philosophy.

# Books for the course

1. Edmund Husserl, *Ideas I: Ideas for a Pure Phenomenology and Phenomenological Philosophy: First Book: General Introduction to Pure Phenomenology* tr. Dahlstrom (Hackett Classics**)** Publisher:Hackett Publishing Co., ISBN-13: 978-1624661266
2. Edmund Husserl, *The Crisis of European Sciences and Transcendental Phenomenology: An Introduction to Phenomenological Philosophy* (Northwestern University Studies in Phenomenology & Existential Philosophy) tr. Carr Publisher: Northwestern University Press, ISBN-13: 978-0810104587
3. Martin Heidegger, *Being and Time* tr. Macquarrie and Robinson (Harper Perennial Modern Thought); Publisher: Harper Perennial Modern Classics, ISBN-13**:** 978-0061575594
4. Jean-Paul Sartre, *Being and Nothingness* tr. Barnes, Publisher: Washington Square Press, ISBN-13: 978-0671867805
5. Simone de Beauvoir, *The Ethics of Ambiguity* tr. Frechtman, Publisher: Philosophical Library/Open Road, ISBN-13: 978-1480442801
6. Simone de Beauvoir, *The Second Sex* tr. Borde and Malovany-Chevalier, Publisher: Vintage Books (Penguin Random House), ISBN-13: 978-0307277787
7. Martin Heidegger, *Poetry, Language, Thought* tr. Hofstadter (Harper Perennial Modern Thought); Publisher: Harper Perennial Modern Classics, ISBN-13**:** 978-0060937287

# Course requirements

1. Regular attendance and participation (20% of course grade).

2. One midterm examination (20% of course grade).

2. Two 5-7 page critical/analytical papers (each paper counts for 20% of the course grade).

3. Final exam (20% of course grade).

# Schedule of topics and readings

**Week 1**

**1.** **Tu Jan 9** Introduction and overview. Reading: Stanley Cavell, ‘Existentialism and Analytical Philosophy’ (<http://www.jstor.org/stable/20026868> -- access via USC Libraries website)

**2. Th Jan 11** Husserl on philosophical foundations and rigor as presupposition-free description of fact and essence. Reading: Author’s Preface to the English Edition of *Ideas*, <https://www.sdvigpress.org/dox/108350/108359.pdf>; *Ideas I*, Introduction, First Section (pp. 3-47)

**Week 2**

**3. Tu Jan 16** Husserl on the thesis of the natural standpoint and its suspension, and the phenomenological reductions. Reading: *Ideas I* Second Section (pp. 48-115)

**4. Th Jan 18** Husserl on method and the structures of consciousness; noesis and noema. Reading: *Ideas I* Third Section chaps. 1-3 (pp. 116-193)

**Week 3**

**5. Tu Jan 23** Husserl on noetic and noematic structure; the neutrality modification.

Reading: *Ideas I* Third Section chap. 4 (pp. 194-253)

**6. Th Jan 25** Husserl on the phenomenology of reason. Reading: *Ideas I* Fourth Section (pp. 254-309)

**Week 4**

**7. Tu Jan 30** Heidegger on the question of Being. Reading: *Being and Time* Introduction, §§1-13 (pp. 19-90)

**8. Th Feb 1** Heidegger on the Worldhood of the World. Reading: *Being and Time* §§14-24 (pp. 91-148)

**Week 5**

**9. Tu Feb 6** Heidegger on being-with-others and being-in as such. Reading: *Being and Time* §§25-38 (pp. 149-224)

**10. Th Feb 8** Heidegger on care and being-toward-death. Reading: *Being and Time* §§38-53 (pp. 225-311)

**Week 6**

**11 Tu Feb 13** Heidegger on authenticity and resoluteness. Reading: *Being and Time* §§54-66 (pp. 312-382)

**12 Th Feb 15** Husserl on the European crisis. Reading: *Crisis* Part One §§1-8; ‘The Vienna Lecture,’ Appendices IV, VII pp. 3-18, 269-299, 335-341, 379-383.

**Mon Feb 19 FIRST PAPER DUE.**

**Week 7**

**13 Tu Feb 20** Husserl on the life-world. Reading: *Crisis* pp. 103-189.

**14 Th Feb 22** Husserl on psychology as a new mode of approach to transcendental philosophy. Reading: *Crisis* Part IIIB §§56-72, pp. 191-265

**Week 8**

**15 Tu Feb 27 MIDTERM EXAMINATION**

**16 Th Mar 1** Sartre on the being of consciousness as the consciousness of being. Reading: *Being and Nothingness* pp. 3-30, 119-158.

**Week 9**

**17 Tu Mar 6** Sartre on nothingness and bad faith. Reading: *Being and Nothingness* pp. 33-116.

**18 Th Mar 8** Sartre on the problem of others: the Look. Reading: *Being and Nothingness* pp. 340-400.

**Spring Recess Mar 11-18**

**Week 10**

**19 Tu Mar 20** Sartre on concrete relations with others; love and sexual desire. Reading: *Being and Nothingness* pp. 471-534.

**20 Th Mar 22** Sartre on freedom. Reading: *Being and Nothingness*, pp. 619-711.

**Week 11**

**21 Tu Mar 27** **8** Sartre’s lecture on existentialism. Reading: Sartre, ‘Existentialism is a Humanism’ available at https://www.marxists.org/reference/archive/sartre/works/exist/sartre.htm

**22 Th Mar 29** Simone de Beauvoir on the distinctiveness of existentialist ethics. Reading: *The Ethics of Ambiguity* chaps. 1 and 2, pp. 7-73.

**Week 12**

**23 Tu Apr 4** Simone de Beauvoir on the moral and political ramifications of existentialist ethics. Reading: *The Ethics of Ambiguity*, chap. 3, pp. 74-155.

**24 Th Apr 6** Simone de Beauvoir on conceptions of women’s destiny and the historical and mythological definition of women. Reading: *The Second Sex* Introduction, Vol. I [‘Facts and Myths’], Part one [‘Destiny’] chaps. 1-3, pp. 3-68; Vol. I Part two [‘History’] chap. 1, pp. 71-75; Vol. I Part three [‘Myths’] chaps. 1 and 3, pp. 159-213, 266-274.

**Mon Apr 10 SECOND PAPER DUE**

**Week 13**

**25 Tu Apr 11** Simone de Beauvoir’s famous statement; social forms of existence and choice. Reading: *The Second Sex* Vol. II [‘Lived Experience’], Part one [‘Formative Years’], chap. 1 (excerpt) pp. 283-284; Vol. II Part two [‘Situation’], chaps. 7-8, pp. 571-618.

**26 Th Apr 13** Simone de Beauvoir on the interplay between situation and character; questions of justification. Reading: *The Second Sex* Vol. II Part two [‘Situation’], chap. 10, pp. 638-664; Vol. II Part three [‘Justifications’] chaps. 11-13, pp. 667-717.

**Week 14**

**27 Tu Apr 17** Simone de Beauvoir, the need for justification and the demands of freedom. Reading: *The Second Sex* Vol. II Part four [‘Toward Liberation’] chap. 14, pp. 721-751); Conclusion (pp. 753-776).

**28 Th Apr 19** Heidegger’s essays on humanism and on technology. Reading: Heidegger ‘The Question concerning Technology’ available at

<https://simondon.ocular-witness.com/wp-content/uploads/2008/05/question_concerning_technology.pdf>

Heidegger ‘Letter on Humanism’ available at

<http://pacificinstitute.org/pdf/Letter_on_%20Humanism.pdf>

**Week 15**

**29 Tu Apr 24** Heidegger’s hermeneutical turn. Reading: ‘Building Dwelling Thinking’, ‘The Thing’, ‘Language’, ‘. . . Poetically man dwells . . .’. in Hofstadter pp. 143-227

**30 Th Apr 26** Heidegger on art and truth. Reading: ‘The Origin of the Work of Art’ in Hofstadter pp. 17-86

**Mon Dec 17, 2:00 p.m. to 4:00 p.m.: FINAL EXAMINATION** NOTE: University regulations prohibit faculty from permitting students to ‘omit or anticipate’ the final exam, which means that the student must be present to write the exam at the date and time scheduled for the exam. Please make travel plans or other arrangements to your schedule with this in mind; there will be no exceptions, except for a documented emergency.

**Course policies**

**Students with disabilities**

Any student who has registered with the office of Disability Services and Programs (DSP) and who has been identified by DSP as needing specific accommodations will gladly be afforded those accommodations. Please meet with the instructor as early as possible in the semester to discuss appropriate accommodations. I am happy to work with you to tailor course requirements to your specific needs subject to considerations of fairness for all students in the class.

**Academic integrity**

Be sure to familiarize yourself with Section 11 of *SCampus*

(<http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>). If you are unsure about what constitutes a violation of academic integrity, please see the instructor or your Teaching Assistant. Any violation of academic integrity standards will result in a grade of ‘F’ for the piece of work or, for more serious violations, ‘F’ for the course, and a referral to Judicial Affairs, so please be very careful about this.

**Paper submission, deadlines and format**

Please submit your papers through the Turnitin function of Blackboard. Please format your papers as follows: at least 12 point font, double-spaced, at least one inch margins all around, your name and your section meeting time on the top right hand corner of the first page. All electronically submitted papers must have a filename of the format ‘<yourname> 426 paper <n>.doc’ (or ’.docx’ or ‘.pdf‘) where <yourname> is replaced by your surname as it appears in the course roster and the other part indicates whether it’s paper 1 or 2. The University strongly recommends that you do not include your student ID number or any other possibly sensitive identifying information on your papers or any other correspondence with instructors; as long as you include your name as it appears on the course roster we will be able to identify you. Papers submitted after the due date will receive a reduction in grade of one notch (e.g. a paper that would merit the grade of ‘A-‘ will receive a ‘B+’) for each week past the due date. Example: if an A- paper is submitted anytime after the due date but before the next week, it will earn a B+; if it is submitted within a week after that, it will earn a B. Documented illness or emergency or specific disability accommodations constitute exceptions, which will be addressed on a case-by-case basis.

**Classroom protocol**

All students (and the professor) have a right to a classroom free of distractions. To accomplish this our classroom will be device-free (no use of laptops, cellphones, tablets, or other electronic devices) and distraction-free (no reading material other than the course material currently being discussed, no extended conversations, etc.), except for the rearmost couple of rows of the classroom. (We’ll establish the boundaries of the Neutral Zone (as we’ll call it) when we find out how many students wish to locate themselves there.) The primary consideration is that of minimizing distraction to students who wish to pay attention to the lecture, and who may be distracted by device use nearby. It has been shown in several studies that device use in the classroom hinders learning both for the user and for nearby students; see Sana, Weston, and Cepeda, ‘Laptop multitasking hinders classroom learning for both users and nearby peers’ in *Computers and Education* Vol. 62 (2013) pp. 24-31. If you are concerned that the device ban will adversely affect your note-taking because you have become accustomed to taking notes on a laptop or tablet, you should read this short article, which describes studies showing that learning and comprehension are enhanced by note-taking by hand as opposed to transcription on a laptop: <http://www.sciencedaily.com/releases/2014/04/140424102837.htm>. A very recent, succinct, discussion of these topics is found in the Business Day section of the November 22, 2017 issue of the *New York Times,* ‘Laptops are Great. But not during a Lecture or a Meeting’ by Susan Dynarski, a professor of education, public policy, and economics at the University of Michigan.

<https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region&region=top-news&WT.nav=top-news&_r=0>

**Communication**

I will strive to respond promptly to your e-mail inquiries. Given the volume of e-mail I receive daily, it will help if you will begin the subject line of your messages with ‘426 <yourname>’ where <yourname> is replaced by your surname as it is given in the official class roster. Examples: ‘426 Tommy Trojan request for a meeting’ or ‘426 Tommy Trojan question about submitting the paper’ (assuming that your name as listed in the roster is ‘Trojan, Tommy’.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus*and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

**Support Systems:**

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu/)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu/)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu/)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](https://diversity.usc.edu/)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu/)