



School of Humanities and Languages

**ARTS3374**  
**Heidegger and Metaphysics: Existential Phenomenology**  
**Semester 1, 2014**  
**Morven Brown G3, Mondays 9-12**

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1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

## 1. Course Staff and Contact Details

Course Convenor			
Name	Dr James Phillips	Room	Morven Brown 322
Phone	9385 2987	E-mail	j.phillips@unsw.edu.au
Consultation Time	Wednesdays 11 am – 12 noon		

## 2. Course Details

Units of Credit (UoC)	6		
Course Description	This course engages with the writings of the twentieth-century German thinker Martin Heidegger (1889-1976). Questions raised by Heidegger and pursued in this course include: the meaning of being and human existence, mortality and temporality, the ontological status of moods and their relationship to the world, the essence of truth, nihilism and the limits of metaphysics. The aim of the course is for students to develop a critical appreciation of the work of this major thinker and his place in the philosophical tradition.		
Course Aims	1.	To familiarise students with the careful reading of philosophical texts	
	2.	To enhance students' skills in philosophical analysis, exposition and argument	
	3.	To complement other courses in European philosophy in the School of Humanities and Languages	
Student Learning Outcomes	1.	Understanding of the primary concerns and key concepts of Heidegger's philosophy	
	2.	Ability to evaluate critically the strengths and weaknesses of existential phenomenology	
	3.	Enhanced skills associated with philosophical inquiry, including careful reading and interpretation, skills in oral and written critical analysis and argument, and clear written expression	
	4.	Sufficient knowledge and skills to allow further independent engagement with other key thinkers who have emerged from, and are in dialogue with, Heidegger's philosophical corpus	
Graduate Attributes	1.	Rigorous in analysis, critique and reflection	
	2.	Capable of effective communication	
	3.	Capable of life-long learning	
	4.	Culturally aware and capable of respecting diversity and acting in socially just/responsible ways	

### 3. Learning and Teaching Rationale

The course is structured around weekly readings and seminars. Each three-hour seminar will alternate between lecture and open discussion. Students are encouraged to determine the direction of the seminar by raising points connected to the readings for the week. Preparation by reading the set texts is crucial for successful participation in the course. A philosophical text rarely gives up its insights on the first reading: patience and reflection are needed for the encounter with the history of philosophy. As the fame of a philosophical text by no means converts into a transparent intelligibility for the culture in which it is famous, we must learn to suspend our preconceptions and prejudices in our efforts to understand a work from the past. Debating the sense of a work with other readers is a valuable means to testing the limitations and advantages of our different points of view. By learning to be critical of ourselves we learn also how to be critical of the tradition in which we find ourselves.

### 4. Teaching Strategies

The course will run as one three-hour seminar per week and will be held in Morven Brown G3 on Mondays 9 am – 12 noon. Students are advised to read the set texts for the week **before** coming to class, **including week 1**. There are no separate tutorials and no class in week 13 of semester.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Academic essay 1	2000 words	30%	1, 2, 3	1, 2, 4	4 April
Academic essay 2	2500 words	60%	1, 2, 3, 4	1, 2, 4	6 June
Weekly questions/ comments on the readings	50-100 words/week	10%	1, 2, 3, 4	1, 2, 4	6 June

#### Essay 1 – 30%

Due: Friday of week 5, 4 April

As the first essay in a third-year course on a difficult thinker, this assignment task is designed to gauge students' ability to find their footing in the philosophical analysis of a primary text: individual critical reflection and argumentative reasoning are the priority here. In accordance with the FASS assessment tool, students should be prepared to devote at least 25 hours to the completion of this task.

In an academic essay of no more than 2,000 words, address one of the following topics:

- 1) To what extent do you believe that Heidegger's philosophy is compromised by his involvement in Nazism? Support your position with relevant quotations from his writings.
- 2) Why does Heidegger call the human the uncanniest of all beings in *Introduction to Metaphysics*?
- 3) What does Heidegger expect from an analysis of Dasein for an inquiry into the meaning of Being? Are his expectations reasonable?
- 4) What is Heidegger's philosophical interest in death?

#### Essay 2 – 60%

Due: Friday of week 13, 6 June

This essay is more heavily weighted since students will be expected to demonstrate that they have researched their chosen topic extensively. In accordance with the FASS assessment tool, students should be prepared to devote 50 hours to the completion of this task. Students must not only refer to the secondary literature but also engage with it critically by pointing out the weaknesses of a given commentator's position, setting it in context and/or spelling out its implications.

In an academic essay of no more than 2,500 words, address one of the following topics:

- 1) Expound and analyse Heidegger's treatment of existential temporality.
- 2) Discuss and evaluate Heidegger's reading of Kant's critique of the ontological proof of the existence of God.
- 3) What is Heidegger's argument in the essay "On the Essence of Truth"? What follows from this argument for our conventional understanding of truth as correspondence?
- 4) Heidegger's thinking revolves around the question of being human and yet he is wary of the term "humanism". Discuss and evaluate his reservations.
- 5) Discuss and evaluate Heidegger's conception of nihilism.
- 6) Choose one of the four commentaries that we have read during the course (Carnap, Deleuze, Derrida and Nancy) and write an appraisal of its strengths and weaknesses as an interpretation of Heidegger.

Students are encouraged to devise their own essay topics, since self-directed research as an undergraduate is an excellent way to prepare for postgraduate study. Please consult the course convenor for approval of your chosen topic.

### Assessment Rubric/Essay Standards

	<b>HD</b>	<b>DN</b>	<b>CR</b>	<b>PS</b>
<b>Exposition of issues</b>	Conveys in a coherent manner a clear and profound comprehension of the issues.	Conveys in a coherent manner a clear comprehension of the issues.	Conveys in a coherent manner a comprehension of the issues.	Conveys a comprehension of the issues.
<b>Analysis</b>	Exhibits skills associated with the philosophical analysis of texts, offering innovative and insightful interpretations.	Exhibits skills associated with the philosophical analysis of texts, showing independence of thought.	Exhibits some skills associated with the philosophical analysis of texts.	Exhibits some reflection on the issues covered.
<b>Disciplinary conventions</b>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to the academic essay in philosophy, including organisation, content, organisation, content,	Demonstrates consistent use of important conventions particular to the academic essay in philosophy, including organisation, content, presentation, referencing, formatting and	Follows expectations appropriate to philosophy and the academic essay for basic organisation, content, and presentation.	Attempts to use a consistent system for basic organisation and presentation.

	presentation, referencing, formatting and stylistic choices.	stylistic choices.		
<b>Citations and quotations</b>	Demonstrates critically reflective use of relevant sources to advance argument.	Demonstrates reflective use of relevant sources to support position.	Demonstrates an attempt to use relevant sources to support position.	Demonstrates an attempt to use sources to support ideas in the essay.
<b>Syntax, punctuation and vocabulary</b>	Uses graceful language that communicates meaning with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the essay has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

### Weekly Questions/Comments – 10%

All students are expected to write before each week's class a question/comment on the set reading. The questions will be read aloud in class and will guide the seminar discussions by providing the group with a set of perspectives and problems occasioned by the reading. Each week's question/comment should not exceed 100 words and should demonstrate an engagement with the reading. The task does **not** involve writing a summary of the reading. Showing that you have done the reading is not necessarily the same as showing that you have understood it. If you can say what it is about a text that you find confusing, you will be demonstrating your engagement with it.

In week 13 each student should also send all his or her questions in a single e-mail to the lecturer, at which time the lecturer will review the questions and assign a grade. Without a copy of the questions no grade can be awarded.

If you are unsure of what is expected for this task, please feel free to e-mail the convenor with your questions/comments early in the semester. This is an opportunity to obtain feedback on your progress in the course from week 1.

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

### Assignment Extensions

A student may apply to the convenor for an extension to the submission date of an assignment. Requests for extension must be made on the appropriate form and before the submission due date, and must demonstrate exceptional circumstances that warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

Assessment Extension forms are available at the School Office, Level 2, Morven Brown Building and online at: <http://www.arts.unsw.edu.au/current-students/undergraduate/forms/>

### Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

### **Submission of Assessment Tasks**

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Assignments are to be submitted electronically through Moodle, using the Turnitin feature. The School assignment coversheet, which is to be included with each assignment, can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

### **Late Submission of Assignments**

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## **6. Attendance/Class Clash**

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### **Attendance**

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### **Class Clash**

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.

- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 8. Course Schedule

Week Commencing:	Topic	Readings
3 March	Introduction	<p>"<i>Spiegel</i> Interview with Martin Heidegger", trans. Lisa Harries in <i>Martin Heidegger and National Socialism: Questions and Answers</i>, eds. Günther Neske and Emil Kettering (New York: Paragon House, 1990), 41-66. See Course Reader (hereafter <b>CR</b>).</p> <p>"The Self-Assertion of the German University", trans. William S. Lewis in <i>The Heidegger Controversy</i>, ed. Richard Wolin (Cambridge, MA: The MIT Press, 1993), 29-39. See <b>CR</b>.</p> <p>"What is Metaphysics?", trans. David Farrell Krell</p>

		in <i>Basic Writings</i> , ed. David Farrell Krell (New York: Harper Collins, 2008), 89-110.
10 March	What is it to be Human? Commentaries on the pre-Socratics	"Being and Thinking" in <i>Introduction to Metaphysics</i> , trans. Gregory Fried and Richard Polt (New Haven, CT: Yale University Press, 2000), 122-210. See <b>CR</b> .
17 March	The Question of Being	"Introduction" in <i>Being and Time</i> , trans. John Macquarrie and Edward Robinson in <i>Basic Writings</i> , ed. David Farrell Krell (New York: Harper Collins, 2008), 37-88.
24 March	Death	"Dasein's Possibility of Being-a-whole, and Being-towards-death" in <i>Being and Time</i> , trans. John Macquarrie and Edward Robinson (Oxford: Basil Blackwell, 1973), 279-311. See <b>CR</b> .
31 March	Time	"Temporality and Within-timeness as the Origin of the Vulgar Concept of Time" in <i>Being and Time</i> , trans. Joan Stambaugh (Albany: State University of New York Press, 1996), 371-98. See <b>CR</b> .
7 April	Care + Two commentaries on Heidegger	"A More Original Explication of In-being: The Being of Dasein as Care" in <i>History of the Concept of Time</i> , trans. Theodore Kisiel (Bloomington: Indiana University Press, 1985), 251-304. See <b>CR</b> . <b>Rudolf Carnap</b> , "The Elimination of Metaphysics through Logical Analysis of Language", trans. Arthur Pap in <i>Logical Empiricism at Its Peak: Schlick, Carnap, and Neurath</i> , ed. Sahotra Sarkar (New York: Garland, 1996), 10-31. See <b>CR</b> . <b>Gilles Deleuze</b> , "An Unrecognized Precursor to Heidegger: Alfred Jarry" in id., <i>Essays Critical and Clinical</i> , trans. Daniel W. Smith and Michael A. Greco (Minneapolis, MN: University of Minnesota Press, 1997), 91-98. See <b>CR</b> .
14 April	Kant on the ontological proof of God's existence and Heidegger's reading of it	<b>Immanuel Kant</b> , "The Impossibility of an Ontological Proof of the Existence of God" in id., <i>Critique of Pure Reason</i> , trans. Norman Kemp Smith (London: Macmillan, 1933), 500-507. See <b>CR</b> . "Kant's Thesis: Being is Not a Real Predicate" in <i>The Basic Problems of Phenomenology</i> , trans. Albert Hofstadter (Bloomington: Indiana University Press, 1982), 27-76. See <b>CR</b> .
28 April	Mood + Truth	"The First Form of Boredom: Becoming Bored by Something" in <i>The Fundamental Concepts of Metaphysics</i> , trans. William McNeill and Nicholas Walker (Bloomington: Indiana University Press, 1995), 78-105. See <b>CR</b> . "On the Essence of Truth", trans. John Sallis in <i>Basic Writings</i> , ed. David Farrell Krell (New York: Harper Collins, 2008), 111-38.
5 May	Poetry + Ontology and Justice	"As When On a Holiday ..." in <i>Elucidations of Hölderlin's Poetry</i> , trans. Keith Hoeller (Amherst, NY: Humanity Books, 2000), 67-99. See <b>CR</b> . "Anaximander's Saying", trans. Julian Young in



		<i>Off the Beaten Track</i> , eds. Julian Young and Kenneth Haynes (Cambridge: Cambridge University Press, 2002), 242-81. See <b>CR</b> .
12 May	Ontology and Ethics	"Letter on Humanism", trans. Frank A. Capuzzi and J. Glenn Gray in <i>Basic Writings</i> , ed. David Farrell Krell (New York: Harper Collins, 2008), 213-66.
19 May	Nihilism	"Nihilism as Determined by the History of Being" in <i>Nietzsche</i> , trans. Frank. A Capuzzi (San Francisco: Harper & Row, 1982), vol. 4, 197-250. See <b>CR</b> . "On the Question of Being", trans. William McNeill in <i>Pathmarks</i> , ed. William McNeill (Cambridge: Cambridge University Press, 1998), 291-322. See <b>CR</b> .
26 May	Two commentaries on Heidegger	<b>Jacques Derrida</b> , "Ousia and Grammē: Note on a Note from Being and Time" in id., <i>Margins of Philosophy</i> , trans. Alan Bass (Brighton: Harvester Press, 1982), 29-67. See <b>CR</b> . <b>Jean-Luc Nancy</b> , "The Decision of Existence" in <i>The Birth to Presence</i> , trans. Brian Holmes and others (Stanford, CA: Stanford University Press, 1993), 82-109. See <b>CR</b> .

## 9. Course Resources

### Textbook Details

There are two required texts for the course.  
The first is the ARTS3374 Course Reader.  
The second is Heidegger, *Basic Writings*, ed. David Farrell Krell (New York: Harper Collins, 2008).  
Both are available from the UNSW Bookshop.

### Journals

The following respected academic journals regularly feature peer-reviewed articles on Heidegger: *Philosophy Today*, *Research in Phenomenology*, *Continental Philosophy Review*, *Journal of the British Society for Phenomenology*, *International Journal of Philosophical Studies*, *Epoche: A Journal for the History of Philosophy*, *Philosophy and Social Criticism*, *Graduate Faculty Philosophy Journal* and *Review of Metaphysics*.  
The database *The Philosopher's Index* is an excellent resource for locating articles as well as books on a specific topic and author.

### Additional Readings

Among the many volumes on Heidegger in the UNSW library the following are especially recommended for further reading:  
Jean Beaufret, *Dialogue with Heidegger: Greek Philosophy*, trans. Mark Sinclair (Bloomington: Indiana University Press, 2006).  
Scott M. Campbell, *The Early Heidegger's Philosophy of Life: Facticity, Being, and Language* (New York: Fordham University Press, 2012).  
John Caputo, *Heidegger and Aquinas: An Essay in Overcoming Metaphysics* (New York: Fordham University Press, 1982).  
Daniel O. Dahlstrom, *Heidegger's Concept of Truth* (Cambridge: Cambridge University Press, 2001).  
Jacques Derrida, *Of Spirit: Heidegger and the Question*, trans. Geoffrey Bennington and Rachel Bowlby (Chicago: The University of Chicago Press, 1989).  
Hans-Georg Gadamer, *Heidegger's Ways*, trans. John W. Stanley (Albany: State University of New York Press, 1994).

Charles B. Guignon (ed.), *The Cambridge Companion to Heidegger* (Cambridge: Cambridge University Press, 2006).

François Jaran and Christophe Perrin, *The Heidegger Concordance* (London: Continuum, 2013).

Philippe Lacoue-Labarthe, *Heidegger and the Politics of Poetry*, trans. Jeff Fort (Champaign, IL: University of Illinois Press, 2007).

Cristina Lafont, *Heidegger, Language, and World-Disclosure*, trans. Graham Harman (Cambridge: Cambridge University Press, 2000).

William Large, *Heidegger's Being and Time* (Edinburgh: Edinburgh University Press, 2008).

Karl Löwith, *Martin Heidegger and European Nihilism*, trans. Gary Steiner (New York: Columbia University Press, 1995).

Denis McManus, *Heidegger and the Measure of Truth: Themes from His Early Philosophy* (Oxford: Oxford University Press, 2012).

Werner Marx, *Heidegger and the Tradition*, trans. Theodore Kisiel and Murray Greene (Evanston, IL: Northwestern University Press, 1971).

Stephen Mulhall, *Routledge Philosophy Guidebook to Heidegger and Being and Time* (London: Routledge, 1996).

Hugo Ott, *Martin Heidegger: A Political Life* (London: Harper Collins, 1993).

Richard F. H. Polt, *Heidegger: An Introduction* (Ithaca, NY: Cornell University Press, 1999).

François Raffoul and David Pettigrew (eds.), *Heidegger and Practical Philosophy* (Albany: State University of New York Press, 2002).

William J. Richardson, *Heidegger: Through Phenomenology to Thought* (The Hague: Nijhoff, 1967).

Rüdiger Safranski, *Martin Heidegger: Between Good and Evil*, trans. Ewald Osers (Cambridge, MA: Harvard University Press, 1999).

Mark Wrathall, *Heidegger and Unconcealment: Truth, Language, and History* (Cambridge: Cambridge University Press, 2011).

### Websites

Some websites that focus on Heidegger are:

<http://www.beyng.com/>

<http://www.freewebs.com/m3smg2/>

<http://www.heideggercircle.org/>

## 10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

## 12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

### myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

### OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.