

University of Guelph  
Department of Philosophy  
**PHIL\*3200 Contemporary European Philosophy/Winter 2011**



**Course Meets:** MWF 1:30-2:30 in MacKinnon 228

**Instructor:** Kelly Jones

**Email:** [jonesk@uoguelph.ca](mailto:jonesk@uoguelph.ca) email contact during 'normal' working hours, please (9 a.m.-5 p.m.)

**Office/Office Hours:** MacKinnon 339 Mondays/Wednesdays 12:30 - 1:30

**Required Text:**

1. Coursepack: PHIL\*3200 Readings in Contemporary European Philosophy

**A. Course Description**

*“Under what conditions and through what forms does an entity like the subject appear in the order of discourse; what position does it occupy; what functions does it exhibit; and what rules does it follow...?” –M. Foucault, “What Is an Author?”*

In this course, we will trace these questions about the human subject through contemporary European philosophical movements like phenomenology, existentialism, deconstruction, feminism, non-human animal ethics, and post-structuralism. We'll be trying to make a map of the (political and/or ethical) effects of changing conceptions of the human subject as we make our way through a series of difficult but rewarding texts.

**B. Assessment/Assignments**

*Reading responses*            **6 x 5% (30%)**

Students will submit **six (6)** reading responses, each **a maximum of two (2) pages** in length, on each of the thinkers we discuss. These will be due on the **last day** following completion of in-class discussion on that particular thinker. No reading responses will be accepted for full marks after that time, except in the excusing circumstances set out by the University Calendar. Marks for late reading responses will be reduced by 2.0% per day. **In these reading responses, students will be expected to pull out of the text what they believe to be the most important concept or theme and explicate that concept or theme (we will talk about what it takes to do this in class).**

**N.B.:** It is highly recommended that students choose a concept or theme that they feel strongly about and are comfortable investigating in depth for the entire semester, as these reading responses can be included in the body of the final paper.

*Paper Outline*                      **20%**

Students will be asked to turn in a detailed outline of their final paper, including **an introductory paragraph, thesis statement, and a plan for the flow of their argument.** We will talk about how this outline should be structured in more detail in class.

*Final essay*                        **40%**

The final essay will be 10-12 pages in length. It can partially consist of the six pages already written in the form of reading responses (which will have been given comments by the instructor and corrected accordingly by the student). The rest of the paper should draw out one concept or theme in depth across **at least** two of the thinkers we discuss, explicating and critiquing that theme. Finally, this paper should analyze how this concept or theme informs possible answers to the question, “What is a subject?” A range of essay prompts will be given out in class, however students are free to come up with their own paper topic. **The purpose of this assignment is to a) demonstrate a coherent and cumulative understanding of (at least) one important concept or theme engaged by a range of contemporary European philosophers; b) provide students with an opportunity to explicate, critique, and develop the concept or theme they find most philosophically important; and c) result in a well thought-out paper that students could present at a conference or to an undergraduate publication.**

*Participation*                      **10%**

### C. Schedule of Readings

**N.B.:** The schedule of readings includes the page numbers that correspond to the page numbers of the **coursepack, NOT the photocopied text.** Students are responsible for reading the entire section listed, but they are not required to have all of that section read by the first day that we discuss it in class. These readings are difficult and it will be important for each student to read at his or her own pace. The lectures will **roughly** correspond to each reading according to ten-page sections. So, for example, the lecture on Monday January 17th will draw on the first ten pages of Sartre's 'The Look' chapter; Wednesday January 19th will draw on the next ten pages of Sartre's 'The Look' chapter; and so on.

Date	Readings	Section	Task
Mon. January 10	N/A	N/A	Syllabus and introduction
Wed. January 12	Sartre	Bad Faith	pp. 1-24
Fri. January 14	Sartre	Bad Faith	
Mon. January 17	Sartre	The Look	pp. 25-50
Wed. January 19	Sartre	The Look	
Fri. January 21	Sartre	The Look	
Mon. January 24	Sartre		Response #1 Due
Wed. January 26	Merleau-Ponty	Preface	pp. 51-68
Fri. January 28	Merleau-Ponty	Other Selves	pp. 69-92
Mon. January 31	Merleau-Ponty	Other Selves	
Wed. February 2	Merleau-Ponty	Other Selves	
Fri. February 4	Merleau-Ponty	Freedom	pp. 93-120
Mon. February 7	Merleau-Ponty	Freedom	Response #2 Due
Wed. February 9	Cixous	Laugh of the Medusa	pp. 121-140
Fri. February 11	Cixous	Laugh of the Medusa	
Mon. February 14	Cixous	TBA	

Wed. February 16	Cixous	TBA	
Fri. February 18	Cixous	TBA	Response #3 Due
Mon. February 21 - Fri. February 25	Reading Week	Reading Week	Relax!
Mon. February 28	Foucault	Subject and Power	pp. 167-185
Wed. March 2	Foucault	Subject and Power	
Fri. March 4	Foucault	Subject and Power	
Mon. March 7	Foucault	Biopower	pp. 141-166
Wed. March 9	Foucault	Biopower	
Fri. March 11	Foucault	Biopower	Response #4 Due
Mon. March 14	Derrida	Animal Therefore I am	pp. 187-236
Wed. March 16	Derrida	Animal Therefore I am	
Fri. March 18	Derrida	Animal Therefore I am	
Mon. March 21	Derrida	Animal Therefore I am	
Wed. March 23	Derrida	Animal Therefore I am	Response #5 Due
Fri. March 25	Deleuze and Guattari	BwO?	pp.251-268
Mon. March 28	Deleuze and Guattari	BwO?	
Wed. March 30	Deleuze and Guattari	BwO?	
Fri. April 2	Deleuze and Guattari	One or Several Wolves?	pp. 237-250 Outline Due
Mon. April 4	Deleuze and Guattari	One or Several Wolves?	
Wed. April 6	Deleuze and Guattari	One or Several Wolves?	Response #6 Due
Fri. April 8	Last class!		

## D. Regulations

### *E-mail Communication:*

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly; e-mail is the official route of communication between the university and its students.

### *When You Cannot Meet a Course Requirement:*

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor [or designated person] in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later.

Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. See the undergraduate calendar for information on regulations and procedures for Academic Consideration. ([http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-ac.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml))

### *Copies of out-of-class assignments:*

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### *Academic Misconduct*

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar.

([http://www.uoguelph.ca/undergrad\\_calendar/c01/index.shtml](http://www.uoguelph.ca/undergrad_calendar/c01/index.shtml)) for a statement of Students' Academic Responsibilities; also read the full Academic Misconduct Policy

([http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-amisconduct.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-amisconduct.shtml)). You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, TA, or academic counselor.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work.

Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university's regulations and procedures for Academic Consideration in the calendar

([http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-ac.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml)) and discuss their situation with the instructor and/or the program counselor or other academic counselor as appropriate.

