

# Forensic Files:

## *Philosophy Crimes*

Prof. Katherine Arens  
arens@austin.utexas.edu

- \*Ethics Flag
- Independent Inquiry Flag



GSD 362Q (36930)= GOV 351O (37295)  
= HIS 332Q (37930) = PHL 334F (40690)

**NEW COURSE: Fall, 2024**

**Philosophies present theories; philosophers have agendas; crimes have motives.**

Seven names familiar from modern continental philosophy the engagement between philosophy, political agendas, and what motivates philosophers to engage in both. All are part of today's canon of "important" philosophy, yet all are hotly contested or even associated with philosophy crimes: abuses of their philosophy (by them or those using them), abuses of philosophy's traditions, abuses of their positions as philosophers – aside from abuses of logic, social trust, and public responsibility.

The class will be structured as an "innocence project," aimed at combining research in philosophy and history with how to analyze evidence and make cases for or against the alleged crimes of these philosophers. We will inquire into:

- The radical - *Nietzsche*: addressing how his work has been falsified by a series of editors and translators to suit various reader ideologies, starting with his own sister
- The opportunists - *Theodor Adorno and Max Horkheimer*: asking about how they marketed their own work to establish themselves as *the* German philosophers
- The lovers - *Martin Heidegger and Hannah Arendt*: questioning his affiliations to Nazism, and her work on totalitarianism and war guilt
- The politicians - *Giorgio Agamben and Carl Schmitt*: tracking how their theories of government aligned with contemporaneous politics – or with past ones.

**COME HELP DECIDE IF / WHICH CRIMES HAVE BEEN COMMITTED!!!**

This course has three aims:

- the first is to introduce these important modern philosophers and their programs, focusing on a selection of essays representing their most important works
- the second is an introduction to a philosophical tool better represented on the continent than in US continental philosophy: historical epistemology, a strategy of reading and understanding philosophies as part of life, not just as theories.

- the third is an introduction to how research in philosophy can be configured, especially by differentiating how a philosophy can be a tool, a codification of an ideology, and a justification for particular aspects of politics and society.

THIS MEANS THAT, by the end of the course, you will be able to:

- read philosophy texts within their historical and disciplinary contexts,
- research and figure out what contexts are available to read texts in philosophy,
- learn how to research and understanding the reception and canonical accounts of “what philosophers/philosophies mean” in new ways,
- be able to explain the ethical implications of the position in history of a philosophy or philosopher as a position of power and transfer that knowledge to their own lives.

Readings will include (in excerpt): Heidegger: *The Ister* and *The Rhine, Being and Time*, the *University Speech*; Arendt, *Men in Dark Times, Totalitarianism*; Nietzsche, *Untimely Meditations, Anti-Christ*; Adorno/Horkheimer: *Dialectic of Enlightenment*; Agamben, *State of Exception*; Schmitt, *Political Theology*

GRADING: The assignments will combine analysis and research skills.

- 4 one-page precis (analysis of a single text or texts and the ethical problems that they raise) = 40% of grade
- Two research projects, based on the case studies begun in the class readings, done in 2 parts each for turn-ins = 20% of grade each = 40% of final grade.(see assignment sheet for details):
  - 1a) research question(s) based on the ethics of the problem (2-3 well formulated, related questions about a topic you want to know more about);
  - 1b) research plan;
  - 2a) Revised research question(s) and research plan (analysis of what you needed to do differently, keywords you ended up using), plus
  - 2b) a 6-item annotated bibliography, based on research plan and representing work that should address your research questions
- Final paper: analysis and application of the ethical questions involved in one of the class case studies, based on the research you did. 7 pages.
  - Topic: taking up the problematic from the case study you researched and extending it to a present-day issue in your life or the contemporary world (e.g. using a comparison) = 20% of final grade

# Forensic Files: Philosophy Crimes

GSD 362Q (36930)= GOV 351O (37295)= HIS 332Q (37930) = PHL 334F (40690)

## SYLLABUS, Fall 2024

### WEEK 1: 27, 29 August

- TU INTRO TO THE COURSE: Law as “making cases” and the goals of the course as ethics flag and independent inquiry; philosophy as a set of possible crimes, not just theories
- Ontology, epistemology, axiology, “theory” of subjectivity (psychologies)

### SECTION 1: PHILOSOPHIES OF CRIME – WHAT ACTUALLY IS CRIMINAL?

TH “A Culture of Facts, a Culture of Laws”: How to make charges and cases

READ:

- excerpt from Shapiro, *A Culture of Fact*, 8-13 (text pages, not pdf pages)
- description of Précis assignment
- Preamble to the Universal Declaration of Human Rights (eng.pdf – if you have another language note that the terminology is very different) <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- Preamble to the US Constitution <https://www.archives.gov/founding-docs/constitution-transcript> and <https://www.archives.gov/founding-docs/bill-of-rights>

IN CLASS:

- intro to different norms (law codes): making “facts”
- Intro to the “précis” assignment: who/what/where/when plus HOW to make a case”
  - Analytic vs. synthetic precis (using Preamble to US Constitution and UHDR +/- one other human rights doc)
- Group work:
  - establishing focus and logic/goal on examples: What can you do with a primary text? (Primary = historical or artistic document; secondary = what scholars write to explain/argue/evaluate/document in overview, etc.)
    - FOCUS on Preamble = what kind of a doc and how it works (analytic)
    - Focus on UHDR + another doc (comparison – to show difference = synthetic)

### WEEK 2: 3, 5 September

TU The Cases of Nazi Germany and Its Aftermath: Jaspers as prosecutor

READ:

- Jaspers, *A Question of Guilt* (1947), 1-32  
(note that there are blank pages, and the pages are short—no where near as long an assignment as it looks)

OPTIONAL READ MORE ABOUT IT:

- Editor’s intro to Jaspers’ text

READING GOALS:

- How is Jaspers setting up a “jury” and who does he think they are (introduction)
- What are the Focus and Logic/goal of his intro? (what “fact/case” is he setting up and how does he get them to listen?)

- Define his four kinds of guilt, and why he needs each.

IN CLASS:

- Short Lecture on Timeline of the Nazis
- Review of his four types of guilt
- Group work: preparing for analytic précis **DUE THURSDAY**

## SECTION 2: THE CASE(S) OF NIETZSCHE

TH Introduction to the four case studies and CASE ! : Nietzsche

READ:

- Nietzsche Ads (four short pieces: two parts of an interview, and two parts of the ads of Stanford UP (University Press) for their new translation edition.

READING GOALS:

- These pieces introduce a couple of the biggest issues of Nietzsche research: what did he actually write? And Is it philosophy (who *owns* Nietzsche)? What issues do they bring up for you as a reader or researcher? Are you disturbed by any of this, or not, and why?

IN CLASS:

- How to make a case out of historical data? Using Jaspers (or other norm) to make a case – who's guilty of *what* (if anything)?
- Introducing a Synthetic Précis on *translators' guilt*; comparing passages from *Zarathustra*
  - Includes short group work
- Introducing the first possible “guilt cases” on the basis of four short readings
  - Possible bonus question: *FAKE Nietzsche – My Sister, My Spouse*

\*\*\*\* **ANALYTIC PRÉCIS DUE** on Jaspers or one of the rights documents (see assignment notes)

## WEEK 3: 10, 12 September

TU Introducing Nietzsche: “Crimes *against* Nietzsche” as cultural- historical problems implicating texts status, canonicity, and disciplinary authority/authoritarianism ( based on Canonization as falsification: the problem of “Uses and Abuses of History/Utility and Liability of History”

READ:

- COMPARE:
  - “Utility and Liability of History for Life” (in *Unfashionable Meditations*), 85-96 (Foreword and Section 1), and
  - “Use and Abuse of History for Life” (Johnston translation), 1-9 (same passage)
  - For amusement (optional): the popular review
- First two paragraphs of Section 1 (“life and works”) and at least the first part of Section 5 of <https://plato.stanford.edu/entries/nietzsche/#Aca> (Stanford Encyclopedia of Philosophy [SEP], the current best reference book we have on philosophy texts)
- Table of contents in Nietzsche/Kaufmann, *The Portable Nietzsche*

READING GOALS:

- On the translations: react – which one is the worse crime against you as a reader?
- On the Kaufmann: If this were your class textbook, are there any crimes being committed, from the point of view of “a proper philosopher” [SEP]?
- On “Nietzsche” in the SEP: What would the author of the SEP say about the Kaufmann anthology? That is, does the anthology represent what the SEP says?

IN CLASS:

- Discussion of reading questions as guilt/ethical problems (translation as falsification; “canonical” texts; text availability, reliability)
- Discussion about how what kinds of synthetic précis /historical research they could require of you – how to argue cases for or against those problems using “data” from outside the texts

TH Nietzsche texts that do not exist? *The Will to Power* and *My Sister, My Spouse*

**NOTE: Précis due next Tuesday** – we go over assignment.

READ:

- [https://en.wikipedia.org/wiki/The\\_Will\\_to\\_Power\\_\(manuscript\)](https://en.wikipedia.org/wiki/The_Will_to_Power_(manuscript))
- see also “Will to Power” subsection of [https://en.wikipedia.org/wiki/Philosophy\\_of\\_Friedrich\\_Nietzsche](https://en.wikipedia.org/wiki/Philosophy_of_Friedrich_Nietzsche)
- D’Iorio, “Will to Power” (pdf; google translate version plus original French)
- Decker, “Who Was Elisabeth Nietzsche, really?” (pdf; google translate version plus original German)

READ MORE ABOUT IT (TOTALLY optional):

- <https://www.britannica.com/biography/Elisabeth-Forster-Nietzsche>
  - [https://en.wikipedia.org/wiki/Elisabeth\\_Förster-Nietzsche](https://en.wikipedia.org/wiki/Elisabeth_Förster-Nietzsche) (ALSO LOOK AT TALK PAGE – it’s been sanitized)
- [https://en.wikipedia.org/wiki/My\\_Sister\\_and\\_I\\_\(Nietzsche\)](https://en.wikipedia.org/wiki/My_Sister_and_I_(Nietzsche))
  - If you are interested, the PDF of this seriously warped text is in text collection!

READING GOALS:

- *The Will to Power* does not exist as a text by Nietzsche, if “text” means a finished project; some of the words in it are his; many scholars assume it does exist and it is multiply translated in various versions. Identify some of the wrong-doing and motivations in this situation (related to the prior case, but worse?)

IN CLASS: What such issues imply for research.

- The guilt/ethical problems associated with texts that do not exist (or might not).
- Discussion about how what kinds of synthetic précis / research they could require of you – how to argue cases for or against those problems
  - NEVER forget <https://translate.google.com/>

#### WEEK 4: 17, 19 September

TU Finding a research question *in* the texts: what to do about reading the texts (problems of translation but also of excerpting, reading “out of context”)

READ:

- Selection from *Thus Spoke Zarathustra* (in different translations)
  - Kaufmann, Prologue, 9-10, “On Little Old and Young Women,” 65-67 (p. 3-4, trans intro)
  - Applebaum Bilingual edition: Prologue, 28 & 31; “Von alten und jungen Weiblein / Of Females Old and Young,” 155-162 (note that the page breaks are awful, but publication history is good))
  - Del Caro + Pippin, prologue (p. 3) and “On Little Women Young and Old,” 48-50
- Selection from *The Anti-Christ*, ¶ 26 (in two translations; p. 24 ff in Norman translation)

READING GOALS:

- For the “Females Young and Old”: there are problems with each translation—see if you can spot a couple differences. What do they tell you about *the audiences* for each? Small differences make large difference in implications.
- For the *Antichrist*, note how priests’ roles “develop” into infamy.

IN CLASS;

- What are possible “crimes by Nietzsche” in the texts? Crimes of the ideological system in them – and are they the same for each version?
- There is a problem of narrator voice in all of them. Who is the narrator/reader in these texts?

\*\*\*\***SYNTHETIC PRÈCIS DUE**: Argue one of the problems we have been discussing as an ethical issue, using Jaspers’ work as a guideline. Set it up using a comparison of the acts/facts and their possible criminality; and then conclude as if you were a prosecutor – what case could be made effectively, and why should it be prosecuted?

TH From Nietzsche to Hitler: Crimes using Nietzsche:

READ:

- *Genealogy of Morality/Morals* (Del Caro translation), sections 1-11 (218-233, and note the “Blond Beast” in 11)
- *Anti-Christ*, section 24 (Norman translation) – his Anti-Semitism?

READING GOAL:

- Identify the social problems/ ideological problems that Nietzsche outlines – abuses of power

IN CLASS:

- Reading philosophy *not* in terms of terminology/concepts (e.g. *Übermensch*, eternal return, Master/Slave morality) but as *narratives*
- How reading concepts without reading textual contexts/intertextualities is a scholarly crime – or can it be? Who should be charged, and with what?

### SECTION 3: THE CASE(S) OF THE FRANKFURT SCHOOL and the problem of postwar German thought

#### WEEK 5: 24, 26 September

TU “Germany” as Historical-Political Rhetoric: Prussia’s Myths in the 20<sup>th</sup> Century

**NOTE: Précis due on Thursday based on these readings.**

READ:

- Prussia’s Chancellor Bismarck: “Blood and Iron” Speech
  - [https://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=250&language=english](https://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=250&language=english)
  - Background: [https://en.wikipedia.org/wiki/Blood\\_and\\_Iron\\_\(speech\)](https://en.wikipedia.org/wiki/Blood_and_Iron_(speech)) (skim)
- Hitler and Goebbels (the propaganda specialist)
  - Early Hitler speech: <https://avalon.law.yale.edu/wwii/blbk20.asp>
  - Goebbels *Sportpalast* speech: <https://research.calvin.edu/german-propaganda-archive/goeb36.htm>
  - A different excerpt and translation: [https://ghdi.ghi-dc.org/sub\\_document.cfm?document\\_id=1583](https://ghdi.ghi-dc.org/sub_document.cfm?document_id=1583) (Note-Different excerpt and translation)
  - Background: [https://en.wikipedia.org/wiki/Sportpalast\\_speech](https://en.wikipedia.org/wiki/Sportpalast_speech)
  - Background (OPTIONAL): <https://research.calvin.edu/german-propaganda-archive/goebmain.htm>

- <https://en.wikipedia.org/wiki/Sonderweg> (skim)
- [https://en.wikipedia.org/wiki/Zero\\_hour\\_\(1945\)](https://en.wikipedia.org/wiki/Zero_hour_(1945)) (mostly the section “Culture at the time of *Stunde Null*”)

READING GOALS:

- Identify terms that recur across the three eras of the German state (a state that did not exist before 1871).
- What goals are suggested for this state by the iconic terminology of the three eras?

TH The Frankfurt School (Horkheimer and Adorno): Philosophy of Resistance and/or Scholars’ Opportunism?

The Problem of “German history” and political language: lecture introduction to situation of the Frankfurt School (as well as their contemporaries Heidegger and Arendt) as philosophers whose careers started before World War II and ended in the Cold War – careerists trying to ignore Jaspers, and the problem of “dog whistles” (see [https://en.wikipedia.org/wiki/Dog\\_whistle\\_\(politics\)](https://en.wikipedia.org/wiki/Dog_whistle_(politics)) if you don’t know the term). “Critical theory” as the philosophy of the *Übermensch*?

READ:

- Solty, “Max Horkheimer: A Teacher without a Class”
- Horkheimer, “Traditional and Critical Theory,” first 2 pp, then 188-194, 204 (start from “The integration of facts”) – 216 (through last full paragraph)

READING GOALS:

- This is a pre-WW II text: how does it echo Nietzsche?
- What, if anything, parallels or contradicts the political speeches? Think of the role of “the people” and individuals.
- What kind of “guilt” *might* be associated with this text as an intervention into politics, not just philosophy?

IN CLASS:

- Group Work: Nietzsche versus Horkheimer versus German history: do they share dog whistles?
- How can this terminology be used to create crimes against humanity?

\*\*\*\***ANALYTIC PRÉCIS DUE**: Take one of the speeches, track what it recommends and what each recommendation implies within the political context of the Nazi state (issue-implication logic), and then in the conclusion address what crimes the audience is being induced to commit, as Jaspers would see it, and what kind of guilt could be argued.

**WEEK 6: 1, 3 October**

TU *The Dialectic of Enlightenment*: Declaring the Crimes of WW II

**NOTE: Précis due ON THURSDAY**—one of two choices

READ:

- Advert for DoE (pdf)
- 1944/47 Preface/Intro in the Jephcott and Cumming translations
- All other prefaces (Jephcott translation)
- Skim: “The Culture Industry,” Starts on 94 (as much as possible)
- BACKGROUND (useful if not required): [https://en.wikipedia.org/wiki/Culture\\_industry](https://en.wikipedia.org/wiki/Culture_industry)
- BACKGROUND (useful if not required): <https://plato.stanford.edu/entries/adorno/>

READING GOALS:

- Compare the advertising with the “this is our book” prefaces and intros”: what are they “selling” (and note differences between two versions – which is more readable for what audience)
- What is “the culture industry” (read enough so you can define what it is and does; all if possible)

IN CLASS:

- Group discussion: who are H. and A. accusing of crimes? What are they, and do they have a case?

TH Creating a Master Discipline for Denazified Germany?

READ:

- Horkheimer, *The Eclipse of Reason*, “On the Concept of Philosophy,” 110-126, and the first two pages of “The Rise and Decline of the Intellectual,” 87-88

READING GOALS:

- Thoughts on who this is written for (and textual evidence for that assumption)?
- Check the language used: what reflects Nietzsche, and what the Nazi speeches?’

IN CLASS:

- Small Group work on Reading Goals question
- Review of Jaspers: is this a new category of crime?

\*\*\*\***SYNTHETIC PRÈCIS DUE**: EITHER

- compare two translations of one text passage to make some case as to why they differ; OR
- Compare/contrast two texts to make some case about why they do or don’t speak to each other.

## WEEK 7: 8, 10 October

TU INTERLUDE: An introduction to Research

SKIM: *familiarize yourself with the topics of each chapter*

- Booth et al., *Craft of Research*

IN CLASS:

- Introduction to research questions
- Introduction to central resources for research
- Introduction to the two-part research assignments

## SECTION 4: Antisemitism as Test Case for a New Philosophy: From Horkheimer/Adorno to Arendt

TH Aligning with the Allies: Antisemitism as the Linchpin for “Theorizing” WW II

**NOTE: DUE ON TUESDAY: 1<sup>st</sup> research assignment, parts 1a and 1b**

READ:

- Horkheimer/Adorno, *Dialectic of Enlightenment*, “Elements of Anti-Semitism,” 137- 155 (-172 if you have interest)

READING GOALS:

- Find places in the text that support their claims of this being for the US audience.
- The text redefines anti-Semitism: are there any concerning issues in how they do that?

IN CLASS:

- Small group work: on the reading goals.



- Horkheimer supposedly tried to suppress this text and use *Eclipse of Reason* as the Frankfurt School's re-introduction into "German" intellectual life. Presentation on possible reasons why: the "crimes" associated with the Cold War – not just the Nazis.

### WEEK 8: 15, 17 October

TU Hannah Arendt: Working for the US Audience

READ:

- Arendt, all prefaces for the *Origin of Totalitarianism*, vii – xxviii
- "Hannah Arendt" in Stanford Encyclopedia of Philosophy (skim for orientation)  
<https://plato.stanford.edu/entries/arendt/>

READING GOAL:

- On *Totalitarianism*: why these three parts? How
- On "Hannah Arendt": What is different between Arendt and the Frankfurt School (if anything)? Take notes about anything you notice, or questions that arise.

IN CLASS:

- An introduction to Arendt as a Western Intellectual in Emigration
- Group work on Reading goals.

•••RESEARCH ASSIGNMENT 1, parts 1a and 1b due

### SECTION 5: "Men in Dark Times: From Arendt to Heidegger

TH Arendt Takes Stock of the Nazis

READ:

- "The Excommunication of Hannah Arendt," *Eichmann in Jerusalem* (by Amos Elon, not by Arendt), pdf pages 11- 15 (Section 1 – more if you're interested and have time)
- "Postscript," *Eichmann in Jerusalem*, 297-313
- Excerpt on the judges/the final judgment, 291-296

READING GOALS:

- This is a highly debated text and set of analyses, not in the least because a Jewish intellectual criticized Israeli courts.
  - Who is she accusing and on what grounds?
  - How is she positioning herself by defining "questions of guilt."

IN CLASS:

- Arendt is tracking legality, in a lot of this. What is she leaving out, if anything?
- Overview of Eichmann situation: The Coverup
  - Stangneth text as background

### WEEK 9: 22, 24 October

TU Arendt's Jaspers: A Man in Dark Times?

READ:

- "Karl Jaspers: A Laudatio," *Men in Dark Times*, 71-80
- "Karl Jaspers: Citizen of the World," *Men in Dark Times*, 81-94

READING GOALS:

- For the "Laudatio": what is she praising Jaspers for, and does that look like Jaspers of the *Question of Guilt*?
- For "Citizen": your opinion – is she really supporting Jaspers? How so or how not?

IN CLASS:

- pp. ix-x: Arendt saves and cannibalizes Walter Benjamin
- “Adjusting” others’ reputations in scholarship as a public intellectual: Crimes of the Public Sphere

TH The Case of Heidegger: An Introduction

**NOTE: Research Assignment 1, parts 2a and 2b, due next Tuesday**

READ:

- “The Self-Assertion of the German University,” 467-486 (and to end if you can) [pdf]

READING GOAL:

- Find an example of something you think spans the boundaries between philosophy and politics in a speech like this – and where you think it stands
- Who is the new “subject” who is attending this university? (Answer philosophically and politically)

IN CLASS:

- Overview of the relations of Existentialism/Existenzphilosophie/Critical Theory/Phenomenology: moving beyond classical divisions of ontology/epistemology/ethics
- Crimes of Intertextuality

## **WEEK 10: 29, 31 October**

TU Being-in-the-World: New Language or New Philosophy?

READ:

- “Building, Dwelling, Thinking,” *Basic Writings*, 347-363
- Skim excerpt from Klemperer, *Language of the Third Reich*, 1-16 (“Heroism” and Chap. 1)
- OPTIONAL: Wolin, “The Heidegger Hoax,” *Heidegger in Ruins*, Chap. 2

READING GOAL:

- Arguments for/against: Heidegger’s philosophy has not changed, only his language has.
- Compare to the university lecture, what still might be considered criminal, if anything?

IN CLASS:

- Small group work on reading goal
- Learning to speak Heidegger-ese
- “The Heidegger Hoax”: Crime by Edition

**•••RESEARCH ASSIGNMENT 1, parts 2a and 2b due**

TH Technocrats and humanists

READ:

- “The Question Concerning Technology,” *Basic Writings*, 311-341

READING GOAL:

- The essay (1953) grew out of a 1950 speech; the atom bomb was used in warfare in 1945 for the first time. What does this essay imply about humanity/technology/
- Define how technological objects “reveal,” “conceal,” and/or “disclose” the “ordering” of the world

IN CLASS:

- Small group work on the reading questions
- Heidegger and his search for “relevance.”

## **WEEK 11: 5, 7 November**

TU Heidegger's New Mysticism: The Call/ Calling / Calling for; Beings and Being; "the Turn" (*Kehre*) and the "Leap" (entspringen/Ursprung) of Authenticity; Withdrawing and Drawing Along  
READ:

- "Was heißt Denken – What calls for /what is called thinking?," *Basic Writings*, 369-391

READING GOAL:

- "Teaching is more difficult than learning because what teaching calls for is this: to let learn. Indeed, the proper teacher lets nothing else be learned than—learning." (380). So what is he "teaching" you to "learn" – a philosophical system or a philosophical attitude?
- Is there any concept of morality/justice in this system? Your opinion, and textual evidence for why you think that?

IN CLASS:

- Heidegger as prophet descending from Nietzsche and Hegel
- Heidegger's existentialism: combatting Sartre
- The roots of Deconstruction (Derrida, and *différance* –yes, that's the spelling for him)

TH The End of the Guild: Reframing *Being and Time* as *Lichtung* and *Anwesenheit*)

READ:

- "End of Philosophy and the Task of Thinking" (1964), *Basic Writings*, 431-449
  - "Das Ende der Philosophie und die Aufgabe des Denkens"

READING GOAL:

- What is "the end of philosophy"? the "Task of Thinking"

IN CLASS:

- Radical Presentism and the end of a discipline? (a club of which he does not want to be a member)

## WEEK 12: 12, 14 November

TU Where it started: Back to philosophy

READ:

- "*Being and Time*: Introduction," *Basic Writings*, 41-57 (skim -87, if you can/want to)
- Optional: Krell's "General Introduction to *Being and Time*, *Basic Writings*, 3-35

READING GOAL:

- Basic differentiation between Being (*Sein*) and Dasein

IN CLASS:

- The Ontic and the Ontological, *Sein* (being in itself) and *Dasein* (disclosure – *Da-Sein* and *das Seiende*): The Displacement of Morality to Revelation to individuals

•••RESEARCH ASSIGNMENT 2, parts 1a and 1b due

## SECTION 6: Legacies: New Philosophy Crimes?

TH Jurisprudence: Weimar to the Cold War . . .

READ:

- Schmitt, *The Concept of the Political*, 19-45
- RECOMMENDED: Strong, "Foreword," in Schmitt, *The Concept of the Political*, ix-xxxi
- Schmitt, *Political Theology*, 1-15

READING GOALS:

- Define "the political" in terms of "friends and enemies"
- Define the "state of exception"
- Speculate: why does Schmitt use "the political" instead of social groups or institutions?

IN CLASS:

- Laws and crimes as related to “sovereignty” rather than “the state”
- What does this do to concepts related to the morality of humanisms?

**WEEK 13: 19, 21 November**

TU . . . and beyond into the second generation

READ:

- Agamben, *State of Exception*, Chap. 1, 12-31
- Agamben, *Homo Sacer*, 3-8
- Agamben, “Politics, or Giving Form to the Life of a People,” *Homo Sacer*, 71-75

READING GOAL:

- Find at least 2 points in where Agamben and Schmitt offer parallel interpretations – are they the same?

IN CLASS:

- The on-going questions of morality, legality, and justice: Redefining the human subject

TH The River Flows On: From Hegel through Heidegger and beyond: New frameworks for understanding “the human.”

IN CLASS: Segments from a 2004 philosophy film: *The Ister*

[https://en.wikipedia.org/wiki/The\\_Ister\\_\(film\)](https://en.wikipedia.org/wiki/The_Ister_(film))

It follows the River Danube (= Ister, its Roman name) from where it flows into the Black Sea back to its source – very very close to where Heidegger had his cabin in the woods. A voice over reads passages from his lecture course on *The Ister*

OPTIONAL READ:

- Heidegger on “The Ister, 20-24
- Heidegger on “The Rhine” p. 126 section c to the top of 129 (the destiny thing), bottom of 130 = 132

GOAL OF CLASS:

- persistence of “non-Enlightenment” thought and crimes that are *not* proscribed by Law

**NOV 25-30 – FALL BREAK**

**WEEK 14: 3, 5 December**

TU Scales of Justice: Crimes Tracked and Untracked -- Law, Guilt, and Crimes

TH Pre-scheduled Consultations on final project

**WHEN ARE MY FINAL PROJECTS DUE? LATEST:** Thursday, December 12, 5 pm

(see below for details)

- RESEARCH ASSIGNMENT 2, parts 2a and 2b
- Final short essay .

\*\*\*\*\*  
**LAST DAY IN THE SEMESTER MONDAY 9 DECEMBER**

**DECEMBER 10-11, University Study Days  
(no classes, no finals)**

\*\*\*\*\*  
**University's final exam schedule =  
WHEN YOUR FINAL PROJECT IS DUE**

**(if not submitted sooner –  
this is the date the university starts counting down my “grades due” sheet,  
so NO extensions possible, or I can't get my grades in on time)**

classes held TTh 11:00 am–12:30 pm  
have their exams scheduled Thursday, December 12, 3:30 pm-5:30 pm

\*\*\*\*\*