

PHIL 402 Introduction to Phenomenology

Meeting Times: Mondays and Wednesdays from 3 - 4:15 pm

Location: Sakamaki C103

Professor: Sean M. Smith, Ph.D.

Contact: sean.smith@hawaii.edu or 808 321 7795

NOTE: *Except when necessary, e-mails should concern procedural questions about the course only. Philosophical questions will be addressed in class and during office hours.*

Office Hours: Sakamaki B313 on Mondays and Wednesdays from 12:30 – 1:30 pm and by appointment. I will be available to you throughout the semester. We *will* find time to meet and discuss any issues. We can also meet on Zoom here: <https://hawaii.zoom.us/j/4562017987>, PW: 766944

Course Description:

In this course, we will explore the philosophy of a school of thought that flourished in the early 20th century in Europe called ‘Phenomenology’. We will also look at some Existentialism as well as some of the criticisms that Phenomenology has endured from post-Phenomenological thinkers. We begin with a close look at the various permutations of Husserl’s founding of the Phenomenological Method. We will cover the three periods of his development from static, to genetic, and finally, generative phenomenology. We will then explore Heidegger’s *magnum opus*, *Being and Time*, and its contributions to what has been called ‘Existential Phenomenology’. We then move on to Merleau-Ponty’s *Phenomenology of Perception*, which tries to recover the centrality of the body for existential phenomenology. Finally, we will conclude with three different critical perspectives on Phenomenology. First we will think about feminist critiques of Merleau-Ponty’s account(s) of embodiment. Secondly, we’ll explore the importance of interpersonal ethics as a place of criticism for Heidegger’s project. Finally, we will look at hermeneutical and linguistic critiques of Husserl’s attempts to use Phenomenology to ground modern science.

Texts: These texts are *mandatory* and can be purchased from the UH Bookstore:

Moran, D. and Mooney, T. (eds.) (2002) *The Phenomenology Reader*. New York: Routledge. [tPR]

Heidegger, M. (2010) *Being and Time: A Revised Edition of the Stambaugh Translation*. Translated by Joan Stambaugh. New York, SUNY Press. [BT]

Merleau-Ponty, M. (2012) *The Phenomenology of Perception*. Translated by Donald Landes. New York: Routledge. [PhP]

These texts are *recommended* and focus on style and academic writing. Consult these when doing your writing assignments for this course.

Hacker, D. and Sommers, N. (2017) *A Pocket Style Manual*, 9th Edition. Bedford.

Strunk, W. and White, E.B. (1999) *The Elements of Style*, 4th edition. Pearson.

Note: All other texts will be available as pdf’s on Lamakū

Course Requirements:

1. Short Paper (5-7 pp)	30% of course grade	Due: Oct. 3 rd
2. Long Paper Proposal (2-3 pp)	10% of course grade	Due: Nov. 5 th
3. Long Paper (11-12 pp)	40% of course grade	Due: Dec. 5 th
4. Weekly Writing Assignments	10% of course grade	Ongoing
5. Attendance and Class Participation	10% of course grade	Ongoing

How to Read: The readings for this class are difficult. Read slowly. Figure out how many hours per day you're able to devote to this class and how many days you have to do a given reading. Do the math and do at least the minimum amount of reading every day to get everything done before class. It is much better to move methodically slowly through the text at a steady pace rather than rush it the night before. If you can, re-read where necessary after you've attended lecture.

Handouts: For each class, there will be a handout that I will upload to the Lamakū course webpage the Sunday before a new week's meetings. These handouts will be very detailed. Make sure you have a copy of the relevant handout for each lecture. *Do not* make the mistake of thinking that having the handout is a reason to not attend lecture. Also, make sure you bring your copy of the relevant readings to class. We will read through the text carefully together from time to time.

Paper Submission Guidelines: See below for late penalty and extension policies.

- Submit all papers to me in person or as either a doc, docx, or pdf to my above email
- *Do not* include a title page. Title pages are evil.
- In the top right-hand corner of the first page include the following information single-spaced:

Your Name
Student Number
Course Code
Due Date
Word Count

- Make sure you title your papers in a way that reflects the content of what you've written. Do not use non-descript titles like 'First Paper' or 'Long Paper'.
- Double space your work and use a 12-pt. font.
- Include page numbers in the footer of your pages. Look at this document and mimic it. Be sure to include your name as well.

Short Paper – 5-7 pp (30%):

Topic: This first short paper will involve a comparative analysis of Husserl and Heidegger and the latter's critique of the former. Heidegger's fundamental ontology is often read as a critique of certain strands of Husserl's thought. In your own words explain what you take that critique to be. Is Heidegger's critique of Husserl successful? To what extent does his critique apply to the different layers

of Husserl's thought that we have considered. Is Husserl's conception of the Lifeworld a possible answer to some of Heidegger's critique? Why or why not?

Instructions: You should not try to answer all of these questions in your paper. You should use them as a guide to formulate a critical thesis that takes a stand on the philosophical interaction between Husserl and Heidegger. If you would like to write your first paper on something else, I am open to that, but you will need to talk to me about it. Whether you elect to write your paper in direct response to the topic prompt above, or on something else, you *must* consult with me about your thesis. Send it to me in an email and get my go-ahead before you write the paper. If there are any questions, email me or come to see me in office hours. Also, you should consult the document 'How to Write a Philosophy Paper' on Lamakū.

Final Paper Proposal – 2-3 pp (10%): This short assignment will include three components.

Component 1: a draft of your opening paragraph. This paragraph should do a few things: First, it should explain the topic of your paper by indicating some problem or question you plan to address. Second, it should include a clear statement of your thesis and how you intend to argue for it in your paper. Finally, you should say something about the structure of your paper and how you will carry out your argument. Use the last part of your opening paragraph to orient your reader for the body of work that will follow. This part of the assignment should be somewhere between 1/3 and 3/4's of a page.

Component 2: An essay plan of some sort where you give me some indication of the structure of your paper (this can be in point form). This should come after your introductory paragraph and should clearly show that you have a plan for how you will write the final paper.

Component 3: A properly formatted works cited page with any sources you plan on citing for your paper.

I will provide you with feedback on your outline that will help you turn this proposal into a well-crafted final term paper.

Final Paper – 10-12 pp (40%): This paper will be on any topic of your choosing. This can include making your short paper into your long paper by expanding it on the basis of feedback you've received from me. Consult with me before writing so I can give you feedback about the direction you're headed in. Do not write your term paper until you get approval of your thesis and essay plan. This paper is worth nearly half your grade for the class, so make sure you work on it seriously.

Important: For the final paper, specify in the top right-hand corner of the first-page, along with your other information, whether you want comments or not. If you do not specify that you want comments, you will not receive any comments on your final paper. Everyone is entitled to feedback but please only request feedback if you're going to use it to help you improve your writing.

Weekly Writing Assignments (10%): Over the course of the term, you are to submit to me via email five 1-2 page reflection papers. These papers are graded for completion only and must be submitted by Sunday evening of a given week. The content of the paper should be whatever is on the syllabus for the Monday and Wednesday after the Sunday you submit. So your reflection papers will always be on content you've read but have not yet been lectured on. Each 1-2 page reflection paper is worth 2% of

your grade. You cannot submit all of your reflections at the end. They are to be submitted to me on a rolling basis before we meet to discuss the readings.

Attendance and Class Participation (10%): This part of your grade will be made up of your attendance and participation in the class. It is important that everyone learns how to converse about these ideas. Therefore, as standing homework, for every class, every student should come prepared with a question or selected passage from that week's readings. From time to time, I will ask you to share your question or passage so we can orient our discussion from those aspects of the readings that folks find difficult or important. If for any reason you feel you are unable to participate in class discussion, please talk to me in office hours or send me an email and we will find another way for you to participate in the class. If you wish, you may also talk to the people in accessibility services. For that information, see '**Course Policies**'.

IMPORTANT: Attendance for this class is mandatory. If you miss three meetings without prior explanation, you will receive a failing grade for the class. Please reach out to me with any questions.

Schedule and Reading:

PART I: Husserl's Founding of Phenomenology

Week 1: Aug. 25th and 27th – **Introduction: What is Phenomenology?:** Syllabus overview, 'How to Write a Philosophy Paper', and Husserl's *Encyclopedia Britannica Article* "What is Phenomenology?" (pdf)

Week 2: Sept. 3rd - **Husserl's Logical Investigations: Static Phenomenology:** *tPR* Part II Intro, Chs. 1, and 2. For Chapter 1, read up to the end of §6 on *tPR* p. 74 and for Chapter 2, skip §18 on *tPR* pp. 96-7 and read up to the end of §20 on *tPR* p. 102.

Note: No class on Monday Sept. 1st because of Labor Day. The class on Sept. 3rd will be an online *asynchronous* lecture. We will *not* meet in class this day.

Week 3: Sept. 8th and 10th – **The Transcendental Turn to Genetic Phenomenology:** *tPR* Part II, 3-5

Note: The meetings for this week will be online and *synchronous* over Zoom.

Week 4: Sept. 15th and 17th – **Entering the Lifeworld: Intersubjectivity and Generative Phenomenology:** *tPR* Part II, 6

PART II: Heidegger's Existential Phenomenology

Week 5: Sept. 22nd and 24th – **Dasein's Being-in-the-World:** Chapter 1 of the Introduction to *BT*; Chs. I-II, III §§15, 19-24 of Division I of *BT*

Week 6: Sept. 29th and Oct. 1st – **Care and Authenticity:** Chs. IV and VI §§39-41 of Div. I of *BT*

SHORT PAPER DUE VIA EMAIL ON WEDNESDAY OCT. 3RD

Week 7: Oct. 6-10 - No classes. Study break for the week.

Week 8: Oct. 13th and 15th – **Being-Towards-Death:** Ch. I of Division II of *BT*
PART III: *Merleau-Ponty and the Living Body*

Week 9: Oct. 20th and 22nd – **Completing Husserl:** *Preface* and *Introduction* (focus on IV) to *PhP*

Week 10: Oct. 27th and 29th – **The Body as Subject I:** *PhP* Part One: The Body – Introduction, I-II
LONG PAPER PROPOSAL DUE VIA EMAIL ON WEDNESDAY NOV. 5TH

Week 11: Nov. 3rd and 5th – **The Body as Subject II:** *PhP* Part One: The Body - III (focus on e and j-m), IV

Week 12: Nov. 10th and 12th - **A Meaningful, Ambiguous World I:** *PhP* Part Two: The Perceived World – Introduction and I

Week 13: Nov. 17th and 19th - **A Meaningful, Ambiguous World II:** *PhP* Part Two: The Perceived World – II D, III C

PART IV: *Critical Perspectives on Phenomenology*

Week 14: Nov. 24th and 26th – **Feminist Critiques of Merleau-Ponty:** “Labor, Work, Action” by Hannah Arendt (*tPR* 362 ff.), “Woman’s Character and Situation” by Simone de Beauvoir (*tPR* 486 ff.), and “Throwing Like a Girl” by Iris Marion Young (pdf)

FINAL PAPERS DUE VIA EMAIL ON FRIDAY DEC. 5TH

Week 15: Dec. 1st and 3rd – **Ethics as First Philosophy and the Critique of Heidegger:** Emmanuel Levinas’ “Is Ontology Fundamental?” (pdf), “Ethics and the Face” (*tPR* 515 ff)

Week 16: Dec. 8th and 10th - **Hermeneutics, Foundationalism, and the Critique of Husserl:** Jacques Derrida’s “Différance” (*tPR* 555 ff.)

COURSE POLICIES (Read Carefully):

A. Late Assignments: Assignments will be reduced 1/3 a letter grade for each day that they are late, including weekends. Extensions may be granted if there is need. Students should contact the Professor to request extensions *before the due date* and be prepared to provide any necessary medical documentation.

B. Contact Policy: The Professor and TA’s will be available to answer questions at weekly office hours and by appointment. The course website will be used to post announcements and readings; students are expected to check it, and their university email accounts, regularly. Students may email the Professor or TA’s with any procedural questions. Keep in-depth philosophical questions for class and office hours.

C. Accessibility: If you require accommodations or have any accessibility concerns, feel free to contact KOKUA Program at any time. Here is their contact information:

Office for Students with Disabilities at 956-7511, KOKUA@hawaii.edu, or go to Room 013 in the Queen Lili'uokalani Center for Student Services Their website is: <https://www.hawaii.edu/kokua/>

The course instructor is happy to provide any accommodations needed to ensure that all materials and activities are accessible to all students. It is the responsibility of students, however, to communicate their needs to the instructor and accessibility services so that accommodations can be organised in a timely and efficient manner.

D. Academic Integrity: Don't plagiarise. Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Hawai'i is a strong signal of each student's individual academic achievement. The University treats cases of cheating and plagiarism very seriously.

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. Another common, though often unreported consequence of representing someone's ideas as your own, is spontaneous combustion, something to be avoided at all costs. The University's Code of Behaviour on plagiarism and academic honesty can be found here:

<https://www.hawaii.edu/eli/useful-information-for-students/academic-honesty/>

A Special Note on using A.I. to help you write: DON'T DO IT! Students who are caught using A.I. to write their papers will receive a failing grade. It is *essential* that you learn to think and write on your own without outsourcing your own critical thinking and capacity to express yourself to an artificial intelligence. If you do this, you will learn nothing.

E. Basic Needs: The UH System now has a support network to make sure all UH students, at all campuses, are having their basic needs met. Basic needs include, but are not limited to, food and housing, clothing, childcare, mental health, financial resources and transportation. For UH Mānoa, the campus point of contact is the Office of the Vice Chancellor of Students:

2600 Campus Road, QLC 409
Honolulu, Hawai'i 96822
Phone: (808) 956-3290
Fax: (808) 956-3292

<https://www.hawaii.edu/student-basic-needs/resources/manoa/>

F. Health Services: University Health Services Mānoa (UHSM) is staffed by physicians, nurse clinicians, nurses, and other support staff, and offers a wide range of medical services and programs to UH Mānoa students, with many of the services also available to UH Mānoa faculty and staff and students from other UH campuses. Services include general medical care on a walk-in basis; women's health, sports medicine, psychiatry, and dermatology clinics by appointment; pharmacy and clinical laboratory; and student training, employment and volunteer opportunities.
1710 East West Road Honolulu, Hawaii 96822 Honolulu, HI 96822

(808) 956- 8965
www.hawaii.edu/shs/

G. Mental Health: Academic work is difficult and psychologically demanding. It's important to work hard and push yourself to do your best, but it is even more important to take care of and be kind to yourself. The instructor is available to discuss such matters if there is need. The University also has a number of resources available. Please do not hesitate to make use of these if difficulties arise:

<https://manoa.hawaii.edu/campus-life/health/>
<http://manoa.hawaii.edu/counseling/>

H. Title IX: The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact the confidential resources available here:

<http://www.manoa.hawaii.edu/titleix/resources.html#confidential>

If you wish to **REPORT** an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support, contact:

Contact: Dee Uwono
Director and Title IX Coordinator Hawai'i Hall 124
2500 Campus Road
Honolulu, HI 96822
(808) 956-2299
tguh@hawaii.edu

Important Note: As a member of the University faculty, I am **required to immediately report** any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to:

<http://www.manoa.hawaii.edu/titleix/>

I. Lesbian, Gay, Bisexual, Transgender (LGBT) Student Services: UH Mānoa strives to maintain a safe and inclusive campus environment that is free from harassment and discrimination. The office provides direct services to students of the University of Hawai'i at Mānoa to confidentially discuss or seek advocacy and support for mistreatment due to their actual or perceived sex, gender identity, gender expression, or sexual orientation.

Contact: Camaron Miyamoto
Queen Lili‘uokalani Center for Student Services 211 2600 Campus Road
Honolulu, HI 96822
(808) 956-9250
email: lgbtq@hawaii.edu
<http://manoa.hawaii.edu/lgbt/>

J. Office of Gender Equity: This office offers direct services to victims and survivors of sexual harassment and sexual assaults. Brief descriptions of services offered are available [here](#).

Contact: Jenna Friedman
Queen Lili‘uokalani Center for Student Services 210 2600 Campus Road
Honolulu, HI 96822
(808) 956-9499
email: geneq@hawaii.edu
www.manoa.hawaii.edu/genderequity

K. Prevention, Awareness, and Understanding (PAU) Violence Program: This program exists to inspire, educate, and empower students and campus communities to build safe living-learning environments, end interpersonal violence, and encourage holistic well-being in ways that are supportive, collaborative, student-centered, and strengths-based. PAU Violence Program staff provides direct services to all University of Hawai‘i at Mānoa students including crisis response, safety planning, academic support, and referrals to campus and community resources.

Contacts: Jennifer Barnett and Leslie Cabingabang
Queen Lili‘uokalani Center for Student Services 211 2600 Campus Road
Honolulu, HI 96822
(808) 956-8059
uhmpau@hawaii.edu

L. Student Parents At Mānoa (SPAM): This group seeks to increase the visibility of and resources for student parents at UH Mānoa as they pursue education while parenting. SPAM staff provide advocacy, support, and referrals for pregnant and parenting students to help them succeed in their educational goals.

Contact: Teresa Bill
2600 Campus Road
Queen Lili‘uokalani Center for Student Services 211 Honolulu, HI 96822
(808) 956-8059
gotkids@hawaii.edu
<http://manoa.hawaii.edu/studentparents/>