PHIL403
Continental and Post-Modern Philosophy

Course Summary

Course: PHIL403 **Title:** Continental and Post-Modern Philosophy
Length of Course: 8 **Faculty :**
Prerequisites: PHIL101 **Credit Hours :** 3

Description

Course Description:

This course is a contemporary discussion of philosophic thought. It addresses the leading thinkers and theories of the past two centuries and includes but is not limited to Hegel, Marx, Nietzsche, Sartre, and Arendt. (Prerequisite: PHIL101)

Course Scope:

Introduce the student to postmodern thought and thinkers as well as the ideas underpinning this movement and its ongoing progress in the present age.

Objectives

After successfully completing this course, you will be able to:

- Identify the philosophies that have shaped contemporary Western thought (CO1) Examine the impact of contemporary philosophies on Western civilization (CO2)
- Evaluate how Western philosophers have shaped the development of political, social and economic systems (CO3)
- Contrast the differing philosophies in terms of how they conflict or complement one another (CO4) Differentiate how revolutionary philosophies challenge conventional beliefs and the response to such challenges (CO5)
- Evaluate how interpretations are central to the study of ideas (CO6)

Outline

Week 1: German Idealism and Hegel

Course Objective(s):

- CO1: Identify some philosophies developed in primarily non-anglophone Europe (hereafter "Continental") that helped shaped contemporary Western thought
- CO2: Evaluate how Continental philosophers have shaped the development of political, social and economic systems
- CO4: Differentiate how revolutionary philosophies challenge conventional beliefs and the response to such challenges

Weekly Objective(s):

- LO1: Identify the historical beginnings of German Idealism
- LO2: Identify key differences between Analytic and Continental Philosophy
- LO3: Examine Hegel's dialectic and how he evolved Kant's Idealism

Topics of Discussion:

- German Idealism
- Hegel's Dialectic
- Analytic/Continental Philosophy

Reading(s)

See each week's Lessons for readings.

Assignment(s)

Week 1 Discussion

Week 2: Marx

Course Objective(s):

- CO1: Identify some philosophies developed in primarily non-anglophone Europe (hereafter "Continental") that helped shape contemporary Western thought
- CO2: Evaluate how Continental philosophers have shaped the development of political, social and economic systems
- CO3: Contrast the differing philosophies in terms of how they conflict or complement one another
- CO4: Differentiate how revolutionary philosophies challenge conventional beliefs and the response to such challenges

Weekly Objective(s):

- LO1: Analyze Alienation in terms of Marx's theory
- LO2: Determine how Marx refashioned Hegel's theory of history
- LO3: Discover some origins of the field of Sociology

Topics of Discussion:

- Karl Marx
- The concept of Alienation
- Sociological Conflict Theory

Reading(s)

See each week's Lessons for readings. Assignment(s)

Week 2 Discussion

Week 3: Critical Theory – Frankfort School

Course Objective(s):

- CO1: Identify some philosophies developed in primarily non-anglophone Europe (hereafter "Continental") that helped shape contemporary Western thought
- CO2: Evaluate how Continental philosophers have shaped the development of political, social and economic systems
- CO3: Contrast the differing philosophies in terms of how they conflict with or complement one another
- CO5: Evaluate how interpretations are central to the study of ideas

Weekly Objective(s):

- LO1: Develop a general understanding of Critical Theory and how it evolved
- LO2: Analyze how the Frankfort School contributed to the theory
- LO3: Ponder historical and societal impacts on the development of Critical Theory
- LO4: Evaluate Adorno's contribution to Sociology/Philosophy

Topics of Discussion:

- Frankfort School
- Critical Theory
- Theodor Adorno

Reading(s)

See each week's Lessons for readings. Assignment(s)

Week 3 Discussion

Week 3 Reader Response Essay

Week 4: Hermeneutics

Course Objective(s):

- CO1: Identify some philosophies developed in primarily non-anglophone Europe (hereafter "Continental") that helped shape contemporary Western thought
- CO3: Contrast the differing philosophies in terms of how they conflict with or complement one another
- CO4: Differentiate how revolutionary philosophies challenge conventional beliefs and the response to such challenges
- CO5: Evaluate how interpretations are central to the study of ideas

Weekly Objective(s):

- LO1: Differentiate understanding from explaining
- LO2: Determine the value of Hermeneutical analysis of human expression
- LO3: Examine some contributions of two key theorists

Topics of Discussion:

- Hermeneutics
- Hermeneutic Circle
- Wilhelm Dilthey
- Hans-Georg Gadamer

Reading(s)

See each week's Lessons for readings. Assignment(s)

Week 4 Discussion

Week 5: Phenomenology

Course Objective(s):

- CO1: Identify some philosophies developed in primarily non-anglophone Europe (hereafter "Continental") that helped shape contemporary Western thought
- CO3: Contrast the differing philosophies in terms of how they conflict with or complement one another
- CO4: Differentiate how revolutionary philosophies challenge conventional beliefs and the response to such challenges
- CO6: Interpret how postmodern thought evolved from earlier theories and how those theories continue to shape Western society

Weekly Objective(s):

- LO1: Examine the origins of phenomenology
- LO2: Interpret Husserl's contributions to the philosophy of mind
- LO3: Explain Heidegger's differences from Husserl
- LO4: Explain Dasen, or the notion of Being

Topics of Discussion:

- Dasen
- Husserl
- Heidegger

Reading(s)

See each week's Lessons for readings. Assignment(s)

Week 5 Discussion

Week 5 Movie Time

Week 6: Existentialism

Course Objective(s):

- CO1: Identify some philosophies developed in primarily non-anglophone Europe (hereafter "Continental") that helped shape contemporary Western thought
- CO2: Evaluate how Continental philosophers have shaped the development of political, social and economic systems
- CO3: Contrast the differing philosophies in terms of how they conflict or complement one another
- CO4: Differentiate how revolutionary philosophies challenge conventional beliefs and the response to such challenges

Weekly Objective(s):

- LO1: Compare different existentialists
- LO2: Explore what it means to exist
- LO3: Interpret existentialism as a means to self-discovery and living

Topics of Discussion:

- Existentialism
- Kierkegaard
- Sartre
- Nietzsche
- Existentialism as a movement

Reading(s)

See each week's Lessons for readings. Assignment(s)

Week 6 Discussion

Week 7: Deconstruction- Post Modernism

- CO1: Identify some philosophies developed in primarily non-anglophone Europe (hereafter "Continental") that helped shape contemporary Western thought
- CO3: Contrast the differing philosophies in terms of how they conflict or complement one another
- CO4: Differentiate how revolutionary philosophies challenge conventional beliefs and the response to such challenges
- CO6: Interpret how postmodern thought evolved from earlier theories and how those theories continue to shape Western society

Weekly Objective(s):

- LO1: Apprise the substance and value of structuralism and deconstructionism
- LO2: Evaluate the basics of both structuralism and deconstructionism
- LO3: Explore the evolution of the notion of meaning as related to writing

Topics of Discussion:

- Structuralism
- Ferdinand de Saussure
- Deconstructionism
- Jacque Derrida

Reading(s)

See each week's Lessons for readings. Assignment(s)

Week 7 Discussion

Week 7 Biography

Week 8: :Post Structuralism

Course Objective(s):

- CO1: Identify some philosophies developed in primarily non-anglophone Europe (hereafter "Continental") that helped shape contemporary Western thought
- CO2: Evaluate how Continental philosophers have shaped the development of political, social and economic systems
- CO4: Differentiate how revolutionary philosophies challenge conventional beliefs and the response to such challenges
- CO5: Evaluate how interpretations are central to the study of ideas
- CO6: Interpret how postmodern thought evolved from earlier theories and how those theories continue to shape Western society

Weekly Objective(s):

- LO1: Explore the shift in general thinking brought about by postmodernism
- LO2: Analyze how Continental Feminists use earlier Continental philosophies

- LO3: Analyze how postmodern thinking is represented by Analytical philosophers such as Wittgenstein

Topics of Discussion:

- "postmodernism"
- Ludwig Wittgenstein
- Continental feminism
- Psychoanalysis and phenomenology
- Deconstructive/reconstructive

Reading(s)

See each week's Lessons for readings. Assignment(s)

Week 8 Discussion

Evaluation

Grading:

Name	Grade %
Discussions	40%
Week 1 - Introductions	4.44%
Week 1 - German Idealism - Hegel	4.44%
Week 2 - Karl Marx	4.44%
Week 3 - Critical Theory	4.44%
Week 4 - Hermeneutics	4.44%
Week 5 - Phenomenology	4.44%
Week 6 - Existentialism	4.44%
Week 7 - Deconstructionism/Post-Modern	4.44%
Week 8 - Post Structuralism	4.44%
Paper Assignments	35.00%
Week 3 Reader Response Essay	17.50%
Week 5 Movie Time	17.50%
Final Project	25%
Week 7 Biography	25.00%

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit eReserve to locate the course.*

Author: Publication Info:

ISBN: ERESERVE NOTE

All reading is provided on the syllabus and in the Lessons in the course for each week. There is also a list in the eReserve in the library: Scroll to our course, PHIL416, select the link, and all readings will be listed.

Course Guidelines

Citation and Reference Style

Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Philosophy Department.
Note, if your degree program uses another style, discuss this with your instructor.
Please note that no formal citation style is graded on discussion assignments in the School of Arts, Humanities & Education—only attribution of sources (please see details regarding discussion communication below).

Turnitin

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
It is the student's responsibility to ensure all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Discussion

- Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the discussion. The purpose of the discussions is

to actively participate in an ongoing discussion about the assigned content.

- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

- As a class, if we run into conflicting viewpoints, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

- Students must post a response to the weekly discussion prompt and post the required number of replies to other students – refer to the grading rubric and/or discussion instructions for specific expectations on several replies and word count requirements.

- The main response to the discussion is due mid-week – refer to the grading rubric and/or discussion instructions for specific expectations.

Late Policy

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students' email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.

- Students and instructors communicate in Discussion posts and other learning activities.

- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.

- Students should review writing for spelling and grammar.

- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.

- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).

- The APUS standard for grading all assessments (assignments, Discussions, quizzes,

exams) is five days or fewer from the due date.

■   Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the Student Handbook for processes and policies at APUS. Notable policies:

■   Drop/Withdrawal Policy
■   Extension Requests
■   Academic Probation
■   Appeals
■   Academic Dishonesty / Plagiarism
■   Disability Accommodations
■   Student Deadlines
■   Video Conference Policy

Mission

The mission of American Public University System is to provide high-quality higher education with an emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society

Minimum Technology Requirements

■   Please consult the catalog for the minimum hardware and software required for undergraduate and graduate courses.

■   Although students are encouraged to use the Pulse mobile app with any course, please note that not all coursework can be completed via a mobile device.

Disclaimers

■   Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

■   Course content may vary from the syllabus schedule to meet the needs of a particular group.