



FALL 2024 SEMESTER
Phenomenology & Existential Philosophy
PHIL 2900- 351

Course Description: This Course provides a unique academic opportunity to study, and to make individual and small group Research projects, in the most advanced field of (post)-modern philosophical methodology – Phenomenology, and its creative applications to the social and moral fundamentals (‘existentials’) of modern Culture. The Course focused on the history and the basic concepts of classical Phenomenology (intentionality, consciousness, life world, reductions, etc.), as well as the most important branches (German, French, etc.) and concepts (authenticity, affectivity, freedom & responsibility, etc.) of the Existentialist Philosophy. The conceptual center of Phenomenology and Existentialism – Human Subjectivity – is explored in the Course in all its theoretical, methodological, and cultural implications, with a special focus on the expressions of the phenomenological and existential ideas in diverse forms of modern Art.

Course Objective: It is the most important pedagogical goal of the Course to help students to learn “how to do Phenomenological and Existential Philosophy” via the critical analysis and reflection upon the basic concepts, ideas, methodological schemes, and cultural applications of the classical and post-modern conceptual models of Phenomenology and Existential Philosophy. The concepts and ideas of Phenomenology and Existential Philosophy will be contextualized by students in the History of Philosophy, and critically communicated through analytically sophisticated papers. Students will receive a unique set of analytical, critical, communicative, and rhetorical skills in the process of original use of classical and modern works of Philosophy and Art.

Text: A COMPANION TO PHENOMENOLOGY AND EXISTENTIALISM, BY HUBERT DREYFUS, AND MARK WRATHALL. Willey-Blackwell.

RECOMMENDED READING:

MAN’S SEARCH FOR MEANING, BY VICTOR FRANKL; NAUSEA,
BY JEAN-PAUL SARTRE;
THE ETHICS OF AMBIGUITY, BY SIMONE DE BEAUVOIR;
THE TRANSCENDENCE OF THE EGO: AN EXISTENTIALIST THEORY OF
CONSCIOUSNESS, BY JEAN-PAUL SARTRE;
THE UNFORESEEN HISTORY, BY EMMANUEL LEVINAS;
THE MYTH OF SISYPHUS, BY ALBERT CAMUS

MARTIN HEIDEGGER. BASIC WRITINGS;

Course Evaluation: Grades will be determined as the result of two major quizzes, one final assignment, diverse forms of academic assignments (Individual Creative Project (Paper), research papers, tests, participation in the discussion, etc.), active participation in diverse academic activities, academic Team Projects, Reports, and class attendance. A ten-point grading scale will be used. The relative weights of each component are as follows:

Quizzes- 40%; Final Assignment- 25%; Individual Work-15%; Participation-10%, Attendance -10 %.

Quizzes: will consist of short essay questions on the material covered in class and the reading assigned. Special attention will be focused on the critical elaboration by the student of the conceptual and methodological structure of the philosophy discussed, its methodological specificity, and argumentative structure. The students will be encouraged to express their philosophical position regarding the philosophy discussed, as well as to compare this philosophy with other philosophy based on the student's choice. For more detailed elaboration: see the Canvas Assignments Page.

Final Assignment: will consist of one conceptual and some short answer essay questions. It is a strong academic expectation that a student will explore in the final assignment the cumulative knowledge & conceptual/methodological skills & critical analytical abilities to analyze a philosophical problem, obtained during different academic activities in the class & at home preparation of individual work during the semester. For more detailed elaboration: please, see the Canvas Assignment Page.

Individual Work: Students are invited to conduct their own research into a particular philosophical theme of their choice. Typically, every student will make a choice of a phenomenological/existentialist philosopher, his/her individual creative paper will be dedicated to and will explore some selective aspects of this philosophy in a critical, argumentative style. Conceptual, methodological rigor of the analysis, as well a focus on the cultural implications of the philosophy is highly recommended. It is a requirement to post this paper on the student's ePortfolio.

Points will be added to quiz scores and attendance grade for each monograph and newspaper, magazine, or journal article relevant to the issues discussed in class.

Participation: It is an in-person class. Every student is expected to actively participate in the discussions, creative projects, Q/A Sessions, to express his/her argumentative opinion on the discussed philosophical subjects, critical assessment of the in-class philosophical material, reading portions of classical & contemporary philosophy works. Some projects will be done in groups, including Presentations, Reports on Conference Participation, Reflections on

philosophical implications of cultural, social, political events, etc. A student who misses more than 30% of class time cannot pass the class.

ATTENDANCE: IT IS AN IN-PERSON CLASS, so it is very important for every student to be participating in diverse forms of academic activities in the class.

GENERAL EDUCATION Eportfolio

Each student in General Education Courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed Course will ask you to put at least one assignment from the Course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignment and reflection you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will be a multi-media showcase of your educational experience.

For detailed information visit <http://www.slcc.edu/gened/eportfolio>

After you have picked up an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own: <http://slcceportfolio.wordpress.com>
<http://slcceportfolio.weebly.com>

For additional help, go to <http://libweb.slcc.edu/refilt/forms/eportfolio>

Grading Scale (total points = 100)

A= 94-100; A-= 88-93; B+= 84-87; B= 80-83; B-= 76-79; C+= 72-75; C= 68-71; C-= 64-67; D+= 60-63; D= 55-59; D-= 50-54; E= below 50.

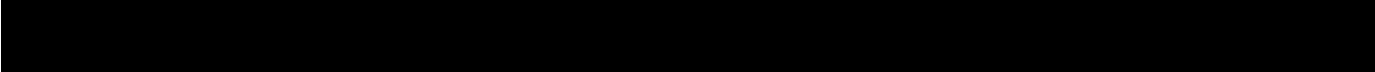
Schedule of Readings and Assignments

Date	Topic and Reading
08/21/24	What is Phenomenology? A Companion, Ch. 1
08/26	Husserl's Phenomenology. A Companion, Ch. 2.
08/28	Existential Phenomenology. A Companion, Ch. 3.
09/04	
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09/09	Discussion on Classical Phenomenology. Intentionality.
09/11	A Companion, Ch. 5.
09/16	Consciousness. A Companion, Ch. 6.
09/18	
09/23	

09/25	The Life World. A Companion, Ch.7. Husserl's Reductions. A Companion, Ch.8. Categorical Intuition. A Companion. Ch. 9.
09/30	Temporality. A Companion. Ch. 10
10/02	Discussion on the basic concepts of Phenomenology.
10/07	QUIZ #1.
10/09	Existentialism. A Companion. Ch. 11.
10/14	German Existentialism. A Companion. Ch. 12.
10/16	Religious Existentialism. A Companion. Ch. 13.
10/21	French Existentialism. A Companion. Ch. 14.
10/23	French Existentialism. A Companion. Ch. 14.
10/28	Discussion on the main branches of Existentialism Philosophy.
10/30	Quiz #2.
11/04	Authenticity. A Companion, Ch. 15. Authenticity,
11/06	A Companion, Ch. 15
11/11	Affectivity. A Companion. Ch. 16. The
11/13	Body. A Companion, Ch. 17
11/18	Freedom & Responsibility. A Companion, Ch. 18.
11/20	Freedom and responsibility. A Companion, Ch. 18.
11/25	Absurdity. A Companion, Ch. 19.
12/02	
12/04	Death. A Companion, Ch. 20.
12/09	FINAL EXAM

ADA Statement

SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodation to improve access to learning materials or the learning environment, please contact the Disability



GENERAL EDUCATION STATEMENT

This Course fulfills the Humanities requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broadening a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

STUDENT CODE OF CONDUCT

It is expected that every student in the class will exercise a sense of moral integrity, common sense dress code, and appropriate behavior. For more detailed guidelines for the Student Code of Conduct, here is a link: http://www.slcc.edu/policies/docs/Student_Code_of_Conduct

Evacuation Procedures

In case of an emergency, please walk to the nearest exit and meet outside.

Title IX Information:

20 U.S.C.A. Section 1681 (a): TITLE IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving federal funds."

Examples of violations (but not limited to):

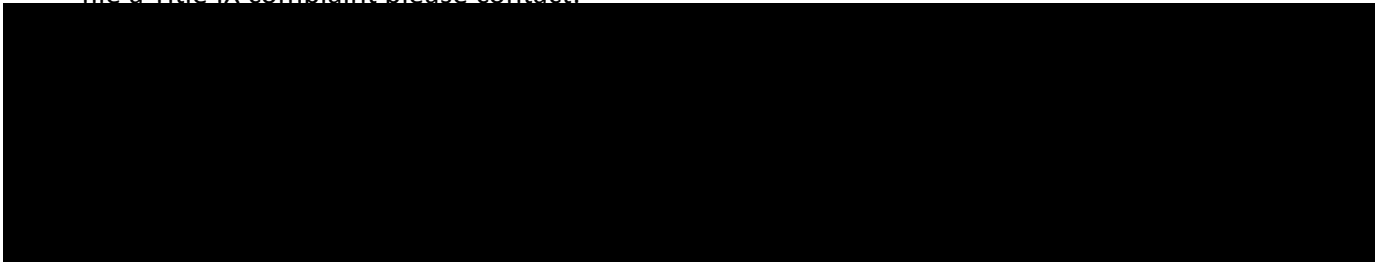
- Sexual advances, requests for sexual favors and sexually motivated physical conduct
- Overt or subtle pressure for sexual activity
- Sexually offensive verbalization including remarks, "teasing", slurs, and innuendo

- Repeated inappropriate jokes or comments about sex or gender specific traits
- Conduct that is demeaning or derisive and occurs substantially because of one's gender
- Sexual assault
- Sexual Violence
- Gender based disparate treatment

Violations can occur in any college environment, such as (but not limited to):

- Field Trips
- Student Clubs
- Transportation
- Classrooms
- Athletics
- On Campus Events

If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:



Salt Lake Community College has a strong prohibition against RETALIATION! The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.

Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the Disability Resource Center (DRC).