

SYLLABUS: PHP 4782 PHENOMENOLOGY

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Department of Philosophy
University of Central Florida
Office:

Spring Semester 2017
TR 1:30-2:45 pm
Location: BA1 209

Psychology Building, Room 223 (second floor)
Phone: 407-823-2799
Hours: MW 11:00 am to 11:55 am or by appointment
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Course Description

This course is intended as an introduction to one of the most influential movements in twentieth-century philosophy. We shall trace the development of phenomenology from the writings of its founder, Edmund Husserl, to other major thinkers such as Martin Heidegger, Jean-Paul Sartre, Maurice Merleau-Ponty, Emmanuel Levinas and Jacques Derrida. This will be accomplished through a careful examination of representative primary texts, which will enable us to understand the nature and method of “phenomenological philosophy.” We shall deal with concepts such as intentionality, time, worldhood, empathy, bad faith, the other and difference, as well as the related areas of ontology, hermeneutics, and deconstruction. Students will also be introduced to the “new phenomenology” brought about through the so-called “theological turn” in contemporary French thought. This course is a Gordon Rule Writing Course and the required writing assignments are listed in the “Grading” section below and indicated with asterisks.

Course Goals

- Students will acquire detailed and sophisticated knowledge about the writings by the major phenomenologists.
- Students will discover, identify, and explain the central problems in phenomenology.
- Students will actively engage in philosophical dialogue by critically discussing and evaluating the philosophical texts.
- Students will respect the multiple perspectives that are presented and developed throughout the course.
- Students will develop their own responses to the problems raised by phenomenologists and will take responsibility for and ownership of their own personal philosophical development.

Required Texts

Moran, Dermot and Timothy Mooney, eds. *The Phenomenology Reader* (Routledge, 2002).

Simmons, J. Aaron and Bruce Ellis Benson. *The New Phenomenology: A Philosophical Introduction* (Bloomsbury, 2013).

Recommended Text

Moran, Dermot. *Introduction to Phenomenology* (Routledge, 2000).

Course Requirements

➤ Class Participation

The instructor will use various pedagogical activities (e.g., timed writing tasks, small group discussion, etc.) to enhance and facilitate student learning. Consequently, class attendance and participation are essential. Students will not have the opportunity to make up missed classroom exercises, which will affect one's grade adversely in the case of unexcused absences. Students who miss class work because of official excused absences including religious holidays—which require appropriate documentation—will not be penalized, as the points from those exercises will not be included in the student's final points. However, in the event of sudden illness or emergency when it is not possible to see a doctor, students may be excused and/or able to make up missed work when they are better. However, it is necessary that students notify the instructor as soon as possible (an email message is fine) regarding a possible absence to determine whether the absence will be excused. If you cannot notify the instructor before a missed class, then you must notify the instructor within two days after the missed class to have him consider whether the absence will be excused. After two days without any notification the absence will be marked as unexcused. If a student is excused on a day that a graded assignment is due, then after communication between the student and the instructor, the instructor will determine when the student will be expected to submit the assignment.

➤ Reading Assignments

Required readings of approximately 25-60 pages are assigned for each class (see the reading schedule below), and ideally classes should be a mixture of lecture and discussion. The reading assignments will help students to follow the lectures and participate in the classroom discussions. Students should read the assigned texts carefully and come to class mindful of the content of the readings. Students are not expected to understand all the details of the material but should

attempt to have an understanding of the major points or issues discussed in the readings. Students should feel free to ask questions about the material; however, it is important that all students are respected and that questions that are not directly relevant are asked after class.

➤ **Timed Writings (TWs)**

In order to facilitate student learning there will be approximately ten to fifteen unannounced timed writing assignments (approx. three to five minutes) throughout the course on material that has been assigned or previously covered. These assignments may occur at the beginning, middle, or end of class, and they may also occur in groups. Consequently, it is essential to be well-prepared and mindful of the course content. Each timed writing assignment will be worth four points. Generally, timed writings cannot be made up, but if you have an illness or otherwise reasonable excuse (which must be approved by the instructor, see above) for missing a timed writing, the missed exercise will not count against you and the points will not be included in your total points.

The timed writing assignments will be assessed as follows.

- 4 points = completely satisfactory attempt to answer question
- 3 points = limited, but generally satisfactory attempt; or completely satisfactory attempt to answer question, but student missed part of class
- 2 point = marginal attempt made with some accurate content, but not fully satisfactory or lacking in detail
- 1 point = no attempt, but student present for entire class period
- 0 points = student absent

➤ **Test Creation Assignments (TCAs)**

Students will individually create four test questions that they would like to see on the test. Test questions should not all be on the same text. The questions should include one multiple choice, one true/false, one short answer (answered in a phrase or couple sentences), and one essay question (answered in several paragraphs, one to two pages, i.e., 250-400 words). Students should submit the assignments electronically within the webcourse by the due date.

Although not all questions need to meet the following criteria, at least one question should cover each of the following learning objectives (if not more):

- A. Would your question allow students to demonstrate understanding of the course material?
- B. Would your question allow students to analyze central concepts and arguments?

- C. Would your question allow students to evaluate multiple perspectives of an issue?
- D. Would your question allow students to synthesize perspectives into an answer, argument, or position that one can live with?

Using the letters for the criteria A, B, C, and D, students must indicate after each question which objective it addresses. Students must also provide answers for all of the questions they create.

Students will be graded according to the following general rubric:

1. Content of questions and answers. For example, considerations of whether the question is well written and contains appropriate options (in the case of multiple choice) and the depth of answers provided as well as length and whether all learning objectives have been covered.
2. Quality of questions and answers. For example, considerations of whether your questions exhibit appropriate familiarity with the topics under consideration and the significance of the material, lack of typographical and other errors, creativity, accuracy, and thoughtfulness of answers provided.
3. Timeliness. See above on late assignments.
4. Each question and answer is assigned the following points:
 - Multiple Choice (5; note that brief explanation or reference must be given for the answer)
 - True/False (4; note that brief explanation or reference must be given for the answer)
 - Short answer (4)
 - Long essay (12)

A Possible Bonus: Selected student questions will be used on the in class tests, so if your questions are selected you should already know the answers to those questions!

➤ **Tests**

See the class schedule below for tests and approximate point totals. Throughout the semester there will be two non-cumulative tests and one partly cumulative final examination that students will help to create. Anything from the assigned readings and the lectures will be considered fair game for the tests, which may consist of multiple choice, true or false, short answer, and essay questions.

Students are required to bring both raspberry scantrons and notebook paper to each exam. Students must also have their PIDs to include on the scantron and will lose points if they do not follow these requirements. Also, only blank paper and a pen and/or pencil can be brought to the desk when taking a test.

Additional explanations of tests and grading criteria will be presented in class. Students should note that grades are earned based on standards (excellent, good, average, poor) and not simply “given.”

Missed exams cannot be made up—except for official university activities (requiring prior permission) or serious illnesses (requiring a formal doctor’s excuse) or serious emergencies (requiring consultation with the instructor and his consent within 48 hours after missing a test). If a student does not take a test, then he or she will receive a “0”.

➤ **Research Paper**

Students are required to write one research paper (see research paper guidelines) on any phenomenological problem that is relevant to the course and is approved by the instructor. This paper should consist of a critical discussion of the question/problem, which should motivate the student’s own philosophical reflections on the question. Think carefully about choosing a problem to deal with. Please don’t hesitate to talk to me about any questions you have.

The well-written paper will be clear, coherent, consistent, and conceptually adequate (the four C’s) and strike a balance between critical evaluation and independent thought. The main parts of your paper should be (a) introduction to the philosophical question or problem and its significance, (b) critical evaluation of attempted solutions to the question/problem, and (c) your answer or solution to the question/problem and reasons/arguments for it.

In order to help the students to write the best paper possible, these steps will be followed. First, a typed, one-page research proposal is due. Second, a first draft of the paper (minimum six pages of text and three sources) is due. The first draft will be read and commented on by the instructor and another student in the class. Then, the final version of the paper is due on Friday, April 28. Students will submit their work electronically via the webcourse. Late submissions will be penalized (see late work policy).

Grading

Students will be able to follow their progress in the course by the record of their grades found within the webcourse component. The student’s final grade will be determined by dividing the total points received by the total possible points. The percentage will be judged according to the following scale. Note that the instructor uses the “standard-plus” grading scale:

A = Excellent, far exceeds average understanding as evidenced in course work and goes significantly	90-100%	C = Average, meets minimum expectations and satisfies course requirements	70-76.x%
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beyond the basics.			
B+ = Far above average, meets or exceeds average understanding as evidenced in course work and fully understands the basics and goes somewhat beyond that level.	87-89.x%	D+ = Below average, meets many minimum expectations and satisfies many course requirements.	67-69.x%
B = Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.	80-86.x%	D = Below average, meets some minimum expectations and satisfies some course requirements.	60-66.x%
C+ = Slightly above average, fully meets expectations for basic understanding as evidenced in coursework and understands the basics.	77-79.x%	F = Fails to meet minimum expectations in understanding and coursework as evidenced by performance and submission of graded elements.	0-59.x%

Students' grades will be based on the following points:

Timed Writings	40-60 pts (approx.)
TCAs*	75 points (3 x 25 points)
Test 1*	75 points
Test 2 *	75 points
Final Exam*	100 points
Research Proposal*	25 pts
Research Paper: Rough Draft*	50 pts
Research Paper: Final Draft*	100 pts
Peer Review*	25 pts
Total Points	565-585 (approx.)

Late Work Policy: Assignments are due by 11:55 pm on the due date. Late work will be accepted up to 48 hours after the due date and time, but students will be penalized as follows:

Late 1 minute to 24 hours	= minus 20% of assignment total
Late 24 hours and 1 minute to 48 hours	= minus 50% of assignment total
Late more than 48 hours and 1 minute	= 0 points earned

At the close of the course the instructor may award borderline individual students a few (generally 1 to 3) bonus points (not percentage points) for observable effort and philosophical endeavor, which would include things like active participation in discussions, completing all timed writings, and showing improvement.

Incompletes will be given only if a student could not complete the course requirements because of something over which he or she had little or no control (e.g., an illness, injury, or death in the family). To receive an “I” for the course a student must have done at least some of the work for the course, and he or she must speak to the instructor before the final examination.

Academic Policy

Students are expected to follow UCF’s Golden Rule for academic excellence and integrity. Regarding excellence, this means, at the very least, that when in the classroom, students should be attending *completely* (i.e., 100% or wholeheartedly) to the intellectual work of the day. Thus, for example, there should be no abstractions from electronic devices, and computers may only be used for note-taking in class.

Any inappropriate behavior, academic or otherwise, will not be tolerated and may be reported to the Office of Student Conduct. For further guidance, please see www.goldenrule.sdes.ucf.edu/. Students’ work may be submitted to www.turnitin.com for authentication. Students found guilty of academic dishonesty or plagiarism will receive at minimum an F for their work and be referred to UCF’s Office of Student Conduct. They may also receive an F for the course and a “Z” grade designation.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of

achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu

Disability Accommodation – Student Accessibility Services -

<http://sas.sdes.ucf.edu/> & sas@ucf.edu

Diversity and Inclusion Training and Events – www.diversity.ucf.edu

Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>

UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> &

complianceandethics@ucf.edu

Ombuds Office - <http://www.ombuds.ucf.edu>

PHP 4782: Class Schedule

N.B. Required readings should be completed before the class meeting. Readings from *Intro* are recommended, not required. Assignments are due by 11:55 pm on the due date.

Date	Readings	Assignments
Tuesday, January 10	Syllabus: Introduction to Course	
Thursday, January 12	<i>Reader</i> 1-31, <i>Intro</i> 1-22,	
Tuesday, January 17	<i>Reader</i> Husserl 59-96, <i>Intro</i> 60-67	
Thursday, January 19	<i>Reader</i> Husserl 96-108, <i>Intro</i> 113-118	
Tuesday, January 24	<i>Reader</i> Husserl 109-133	
Thursday, January 26	<i>Reader</i> Husserl 134-150, 163-174, <i>Intro</i> 155-160, 179-191	
Tuesday, January 31	<i>Reader</i> Scheler 199-226	
Thursday, February 2	<i>Reader</i> Heidegger 245- 260, <i>Intro</i> Chapter 6	
Tuesday, February 7	<i>Reader</i> Heidegger 260- 287, <i>Intro</i> 226-247	
Thursday, February 9	<i>Reader</i> Heidegger 288- 307, <i>Intro</i> 233	TCA 1 Due
Tuesday, February 14	<i>The New Phen</i> 1-41	
Thursday, February 16	Test 1	Test 1
Tuesday, February 21	<i>Reader</i> Gadamer 311-326, <i>Intro</i> 271-286	
Thursday, February 23	<i>Reader</i> Gadamer 326-338, <i>Intro</i> 252-253	
Tuesday, February 28	<i>Reader</i> Ricoeur 575-600	
Thursday, March 2	No Class; Instructor at ACE Leadership Academy	Research Paper Proposal Due Friday 3/3
Tuesday, March 7	<i>Reader</i> Sartre 377-407, <i>Intro</i> 354-362, 376-379	
Thursday, March 9	<i>Reader</i> Sartre 408-420, <i>Intro</i> 379-390	
Tuesday, March 14	No Class	Spring Break
Thursday, March 16	No Class	Spring Break
Tuesday, March 21	<i>Reader</i> Merleau-Ponty 423-435, <i>Intro</i> 417-427	
Thursday, March 23	<i>Reader</i> Merleau-Ponty 436-459	TCA 2 Due

Tuesday, March 28	Test 2	Test 2
Thursday, March 30	<i>The New Phen</i> 43-72 <i>Reader</i>	
Tuesday, April 4	Levinas 511-528, <i>Intro</i> 320-322, 342-350	First Draft Due
Thursday, April 6	<i>Reader</i> Levinas 529-539, <i>Intro</i> 327-329	
Tuesday, April 11	<i>Reader</i> Derrida 543-572, <i>Intro</i> 456-469	Peer Evaluation Due
Thursday, April 13	<i>The New Phen</i> 73-136	
Tuesday, April 18	<i>The New Phen</i> 137-156, 177-202	
Thursday, April 20	<i>The New Phen</i> 203-241 (Last Class)	TCA 3
Friday, April 28	No Class	Research Paper Due
Tuesday, May 2	Final Exam Period 1:00 am – 3:50 pm	Final Exam

N.B.

The instructor welcomes comments and suggestions about the course and encourages feedback throughout the course. He also reserves the right to amend this syllabus at his discretion.

APPENDIX: SELECTED ASSIGNMENTS

Research Proposal Draft

Instructions:

- A. In drafting a research problem proposal students should identify a specific topic, question, and its significance. This should be done initially by following the three-step formula: *I am interested in studying...because I want to find out what/why/how...in order to help my readers understand....* Then students should elaborate on the research problem using a minimum 200 words. Proposals should be typed and doubled-spaced.
- B. Go to The Philosopher's Index (via the UCF library database webpage) and conduct three different key term searches relevant to your topic. Hand in a list of the search terms (the more specific the better) and the hit count for each.

Peer Research Paper Review

Instructions: Read your peer's rough draft carefully and include any corrections or comments within the text. Then answer the following questions. You should write approximately one page (200 words minimum, typed). Peer evaluations will be submitted electronically within the webcourse by the due date (see class schedule). Students earn a maximum of 25 points per peer review and will lose points if their reviews are late, incomplete, inconsiderate, or lacking in thoroughness.

Review Questions:

1. Can you clearly identify the main parts of the paper? Can you clearly identify the central problem of the paper and the main claim? State these briefly.
2. Are the main points of the argument clearly connected? Are there clear reasons for the claims? Comment.
3. Is the evidence presented reliable and connected to the claims? Are references properly noted? Comment.
4. Is the argument persuasive? Why or why not?
5. What of it? What is the significance of the research? Do you have any questions or suggestions to improve the paper?
6. Is the writing clear and error-free? (Note: You don't need to write a response to this provided that you mark corrections and unclear sentences within the text.)

Research Paper Checklist

TITLE PAGE

- _____ Title
- _____ Name
- _____ Class
- _____ Date

INTRODUCTION (approx. 1-2 pages)

- _____ Opening
- _____ Common Ground/Context/Background
- _____ Statement of the Question/Problem
- _____ Consequences/Significance of Problem
- _____ Response to Problem (Major Claim or Promise of a Solution)
- _____ Brief description of how the paper will be developed (road map)

BODY (approx. 6-8 pages)

- _____ Headings/Sub-headings (optional, but recommended)
- _____ Explication of sources which deal with or are relevant to your problem
- _____ Development of your argument (Claims, Reasons, Evidence)
- _____ Critical Analysis of Sources
- _____ Acknowledgments and Responses

CONCLUSION (approx. 1-2 pages)

- _____ Clear answer to Research Problem (Main Point)
- _____ Summary of Reasons
- _____ Significance of Answer
- _____ Echo (optional)

NOTES

- _____ See guidelines below

BIBLIOGRAPHY

- _____ See guidelines below
- _____ Minimum five sources

First Draft Manuscript Requirements

- _____ 6 pages of text not including title page, notes, and bibliography
- _____ Follow outline checklist above and use headings (some parts may be incomplete)
- _____ Typed, double-spaced, font 12 New Times Roman
- _____ Proper margins (1 inch), page numbers
- _____ Submit electronically via the webcourse by due date (see class schedule)

N.B. No points will be taken off for writing problems.

Final Draft Manuscript Requirements

- _____ 10 pages of text not including title page, notes, and bibliography
- _____ Follow outline checklist above and use headings
- _____ Typed, double-spaced, font 12 New Times Roman
- _____ Proper margins (1 inch), page numbers
- _____ Submit electronically via the webcourse by due date (see class schedule)

N.B. Papers will be assessed regarding their overall quality (including originality and significance) and ability to meet the manuscript requirements. Points will be taken off for writing errors, unclear or incoherent parts, and incomplete organization, evidence, or argumentation.

A CONCISE CITATION GUIDE

Turabian, Kate L., et al. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: The University of Chicago Press, 2007.

Bibliography Style (Notes, either endnotes or footnotes ^{1 2 3 4})

BIBLIOGRAPHY

Gadamer, Hans-Georg. *Truth and Method*. Translated by Joel Weinheimer and Donald G. Marshall. New York: Continuum, 1989.

Holton, Richard. "The Act of Choice." *Philosopher's Imprint* 6, no. 3 (September 2006): 1-15.

Reference List Style (Parenthetical References)

REFERENCES

Gadamer, Hans-Georg. 1989. *Truth and method*. Trans. Joel Weinheimer and Donald G. Marshall. New York: Continuum.

Holton, Richard. 2006. The act of choice. *Philosopher's Imprint* 6, no. 3 (September): 1-15.

Parenthetical References:

(Gadamer 1989, 50-51)

(Holton 2006, 8)

¹ Hans-Georg Gadamer, *Truth and Method*, trans. Joel Weinheimer and Donald G. Marshall (New York: Continuum, 1989), 50-51.

² Gadamer, *Truth and Method*, 55.

³ Richard Holton, "The Act of Choice," *Philosopher's Imprint* 6, no. 3 (September 2006): 8-9.

⁴ Holton, 10.