

Office: 201 East College

Office hours: Tu Th 3-5, W 3-4

Contact: engelhaj@dickinson.edu; 717.254.8301

Class meetings: MF 3:00-4:15

Text: *Introduction to Phenomenology (IP)*, Robert Sokolowski, 2000. ISBN: 978-0-521-66792-0

Recommended: *Phenomenology and Philosophy of Mind (PPoM)*, David Woodruff Smith and Amie L. Thomasson, ISBN: 978-0-19-927245-7

Cognitive Phenomenology (CP), Michelle Montague and Tim Bayne, ISBN: 978-0-19-957993-8

On the course: “Phenomenology” sometimes refers to a subfield of philosophy (like “ethics” or “logic”), sometimes to an intellectual tradition that includes many philosophers (like “Modernism”), and sometimes to a cluster of philosophical theories (like “Utilitarianism” or “Platonism”). This course is primarily focused on the subfield, but we’ll of course learn quite a lot about the intellectual tradition and the theories called “phenomenology”. The subfield is concerned with the study of conscious experience. We’ll try to get clear about what conscious experience is and why we might think it deserves its own field of study; we’ll survey some of the insights uncovered by the intellectual tradition that focused on such studies; and, we’ll challenge some of the assumptions underlying the theory called “phenomenology”. Overall, we’ll be motivated by the questions: (i) what is conscious experience?, (ii) how should it be studied?, (iiia) is it structured, and (iiib) if so, how?

Graded work:

Class participation	10%
Weekly discussion posts	15%
Short summary paper (2-5pp.)	15%
In-Class Panel Discussion	20%
Critical paper 1 (2-3pp)	15%
Critical paper 2 (3-6pp.)	25%

Class participation: The deal is: I think you’ll understand the problems, questions, readings, and arguments much better if you’re forced to talk to me and to one another about them every time we meet. So this is how I’m forcing you. Plus, it’s fun to talk about philosophy. And, you *do* philosophy partly by talking about it. So come to class prepared to listen and speak very carefully, to support us all in our attempts to understand, to be aware of talking too much or too

little. Unless you meet with me and convince me that I should make an exception, you may not use laptops, iPads, or other internet-capable technology during class.

Class contributions will be graded on (a) one's understanding of the discussion topic and its import and (b) the cogency of the reasoning one offers. You won't get credit simply for attending and making noises with your mouth. If it's difficult for you to speak in class, let me know as soon as possible, and we'll arrange to meet during my office hours.

Weekly discussion posts: each week, post on Moodle some of your original thoughts about the week's course content. You might pick an argument from one of the week's assigned readings and summarize it, but add something original as well. Your post needn't be more than a few sentences. It shouldn't be longer than a page. These will be graded on a scale of 0-3, with one point to be earned for each of originality, insight, and cogency. These are to be posted to Moodle by midnight Friday of each week for grading, but **bring drafts to class meetings.** We'll discuss them; you should then use the discussion as a guide to making revisions.

Short summary paper: Choose an argument from one of the assigned readings and summarize it. I'll expect you to (1) introduce the argument you're summarizing, putting it into context and saying a bit about why it's important and (2) defend each of the premises in the argument. An A paper will (i) present a valid argument, (ii) be written clearly and succinctly, and (iii) accurately represent the argument summarized, which means (a) including all the claims necessary to establish the argument's conclusion and (b) including in the argument only the claims necessary to establish the conclusion. Grades range from 0-100. Your summary may be on any reading from the course, but it must be submitted to me **before midnight on Friday, March 6th.**

In-class panel discussion:

Throughout the semester, there will be several 'panel discussions' during class. You must sign up for at least one. In preparation for the discussion, you must research a position or theory relevant to the topic of the discussion; during the discussion, you must (i) present the theory to the class, (ii) articulate virtues of your theory, and (iii) raise challenges to other theories. You'll be graded on how accurately you present the theory, the cogency of your reasoning, and the insights you express during the discussion.

Critical papers: these should be formatted like the short summary, except that the arguments given are your own. They'll be graded on the same grounds as the short summary except that a criterion of *originality* replaces *accuracy*. For the first paper, I'll give you a prompt and all papers will be written on the same topic. It's due on **4.10**. The second is due **before midnight on the class exam day.** It may be written on any topic, but I recommend that you come to office hours and **discuss your topic and argument with me at least once** before submitting the paper for a grade. If you expect an 85 or higher, you should plan to bring a polished draft to office hours at least once before submitting for a grade. There is a model A paper on Moodle.

Late papers: Papers submitted any time after midnight on the due date are late. At each midnight, I'll reduce the grade on the assignment by 5 points. So, if you submit your work at 11:55pm two days after the due date, you'll lose 10 points. If you submit it 10 minutes later, you'll lose 15 points. Use these rules to make rational decisions. For instance, if you think you can improve your paper by 10 points by taking an extra day to write it, it makes sense for you to take that day and hand the paper in late. What I want is for you to write good papers whether they're late or not. However, unless there are special circumstances, **no assignments will be accepted after midnight on the class exam day.**

Accommodating Students with Disabilities

Dickinson College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to Disability Services in Biddle House. Because classes change every semester, eligible students must obtain a new accommodation letter from Director Marni Jones every semester and review this letter with their professors so the accommodations can be implemented. The Director of Disability Services is available by appointment to answer questions and discuss any implementation issues you may have. Disability Services proctoring is managed by Susan Frommer at [717-254-8107](tel:717-254-8107) or proctoring@dickinson.edu. Address general inquiries to Stephanie Anderberg at [717-245-1734](tel:717-245-1734) or e-mail disabilityservices@dickinson.edu.

Academic Violations of the Community standards

In the course, we will follow Dickinson policy for defining, investigating, and responding to academic violations of the Dickinson Community Standards. Find information about the Community Standards here:

http://www.dickinson.edu/info/20273/dean_of_students/867/community_standards

Tentative schedule

Introduction

1.19 Introductions and review syllabus. See Soundness and validity slides on Moodle (M).

1.23 Nagel, "What is it like to be a bat?" (M), Section II of Young, "Throwing Like a Girl" (M)

Intentionality

1.26 Brentano, "The Distinction between Mental and Physical Phenomena" (M)

1.30 IP chapters 1-2

2.2 Husserl, "Consciousness as Intentional Experience" (M)

2.6 Husserl, "Consciousness as Intentional Experience" (M)/Paper-writing workshop

2.9 Brandl, "The Immanence Theory of Intentionality" (PPoM)

2.13 Siewart, "[Consciousness and Intentionality](#)" (M)

2.16 Peer review paper drafts; bring drafts, replies to comments to office hours this week

2.20 Panel Discussion: Is consciousness intentional experience?

Structure in Experience

2.23 IP chapter 3

2.27 IP chapter 4

3.2 Husserl, "Pure Phenomenology, Its Method, and Its Field of Investigation" (M)

3.6 Heidegger, "My Way to Phenomenology" (M), Sartre, "A Fundamental Idea of Husserl's Phenomenology" (M) **Summary paper due**

3.9 – 3.13 No class: Spring Break

3.16 Panel Discussion

More Familiar Mental Experiences

3.20 IP chapter 5 "Perception, Memory, and Imagination"

3.23 Merleau-Ponty, "The Primacy of Perception and Its Philosophical Consequences" (M)

3.27 Panel Discussion

3.30 Critical paper workshop

4.3 IP chapter 6 "Words, Pictures, and Symbols"

4.6 IP chapter 8 "Phenomenology of the Self"

4.10 Sartre, "The Transcendence of the Ego" (M) **Critical paper 1 due**

4.13 Panel Discussion

4.17 IP chapter 9 "Temporality"

4.20 Husserl, "The Phenomenology of Internal Time Consciousness" (M)

4.24 Panel Discussion

4.27 IP chapter 10 "The Life world and Intersubjectivity"

5.1 Lingering questions/open discussion